

**Reading Descriptors**

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Reading Fluency	Reads with expression and enthusiasm, well phrased, smooth with some breaks where appropriate, consistently conversational	Sounds like natural language, mixture of run-ons, mid-sentence pauses for breath, occasional breaks, uneven mixture of fast and slow reading	Some expression, frequent two and three word phrases, several extended pauses, moderately slow pace	Reads with little expression, monotonic, frequent extended pauses, slow and laborious
Comprehension	Synthesizes a varied body of information including primary and secondary sources, interprets and uses challenging texts, comprehends mature vocabulary, understands and integrates the literal and figurative meanings of text, and analysis sources critically and objectively, crosschecking for differences and conflicts	Develops an extended understanding of the topic based on using multiple sources, infers meanings and interprets age appropriate texts, understands literal and figurative meaning in text, begins to evaluate or question sources independently	Gathers details and information, develops a literal interpretation of text, evaluates or questions information with assistance	Reads information from several texts only if supported, understands basic information
Literary Elements	The purpose of explaining meaning is achieved, thereby deepening the reader's understanding of the work or related works. The analysis summarizes the work to the extent needed to clarify main points but does not retell the work. Word choice is consistently precise, vivid, or powerful	Some new insight into the work or related works, but the analysis may not consistently summarize the work to the extent needed to clarify main points, or it may unnecessarily retell the work	The analysis may summarize instead of analyze or fail to summarize as needed to explain points	The reader's understanding of the work is limited, summary may be substituted for analysis
Decoding/Vocabulary	Efficiently uses a range of problem-solving strategies to decode and construct meaning of text at or above grade level	Uses a range of problem-solving strategies to decode and construct meaning of grade-appropriate text	Uses limited problem-solving strategies to decode and construct meaning of text	Uses problem-solving strategies inflexibly and ineffectively
Written Response	Demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly, uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast, uses relevant and accurate references; most are specific and fully supported, integrates interpretation of the text with text-based support (balanced)	Demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly, uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast, uses relevant and accurate references; some are specific; some may be general and not fully supported, partially integrates interpretation of the text with text-based support	Reader demonstrates an accurate but limited understanding of the text, uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts, uses irrelevant or limited references, reader generalizes without illustrating key ideas; may have gaps	Demonstrates little or no understanding of the text; may be inaccurate, makes little or no interpretation of the text, uses no references or the references are inaccurate, reader's response is insufficient to show that criteria are met

**Language Arts Descriptors**

<b>Language Arts Descriptors</b>				
<b>Learner Objective</b>	<b>Exceeds (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Below Basic (1)</b>
<b>Ideas</b>	Narrow and manageable topic, goes beyond the obvious or predictable, relevant, accurate details, shows connections and insights	Topic is defined but broad, content clear but reader still left with questions, detail support is attempted, begins to develop theme	Beginning to define topic, lacks specific information, glimmer of main point	Searching for topic, information is limited or missing, no meaningful details, disconnected thoughts
<b>Organization</b>	Inviting introduction and satisfying conclusion, effective sequencing and pacing, thoughtful transitions, smooth organization	Routine lead and conclusion, mostly logical sequencing and pacing, predictable connections, basic beginning, middle and ending	Ineffective lead and conclusion, sequencing and pacing confusing, connections awkward, formulaic structure detracts from content	No lead or conclusion, sequencing and pacing not present, connections are confusing or not present, hard to follow
<b>Word Choice</b>	Powerful and engaging words, wording is accurate/specific/precise, artful use of figurative language, word/language creates meaningful pictures	Some active verbs and precise nouns, moments of sparkle here and there, effective use of figurative language, words enhance the meaning	Generally correct words, language is functional, attempt at figurative language, words convey general meaning	Vocabulary is limited, simple words are used incorrectly, no figurative language, words do not convey meaning
<b>Sentence Structure</b>	Easy flow and rhythm, strong and varied sentence structure, invites expressive reading, overall sentence structure enhances meaning	Sentences more mechanical than fluid, sentences usually hang together, can be read aloud easily, sentences begin differently	Phrasing affects readability, sentence structure impairs understanding, parts invite oral reading, too many sentences begin the same way	Choppy, rambling, or incomplete, no sentence sense, oral reading difficult, repetitive beginnings
<b>Grammar and Punctuation</b>	Spelling correct even on more difficult words, accurate punctuation and capitalization, grammar and usage contribute to clarity, paragraphing enhances style	Spelling generally correct, punctuation and capitalization usually correct, grammar and usage are correct, paragraphing correct	Spelling correct on common words, end punctuation and easy capitalization mostly correct, grammar errors not serious, paragraphing irregular	Spelling errors impede readability, incorrect punctuation and capitalization, many usage and grammar errors, lack of paragraphing
<b>Word Study</b>	Consistently applies grade level word patterns in writing	Frequently applies grade level word patterns in writing	Inconsistently applies grade level word patterns in writing	Rarely applies grade level word patterns in writing

