ASSIGNMENT/ASSESSMENT GRADING SCALE

Proficiency marks are always the result of teacher judgment based upon evidence gathered from a combination of qualitative and quantitative measures of student performance.

4 - On performance-based measures, the student can apply the skill or knowledge of the concept independently, accurately, and throughout the activity. On quantitative measures, the student shows 90% accuracy or higher. The student shows the ability to transfer the skill to new tasks and meets and exceeds course standards.

3 - On performance-based measures, the student is often, but not always, able to apply the skill or knowledge of the concept independently and accurately. On quantitative measures, the student shows 80% accuracy or higher. With some prompting, the student shows ability to transfer the skill to new tasks and meets course standards for this reporting period.

2 - On performance-based measures, with prompting, the student is able to apply the skill or knowledge of the concept. On quantitative measures, the student typically shows 70% accuracy or higher. With support, the student sometimes shows ability to transfer the skill to new tasks, but does not always meet course standards.

1 - On performance-based measures, the student struggles to apply the skill or knowledge of the concept and is rarely able to transfer the skill to new tasks. On quantitative measures, the student typically shows 60% accuracy or higher. The student performs below course standards.

0 - On performance-based measures, the student is unable to demonstrate application of the skill or knowledge of the concept. On quantitative measures, the student typically shows accuracy below 60%. The student is unable to transfer skills to new tasks, and performs significantly below course standards.

N/A - This standard was not assessed this reporting period.

Reaching a summative score at end of term:

At the end of term, teachers will review collected evidence within each standard and make a professional judgment to determine the overall grade for the standard. On each standard teachers will use the mode and while paying attention to the most recent trend in determining the student's term grade vs. use of an overall average. Example: Grades collected in a standard during the term (in chronological order) are: 3,2,2,2,3,4,3,3,2,3,3,4,3,4,4,3,4,4. A teacher who averaged the scores would get a 3.1. The teacher using mode would assign the student a 3 because there are more 3's than any other mark. The teacher evaluating mode and considering trend might choose to assign a 4 since the student performed at a 4 level on 5 of the last 7 activities. Those overall numerical level determinations then correspond to A-F Standards Proficiency Markings, and each student receives an A-F proficiency rating in each standard as described below.

Standards Proficiency Marking Explanation

Proficiency marks are always the result of teacher judgment based upon evidence gathered from a combination of qualitative and quantitative measures of student performance.

A - On performance-based measures, the student can apply the skill or knowledge of the concept independently, accurately, and consistently. On quantitative measures, the student typically shows 90% accuracy or higher. The student shows the ability to transfer the skill to new tasks and meets and exceeds course standards for this reporting period.

B - On performance-based measures, the student is often, but not always, able to apply the skill or knowledge of the concept independently and accurately. On quantitative measures, the student typically shows 80% accuracy or higher. With some prompting, the student shows ability to transfer the skill to new tasks and meets course standards for this reporting period.

C - On performance-based measures, with prompting, the student is able to apply the skill or knowledge of the concept. On quantitative measures, the student typically shows 70% accuracy or higher. With support, the student sometimes shows ability to transfer the skill to new tasks, but does not always meet course standards for this reporting period.

D - On performance-based measures, the student struggles to apply the skill or knowledge of the concept and is rarely able to transfer the skill to new tasks. On quantitative measures, the student typically shows 60% accuracy or higher. The student performs below course standards for this reporting period.

F - On performance-based measures, the student is unable to demonstrate application of the skill or knowledge of the concept. On quantitative measures, the student typically shows accuracy below 60%. The student is unable to transfer skills to new tasks, and performs significantly below course standards for this reporting period.

N/A - This standard was not assessed this reporting period.