|  |  |  |  |
| --- | --- | --- | --- |
| **PERFORMANCE SCALE DEVELOPMENT TEMPLATE** | | | |
| **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, 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 no major misconceptions, 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 the basic details, facts, and routine processes. The student may exhibit some key misconceptions, 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:** | |  |