Performance Assessment for School Leaders (PASL)

Score Report Feedback for Task 1:

Problem Solving in the Field

Score Level 4

Step 1: Identifying a Problem/Challenge

1.1.1. The response provides insightful and well-defined evidence to support the choice of a significant problem or challenge. There is substantive evidence, including tightly linked examples, of the impact the problem or challenge has on student learning. Further, the extensive use of longitudinal data supports your choice of the problem or challenge. Your response also provides insightful and detailed evidence of the anticipated result. There is an extensive description of the expected result's significant impact on instructional practice and student learning.

Step 2: Researching and Developing a Plan

1.2.1. The response provides evidence of significant research conducted and insightfully explains how that research influenced the plan's development. You provide extensive evidence of school and/or district resources and a detailed explanation of their effect on the plan's development. Your analysis of how school, community, and/or cultural influences significantly affected the plan's development is substantive.

1.2.2. The response provides extensive evidence of a developed plan, goals, a substantive timeline, and steps, with insightful rationales. You present tightly connected reasons for selecting colleagues to help develop the plan and a detailed description of their roles. Your strategies to communicate the plan to various audiences are described in depth, and your rationales for choosing them are tightly connected to your goals. There is evidence of a well-defined method to assess the results of the plan and its impact on instructional practice and student learning, with extensive rationales for the choice of student work provided.

Step 3: Implementing the Plan

1.3.1. The response provides evidence of significant and detailed actions to support the plan's implementation; the examples are tightly connected to the actions. The evidence explaining why and how colleagues were chosen to be included in the implementation is insightful and in-depth. There is evidence of substantive strategies used to communicate with the colleagues involved in the implementation. You provide thorough rationales for selecting the strategies used and a detailed description of their impact on the plan's implementation.

1.3.2. The response provides evidence of a well-defined choice of criteria and methods to monitor the plan's implementation, with a thorough rationale explaining the choices. You describe insightful adjustments made during the implementation, and your choices are supported with a detailed rationale. There is substantive evidence that you considered the impact of the implementation on the problem or challenge, which is described using in-depth examples. Your response thoroughly analyzes the plan's impact on instructional

practice and student learning; this analysis is supported using extensive examples, including student work samples.

Step 4: Reflecting on the Plan and the Resolution

1.4.1. The response provides evidence of substantive changes that could be made to the development and implementation process, with detailed examples. Your reflection on what you learned from developing and implementing the plan is extensive and supported with insightful examples. You provide significant and insightful examples of how the knowledge gained will influence future approaches to problem-solving tasks.

Score Level 3

Step 1: Identifying a Problem/Challenge

1.1.1. The response provides effective evidence to support the choice of a significant problem or challenge, but more details explaining the issue's significance may be needed. There is appropriate evidence of the impact the problem or challenge has on student learning; however, a more thorough description may be required, and/or the examples might need to be more tightly connected. Your choice of the problem or challenge may be supported through the appropriate rather than extensive use of longitudinal data collected to support the choice of a problem or challenge. Your response provides relevant evidence of identifying an anticipated result, but the result may need to be more substantive. There may be an appropriate rather than a thorough description of the result's impact on instructional practice and student learning.

Step 2: Researching and Developing a Plan

1.2.1. The response provides appropriate evidence of research conducted and how that research influenced the plan's development, but the inclusion of more significant research might be needed. You provide effective evidence of identifying school and/or district resources and an informed explanation of their effect on the plan's development; however, your explanation of the resources' influence on the plan's development may need to be more extensive. Your analysis of how school, community, and/or cultural influences affected the plan's development may be appropriate rather than insightful.

1.2.2. The response provides evidence of an effective plan, goals, an appropriate timeline, and steps; however, the rationales may need to be more extensive and/or more tightly connected to the choice of timeline and steps. You present relevant reasons for selecting specific colleagues to help develop the plan and an appropriate discussion of their roles. Still, your reasons for choosing them may need to be more fully developed. Your strategies to communicate the plan to various audiences are relevant, but your rationales for choosing them may need to be more tightly connected to your goals. There is evidence of an effective method to assess the results of the plan and its impact on instructional practice and student learning; however, your explanations may lack insight. The response includes student work that accurately reflects the impact on student learning, but your rationales for choosing them may need further detail.

Step 3: Implementing the Plan

1.3.1. The response provides evidence of informed actions to support the plan's implementation; the examples used may be clearly rather than tightly connected to the actions. The evidence explaining why and how colleagues were chosen to be included in the implementation is appropriate and informed. More insightful rationales may be needed to show why and how the colleagues were included. There is evidence of effective strategies to communicate with the colleagues involved in the implementation. Your

reasons for selecting the strategies and your description of their impact on the plan's implementation may need further detail.

1.3.2. The response provides evidence of a relevant choice of criteria and methods used to monitor the plan's implementation; however, the reasons for choosing them may not be thorough. You describe logical adjustments made during the implementation, but your rationales may not be fully developed. There is effective evidence that you considered the impact of the implementation on the problem or challenge. Your description, however, may lack in-depth examples. Your response appropriately analyzes the plan's impact on instructional practice and student learning. This analysis, though, may need to be supported with more extensive examples, including student work samples.

