

Four-Point Grading Scale

<p>4 Advanced</p>	<p>Student has met the learning target <u>AND</u> demonstrates one or more of the following:</p> <ul style="list-style-type: none">• Demonstrates complex and nuanced understanding of the skills, concepts, and ideas independently• Applies and transfers learning with depth and complexity• Able to analyze, peer review, and effectively critique the work of others and/or self-assess, reflect, and critique own work• Makes connections to other learning or represents the learning in a new way• Models true mastery of the expected learning/content <p>Other Descriptors: exemplary • exceptional • high-quality • in-depth • complex • outstanding • innovative • very well-prepared for next level</p>
<p>3 Proficient</p>	<p>Student has met the learning target:</p> <ul style="list-style-type: none">• Demonstrates understanding of the skills, concepts, and ideas independently or with minimal supports• Demonstrates grade-level knowledge and skills to be achieved independently or with minimal supports• Able to analyze and peer review the work of others <p>Other Descriptors: competent • capable • on grade-level • well-prepared for next level</p>
<p>2 Developing</p>	<p>Student is approaching achievement of the learning target:</p> <ul style="list-style-type: none">• More time is needed for consistent, independent demonstration of grade-level knowledge and skills to be achieved• Able to demonstrate understanding of the skills, concepts, and ideas with support from teacher and/or peers• Able to understand portions of the learning and/or almost able to demonstrate the more basic concepts independently <p>Other Descriptors: needs more time • basic • inconsistent • needs more direct support to be successful at the next level</p>
<p>1 Beginning</p>	<p>Student has not yet met the learning target:</p> <ul style="list-style-type: none">• Provides evidence of attempting to understand skills, concepts, and ideas• Attempts to demonstrate learning but requires significant support from teacher and/or peers and is still well below proficiency• Evidence is insufficient to show increase of skill <p>Other Descriptors: not yet • insufficient evidence • misconceptions • omissions • struggling • just getting started • not yet prepared for the next level</p>
<p>0 No Evidence</p>	<p>Student has not provided evidence of progress toward meeting the learning target:</p> <ul style="list-style-type: none">• No evidence• Cannot demonstrate learning• Student has not engaged in the learning