



Competency Statement:			
Grade Level, Course, or Unit of Study:			
EXPANDING Score 4.0 Construct new knowledge/(far) transfer, extend thinking	In addition to score 3.0 performance, in-depth insights, solutions, and/or applications go beyond what was explicitly taught. The student:		Evidence From This Unit or Course (List Instructional or Assessment Tasks)
	3.5	In addition to score 3.0 performance, exhibits some in-depth insight or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful.	
PROFICIENT Score 3.0 Integrate skills and knowledge (near and far) transfer with more complex tasks	The student exhibits <i>no major misconceptions</i> , no key factual inaccuracies, nor relevant omissions. The student:		
	2.5	In addition to score 2.0 performance, no major errors and partial knowledge of most of the 3.0 content and skills. Evidence of some flawed explanations, thinking/misconceptions.	
DEVELOPING Score 2.0 Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks	There are no major errors or omissions regarding <i>the basic details, facts, and routine processes</i> . The student may exhibit some <i>key misconceptions</i> regarding the integration of more complex ideas and processes. The student:		
BEGINNING Score 1.0 Demonstrate foundational skills	With extensive scaffolding and added supports, demonstrates a partial understanding of some basic details, terms, and routine processes. The student:		



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<p>EXPANDING Score 4.0 Construct new knowledge/(far) transfer, extend thinking</p>	<p>In addition to score 3.0 performance, in-depth insights, solutions, and/or applications go beyond what was explicitly taught. Tasks offer opportunities for extended thinking (e.g., drawing upon cross-curricular knowledge; expanding personal or world perspectives; using elaborated communication).</p> <p>The student: <i>Constructs knowledge and extends thinking by . . .</i></p>	<p>Evidence From This Unit or Course (List Instructional or Assessment Tasks)</p> <p><i>Self-design an individual or group project</i></p> <p><i>Extend an investigation using additional sources</i></p>
	<p>3.5 In addition to score 3.0 performance, exhibits some in-depth insight or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful.</p>	
<p>PROFICIENT Score 3.0 Integrate skills and knowledge (near and far) transfer with more complex tasks</p>	<p>The student exhibits <i>no major misconceptions</i>, no key factual inaccuracies, nor relevant omissions.</p> <p>The student:</p> <ul style="list-style-type: none"> • <i>Uses . . .</i> • <i>Analyzes . . .</i> • <i>Supports conclusion about . . .</i> • <i>Makes deep connections . . .</i> • <i>Creates . . .</i> 	<p><i>Develop and deliver an oral presentation</i></p> <p><i>Prepare for and participate in a debate</i></p> <p><i>Develop a model to . . .</i></p>
	<p>2.5 In addition to score 2.0 performance, no major errors and partial knowledge of most of the 3.0 content and skills. Evidence of some flawed explanations, thinking/misconceptions.</p>	
<p>DEVELOPING Score 2.0 Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks</p>	<p>There are no major errors or omissions regarding <i>the basic details, facts, and routine processes</i>. The student may exhibit some <i>key misconceptions</i> regarding the integration of more complex ideas and processes.</p> <p>The student:</p> <ul style="list-style-type: none"> • <i>Recalls terminology or basic concepts . . .</i> • <i>Performs basic processes . . .</i> • <i>Constructs or interprets . . .</i> • <i>Connects . . .</i> • <i>Organizes . . .</i> 	<p><i>Complete a graphic organizer to compare/contrast key ideas</i></p> <p><i>Develop research or survey questions related to an issue</i></p>
<p>BEGINNING Score 1.0 Demonstrate foundational skills</p>	<p>With extensive scaffolding and added supports, demonstrates a partial understanding of some basic details, terms, and routine processes.</p> <p>The student:</p>	<p><i>Identify definitions for basic vocabulary terms</i></p> <p><i>Practice _____ with a peer</i></p>