## Mathematics Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
<b>Number Sense</b>	An efficient strategy is chosen and progress toward a solution is evaluated. Evidence of analyzing the situation in mathematical terms, and extending prior knowledge is present	A correct strategy is chosen based on the mathematical situation in the task. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present	A partially correct strategy is chosen, or a correct strategy for only part of the task is chosen. Evidence of drawing on some relevant previous knowledge is present, showing some relevant engagement in the task	No strategy is chosen, or a strategy is chosen that will not lead to a solution. Little or no evidence of engagement in the task is present
<b>Measurement</b>	Uses planning and processing skills to solve problems with a high degree of effectiveness. Demonstrates thorough understanding of concepts. Applies knowledge and skills, expresses and organizes mathematical thinking with a high degree of effectiveness when describing strategies and procedures used in measurement	Uses planning and processing skills to solve problems with some effectiveness. Demonstrates some understanding of concepts. Applies knowledge and skills, expresses and organizes mathematical thinking with some effectiveness when describing strategies and procedures used in measuring	Uses planning and processing skills to solve problems with a slight effectiveness. Demonstrates a slight understanding of concepts. Applies knowledge and skills, expresses and organizes mathematical thinking with a slight effectiveness when describing strategies and procedures used in measuring	Uses planning and procedures to solve problems with limited/no effectiveness. Demonstrates limited/no understanding of concepts. Applies knowledge and skills, expresses and organizes mathematical thinking with limited/no effectiveness when describing strategies and procedures in measuring
<b>Algebra</b>	Demonstrates a full understanding of the problem and/or can identify a specific method that is needed to solve the problem. The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident. The solution is accurate and complete	Demonstrates some understanding of the problem and/or can identify the specific method(s) needed to solve the problem. The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident, but is lacking in a minor way such as a simple misreading of the problem or copying error. The solution is generally correct, but may contain a minor flaw(s)	Demonstrates only a slight understanding of the problem. The student has difficulty identifying the method(s) needed to solve the problem. The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical. The solution contains some correct aspects though there exists major conceptual flaws	Demonstrates no understanding of the problem and the student cannot identify the method to solve the problem. The student cannot use a method(s) that will solve the problem. Little or no work is shown. The student response does not address the question in a meaningful way or no response at all is given
<b>Geometry</b>	Demonstrates a full understanding of the problem and/or can identify a specific method that is needed to solve the problem. The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident. The solution is accurate and complete	Demonstrates some understanding of the problem and/or can identify the specific method(s) needed to solve the problem. The student uses the method(s) to solve the problem. The plan for the solution is clear, logical and evident, but is lacking in a minor way such as a simple misreading of the problem or copying error. The solution is generally correct, but may contain a minor flaw(s)	Demonstrates only a slight understanding of the problem. The student has difficulty identifying the method(s) needed to solve the problem. The student attempts to use a method(s) that will solve the problem, but the method itself or the implementation of it, is generally incorrect. The plan is not evident or logical. The solution contains some correct aspects though there exists major conceptual flaws	Demonstrates no understanding of the problem and the student cannot identify the method to solve the problem. The student cannot use a method(s) that will solve the problem. Little or no work is shown. The student response does not address the question in a meaningful way or no response at all is given
<b>Data Analysis</b>	Clearly articulates the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). Student provides an accurate description how the results from the model might differ from the real life situation it models	Articulates most of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). Student provides a generally correct description of how the results from the model might differ from the real life situation it models	Articulates only some of the assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). Student indicates that the conclusions drawn from the model differ from real life but is unable to articulate the causes	Does not articulate any assumptions/simplifications made in developing a mathematical/statistical model or implementing method(s) or technique(s). Student fails to realize that the results are not contextually appropriate. There is no response at all