Step 4: Reflecting on the Plan and the Resolution

1.4.1. The response provides evidence of effective changes that could be made to the development and implementation process. The examples, though, may need to be more detailed. Your reflection on what lessons you learned from developing and implementing the plan is relevant but may need to be supported with more insightful examples. You provide an informed and appropriate discussion of how the knowledge gained will influence future approaches to problem-solving tasks; your examples, however, may need to be more thorough. Overall, the response may need to provide more insightful and significant reflections.

Score Level 2

Three kinds of writing are required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 2 emphasizes descriptive writing. As you read your submitted response, consider how much analytic and reflective writing is present. When a guiding prompt requests a rationale or an explanation, consider the evidence you could submit to support your choices and/or decisions. Responses at this score level may fail to respond completely to **all** parts of the guiding prompts, and their analysis may be limited or vague. Also, consider the comments that follow.

Step 1: Identifying a Problem/Challenge

1.1.1. The response may provide cursory evidence to support the choice of a significant problem or challenge. More details may be needed to clarify the significance of the problem or challenge. Evidence may describe the impact the problem or challenge has on student learning, but the examples may be limited and/or loosely connected to the problem or challenge. Your choice of the problem or challenge may be supported through limited longitudinal data, but a more complete and appropriate collection of longitudinal data may be needed. Your response may provide partial or vague evidence of identifying an anticipated result, and/or that result may need to be clearer or more closely connected to the significant problem or challenge. Some evidence may describe the anticipated result's impact on instructional practice and student learning, but the description may be confusing or partial.

Step 2: Researching and Developing a Plan

1.2.1. The response may provide partial or vague evidence that research was identified and influenced the plan's development; more appropriate research that clearly influences the plan's development may be needed. You may provide uneven evidence of identifying school and/or district resources and/or a limited explanation of their effect on the plan's development; clearer explanations and/or examples about the influence of the resources and their use may be needed. Your analysis of how the school, community, and/or cultural influences affected the plan's development may be limited; more appropriate details about all three areas may be needed.

1.2.2. The response may provide uneven evidence of developing a plan and identifying goals. Explanations of the plan and goal may be limited to a vague timeline and steps. Rationales may need to be more closely connected to the timeline choice and steps. You may present partial or vague reasons for selecting specific colleagues to help develop the plan and a cursory discussion of their roles; a more relevant explanation may be needed. The strategies you used to communicate the plan to various audiences may be cursory, and/or your rationales for choosing them may be partial, confusing, or loosely connected to your goals. Evidence of a method to assess the results of the plan and its impact on instructional practice and student learning may be limited. Identification of student work to reflect the effect on student learning may be partial or tangential, or your rationales for choosing them may be loosely connected.

Step 3: Implementing the Plan

1.3.1. The response may provide some evidence of actions taken to support implementation of the plan, but the examples used may be limited or loosely connected to the actions. The examples may also need to explain better how they facilitate instructional improvements. The evidence describing why and how colleagues were chosen to be included in the implementation may be partial. A more developed rationale may be needed to show why and how the colleagues were included. Your description of strategies used to communicate with colleagues involved in the implementation may be partial or loosely connected. The rationales for the strategies and your analysis of their impact on the plan's implementation may need to be clearer and more closely aligned.

1.3.2. The response may provide some evidence of a choice of criteria and methods used to monitor the plan's implementation; however, the reasons for choosing them may be limited or partial. You may provide inconsistent evidence of adjustments made during the implementation, and/or your rationales for making them may be limited. There may be uneven evidence that you considered the impact of the implementation on the problem or challenge, and/or your examples may be confusing. Your response may provide partial evidence that you analyzed the plan's impact on instructional practice and student learning. This analysis, though, may be supported with loosely connected examples and work samples.

Step 4: Reflecting on the Plan and the Resolution

1.4.1. The response may provide evidence of limited changes that could be made to the implementation process, with loose connections to the examples cited. Your reflection on what lessons you learned from developing and implementing the plan may be partial and/or supported with limited examples. You may discuss how the knowledge gained will influence future problem-solving tasks, but your analysis may be inconsistent or include limited examples. The connections you make between what was learned and how it will affect future actions may be cursory or limited. Overall, the response may need more consistent evidence of reflecting on the process.

Score Level 1

Three kinds of writing are required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 1 contains one or more of the following features: selects a problem or challenge that does not impact instructional practice or student learning; provides little or no evidence of the candidate's involvement in the development and/or implementation of the plan; contains little or no analysis or reflection. Responses at this score level may fail to respond completely to **all** parts of the guiding prompts, and their analysis may be trivial or uninformed.

As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale or examples, consider the evidence you could submit to support your choices and/or decisions. In addition, think about how much analytic and reflective writing is present. Also, consider the comments that follow.

