

PreK-5 Grading Criteria/Rubrics

Performance Levels for Academic Standards					
Exceeds Standard	Meets Standard	Approaching Standard		Below Standard	
4	3	2		1	
Through differentiated instruction, the student demonstrates skills and understanding beyond grade level expectations most of the time (≥ 85% of the time)	Through instruction targeted at the grade level, the student demonstrates skills and understanding at grade level expectations most of the time (≥ 85% of the time)	Through instruction targeted at the grade level, the student demonstrates skills and understanding at grade level expectations for a portion of the time (≥ 50% of the time)		Through instruction targeted at the grade level, the student demonstrates skills and understanding at grade level expectations for a portion of the time (≤ 50% of the time)	
Consistently demonstrates skills and understanding that exceeds grade level expectations on most (≥ 85%) of the standards in a given strand. (See teacher worksheet)	Consistently demonstrates skills and understanding that represents grade level expectations on most (approx. ≥ 80%) of the standards in a given strand. (See teacher worksheet)	Consistently demonstrates skills and understanding that represent grade level expectations on some (approx. ≥ 50%) of the standards in a given strand.	Inconsistently demonstrates skills and understanding that represent grade level expectations on most (approx. ≥ 80%) of the standards in a given strand.	Consistently demonstrates skills and/or understanding that represent grade level expectations on fewer than 50% of the standards in a given strand.	Inconsistently demonstrates skills and/or understanding that represent grade level expectations.
		See teacher worksheet		See teacher worksheet	
Self-Check: Do we expect this student to achieve a level 4 on NYS Assessments? Or SLOs target setting?	Self-Check: Do we expect this student to achieve a level 3 on NYS Assessments? Or SLOs target setting?	Self-Check: Do we expect this student to achieve a level 2 on NYS Assessments? Or SLOs target setting?		Self-Check: Do we expect this student to achieve a level 1 on NYS Assessments? Or SLOs target setting?	
*Note: Consistently achieving 100% on an assessment designed only to grade standards does NOT imply they are exceeding the standard. An assessment designed to demonstrate rigor which exceeds grade level standards AND the student consistently demonstrates success at this level, qualifies this student for exceeding the standard.					
Differentiated Instruction: Differentiation of expectations helps us to identify a student's ability to achieve at varied standard levels. Differentiation of instructional delivery/product/format/timing... can help support students meet or exceed standards by addressing learning styles and needs.					

Successful Learner Characteristics

Meets Expectations	Approaching Expectations	Inconsistent	Below Expectations
M	A	I	B
<p>Within the school day, the student demonstrates the successful learner characteristic to age/grade level expectation most of the time ($\geq 85\%$).</p>	<p>Within the school day, the student demonstrates the successful learner characteristic to age/grade level expectation some of the time ($\geq 50\%$).</p>	<p>Within the school day, the student inconsistently demonstrates the successful learner characteristic to age/grade level expectation.</p>	<p>Within the school day, the student demonstrates the successful learner characteristic to age/grade level expectation less than 50% of the time.</p>

NOTE: Before we can assess student behaviors within these areas, we must ensure that students have had ‘explicit’ instruction regarding these successful learner characteristics at the given grade level. I.e.: What does following rules and routines look like? Sound like? Feel like? within a classroom...?

NOTE: Evidence of successful learning behaviors should *increase* as we move from September to June. Therefore, a student, while meeting expectations in September, if shows no growth during the year, may be below the expectations later in the year.

For students with disabilities: it is important to take learning characteristics into consideration with this lens.