**Science Descriptors**

<b>Learner Objective</b>	<b>Exceeds (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Below Basic (1)</b>
<b>Scientific Inquiry/Process</b>	Accurately and proficiently used all appropriate tools and technologies to gather and analyze data. Employed refined and complex reasoning and demonstrated understanding of cause and effect. Applied scientific method accurately	Effectively used some tools and technologies to gather and analyze data, with only minor errors. Used effective scientific reasoning. Framed or used testable questions, conducted experiment, and supported results with data	Attempted to use appropriate tools and technologies to gather data but some information was inaccurate or incomplete. Some evidence of scientific reasoning used. Attempted but could not completely carry out testing a question, recording all data and stating conclusions	Did not use appropriate tools and technologies to gather data. No evidence of scientific reasoning used. There were so many errors in the process of investigation that the task could not be completed
<b>Scientific Concepts</b>	Provided evidence of indepth, sophisticated understanding of relevant concepts, principles or theories. Revised prior misconceptions when appropriate. Observable characteristics and properties of objects, organisms, and/or materials used went beyond the task investigations to make other connections or extend thinking	Provided evidence of understanding or relevant scientific concepts, principles or theories. Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used	No mention or inappropriate references to relevant scientific concepts, principles, or theories. Evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used	No mention or inappropriate references to relevant scientific concepts, principles, or theories. Some evidence of understanding observable characteristics and properties of objects, organisms, and/or materials used
<b>Scientific Relationships</b>	Provided evidence of indepth, sophisticated understanding of relevant concepts, principles or theories. Observable characteristics used went beyond the task investigations to make other connections or extend thinking	Provided evidence of understanding or relevant scientific concepts, principles or theories. Evidence of understanding observable characteristics went beyond the task to make connections or extend thinking	No mention or inappropriate references to relevant scientific concepts, principles, or theories. Evidence of understanding observable characteristics went beyond the task to make connections or extend thinking	No mention or inappropriate references to relevant scientific concepts, principles, or theories. Some evidence of understanding observable characteristics went beyond the task to make connections or extend thinking

**Social Science Descriptors**

<b>Learner Objective</b>	<b>Exceeds (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Below Basic (1)</b>
<b>Social Science Concepts</b>	In addition to level three performance, student responses demonstrate in-depth inferences and applications that go beyond what is taught in class	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes	The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge

**Art Descriptors**

<b>Learner Objective</b>	<b>Exceeds (4)</b>	<b>Proficient (3)</b>	<b>Basic (2)</b>	<b>Below Basic (1)</b>
<b>Material Usage and Safety</b>	Uses materials wisely, shows respect for materials and facility, listens and follows directions, shows respect for others by following classroom rules, shows initiative and leadership	Uses materials well. Needs few reminders on use of material care, listens and follows directions. Shows respect for others by following classroom rules	Needs some reminders on proper material use. Sometimes listens and follows classroom directions. Does not always show respect for others by following classroom rules	Uses materials and tools inappropriately, has difficulty listening and following directions, disrespects others by causing a disruption in the classroom
<b>Elements and Principles</b>	Independently completes required work using knowledge and skills introduced during lesson. Shows excellent initiative, exceptional composition and use of elements and principles	Successfully meets expectations independently most of the time. Needs little extra instruction. Shows good initiative and good composition and use of elements and principles	Makes some effort toward establishing criteria. Requires extra personal guidance at times. Displays poor communication or understanding of concepts introduced in lesson. Little care is given to neatness or effort	Makes little progress toward goals, very little accomplished during the class period. Very poor effort displaying lack of thought or understanding of concepts. Work is rushed and sloppy

