

# Rubric for Evaluating Administrator Project Objective Accomplishment Aligned to PSEL Standards

This rubric evaluates how well a principal accomplished their project's objective, specifically aligning the evaluation to the Professional Standards for Educational Leaders (PSEL). Each Indicator is scored on a 4-point scale. The indicators will be averaged to determine the rating for the project.

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## I. Clarity and Alignment of Objective

| Score                       | Ineffective (1 point)                                                             | Developing (2 points)                                                                                                | Effective (3 points)                                                                                                                                  | Highly Effective (4 points)                                                                                                                                                          |
|-----------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objective Definition</b> | The project objective is vague, undefined, or not clearly stated.                 | The project objective is stated but lacks specificity or is not easily measurable.                                   | The project objective is <b>clearly defined</b> , specific, and measurable, providing a strong target for the project.                                | The project objective is <b>exceptionally clear, highly specific, measurable</b> , achievable, relevant, and time-bound (SMART).                                                     |
| <b>PSEL Alignment</b>       | The project objective has minimal or no discernible connection to PSEL Standards. | The project objective demonstrates a general connection to one or more PSEL Standards, but the link is not explicit. | The project objective is <b>explicitly aligned</b> to one or more relevant PSEL Standards, demonstrating an understanding of leadership competencies. | The project objective is <b>deeply and strategically aligned</b> to multiple, relevant PSEL Standards, reflecting a comprehensive understanding of effective educational leadership. |

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## II. Progress Towards Objective

| Score                       | Ineffective (1 point)                                                                    | Developing (2 points)                                                                                   | Effective (3 points)                                                                                                            | Highly Effective (4 points)                                                                                                                             |
|-----------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions Taken</b>        | Few or no actions were taken towards the objective, or actions were largely ineffective. | Some actions were taken towards the objective, but they were inconsistent or lacked strategic planning. | <b>Clear and logical actions</b> were taken, demonstrating a planned approach to achieving the objective.                       | <b>A comprehensive and highly strategic set of actions</b> were consistently implemented, demonstrating proactive and adaptive progress.                |
| <b>Challenges Addressed</b> | Significant challenges were unaddressed, hindering progress towards the objective.       | Some challenges were acknowledged, but solutions were partial or reactive.                              | <b>Key challenges were effectively identified and addressed</b> , minimizing their negative impact on objective accomplishment. | <b>Anticipated and skillfully navigated all significant challenges</b> , implementing innovative solutions that enhanced progress toward the objective. |

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### III. Evidence of Accomplishment

| Score                  | Ineffective (1 point)                                                              | Developing (2 points)                                                                                        | Effective (3 points)                                                                                                    | Highly Effective (4 points)                                                                                                                                  |
|------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Data Collection</b> | Minimal or no data was collected to track progress or evaluate the objective.      | Some data was collected, but it was limited in scope, reliability, or relevance to the objective.            | <b>Relevant data was systematically collected</b> to track progress and provide insight into objective accomplishment.  | <b>Robust and diverse data sources were expertly utilized</b> , providing comprehensive and reliable evidence of objective accomplishment.                   |
| <b>Data Analysis</b>   | Data was not analyzed, or analysis was superficial and did not inform conclusions. | Data was analyzed, but the analysis was incomplete or did not fully support conclusions about the objective. | <b>Data was thoroughly analyzed</b> to draw clear conclusions about the extent to which the objective was accomplished. | <b>Sophisticated data analysis methods were employed</b> , yielding profound insights into objective accomplishment and identifying areas for future growth. |

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## IV. Impact and Outcomes

| Score                           | Ineffective (1 point)                                                                | Developing (2 points)                                                                                | Effective (3 points)                                                                                                                       | Highly Effective (4 points)                                                                                                                                      |
|---------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Direct Impact</b>            | Little to no observable impact on the target area of the objective.                  | Some observable impact, but it was limited or not directly attributable to the project.              | <b>Clear and positive direct impact</b> on the specific area targeted by the objective, with observable changes.                           | <b>Significant and measurable positive direct impact</b> on the target area, demonstrating a profound influence.                                                 |
| <b>Indirect/Systemic Impact</b> | No evidence of broader, indirect, or systemic impact beyond the immediate objective. | Some emerging or minor indirect impact, but it was not a primary focus or consistently demonstrated. | The project demonstrates <b>some positive indirect or systemic impact</b> , contributing to broader school improvement or cultural shifts. | The project generated <b>significant and sustainable indirect and systemic impact</b> , creating positive ripple effects across the school community and beyond. |

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## V. Reflection and Learning

| Score                  | Ineffective (1 point)                                                                     | Developing (2 points)                                                       | Effective (3 points)                                                                                                  | Highly Effective (4 points)                                                                                                                      |
|------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Self-Assessment</b> | Little to no reflection on the project's successes, challenges, or areas for improvement. | Some reflection, but it was superficial or lacked critical self-assessment. | <b>Thoughtful reflection</b> on the project's strengths and weaknesses, demonstrating a capacity for self-assessment. | <b>Deep and insightful self-assessment</b> , identifying key learnings and critically evaluating the principal's role in the project's outcomes. |

Summary Comments:

Project Score:

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date