

Assessment Task: \_\_\_\_\_

Student Name: \_\_\_\_\_ Period: \_\_\_\_

Student & Teacher Evaluation		Level Descriptor	Task Details Standard(s) being assessed:
0	0	The student does not reach a standard described by any of the descriptors below or there is no evidence of learning.	<b>Descriptor menu:</b> work is missing
1	1	<ul style="list-style-type: none"> <li>▪ <b>Does not meet grade level standards even with significant support.</b></li> <li>▪ Learning is <b>basic, limited</b>, and contains many significant <b>gaps</b> or <b>misunderstandings</b>.</li> <li>▪ Opinions or judgments are <b>rarely</b> justified and <b>lack</b> supporting detail or evidence.</li> <li>▪ <b>Infrequently</b> demonstrates critical or creative thinking.</li> <li>▪ <b>Rarely</b> applies knowledge and skills without significant support.</li> <li>▪ <b>Unable</b> to transfer basic knowledge to new or different situations.</li> <li>▪ <b>Restates or Retells</b> information without explanation, elaboration, or application.</li> </ul> <b>Bloom's Level:</b> recall, state, tell, list, match, label, choose, define, select, name	<b>Descriptor menu:</b> limited, rarely, little, no, basic, missing, without, lacking, below, inaccurate, inappropriate, insufficient,
2	2	<ul style="list-style-type: none"> <li>▪ <b>Meets grade level standards with limited support.</b></li> <li>▪ Produces work of an <b>acceptable</b> quality.</li> <li>▪ Communicates <b>developing</b> understanding of some concepts with occasionally significant misunderstandings or gaps.</li> <li>▪ Begins to demonstrate <b>some</b> basic critical and creative thinking.</li> <li>▪ Use of knowledge and skills requires <b>some support</b> even in familiar classroom situations.</li> </ul> <b>Bloom's Level:</b> outline, describe, summarize, extend, rephrase, use, show	<b>Descriptor menu:</b> adequate, acceptable, partial, appropriate, somewhat, satisfactory,
3	3	<ul style="list-style-type: none"> <li>▪ <b>Consistently and independently meets grade level standards.</b></li> <li>▪ Produces generally <b>good-to-high-quality</b> work.</li> <li>▪ Communicates <b>solid</b> understanding of concepts.</li> <li>▪ Demonstrates <b>critical and creative</b> thinking.</li> <li>▪ Uses knowledge and skills in <b>familiar</b> classroom and real-world situations.</li> <li>▪ May use knowledge and skills in <b>some unfamiliar</b> real-world situations, with or <b>without support</b>.</li> <li>▪ Suggests solutions to problems set in unfamiliar situations / contexts</li> <li>▪ <b>Sufficiently</b> justifies ideas with examples and explanations.</li> </ul> <b>Bloom's Level:</b> analyze, classify, model, formulate, explain, solve, interpret, discuss, build, compare, infer	<b>Descriptor menu:</b> competently, sufficiently, substantially, logically, considerable, thoughtfully, accurately, relevant, organized,
4	4	<ul style="list-style-type: none"> <li>▪ <b>Exceeds grade level standards in a creative and innovative manner.</b></li> <li>▪ Produces <b>high-quality</b> or <b>innovative</b> work.</li> <li>▪ Communicates <b>extensive</b> understanding of concepts and can discuss concepts in multiple perspectives.</li> <li>▪ Demonstrates critical and creative thinking with <b>sophistication</b>.</li> <li>▪ Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with <b>independence</b>.</li> <li>▪ <b>Transfers</b> knowledge and skills with <b>independence</b> in a variety of complex classroom and real-world situations.</li> <li>▪ <b>Effectively</b> utilizes different styles of communication (written, spoken, graphic).</li> <li>▪ <b>Compares and Contrasts</b> concepts by making several connections to other known concepts.</li> </ul> <b>Bloom's Level:</b> evaluate, judge, assess, critique, value, prioritize, justify, prove, verify, predict, adapt, combine, compose, design, improve, invent, synthesize	<b>Descriptor menu:</b> detailed, logical, excellent, high degree, extensive, precise, thorough, focused, completely, consistently, concise,