## Spanish Learner Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Pronunciation	Clear and concise, fluent	Minor errors in enunciation, fluent	Major errors in enunciation, some effort in articulation in target language	Little or no effort made to enunciate and articulate in target language
Vocabulary	Always uses extensive and varied vocabulary related to topic	Usually uses extensive and varied vocabulary related to topic	Sometimes uses extensive and varied vocabulary related to topic	Never uses extensive and varied vocabulary related to topic
Conventions	Spelling correct even on more difficult words, accurate punctuation and capitalization, grammar and usage contribute to clarity, paragraphing enhances style	Spelling generally correct, punctuation and capitalization usually correct, grammar and usage are correct, paragraphing correct	Spelling correct on common words, end punctuation and easy capitalization mostly correct, grammar errors not serious, paragraphing irregular	Spelling errors impede readability, incorrect punctuation and capitalization, many usage and grammar errors, lack of paragraphing
Customs	In addition to level three performance, student responses demonstrate in-depth inferences and applications that go beyond what is taught in class	The student's responses demonstrate no major errors or omissions regarding any information and/or concepts	The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of information and/or concepts	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of information and/or concepts

## Music Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Understands and identify musical concepts	The student demonstrates a thorough understanding of musical concepts, vocabulary, and musical instrument identification	The student demonstrates consistent understanding of musical concepts, vocabulary, and musical instrument identification	The student demonstrates inconsistent understanding of musical concepts, vocabulary, and musical instrument identification	The student demonstrates no understanding of musical concepts, vocabulary, and musical instrument identification
Demonstrates Skills in Music	The student always demonstrates musical skills	The student sometimes demonstrates musical skills	The student rarely demonstrates musical skills	The student never demonstrates musical skills
Sing, Play, and Write Music	The student always demonstrates correct technique	The student sometimes demonstrates correct technique	The student rarely demonstrates correct technique	The student never demonstrates correct technique

### Band Learner Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Read and Interpret Music	Student responds accurately to all musical notation (notes, rhythms, tempo, dynamics, etc.) of the sight-reading selection	Student correctly performs both the notes and rhythms of the sight reading selection	Student is able to perform either the correct notes or the correct rhythm of the sight-reading selection	Student is unable to perform any aspect of the sight-reading selection correctly
Harmony, Melody, Rhythm	Student reads and performs grade level appropriate rhythms while maintaining a steady beat	Student reads and performs grade level appropriate rhythms with no inconsistency and little hesitation in maintaining a steady beat	Student reads and performs grade level appropriate rhythms with some inconsistency and much hesitation in maintaining a steady beat	Student is unable to read or perform any of the rhythms appropriate to the grade

### Physical Education Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Cooperation	Gives positive support to teammates or classmates all the time	Occasionally gives positive support to teammates or classmates	Offers no positive support to teammates or classmates	Is negative to teammates or classmates
Rules Strategies	Student knows and always follows game rules, uses many good defensive and offensive strategies	Student usually follows game rules, uses some good defensive and offensive strategies	Student sometimes follows game rules, occasionally uses a defensive or offensive strategy	Student rarely follows game rules, does not use defensive or offensive strategies
Skills	Always uses skills taught and applies skills to game or performance	Sometimes uses skills taught and applies them only when reminded	Rarely uses skills taught, must be constantly reminded about application	Does not use skills taught, does not apply skills
Fitness Gram	All scores are within the Healthy Fitness Zone	At least 60% of the scores are within the Healthy Fitness Zone	At least 30% of all scores are within the Healthy Fitness Zone	Less than 30% of all scores are within the Healthy Fitness Zone

### Health Learner Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Health Concepts	In addition to level three performance, student responses demonstrate in-depth inferences and applications that go beyond what is taught in class	The student's responses demonstrate no major errors or omissions regarding any information and/or concepts	The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of information and/or concepts	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of information and/or concepts

