

Middle School (6-8) Performance Scale Samples

A proficiency scale presents knowledge or skills as a continuum of simpler, target, and complex goals that students work toward sequentially.

4.0	Complex learning goal
3.5	<i>In addition to 3.0 performance, partial success at score 4.0 content</i>
3.0	Target learning goal
2.5	<i>No major errors or omissions regarding 2.0 content, and partial success at 3.0 content</i>
2.0	Simpler learning goal
1.5	<i>Partial success at 2.0 content, and major errors or omissions regarding 3.0 content</i>
1.0	With help, partial success at 2.0 and 3.0 content
0.5	<i>With help, partial success at 2.0 content but not at 3.0 content</i>
0.0	Even with help, no success

READING		
Text Structures and Features		
Grade 6		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a grade-appropriate text and contributes to the development of the theme, setting, or plot (RI.6.5) analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a grade-appropriate text and contributes to the development of the ideas (RI.6.5) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> analyze, chapter, development, form, idea, organizational pattern, paragraph, plot, scene, sentence, setting, stanza, structure, text, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> map the plot of a grade-appropriate story or drama describe the overall form, structure, or organizational pattern used in a grade-appropriate text 	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Sample Activities:
The students will choose a chapter, sentence, or scene from a grade-appropriate text and will write to explain the importance of their selection, specifically why the author included it.

Sample Activities:
The students will create a timeline of events for a grade-appropriate text.

Physical Education Standards 3 & 4: The student is able to identify benefits and components of muscular strength and muscular endurance.	
Grade 6	
Level 4.0	In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught.
Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 3.0	<p>While engaged in tasks involving benefits and components of a healthy lifestyle, the student:</p> <ul style="list-style-type: none"> describes activities designed to improve and maintain muscular endurance (e.g. <i>Low Intensity & High Repetition: push-ups, pull-ups, low-resistance weight lifting, swimming, jumping-rope, tug-of-war</i>) describes activities designed to improve and maintain muscular strength (e.g. <i>High Intensity & Low Repetition: high-resistance weight-training, sprinting, jumping, throwing, Eskimo seal hop</i>) <p>The student exhibits no major errors or omissions.</p>
Level 2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Level 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> muscular endurance, muscular strength, intensity, repetition performs basic processes such as: <ul style="list-style-type: none"> recognizing or recalling accurate statements about or examples of activities that maintain muscular strength recognizing or recalling accurate statements about or examples of activities that maintain muscular endurance <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Level 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Level 0.0	Even with help, no understanding or skill demonstrated or violates safety procedures.

GEOMETRY		
Coordinate System		
Grade 6		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate (6.NS.8) use coordinate to find the length of a side joining points with the same first coordinate or the same second coordinate (6.G.3) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> absolute value, axis, coordinate, coordinate plane, distance, graph, integer, join, length, location, mathematical, ordered pair, point, polygon, position, quadrant, rational number, real-world, reflection, side, sign, vertex <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> draw polygons in the coordinate plane given coordinates for the vertices (6.G.3) find and position rational numbers, including integers, on a coordinate plane (6.NS.6) understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the location of the points are related by reflection across one or both axes (6.NS.6b) graph points (including rational numbers) in all four quadrants of the coordinate plane to solve real-world and mathematical problems (6.NS.8; 6.NS.8; 6.G.3) 	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Sample Activities:
The student will stand on a life size coordinate plane to recognize the relationships of points with common x or y coordinates.

Sample Activities:
The student will be given an ordered pair in which they will plot the opposite on a coordinate plane.

Strand: Elements of Geographical Study and Analysis

Topic: Human Environment Interactions

Grade: Grade 6

Score		Sample Tasks
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Research the advances in technology the ancient Egyptians developed and write a paper on how these technology advances influenced their resource distribution. (Sample task specific to Egypt and technology)
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student will</p> <ul style="list-style-type: none"> Identify environmental consequences of how people use resources and how technology and culture influence these resources; world-wide patterns of resource distribution Identify the effect of natural forces upon human activities <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Create an on-going distribution map highlighting each civilization's pattern of resource distribution. (Mesopotamia, Egypt, India, China, Greece, Rome) In a summary, form four specific conclusions on how natural flooding affected each civilization that developed along a major river. (Mesopotamia, Egypt, India, China, Rome)
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> global, resource distribution natural forces, human activity recognizes or recalls examples of global resource distribution recognizes or recalls examples of how natural forces can have a major impact on human activity <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> On an ancient civilization distribution map, students match the resource to where it can be found during ancient times. From a list, identify the natural forces that would have a major impact on human activity.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	Even with help, no understanding or skill demonstrated.	

