

Elementary (K-5) 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		
Questioning, Inference, and Interpretation		
Kindergarten		
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"> ask and answer questions about key details in a grade-appropriate text (RL.K.1; RI.K.1) 	
	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"> answer, ask, detail, question, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> answer teacher-provided questions about key details in a grade-appropriate text 	
	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:
The student will respond to question prompts after listening to a teacher-read literary or informational text (e.g., Why did ____?; What did ____?; How can ____?)

Sample Activities:
The student will listen to a teacher-read literary or informational text, then participate in a teacher-directed conversation with a partner to answer questions related to the text.

Life Sciences	
Growth and Development of Organisms	
First Grade	
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: 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
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	1-LS1-2 —The student will: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary (for example, <i>behavior, behavior pattern, offspring, parent, response, shelter, signal, survive</i>). • Describe the ways animal parents help their offspring survive. • State factors that threaten or inhibit the survival of animals.
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	<i>With help, partial success at score 2.0 content and score 3.0 content</i>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	<i>Even with help, no success</i>

NUMBER AND QUANTITY

Number Names

Grade 1

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"> • count numbers to 120, starting at any number less than 120 (1.NBT.1) • represent a number of objects with a written numeral (1.NBT.1) 		<p>Sample Activity:</p> <p>*Use this activity when the class is standing in line (e.g., waiting to go to a special, lunch, bathroom break, end of the day). The teacher or student says a number between 1 and 120. The students will count forward with each student saying the next number in sequence.</p>
	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"> • count, number, numeral <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • count and write numbers up to 120 (1.NBT.1) 		<p>Sample Activities:</p> <p>*During calendar, opening activities, students will count from one to 120 every day until most or all students can do this with 100% accuracy.</p> <p>*During bell work once a month, students will write their numbers from 1 to 120 until they can do it accurately.</p>
	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		

READING		
Themes and Central Ideas		
Grade 2		
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"> determine the central message, lesson, or moral of stories from diverse cultures, including fables and folktales (RI.2.2) describe the central idea of a multiparagraph grade-appropriate text, as well as the focus of specific paragraphs within the text (RI.2.2) 	
	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"> central idea, culture, diverse, fable, focus, folktale, lesson, message, moral, paragraph, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recount grade-appropriate stories, including fables and folktales from diverse cultures (RI.2.2) Identify the central idea of a multiparagraph grade-appropriate text (RI.2.2) recognize or recall the central message, lesson, or moral of grade-appropriate stories, including fables and folktales 	
	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 a self-selected fable or folktale, the student will complete a tri-fold paper activity. The student will fold a 9 x 11 inch piece of paper into thirds and label sections with the words: *Summary, Illustration, Moral*. The student will fill in the necessary information below each heading to demonstrate understanding of the text.

Sample Activities:
The student will use a hand-shaped template to capture the central idea and paragraph ideas of a text. After reading a teacher-determined text, the student will record the central idea on the palm of the hand and the focus of each paragraph on the fingers.

OPERATIONS AND ALGEBRA		
Multiplication and Division		
Grade 2		
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 addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends (2.OA.4) 	<p>Sample Activity:</p> <p>*Multiplication Strategies</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> white boards, markers, erasers <p>The teacher displays an array (e.g., 4 rows of 3). Using white boards, the students write a repeated addition equation to match the array (e.g., $4 + 4 + 4 = 12$).</p>
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"> addend, addition, column, equal, equation, even, member, number, odd, rectangular array, row, sum, total <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize symbols, such as +, -, and = determine whether a group of objects (up to 20) has an odd or even number of members; if the total is even, write an equation to express the total as a sum of two equal addends (2.OA.3) 	<p>Sample Activity:</p> <p>*Odd/Even Grab</p> <p><u>Materials for each pair:</u></p> <ul style="list-style-type: none"> 200 snap cubes 1 bag whiteboard, marker, and eraser odd/even spinner paper clip and pencil for spinner <p><u>Procedure:</u></p> <p>Students work in pairs. Each student grabs a handful of snap cubes from the bag. They count their snap cubes and write the number on the whiteboard.</p> <p>Student 1 spins the spinner and if the spinner points to odd, the person with the odd number of cubes get to take all of them. If they both have odd number of cubes, they each keep their own cubes. Repeat at least six times.</p> <p>The student with the highest number of cubes at the end of the game is the winner.</p>
Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding a score 3.0 content	

NUMBER AND QUANTITY

Place Value

Grade 3

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 place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 (3.NBT.1) 		<p>Sample Activities:</p> <p>The student will draw three cards from a deck of cards in which the non-number cards have been removed. The student will write down those numbers on a piece of paper to form a three-digit number. They will round that three-digit number to the nearest 10 and 100.</p>
	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"> nearest, place value, round, whole number <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> use place value understanding to round whole numbers within 1,000 to the nearest 10 and 100 with visual support 		<p>Sample Activities:</p> <p>The student will be given a three-digit number in which they will use visual support to help them round to the nearest 10 and 100.</p>
	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		

READING								
Connections								
Grade 3								
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"> describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a grade-appropriate text, using language that pertains to time, sequence, and cause/effect (RI.3.3) 							
	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"> cause/effect, concept, event, historical, idea, procedure, relationship, sequence, series, scientific, technical, text, time <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize or recall events, ideas, concepts, or steps in a grade-appropriate text as they relate to time or sequence map connections between events, ideas, concepts, or steps in a grade-appropriate text using a teacher-provided template or graphic organizer 							
		<p>Sample Activities:</p> <p>Students can order events of a science experiment using time and order words, discussing the importance of doing the steps in order.</p>						
		<p>Sample Activities:</p> <p>With minimal support, students successfully fill out a graphic organizer connecting causes and effects and identify clue words from the text.</p> <p>Mary ate dinner since she was hungry. Cause _____ she was hungry. Effect _____ ate dinner _____</p> <p>Clue Word _____ since _____</p> <p>OR</p> <table border="1"> <tr> <td>Cause</td> <td>Effect</td> <td>Clues</td> </tr> <tr> <td>Cause</td> <td>Effect</td> <td>Clues</td> </tr> </table> <p>What I learned</p>	Cause	Effect	Clues	Cause	Effect	Clues
Cause	Effect	Clues						
Cause	Effect	Clues						

