

APPENDIX C: SCHOOL PLANNING REPORT RUBRIC

The rubric describes the four stages of report-writing development. It may be used for reflection and self-evaluation.

Component	Stage 1	Stage 2	Stage 3	Stage 4
Planning Process	<ul style="list-style-type: none"> little or no involvement of school stakeholders (teachers, students, parents, community) parents not informed planning occurred at one point in time no evidence of planning team <p><i>Planning process somewhat restricted or lacking team approach</i></p>	<ul style="list-style-type: none"> limited involvement of school stakeholders parents informed on one occasion planning occurred at various points in time but was fragmented limited evidence of planning team 	<ul style="list-style-type: none"> involvement of a variety of school stakeholders parents informed on various occasions planning occurred at multiple points in time evidence of planning team <p><i>Planning process includes community involvement and team approach</i></p>	<ul style="list-style-type: none"> wide involvement of school stakeholders ongoing communication/ reporting to parents/community planning occurred in a structured manner at multiple points in time solid school planning team
Expected Outcomes	<ul style="list-style-type: none"> no evidence of SMART* format outcomes are vague or incompletely developed no link to priorities <p><i>Outcomes are vague/generalized or do not link to priorities</i></p>	<ul style="list-style-type: none"> some outcomes in SMART* format outcomes are general vague link to priorities 	<ul style="list-style-type: none"> most outcomes in SMART* format achievable outcomes general links to priorities <p><i>Outcomes linked to priorities; contain 4–5 components of SMART format</i></p>	<ul style="list-style-type: none"> all outcomes in SMART* format solid school planning team clear links to priorities
Strategies	<ul style="list-style-type: none"> vague descriptions of strategies strategies do not relate to stated outcomes achievement unknown, based on overall plan <p><i>Strategies do not link directly to outcomes</i></p>	<ul style="list-style-type: none"> general descriptions of strategies few strategies relate to stated outcomes achievement is questionable, based on overall plan 	<ul style="list-style-type: none"> specific descriptions of some strategies most strategies relate to stated outcomes achievement possible, based on overall plan <p><i>Strategies link to outcomes</i></p>	<ul style="list-style-type: none"> specific descriptions of all strategies all strategies relate to stated outcomes and each other achievement likely, based on overall plan
Indicators	<ul style="list-style-type: none"> description of anticipated results description of strategies unclear relationship between outcomes and strategies <p><i>Descriptions of anticipated results (no evidence of indicators)</i></p>	<ul style="list-style-type: none"> description of anticipated results achievement and/or accessibility is questionable relationship evident between outcomes and strategies 	<ul style="list-style-type: none"> description of general indicators as measures of results accessible and achievable relationship evident among outcomes, strategies, and indicators <p><i>Recognition of indicators as evidence of results</i></p>	<ul style="list-style-type: none"> description of specific indicators as measures of results accessible and achievable high level of congruence among outcomes, strategies, and indicators
Data Sources (Tools)	<ul style="list-style-type: none"> description of results or strategies unclear link between indicators and tools <p><i>Descriptions of anticipated results (limited or no recognition of data sources)</i></p>	<ul style="list-style-type: none"> description of results general link between indicators and tools 	<ul style="list-style-type: none"> general tools to measure results of strategies achievable relationship among strategies, indicators, and tools <p><i>Recognition of data sources as measurement tools</i></p>	<ul style="list-style-type: none"> description of specific tools to measure results of strategies high level of congruence among strategies, indicators, and tools

* SMART: specific, measurable, achievable, relevant, time-related

