



Rubric for Equity-Inclusion-Belonging (EIB) Building Blocks

Purpose: The purpose of the EIB Roadmap Rubric is to assess EIB submissions for inclusion in the *Building Equity-Inclusion-Belonging in the Neighborhood Roadmap*. Practices will be reviewed by a team to identify promising practices for the educational ecosystem.

Criterion (Score 0 if element is absent)	In Progress (1 point)	Sustaining (2 points)	Accomplishing with Continuous Assessment and Advancement (3 points)	Score
Practice was created in partnership with external groups (e.g., families, community leaders, community organizations, etc.).	Partners are in the process of being identified.	Practice was developed through a partnership with at least one external group.	Practice was developed collaboratively among multiple external partners.	
Dedicated funds and other resources (e.g., volunteers, materials, tools, community assets, incentives, etc.) are allocated to support the effective implementation of the practice.	Funds and resources are in the process of being identified.	Funds are earmarked in the budget and at least two resources have been identified.	Funding is a fixed line item in the annual budget and several resources are being utilized in the implementation of the project.	
High-quality, job-embedded professional learning is provided to support successful implementation of the practice	Professional learning is currently being developed.	People responsible for implementing the practice participate in at least one professional development session.	People responsible for implementing the practice participate in an on-going cycle of professional learning.	



Criterion (Score 0 if element is absent)	In Progress (1 point)	Sustaining (2 points)	Accomplishing with Continuous Assessment and Advancement (3 points)	Score
Practice clearly addresses equity, inclusion and/or belonging.	Equity, inclusion, and/or belonging is in the process of being included in the practice or is not clearly addressed in the practice.	Practice explicitly addresses at least one building block: equity, inclusion, or belonging.	Practice explicitly addresses more than one building block: equity, inclusion, and/or belonging.	
Practice is being implemented within a timeframe that demonstrates evidence of the effectiveness of the practice.	Practice has been implemented for less than one year.	Practice has been implemented for at least one year.	Practice has been implemented for more than one year.	
Practice shows promise for improving learner outcomes.	Practice does not identify learner outcomes or learner outcomes are not clear.	Practice has measurable outcomes associated with improved learner outcomes.	Data collected from the practice reflects progress towards established results for improving learner outcomes.	
Practice specifically focuses on impacting the identified targeted learner group(s). (Examples of learner groups: socio-economic status, gender, race, ethnicity, multilingual status, homelessness, disability status, etc..)	Practice does not specifically impact the identified targeted learner group.	Practice clearly impacts at least one identified targeted learner group.	More than one learner group is explicitly targeted and directly impacted by the practice.	



Criterion (Score 0 if element is absent)	In Progress (1 point)	Sustaining (2 points)	Accomplishing with Continuous Assessment and Advancement (3 points)	Score
Practice includes strategies for continuous improvement and sustainability.	Strategies for ongoing assessments, continuous learning, and sustainability are in the process of being developed.	Practice has a clear strategy for ongoing assessment, continuous learning, or sustainability.	Strategies for ongoing assessment and continuous learning are clearly articulated, with measurable goals and plans for sustainability.	
Practice is asset-based and clearly and purposely identifies the strengths, skills, gifts and resources of the identified targeted group.	It is unclear if the practice is strength and/or asset based.	Most of the elements of the practice clearly draw on the strengths and assets of the targeted group.	The practice is clearly framed to draw on the strengths and assets of the targeted group as well as the wider social and community networks.	

Scoring Information:

27-19 points – Highly considered for acceptance in the *Roadmap*

18-10 points – Possible consideration for acceptance based on team review

0-9 points – Not yet evident for inclusion in the *Roadmap* at this time