

**IN GRADE LEVELS WITH STANDARDS STATING, “WITH PROMPTING AND SUPPORT,” STUDENTS SHOULD BE ABLE TO RECEIVE A ‘4’ IF DEMONSTRATING MASTERY WITH SUPPORT AND GUIDANCE.**

| General Proficiency-Based Scoring Rubric |  |   |   |  |   |
|--|--|---|---|--|---|
| Rubric Score                             | Completion and Organization  | How should the performance look? (Prek-2)   | Phrases of Understanding                          | Achieving the Standard? I can...   | Guiding Dialogue  |
| 4  | Complete and accurate. May provide details or extends information that is relevant and connected to the topic. Understandable. | <b>Demonstrates with Proficiency</b><br><i>I can demonstrate and communicate the concept taught (What I am doing and why). I can explain the concept and provide examples using evidence. I can demonstrate/apply the concept with independence, consistency, and in more than one context (examples, formats).</i> | “Got it, and.....”                                | <b>Strong Understanding of Concept</b><br><br><b>Extended Thinking</b><br><br><b>Design</b><br><b>Connect</b><br><b>Synthesize</b><br><b>Apply</b><br><b>Critique</b><br><b>Analyze</b><br><b>Create</b><br><b>Prove</b>   | Yes and.....<br><br>What is the impact?<br>What is the influence?<br>What is the relationship?<br>What if?<br>What would happen?<br>What could happen?<br>What do you think, feel, believe? |
| 3  | Complete and mostly accurate. Understandable.  | <b>Demonstrates with Proficiency</b><br><i>I can identify and communicate the concepts taught (What I am doing and why). I can explain the concept and provide examples using evidence. I can demonstrate the concepts consistently.</i>  | “Got it!”   | <b>Understanding of Concept</b><br><br><b>Short-Term Strategic Thinking</b><br><br><b>Discuss</b><br><b>Decide</b><br><b>Examine</b><br><b>Assess</b><br><b>Justify</b><br><b>Argue</b>  | Yes<br><br>How can you use it?<br>Why can you use it?<br>What is the cause?<br>What is the effect?<br>What is the reason?<br>What is the result?  |
| 2  | Complete but may be inaccurate, or, accurate but incomplete. May be difficult to understand.                                   | <b>Demonstrates with Developing Proficiency</b><br><i>I demonstrate with developing proficiency because I can identify OR communicate the concept taught (What I am doing). I may struggle to provide, or may not be able to provide any examples.</i>  | “I am starting to understand and need more help.” | <b>Minimal or Some Understanding of Concept</b><br><br><b>Skills and Concepts</b><br><br><b>Calculate</b><br><b>Complete</b><br><b>Construct</b><br><b>Illustrate</b><br><b>Begin to Problem Solve</b><br><b>Solve</b><br><b>Categorize</b><br><b>Classify</b><br><b>Connect</b> | Yes, but.....<br><br>Let’s try it this way.<br>How did it happen?<br>How does it work?<br>Why did it happen?<br><br>Why does it work this way?  |

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|  |   |  |   |  |  |
|--|---|--|---|--|--|
| 1  | Mostly or all inaccurate and incomplete. Difficult to understand. | <b>Demonstrates with Emerging Understanding</b><br><i>I demonstrate with emerging proficiency because I can only say what I am doing, but not why. I may not be able to provide any examples. I may not be able to say what I am doing or why.</i> | “I do not understand, yet. I need more help.” | <b>Minimal or No Understanding of Concept</b><br><br><b>Recall and Reproduction</b><br><br><b>Respond</b><br><b>Remember</b><br><b>Memorize</b><br><b>Restate</b><br><b>Interpret</b><br><b>Repeat</b><br><b>Recall</b><br><b>Recite</b> | Not yet, so.....<br><br>Who?<br>What?<br>Where?<br>When? |
| (NA - final grade)<br>Not Assessed<br><br>(IE insufficient evidence - only for gradebook/assignment) | No demonstration of learning<br>No work submitted                 | <b>No Demonstration</b>  |   | <b>Unable to Assess</b>  |  |

1. Rubric is not meant to be used in the absence of feedback to the student about the content of the learning that is applied.
2. Rubric is not meant to be averaged.
3. Rubric should include professional judgement and conversations with students and parents.
4. Communication can mean any form of student demonstration that allows the teacher to assess and provide feedback to the student (writing, drawing, talking, device use etc.).
5. Assessments or performance tasks must allow for students to demonstrate, and the teacher to assess levels 1-4.
6. Rubric is meant to describe performance.
7. If using resource-based rubrics or scores from assessments, apply the score, based on the tasks, to this rubric.
8. Adding writing may elevate depth of knowledge.
9. The green column only applies as the task allows.