### Technology Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Terminology	Student scored 100% on trimester assessment	Student scored between 85% and 99% on trimester assessment	Student scored between 70% and 84% on trimester assessment	Student scored below 70% on trimester assessment
Keyboarding	Student always uses age-appropriate keyboarding skills and types with above average speed and accuracy	Student always uses age-appropriate keyboarding skills	Student sometimes uses age-appropriate keyboarding skills	Student does not attempt to use age-appropriate keyboarding skills
Application	Student uses applications without assistance	Student occasionally needs assistance using applications	Student frequently needs assistance using applications	Student almost always needs assistance using applications
Ethical Use	Consistently demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources)	Usually demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources)	Sometimes demonstrates knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources)	Does not demonstrate knowledge of the legal and ethical issues regarding the use of technology and information (e.g., follows school rules covering language, privacy, copyright, citation of sources)

### English Language Learner Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Social Language	Efficiently uses social language to communicate	Uses social language appropriately to communicate	Uses limited social language to communicate	Uses social language ineffectively
Academic Language	Efficiently uses powerful and engaging academic language	Uses academic language appropriately	Uses limited academic language	Uses academic language ineffectively

### Reading Resource Learner Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Letter Sounds	90% or above accuracy	80% or above accuracy	70% or above accuracy	60% or below accuracy
Blending	90% or above accuracy	80% or above accuracy	70% or above accuracy	60% or below accuracy
Concepts about Print	90% or above accuracy	80% or above accuracy	70% or above accuracy	60% or below accuracy

### Learner Characteristics Descriptors

Learner Objective	Exceeds (4)	Proficient (3)	Basic (2)	Below Basic (1)
Listening and Speaking	Always waits his/her turn to speak.	Waits their turn to speak most of the time.	Waits their turn to speak some of the time.	Rarely/never waits their turn to speak.
Cooperation	Cooperates with other group members and provides group encouragement	Cooperates with other group members	Needs encouragement to work in a group	Has difficulty working with a group
Follows Directions	Follows all the directions and helps other students who do not know what to do	Follows directions and stays on task while working	Follows directions but has to be reminded to stay on task	Does not follow directions
Uses Time Constructively	Always uses his/her classtime constructively	Usually uses his/her classtime constructively	Sometimes uses his/her classtime constructively	Never uses his/her classtime constructively
Independence	Begins task promptly and stays focused without external prompting	Begins task promptly	Often needs prompting to remain on task	Needs prompting to begin task
Neatness	Exceptionally attractive in terms of design, layout, and neatness	Attractive in terms of design, layout, and neatness	Acceptably attractive though it may be a bit messy	Distractingly messy or very poorly designed. It is not attractive
Organization	Keeps materials well organized	Keeps materials organized	Usually places materials in the correct location	Missing materials and papers are stuffed in locker or bag
Respect	Displays ethical behavior, always pays attention and listens to adults and peers with respect, and often responds thoughtfully and appropriately to the ideas of peers	Displays ethical behavior in the group, and always pays attention and listens to adults and peers with respect	Sometimes displays ethical behavior in the group and sometimes pays attention and listens to adults and peers with respect	Does not display ethical behavior in the group and/or does not pay attention to the ideas of adults and peers
Self-Control	Always keeps hands to him/herself and does not touch things that do not belong to someone other than him/herself	Keeps hands from touching things that belong to someone else most of the time	Sometimes keeps hands from touching things that belong to someone else	Rarely/never keeps hands from touching things that belong to someone else
Effort	Works on the task until it is complete, continues working on the task even when difficulties arose or a solution was not immediately evident, views difficulties that arise as opportunities to strengthen understanding	Works on the task until it is completed, continues working on the task even when difficulties arise or a solution was not immediately evident	Put some effort into the task, stops working when difficulties arise	Puts very little effort into a task
Completes Assignments	Student completes all assignments on time	Student completes most assignments on time	Student needs reminders to return assignments	Student has many missing or incomplete assignments