Step 1: Identifying a Problem/Challenge

1.1.1. The response may identify a problem or challenge but provide minimal evidence that the problem or challenge impacts instructional practice and student learning, or the issue may focus on trivial activities rather than instruction. Examples that demonstrate the impact may be inaccurate or missing. There may be little evidence that longitudinal data were collected to support the choice of a problem or challenge, or the data may not support the choice of problem or challenge. The response may provide inappropriate evidence of identifying an anticipated result once the problem or challenge is addressed. The discussion of the impact that the result will have on instructional practice and student learning may be perfunctory or irrelevant.

Step 2: Researching and Developing a Plan

1.2.1 The response may provide evidence of research, if any was conducted, that is inappropriate or irrelevant to the plan's development. Identifying school and/or district resources and their effect on the plan's development may be trivial or missing. The response may provide little or no evidence of how the school, community, and/or cultural influences affected the plan's development.

1.2.2. The response may provide minimal evidence of a developed plan or that goals have been identified. There may be little or no discussion of a timeline and/or the steps taken. The rationale for **each** timeline step may be missing or ineffective and needs further clarification. The reasons for selecting certain colleagues to help develop the plan may be trivial. The response may describe ineffective strategies to communicate the plan to various audiences and provide little or no rationale for the choices. The choice of a method to assess the results of the plan and its impact on instructional practice and student learning may be ineffective. Identifying student work to reflect the impact on student learning may be misinformed.

Step 3: Implementing the Plan

1.3.1. The response may provide evidence of minimal actions taken to support the plan's implementation. The examples chosen may be ineffective or disconnected from the actions. Evidence regarding why and how colleagues were selected to be included in the implementation may be missing or inappropriate. The communication strategies used with colleagues involved in the implementation may be ineffective. The reasons for using specific strategies and discussing their impact on the plan's implementation may be missing or trivial.

1.3.2. The response may provide evidence that illogical criteria and methods were chosen to monitor the plan's implementation; reasons for the choice of criteria and methods may be missing or disconnected. The description of adjustments made during the implementation may be missing or ineffective; if rationales are present, they may be unclear. There may be minimal evidence of how the implementation addressed the problem or challenge, with few or no examples. The analysis of the effect of the plan on instructional practice and student learning may be missing or illogical. Examples of work samples may be minimal or missing.

Step 4: Reflecting on the Plan and the Resolution

1.4.1. The response may provide evidence of irrelevant changes that could be made to the development and/or implementation process. Examples supporting the conclusions may be ineffective or missing. The discussion of the influence of the development and implementation process on approaches to future problem-solving tasks may be unclear or ineffective. Examples may be inappropriate or missing.

Score Level 0

Step 1: Identifying a Problem/Challenge

If a Zero is assigned, the step is considered "unacceptable" and "Not Scoreable" because of insufficient evidence. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 1 for at least one of the following reasons.

- No written response is in the Task 1—Step 1 textbox.

- The written response does not address any of the guiding prompts for Task 1—Step 1.

- The written response is attached as a standalone document rather than directly in the textbox provided.

- There is a technical difficulty with the artifact attachment (e.g., the artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).

- None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.
  - Representative page of longitudinal data

Step 2: Researching and Developing a Plan

If a Zero is assigned, the step is considered "unacceptable" and "Not Scoreable" because of insufficient evidence. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 2 for at least one of the following reasons.

- No written response is in any of the Task 1—Step 2 textboxes.

- The written response does not address any of the guiding prompts for Task 1—Step 2.

- The written response is attached as a standalone document rather than directly in the textbox provided.

- There is a technical difficulty with the artifact attachment (e.g., the artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).

- None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.
    - Representative page of the research materials and resources you used to inform the development of the plan
    - Representative pages of the plan
    - Representative page of your timeline and steps

Step 3: Implementing the Plan

If a Zero is assigned, the step is considered "unacceptable" and "Not Scoreable" because of insufficient evidence. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 3 for at least one of the following reasons.

- No written response is in any of the Task 1—Step 3 textboxes.
- The written response does not address any of the guiding prompts for Task 1—Step 3.
- The written response is attached as a standalone document rather than directly in the textbox provided.
- There is a technical difficulty with the artifact attachment (e.g., the artifact is corrupt or will not open, is unreadable and/or indecipherable, or contains only hyperlinks).
- None of the following required artifacts are acceptable or attached to any of the Task 1 textboxes.
    - Representative page of your communication with stakeholders
    - Representative page of an artifact of your choice that reflects any adjustments and/or results related to the implementation of the plan (e.g., meeting notes, e-mails to stakeholders)
    - Representative page of student work

Step 4: Reflecting on the Plan and the Resolution

If a Zero is assigned, the step is considered "unacceptable" and "Not Scoreable" because of insufficient evidence. As you read through your submitted response, review your artifacts and think about what kind of evidence you need to submit to support the choices and/or decisions you described in your written commentary. Also, return to the Submission System to confirm that what you attached was legible and did not contain hyperlinks. A Zero is assigned to Step 4 for at least one of the following reasons.

- No written response is in the Task 1—Step 4 textbox.

- The written response is attached as a standalone document rather than directly in the textbox provided.

- The written response does not address any of the guiding prompts for Task 1—Step 4.