READING		
Questioning, Inference, and Interpretation		
Grade 7		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text (RI.7.1; RI.7.1) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analysis, cite, explicit, inference, logical, support, text, textual evidence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe what a grade-appropriate text says explicitly and draw logical inferences 	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Sample Activities:
In a Dialectical Journal students select and cite a specific quote from *The Prince and Pauper* by Mark Twain. For each selected quote they explain what it means and then include an inference they can draw from it.

Sample Activities:
Students respond to teacher generated questions about excerpts from *The Prince and the Pauper*, identifying which are literal and which are inferential.

Earth and Space Sciences	
Natural Hazards	
Middle School	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
	Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	MS-ESS3-2 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (for example, catastrophic, drought, earthquake, flood, forecast, frequency, hurricane, location, mitigate, natural hazard, predict, reservoir, satellite, severe weather, technology, tornado, tsunami, volcanic eruption). • Describe natural hazards. • Describe indicators that a natural hazard may occur. • Describe technologies that can mitigate the effects of natural hazards.
	Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success

FUNCTIONS		
Functions		
Grade 8		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> compare properties of two functions represented in different ways (algebraically, numerically in tables, graphically, or by verbal description) (8.F.2) 	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> algebraic, compare, equation, example, function, graphic, interpret, linear, numeric, property, represent, table, verbal (8.F.1) <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> interpret the equation $y = mx + b$ as defining a linear function (8.F.3) give examples of functions that are not linear (8.F.3) 	
	Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Sample Activities:
The students will be given a function written algebraically, and will have to create the same function in a different way (numerically in tables, graphically, or by verbal description).

Sample Activities:
Given a variety of different functions, each written separately on a notecard, the students will determine if each notecard is linear or non-linear.

Strand: US History		
Topic: The Growing Nation		
Grade: 8 th		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
		Sample Tasks <ul style="list-style-type: none"> Formulate a hypothesis of what the United States' identity is today. Investigate domestic and foreign policy decisions and explain how they prove or disprove your hypothesis.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student will</p> <ul style="list-style-type: none"> explain the development of a national identity through domestic and foreign policy explain how and when the US independence was solidified (The War of 1812) <p>The student exhibits no major errors or omissions.</p>	
		<ul style="list-style-type: none"> While reflecting on the Whiskey Rebellion, the formation of political parties, the Impressment of sailors by foreign nations, the XyZ Affair and Westward Expansion compose an essay explaining the new national identity of the United States in the late 1700's and early 1800's. Create a newspaper celebrating the conclusion of the War of 1812
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> domestic, foreign, capitalism, Monroe Doctrine, Industrial Revolution, suffrage, temperance lists the parts of the Monroe Doctrine <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Technological Design	
Topic: Design	
Standard : Technological Design: Design, modify and apply technology to effectively and efficiently solve problems	
Grade: 8	
Score4.0	<p>In addition to Score3.0, in-depth inferences and applications that go beyond what was taught, such as:</p> <ul style="list-style-type: none"> evaluating the unintended positive and negative effects of the product design or solution and applies it to improve the design <p>Score3.5 In addition to Score3.0 performance, in-depth inferences and applications with partial success.</p>
Score3.0	<p>While involved in tasks related to design the student:</p> <ul style="list-style-type: none"> (CTE 8.1.1) assesses the overall effectiveness of a product design or solution (e.g., considers the ability of the design to meet the criteria established in the original purpose; considers the factors that might affect acceptability and suitability for intended users; develops measures of quality with respect to these factors; considers unintended positive and negative effects of the design or solution on the environment and humans). <p>The student exhibits no major errors or omissions.</p> <p>Score2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.</p>
Score2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> technological need, product, design, procedure, materials, modification, results, effects, benefit, analysis (analyze) performs basic processes such as: <ul style="list-style-type: none"> comparing and contrasting the effectiveness of two designs <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p>Score1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.</p>
Score1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>Score0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.</p>

READING		
Themes and Central Ideas		
Grades 9–10		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> analyze the development of a theme or central idea over the course of a grade-appropriate text, including how it emerges and is shaped and refined by specific details (RI.9–10.2; RI.9–10.2) provide an objective summary of a grade-appropriate text (RI.9–10.2; RI.9–10.2) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> analyze, central idea, detail, development, emerge, objective, refine, shape, summarize, summary, text, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> determine a theme or central idea of a grade-appropriate text (RI.9–10.2; RI.9–10.2) summarize a grade-appropriate text using a teacher-provided graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities: After reading the novel *To Kill a Mockingbird*, analyze how the theme of good vs. evil is shown throughout the text with a minimum of 4 pieces of textual evidence.

Sample Activities: From a list of several themes on a graphic organizer, choose 3 that would best support the story *To Kill a Mockingbird*. Then, describe which part of the story supports the themes you have chosen.

