

High School (9-12) 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		
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.

READING		
Connections		
Grades 11–12		
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 a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of a grade-appropriate text (RI.11–12.3) 	
	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"> analyze, event, idea, individual, interact, sequence of events, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> describe a complex set of ideas or sequence of events 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:
 After reading Mark Twain's *The Adventures of Huckleberry Finn*, the student can analyze the effects of the interactions between the characters of Huck and Jim to explain the changes in Huck's attitude towards slavery, and explain the motivation for Huck's decision not to turn in the runaway slave.

Sample Activities:
 After reading Mark Twain's *The Adventures of Huckleberry Finn*, the student can track the development of Huck's changing attitude toward slavery by citing specific plot events in the novel, including Huck's encounter with Jim on Jackson's Island, his discussions with Jim about Jim's family and the climactic moment of Huck deciding not to turn Jim in as a runaway slave.

Common Core State Standards for Mathematics

Domain: Seeing Structure in Expressions

Equivalent Expressions (A-SSE.3-4)

High School

Score 4.0		Example Activities
	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard. The student will: <ul style="list-style-type: none"> derive the formula for the sum of an infinite geometric series (A-SSE.4) 	
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"> choose and produce equivalent forms of an expression to reveal and explain properties of the quantity represented by the expression (A-SSE.3abc) <ul style="list-style-type: none"> factor a quadratic expression to reveal the zeroes of the function it defines complete the square of a quadratic expression to reveal the maximum or minimum value of the function it defines use the properties of exponents to transform expressions for exponential functions derive the formula for the sum of a finite geometric series (A-SSE.4) <p>The student exhibits no major errors or omissions.</p>	<p>Card Matching w/Written Explanation – Students will be given two sets of cards, one set will contain quadratic expressions and the other set will contain the zeros of the corresponding quadratic functions. The cards will be mixed up and the students will be required to use appropriate methods factor the quadratic in order to determine which zero card matches with the expression card. Students will be required to write a reason why each set of cards is a match.</p>
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 will:</p> <ul style="list-style-type: none"> recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> quadratic expression, zeros of a function, exponential functions, finite geometric series perform basic processes, such as: <ul style="list-style-type: none"> recognizing equivalent expressions (A-SSE.3) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Vocabulary Classification Chart – Students will create chart with as many columns as vocabulary words to be used and two rows. The teacher will display a visual example (expression, equation, table, graph, verbal description...) and the students are tasked on their own, to attempt to record the specific display in the correct column of the chart (for example the teacher may show a graph of an exponential function, in this case the students would copy this example into the column titled "exponential function"). Once all examples have been displayed, students are to be placed into pairs; each pair should discuss, verify, and agree upon a single chart that they will submit. During this process the teacher should monitor and provide specific feedback to the students as they work.</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.	

Common Core State Standards for Mathematics		
Domain: Geometry		
Geometric Constructions (make geometric constructions) (G.CO.12, 13)		
High School		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard. The student will: <ul style="list-style-type: none"> construct a tangent to a circle (G.CO.12) construct a parallelogram, rectangle, rhombus and square (G.CO.12) 	Example Activities
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student will: <ul style="list-style-type: none"> construct an equilateral triangle, a square and a regular hexagon inscribed in a circle (G.CO.13) <p>The student exhibits no major errors or omissions.</p>	Students will be placed in groups of three. Each student will be assigned a type of construction. One student will construct equilateral triangles, one squares and the last will construct regular hexagons inscribed in a circle. Students will use formal construction methods to create their assigned shapes. Each time the group creates a shape they must explain to their team members how they constructed the specific shape. After three constructions in the group the students will be re-grouped by like shape. At this group the students will collaborate to write a process for constructing their particular shape. This written explanation will be submitted to the teacher for feedback.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student will: <ul style="list-style-type: none"> recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> equilateral triangle, square, regular hexagon perform basic processes, such as: <ul style="list-style-type: none"> make formal constructions with a variety of tools and methods (e.g., compass, straightedge, string, reflective devices, paper folding, software) (G.CO.12) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Constructions: copying a segment copying an angle bisecting a segment bisecting an angle perpendicular lines perpendicular bisector of a line segment a line parallel to a given line through a point not on a given line
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.	

