# Proficiency Levels

| | | Content | Performance |
|---|---|---|---|
| **No Grade** | 0 | ❏ Evidence of less than fully honest attempt. | ❏ Evidence of less than fully honest attempt. |
| **Building** | 1 | ❏ Significant errors with limited evidence that student understands reason | ❏ Significant errors with limited evidence that student understands reason |
| **Knowledgeable** | 2 | ❏ Significant errors but understands errors made and how to avoid in the future<br>❏ Evidence that basic concepts are understood<br>❏ Limited or no ability to apply concept | ❏ More errors than predictable for current curricular scope/sequence<br><br>❏ Limited or no ability to apply concept |
| **Competency** | 3 | ❏ Errors are based on single misunderstanding (pattern is identifiable)<br>❏ Demonstrates ability to apply concept | ❏ Most errors are predictable for current curricular scope/sequence<br><br>❏ Targeted concepts are appropriately applied |
| | 3.5 | ❏ Only inconsequential errors<br>❏ Demonstrates ability to apply concept | |
| **Mastery** | 4 | ❏ No or almost no errors<br><br>❏ Demonstrates advanced application | ❏ The only errors are predictable for current curricular scope/sequence<br>❏ Targeted concepts are applied in an advanced manner |
| **Post-Mastery** | + | ❏ Evidence of analysis, synthesis, and/or evaluation that is beyond current curricular scope/sequence | ❏ Performance beyond current curricular scope/sequence |

This is not a rubric - it is not meant to provide to the *reasons* for the proficiency level demonstrated.  The purpose of this chart is to define what each level *means*.  Assessment of a student's proficiency level is based on an analysis of student product using professional judgement.  On more "complex" assessments, a rubric may assist in the analysis, but shouldn't be expected to supercede the professional judgement of the teacher.

Only one "score" - the one that *most* describes the level of mastery will be used.  Mid-points are not generally useful.

"No Grade" is assigned when an assessment hasn't been fully attempted.  If an assessment is meant to demonstrate what a student knows or is able to do, less than fully completed assessments or assessments not fully attempted cannot provide reliable or valid information for consideration of a final grade

Professional Judgement is inherently subjective.  A conversation about the "why" is always welcome if there is any disagreement or if there is any additional rationale requested.