READING		
Themes and Central Ideas		
Grade 4		
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"> describe the theme or central idea of a grade-appropriate text from details in the text (RI.4.2; RI.4.2) summarize a grade-appropriate text (RI.4.2; RI.4.2) 	
	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"> central idea, detail, summarize, support, text, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> determine the theme of a grade-appropriate text (RI.4.2; RI.4.2) Identify details that support the theme or central idea of a grade-appropriate text 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>
		<p>Sample Activities:</p> <p>After summarizing the story, the student is able to state the theme of a story, drama, or poem and explain why it fits that theme.</p>
		<p>Sample Activities:</p> <p>Activity #1: When given a list of common themes, the student is able to choose the correct theme for the story just read (e.g., hope, friendship, perseverance, courage) and support that theme with examples from the story.</p> <p>Activity #2: Students use their palm to organize the retelling of a story. (Thumb is the beginning, pointer, middle and ring finger are events or details, pinky is ending)</p>

Life Sciences	
Structure and Function	
Fourth Grade	
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: 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
	Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	4-LS1-1 —The student will: <ul style="list-style-type: none"> Recognize or recall specific vocabulary (for example, animal, behavior, external structure, factor, growth, internal structure, macroscopic, organ, plant, reproduction, root, survival). Describe the key parts of various external and internal structures in plants and animals. State factors that threaten or inhibit the survival, growth, and reproduction of animals.
	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

Motor Skills & Movement Patterns: Use offensive skills to maintain possession of a soccer ball in a 2 on 1 situation.	
Grade 4	
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	While engaged in tasks involving offensive soccer skills, the student: <ul style="list-style-type: none"> moves to create open space and a passing lane when not in possession of the ball (e.g. within a 30' by 30' area) sends a receivable lead pass to a teammate receives a receivable pass and controls ball The student exhibits no major errors or omissions.
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	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> offense, lead pass performs basic processes such as: <ul style="list-style-type: none"> moving to create open space and a passing lane when not in possession of the ball 50% to 74% of the time sending a receivable lead pass to a teammate 50% to 74% of the time receiving a receivable pass and controlling ball 50% to 74% of the time However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
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	<ul style="list-style-type: none"> 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.

READING

Questioning, Inference, and Interpretation

Grade 5

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"> quote accurately from a grade-appropriate text when explaining what the text says explicitly and when drawing inferences from the text (RI.5.1; RI.5.1) 		<p>Sample Activities:</p> <p>Students keep a Dialectical Journal of quotes and responses to grade-appropriate text. Throughout reading, students successfully pull out meaningful quotes and accurately describe their relationship to the text.</p> <p>Example:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2">Dialectical Journal</th> </tr> <tr> <th>Quote and page#</th> <th>Meaning/Inference</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Dialectical Journal		Quote and page#	Meaning/Inference		
Dialectical Journal									
Quote and page#	Meaning/Inference								
	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"> explicit, inference, logical, quote, text <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 		<p>Sample Activities:</p> <p>Students keep a Dialectical Journal of quotes and responses to grade-appropriate text. Students are given the quotes from the story and are logically able to describe their meanings or inferences.</p>						
	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								

NUMBER AND QUANTITY		
Multiplying and Dividing Fractions		
Grade 5		
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"> • solve real-world problems involving multiplication of fractions and mixed numbers (5.NF.6) • solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (5.NF.7c) 	
	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"> • denominator, divide, division, fraction, greater than, interpret, less than, mixed number, multiplication, multiply, number, numerator, product, real-world, scaling, unit fraction, whole number <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • interpret a fraction as division of the numerator by the denominator and determine the location of the fraction between two whole numbers (5.NF.3) • multiply a fraction by a whole number or a fraction (5.NF.4) • interpret multiplication as scaling (e.g., multiplying a given number by a fraction greater than 1 results in a product greater than the given number; multiplying a given number by a fraction less than 1 results in a product smaller than the given number) (5.NF.5) • divide unit fractions by whole numbers and whole numbers by unit fractions (5.NF.7a; 5.NF.7b) 	
	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 use either visual fraction models or equations to solve teacher selected word problems in which they will need to multiply or divide fractions.

Sample Activities:
The student will write the division problem that corresponds to the fraction that the teacher reads aloud.

Strand: Music	
Topic: How the Arts Communicate	
Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings and experiences across cultures Grade: 5	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught, such as: <ul style="list-style-type: none"> • creating a presentation analyzing the musical elements when explaining or critiquing a musical selection or performance
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	While involved in tasks related to art communication the student: <ul style="list-style-type: none"> • (FA.5.2.5) analyzes musical elements (e.g., <i>rhythm, dynamics, melody harmony</i>) when explaining or critiquing a musical selection or musical performance <p>The student exhibits no major errors or omissions.</p>
Score 2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ rhythm ○ dynamics, ○ melody ○ harmony • performs basic processes such as: <ul style="list-style-type: none"> ○ demonstrating musical elements of a selection of music <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
Score 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
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.
Score 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Score 0.0	Even with help, no understanding or skill demonstrated.