

Criteria Rubric	(5)	(3)	(1)
Student Equity <ul style="list-style-type: none"> Students have equitable access to all scheduled courses based on needs and interests. Students are able to balance their academic needs with academic exploration (<i>credit recovery, AP, electives, career interests, etc.</i>). Impact of absenteeism (not chronic) on achievement and student learning. 	All students have equitable access to all scheduled courses based on needs and interests.	Most students have equitable access to all scheduled courses based on needs and interests.	Some students have equitable access to all scheduled courses based on needs and interests.
	All students are able to register for classes that support academic need and exploration.	Most students are able to register for classes that support academic need and exploration.	Some students are able to register for classes that support academic need and exploration.
	Absenteeism (not chronic) has minimal impact on achievement and student learning.	Absenteeism (not chronic) has moderate impact on achievement and student learning.	Absenteeism (not chronic) has substantial impact on achievement and student learning.
Impact on Students' Instructional Day <ul style="list-style-type: none"> Students' management of schedule and workload. (<i>Student Stress</i>) Maximizes instructional time for learning and growth. (<i>School day insures efficient and effective use of time</i>) Consistent instructional time supports student learning. 	All students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.	Most students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.	Some students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities.
	Maximizes instructional time for all departments/programs	Maximizes instructional time for most departments/programs.	Maximizes instructional time for some departments/programs.
	Instructional time consistently supports student learning.	Instructional time somewhat consistently support student learning.	Instructional time inconsistently supports student learning.
Impact on Course Completion <ul style="list-style-type: none"> Continuity of year-long courses Ability to fulfill course outcomes and requirements. Impact of student mobility on student achievement and credit completion. (Running Start; Transfer; online) 	All courses in all departments are continuous and meet all instructional sequence requirements.	All courses in most departments are continuous and meet most instructional sequence requirements.	All courses in some departments are continuous and meet some instructional sequence requirements.
	All requirements, commitments and demands for year-long courses are fulfilled.	Most requirements, commitments and demands for year-long courses are fulfilled.	Some requirements, commitments and demands for year-long courses are fulfilled.
	Student mobility has minimal impact on student learning and credit completion.	Student mobility has moderate impact on student learning and credit completion.	Student mobility has substantial impact on student learning and credit completion.
State Testing – Graduation Requirements <ul style="list-style-type: none"> Alignment of state & AP testing window with course completion. (<i>March – June</i>) Courses with required assessments have sufficient time to teach identified standards. Opportunities to achieve standard through intervention and/or acceleration. (<i>Doubling Up</i>) 	State testing window completely aligns with course completion.	State testing window mostly aligns with course completion.	State testing window partially aligns with course completion.
	All courses with required assessments have sufficient time to teach identified standards.	Most courses with required assessments have sufficient time to teach identified standards.	Some courses with required assessments have sufficient time to teach identified standards.
	All students have opportunities to achieve standard through intervention and/or acceleration.	Most students have opportunities to achieve standard through intervention and/or acceleration.	Some students have opportunities to achieve standard through intervention and/or acceleration.
Schedule Flexibility and Optimization <ul style="list-style-type: none"> Allows for the flexibility to respond to student needs through enrichment programs (<i>AVID, HSBP, Internships, etc.</i>) Optimizes opportunities to gain 24 credits and beyond. 	Schedule provides full flexibility to respond to student needs through enrichment programs.	Schedule allows for some flexibility to respond to student needs through enrichment programs.	Schedule provides little flexibility to respond to student needs through enrichment programs.
	Schedule provides opportunity to meet both state and district graduation requirements (allows 26-28 credits).	Schedule provides some opportunity to meet both state and district graduation requirements (allows more than 28 credits).	Schedule provides little opportunity to meet both state and district graduation requirements (allows for fewer than 26 credits).

Total Number of 5's: ___ x 5
 Total Number of 3's: ___ x 3 =
 Total Number of 1's: ___ x 1 =
 + + = Total Score

Total 5s Total 3s Total 1s