Assessment Task: _____ Student Name: _____ Period: __

Student & Teacher Evaluation		Secondary Grade Level Descriptor	Task Details Standard(s) being assessed:
0 / .5	0 / .5	▪ Does not meet grade level expectations even with significant support. ▪ Learning is **basic**, **limited**, and contains many significant **gaps** or **misunderstandings**. ▪ Opinions or judgments are **not justified** and **lack** detail. ▪ **Infrequently** demonstrates critical or creative thinking. ▪ **Rarely** applies knowledge and skills without significant support. ▪ **Unable** to transfer basic knowledge to unfamiliar situations. ▪ **Restates** knowledge without interpretation, explanation, elaboration, or application.	**Descriptor menu:** little, no, basic, missing, without, lacking, below, inaccurate, inappropriate, insufficient,
1 / 1.5	1 / 1.5	▪ Partially meets grade level expectations, but requires frequent support to do so. ▪ Demonstrates **limited understanding** of concepts and contexts, with **noticeable gaps** or **misconceptions**. ▪ Work is often **incomplete, inconsistent, or lacks clarity**, though some basic ideas are present. ▪ **Opinions rarely demonstrate independent critical or creative thinking**; rely heavily on guidance. ▪ **Applies knowledge and skills inconsistently**, even in familiar situations. ▪ Shows **minimal ability to transfer learning** to new or unfamiliar contexts.	**Descriptor menu:** limited, inconsistent, incomplete, rarely
2 / 2.5	2 / 2.5	▪ Meets grade level expectations with limited support. ▪ Produces work of an **acceptable** quality but with **some errors** or omissions ▪ Communicates **developing** understanding of many concepts and contexts, with occasionally significant **misunderstandings** or gaps. ▪ Begins to demonstrate **some** basic critical and creative thinking skills but applies them **inconsistently** ▪ Is often inflexible in the use of knowledge and skills, requiring **some support** even in familiar classroom situations.	**Descriptor menu:** adequate, acceptable, partial, appropriate, somewhat, satisfactory
3 / 3.5	3 / 3.5	▪ Consistently and independently meets grade level expectations. ▪ Produces generally **good-to-high-quality** work. ▪ Communicates **solid** understanding of concepts and contexts. ▪ Demonstrates critical and creative thinking, **sometimes with sophistication**. ▪ Uses knowledge and skills in **familiar** classroom and real-world situations. ▪ **Attempts** solutions to problems set in **unfamiliar** situations / contexts and may use knowledge and skills in **some unfamiliar** real-world situations, with or **without support**. ▪ **Sufficiently** justifies opinions and ideas with examples and explanations.	**Descriptor menu:** competently, sufficiently, substantially, coherently, logically, considerable, thoughtfully, accurately, relevant, organized
4	4	▪ Exceeds grade level expectations in a creative and innovative manner. ▪ Produces **high-quality** or **innovative** work. ▪ Communicates **extensive** or **nuanced** understanding of concepts and contexts (multiple perspectives). ▪ Demonstrates critical and creative thinking, **frequently** and with **sophistication**. ▪ Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with **independence** and **initiative** ▪ **Transfers** knowledge and skills with **independence** and **expertise** in a variety of complex classroom and real-world situations. ▪ **Effectively** utilizes different modes of communication (written, spoken, graphic). ▪ **Perceptively** compares and contrasts by making extensive connections.	**Descriptor menu:** perceptive, detailed, sophisticated, sustained, coherent, excellent, high degree, extensive, precise, thorough, focused, completely, consistently, concise, nuanced, complex