

Updated NTPS Anchor Rubric: 4-Point Grading Scale (2025-2026)

<h1 style="font-size: 2em;">4</h1> <p>Mastery</p>	<p>Student has met the learning target, while demonstrating one or more of the following:</p> <ul style="list-style-type: none"> • Demonstrates mastery of skills, concepts, and ideas; consistent, sustained application • 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 evaluate 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 • well-prepared for next level • highly polished</p>
<h1 style="font-size: 2em;">3</h1> <p>Proficient</p>	<p>Student has met the learning target:</p> <ul style="list-style-type: none"> • Demonstrates understanding of skills, concepts, and ideas • Demonstrates grade-level knowledge, processes and skills to be achieved • Able to analyze and peer review the work of others <p>Other Descriptors: competent • capable • on grade-level • consistent • accurate • prepared for next level</p>
<h1 style="font-size: 2em;">2</h1> <p>Approaching Proficient</p>	<p>Student is approaching achievement of the learning target:</p> <ul style="list-style-type: none"> • Able to understand portions of the learning and/or able to demonstrate the more basic concepts • Inconsistently demonstrates grade-level knowledge, processes and skills to be achieved. • Relies on instructional supports (graphic organizers, visuals, prompts)* <p>Other Descriptors: inconsistently proficient • partial understanding • needs more direct support to be successful at the next level</p>
<h1 style="font-size: 2em;">1</h1> <p>Limited Progress</p>	<p>Student's performance falls well below proficiency for this target:</p> <ul style="list-style-type: none"> • Demonstrates beginning learning • Frequent misconceptions and/or needs frequent support and reteaching • Learning is below grade level but shows some engagement <p>Other Descriptors: beginning • misconceptions • omissions • struggling • not yet prepared for the next level</p>
<h1 style="font-size: 2em;">0</h1> <p>No Evidence of Progress</p>	<p>Student has not provided evidence of progress toward meeting the learning target:</p> <ul style="list-style-type: none"> • Missing or insufficient evidence of learning progress • Cannot demonstrate minimum level of knowledge or skills • Student has not engaged in the learning • Student has not provided a meaningful response or is unreadable. <p>Other Descriptors: off-topic or off-purpose • incomplete • insufficient • missing • not engaged • no submission • no attempt made</p>

Meeting standard
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↓
Below standard

*Utilizing graphic organizers, visuals, prompts, and other instructional supports are often identified as appropriate accommodations for a multilingual learners or a student served with an Individual Education Plan (IEP) or a 504 plan. **A modified approach to applying this rubric when evaluating the learning of a student with such accommodations is required.** Thus, if the student is meeting standard with the use of identified accommodations (supports that might otherwise place a student at a 2 on the rubric), the student should earn a level 3 for their learning.