

# Rubric for Act 1 of 2022 Graduation Plan Assessment



Assisting Students  
Experiencing Education Instability

This rubric offers a standardized way to assess the thoroughness and quality of each student's Graduation Plan, ensuring consistency and adherence to Act 1 of 2022. A complete Graduation Plan is essential for timely graduation and provides a clear record if further school changes are needed.



## How to Use This Assessment

Act 1 POCs or other designated school staff may refer to this rubric when developing or reviewing an Act 1 Graduation Plan for completeness.

## Criteria and Levels

| Criteria                                      | Ideal                                                                                                                | Needs Work                                                                      | Insufficient                                                             |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Completeness of Academic History</b>       | All academic experiences are comprehensively documented, including all alternative placements.                       | Most relevant experiences are documented with minor gaps.                       | Significant omissions or incomplete documentation.                       |
| <b>Credit Mapping Accuracy</b>                | Credits are accurately matched to all local requirements with clear evidence of equivalency.                         | Majority of credits are correctly matched; minor discrepancies noted.           | Inaccurate or unclear credit mapping.                                    |
| <b>Alternative Options and Assessments</b>    | Detailed and justified alternatives/waivers provided with multiple assessment options.                               | Appropriate alternatives/waivers noted; clear rationale provided.               | Limited or unclear alternative options, with insufficient justification. |
| <b>Timeliness and Graduation Pathway</b>      | Target graduation date is strategically set with clear alignment to one or more graduation pathways and checkpoints. | Graduation date set with reference to a pathway; checkpoints scheduled.         | Graduation date and pathway selection are vague or misaligned.           |
| <b>Student Engagement and Self-Expression</b> | Student has fully articulated academic, career, and extracurricular aspirations with actionable goals.               | Student input is present but could be more detailed; goals are generally clear. | Limited or absent student input; goals are not well-defined.             |