





GRADING – STANDARDS BASED

1 - NOVICE	2 - APPROACHING	3 - PROFICIENT	4 - ADVANCED
Articulates the knowledge and skills that are being focused on to help a learner move to independence in the approaching category or the prerequisite skills to attain them	Articulates the knowledge and skills that are prerequisites to proficiency; these are often demonstrated through formative assessment of the entire class	Articulates the expectations for the learning category comprised of one or more standards; the demonstration of proficiency is independent of a particular resource	Articulates how a learner can demonstrate a higher taxonomy or application or transference of learning
			
<i>Just getting started</i>	<i>Need more time</i>	<i>Attained the goal</i>	<i>Attained the goal and more</i>

Mark on Report Card	Description and Purpose of the Given Mark on the Report Card
4- Advanced	Learners reach a level of proficiency beyond the standards. These learners demonstrate a higher taxonomy or application or transference of learning. They are able to independently demonstrate a higher level of understanding or application of the ideas and skills. They are able to apply and adapt to authentic or unpredictable situations or circumstances. These learners can draw upon their conceptual understanding to solve real problems that show a level of creativity and sophistication. They are able to accurately self-assess and have a depth of understanding that seamlessly connects related or previously explored concepts.
3- Proficient	Learners independently demonstrate the expectations for the learning category comprised of one or more standards. Whether basic or sophisticated, these learners have met the standards and are capable of selecting the appropriate strategy for most situations or circumstances. With assistance, these learners can apply their proficiency to more authentic situations or circumstances. While they haven't consistently achieved more advanced demonstrations, these learners have fully met the expectations of the intended learning. The demonstration of proficiency is independent of a particular resource.
2- Approaching	Learners demonstrate the knowledge and skills that are prerequisites to proficiency, or inconsistently demonstrate an understanding of the standards and require assistance and guidance to reach full proficiency. Connections to related or previously explored concepts are either minimal or inconsistent. Learners will occasionally reach the proficiency level on some standards. These learners have some transferable skills and a limited conceptual understanding that goes beyond right or wrong.
1- Novice	Learners are those who can only demonstrate a very basic understanding of the standards and concepts. These learners are at the beginning stages of learning; explanations and demonstrations are task specific, inconsistent, linear, and isolated in that they show little connection to any related or previously explored concepts. These learners often operate at the recall and replication level.
IE- Insufficient Evidence	Not enough evidence has been collected at this time. Learners may not have been able to attend school or complete assignments to provide evidence of their learning.
NA Not Assessed	This component was not assessed in depth during this marking period. It may not have been taught at all, or maybe only introduced.
* Asterisk	“*This grade is based on modifications to the standard learning targets for the grade level of attendance.”

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.