

Sample Performance Task Rubric

Leadership Performance Tasks Rubric

Purpose: This rubric is used to evaluate leadership competency across three core performance tasks, aligned with Nevada's educational priorities. Each task includes four performance levels with clear indicators of mastery.

Task 1: Statewide Vision & Strategic Priorities Briefing

Assessed Areas:

- Visionary leadership
- Strategic alignment
- Stakeholder engagement
- Communication & clarity of thought

Level	Description
4 – Exemplary	• Vision is compelling and grounded in Nevada's needs• Strategic priorities are clear, aligned, and actionable• Deep stakeholder engagement evident• Presentation is clear, persuasive, and well organized
3 – Proficient	• Coherent and contextually relevant vision• Priorities reflect state challenges• Realistic engagement strategies• Clear communication with minor lapses
2 – Developing	• General vision with limited state relevance• Loosely connected strategic priorities• Minimal stakeholder engagement• Lacks polish or clarity
1 – Basic	• Vague or disconnected vision• Unclear or unsupported priorities• Weak or missing engagement strategies• Confusing or ineffective communication

Task 2: Fiscal Planning & Policy Advocacy

Assessed Areas:

- Fiscal responsibility and alignment
- Political acumen and legislative communication
- Equity and decision making under constraints

Level	Description
4 – Exemplary	• Budget shows deep equity, feasibility, and impact awareness• Memo displays strong political insight and persuasive advocacy• Trade-offs are well justified
3 – Proficient	• Logical, feasible budget with equity consideration• Memo explains rationale and addresses concerns
2 – Developing	• Partial budget-priority alignment• Equity and political context underdeveloped• Memo lacks persuasive force
1 – Basic	• Arbitrary budget with weak rationale• Memo is unconvincing or politically disconnected

Task 3: Systems-Level Initiative Design for Student Outcomes

Assessed Areas:

- Data driven leadership
- Instructional improvement strategies
- Systemic thinking and capacity for scale
- Understanding of PCBE (Personalized, Competency-Based Education)

Level	Description
4 – Exemplary	• Strong data analysis supports initiative• Interventions are clearly evidence-based• Sophisticated, practical PCBE integration• Defined metrics and accountability
3 – Proficient	• Data-informed and feasible initiative• Mostly evidence-based interventions• PCBE addressed• Metrics and roles generally clear
2 – Developing	• Shallow data and interventions• Limited PCBE and scaling strategy• Vague implementation details
1 – Basic	• No data support• Generic or untested interventions• Missing PCBE and scale strategy• Absent accountability structures