

Four-Point Grading Scale



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| 4 | <p>Exceeds grade-level standards</p> <p>A four describes work that demonstrates exemplary performance in relation to grade-level standards. Student work is characterized by in-depth content knowledge and skill levels that consistently exceed grade level expectations.</p> <p>Other descriptors: wow • exemplary • exceptional • high-quality • in-depth • superb • outstanding • innovative • creative • above and beyond • complex • very well-prepared for next level</p> |
| 3 | <p>Meets grade-level standards</p> <p>A three describes work that demonstrates essential skills and knowledge related to grade-level standards. Student work is characterized by a proficient understanding of subject-area content and grade-level knowledge and skills.</p> <p>Other descriptors: competent • skilled • adept • appropriate • solid • capable • independent • quality • well-prepared for next level</p> |
| 2 | <p>Progressing toward grade-level standards</p> <p>A two describes work demonstrating limited performance in relation to grade-level standards. Student work is characterized by a generally accurate understanding of subject-area content, but consistent, independent demonstration of grade-level knowledge and skills has not yet been achieved.</p> <p>Other descriptors: needs more time • limited • within reason • minimal • generally accurate • developing • basic • needs more direct support to be successful at the next level</p> |
| 1 | <p>Does not yet meet grade-level standards</p> <p>A one describes work that indicates unsuccessful performance related to grade-level standards. Student work shows that he/she is not yet able to demonstrate content-area knowledge and skills. A one can also be used to indicate that no evidence is yet available to assess a student's progress toward grade-level standards.</p> <p>Other descriptors: not yet • insufficient • well below • inadequate • misconceptions • omissions • errors • has not genuinely attempted to meet standards • beginning • is not yet prepared for the next level • no evidence</p> |