Life Sciences	
Cell Theory	
High 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.
	<i>Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
	<i>Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	HS-LS1-1 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (<i>for example, cell, DNA, essential, life function, protein, specialized structure, system</i>). • Describe the relationship between the structure of DNA and the structure of protein. HS-LS1-4 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (<i>for example, cellular communication, cellular differentiation, cellular division, maintain, mitosis, organism, produce</i>). • Summarize the process of cellular division (mitosis).
	<i>Score 1.5 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
	<i>Score 0.5 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

Earth and Space Sciences	
Plate Tectonics	
High 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 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
	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	HS-ESS1-5 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (for example, <i>age, Alfred Wegener, ancient core, continental crust, crustal deformation, crustal plate movement, crustal rock, interaction, mid-ocean ridge, mountain building, ocean layer, oceanic crust, plate, plate boundary, plate collision, plate spreading plate tectonics, sea-floor spreading, theory</i>). • Summarize the theory of plate tectonics. • Describe the relationship between movements of Earth's crust and the ages of crustal rock. HS-ESS2-3 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (for example, <i>composition, cycle, density, Earth's layers, interior, magnetic field, mantle, mantle convection, matter, one-dimensional, plate tectonics, pressure, radial, rate, seismic wave, thermal, three-dimensional</i>). • Describe the structure of the Earth's interior. • Describe how matter cycles by thermal convection.
	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

Strand: Economics		Content Area: Social Studies
Measurement Topic: Evaluating Economic Systems		Level: World History/10th Grade
4.0	3.0 knowledge and inferences or applications beyond what was taught	4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:
3.0	<p>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</p> <ul style="list-style-type: none"> Students understand the role of market, command, and traditional economies throughout history. 	<p>3.0 ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:</p> <ul style="list-style-type: none"> <u>Writing Prompt</u>: Which economic system creates the largest benefit for the largest number of people? Also address at least one other system to explain why it was not your top choice and use specific examples from world history as evidence to support your claim.
2.0	<p>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</p> <ul style="list-style-type: none"> Students are able to identify vocabulary, concepts, people, and events related to economics and its impact on world history. Can identify and/or explain capitalism, communism, feudalism, barter, mixed, supply & demand, market, command, traditional, mercantilism. 	<p>2.0 ASSESSMENT ITEMS: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</p> <ul style="list-style-type: none"> Moodle quiz for foundational knowledge & vocabulary.
1.0	With help...has the 2.0 content	

Strand: History		Content Area: Social Studies	
Measurement Topic: WWII (Emergence of U.S.)		Level: 11th Grade	
4.0	<p><i>3.0 knowledge and inferences or applications beyond what was taught</i></p> <ul style="list-style-type: none"> • Student is able to meet all expectations for Level 3, plus is able to connect a current example to the continued evolution of the global role of the United States. 	<p><i>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> • <u>Connecting to a relevant Current Event:</u> locate a current event or issue which relates to the role of the U.S. in the world today. 	
3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <ul style="list-style-type: none"> • Students will understand how the U.S. moved from isolationism to global superpower during, and a result of, its role in WWII. 	<p><i>3.0 ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:</i></p> <ul style="list-style-type: none"> • <u>Writing Prompt:</u> How did the United States move from neutrality to superpower as a result of its involvement in WWII? Use specific vocabulary and events to define this journey." • <u>Timeline:</u> Choose five specific events which illustrate the move of the U.S. from neutrality to superpower, put in chronological order, and explain the significance of each event. 	
2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <ul style="list-style-type: none"> • Students are able to identify vocabulary, concepts, people, and events related to the role of the U.S. in WWII and in the post-war world. • Can identify and/or explain isolationism, neutrality, cash and carry, lend lease, Allies, D-Day, island hopping, total war, atomic bombs (Hiroshima and Nagasaki), Yalta and Potsdam Conferences, superpowers, United Nations, Marshall Plan, Occupation of Japan 	<p><i>2.0 ASSESSMENT ITEMS: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:</i></p> <ul style="list-style-type: none"> • Moodle Quiz over Foundational Knowledge 	
1.0	<i>With help...has the 2.0 content</i>		

Strand: Physical Education		
Topic: Principles of Exercise		
Course: PE II, Sophomore		
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"> Participates in athletics, maintains journal/written evidence from outside source (parents/instructor/trainer/gym manager)
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> describes and applies principles of exercise (e.g., principles of overload, progression, and specificity) <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students describe principles of exercise (e.g., principles of overload, progression, and specificity).
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"> frequency, intensity, time (FIT) performs basic processes, such as: <ul style="list-style-type: none"> recognizing or recalling principles of exercise <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a list, matches the principle of exercise with the correct description. Given true/false statements, students identify the correct answer.
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.	

Topic: Craftsmanship/Technical skills

Grade: 9-12

Score		Sample Tasks
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ▪ demonstrates refined (<i>e.g., attention to detail, sequential process/development, polished, etc.</i>) craftsmanship and technical skills in a portfolio/collection of original two/three-dimensional works of art (<i>e.g., traditional/digital portfolio</i>) ▪ consistently uses thumbnail sketches & rough drafts to show evidence of improvements <p>The student exhibits no major errors or omissions.</p>	
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"> ○ craftsmanship, quality 'press quality', awareness of industry standards, finish fired, attention to detail ▪ performs basic processes, such as: <ul style="list-style-type: none"> ○ demonstrating works of art with appropriate craftsmanship <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	
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	

