

Competency Task 1: Standards Based Learning System Gap Analysis
Points Possible=30 (Section 1-5 will be scored and doubled for the final total)

Overall Data Review & Analysis				
<ul style="list-style-type: none"> Analyze documents provided for LT's SBLS: Summarize your understanding regarding what a SBLS and Mastery Learning Model is. <ul style="list-style-type: none"> - Use evidence from LT's SBLS to comment at the current state of LT's SBLS implementation. Reflect on the gap analysis experience and how the experience is part of the teaching and learning experience on a campus. Access and reflect on 1 document from your district that meets the criteria of a SBLS. 				
Rubric Component & Score	3	2	1	0
1. Content=Standards Based Learning System with a Mastery Learning Model focus <ul style="list-style-type: none"> Define what a SBLS is, Define what a Mastery Learning model is, What is the framework for implementing a SBLS and how it relates to closing the achievement gap? 	<ul style="list-style-type: none"> Clearly states each specified element of the SBLS & Mastery Learning Model. Clearly states how (the framework) these 2 systems should be implemented, and Why this relates to closing the achievement gap. 	Detailed list of 2-3 of the elements listed.	Only partially communicates 1-3 of the types of the elements listed.	Lack of clear communication of the elements listed.
2. Content=Evaluate evidence from LTU for Curricular Alignment <ul style="list-style-type: none"> Analyze the quality of the SBLS in Lemon Tree's school by reviewing each document provided. Utilize the 5 questions regarding a SBLS: <ul style="list-style-type: none"> -Does it exist? What elements are in place? Is it of quality? Is it used? Does it make a difference? Use a protocol (p. 44, 79, or 203 can be an example) to explain your determination. 	Clearly states each aspect of analysis, the 5 questions, to demonstrate the conclusions made regarding the curricular alignment.	Description of 4-5 of the elements listed.	Only partially communicates 2-4 of the types of the elements listed.	Only partially communicates 1 or 2 of the types of the elements listed or lack of clear communication of the elements.
3. Content=Reflection & Rationale <ul style="list-style-type: none"> Should a SBLS be implemented by a site leader, why or why not? How is a SBLS part of an equitable learning environment for ALL students? What are your significant and key learning based on this activity? What implication does your learning have for you as a leader? What element of a SBLS was analyzed from your current position and what did you learn from this element? 	Clearly communicates a reflective stance of the importance and relevance of a Standards Based Learning System and Mastery Learning Model. Clearly communicates how equity is played out through a SBLS. Clearly communicate a personal reflective journey of knowledge regarding a SBLS and how it may affect your leading in the future. Clearly communicates what element of a SBLS was acquired and analyzed.	Partially communicates the analysis of the data, 2-3 questions posed.	Only partially communicates 1-3 questions posed.	Lack of clear communication of elements.
4. Content=School Board Policies <ul style="list-style-type: none"> The discussion on what a SBLS includes a discussion on the Board policies and/or government regulations and laws related to equity, and student learning including assessment. 	Clearly communicates: -Discussion on Board policies and/or government regulations and -laws related to student academic performance including assessment.	Partially communicates: 1-2 elements outlined.	Only partially communicates questions posed.	Lack of clear communication of elements.
5. Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA	Partially observes appropriate	Inconsistently observes appropriate grammar,	Lack of clear implementation

	guidelines, including citations, references, appendix and data tables/charts.	grammar, punctuation and APA guidelines, including citations, references, appendix and data tables/charts.	punctuation and APA guidelines, including citations, references, appendix and data tables/charts.	n and understanding of these elements.
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