

# APPENDIX A

## Example Scales

**Topic:** ELA

**Grade Level or Course:** Kindergarten

**Standard:** With prompting and support, the student will identify characters, settings, and major events in a story.

**Score 4.0:** Complex Content

Demonstrations of learning that go above and beyond what was explicitly taught

The student will (for example):

- Independently read an emergent-level text (DRA/BAS level 6/D or higher) and answer questions about the characters, settings, and events of the story

**Score 3.0:** Target Content

The expectations for all students

The student will:

- Identify characters in a story
- Identify setting in a story
- Identify major events in a story

**Score 2.0:** Simple Content

Foundational knowledge, simpler procedures, isolated details, vocabulary

The student will recognize or recall specific vocabulary, such as:

- *character, setting, event*

The student will perform basic processes, such as:

- Select a character in the story from a set of picture choices
- Select a setting in the story from a set of picture choices
- Identify one event in the story

**Score 1.0:** With help, the student can perform score 2.0 and 3.0 expectations.

**Score 0.0:** Even with help, the student cannot perform expectations.

*Source: © 2019 by Fulton County Schools. Used with permission.*

**Figure A.1: Proficiency scale for kindergarten ELA.**

GRADE 3 ELA	
<b>Prioritized Standard:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example, in books from a series).	
<b>4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will: <ul style="list-style-type: none"> <li>• Compare and contrast the themes, settings, and plots of two texts using textual evidence</li> </ul>
<b>3.5</b>	In addition to score 3.0, in-depth inferences and applications with partial success
<b>3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Describe the similarities and differences between themes, settings, and plots of two texts</li> </ul> The student exhibits no major errors or omissions.
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
<b>2.0</b>	There are no major errors or omissions regarding the simpler details and processes. The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <li>• <i>compare, contrast, plot, theme</i></li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>• Use graphic organizers to compare and contrast text plots</li> <li>• Identify simple themes and plots</li> <li>• Identify setting</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
<b>1.0</b>	With help, a partial understanding of some 2.0 content (the simpler details and processes) and some 3.0 content (the more complex ideas and processes)
<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content
<b>0.0</b>	Even with help, no understanding or skill demonstrated

Source: © 2016 by South Sioux City Community Schools. Used with permission.

**Figure A.2: Proficiency scale for ELA, grade 3.**

**RL.5.2: DETERMINE** a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; **SUMMARIZE** the text.

We are learning to determine a theme (in stories, dramas, or poems).

- We are looking for details in the story or drama that support the theme (including how characters respond to challenges).
- We are looking for details in the poem that support the theme (including how the speaker reflects upon a topic).

We are learning to summarize the text.

- We are looking for a summary of the text, including key details that support the theme.

<b>Strand:</b> Key Ideas and Details		
<b>Topic:</b> Analyze Theme		
<b>Grade:</b> Fifth		
<b>4.0</b>	In addition to 3.0, in-depth inferences and applications that go beyond what was taught	<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Determine the theme of one text and identify similar themes in related texts.</li> </ul>
<b>3.5</b>	In addition to 3.0 performance, in-depth inferences and applications with partial success	
<b>3.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>• Support the theme with details from the story, drama, or poem</li> <li>• Describe how the characters respond to challenges or how the speaker reflects on a topic</li> <li>• Compose a summary stating the key details that support the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>RL 5.7 (Analyze Nontextual Elements)</b>—Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example, graphic novel, multimedia presentation of fiction, folktale, myth, or poem).</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>2.0</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li>• Analyze details in the text to determine theme</li> <li>• Recount details of the text</li> </ul> <b>Students recognize and recall vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• <i>summarize, topic, character traits, reflect, drama, poem, speaker, narrator, genre</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teach the difference between central idea, message, and theme.</li> <li>• <b>RL 5.5 (Text Structure and Relationships)</b>—Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. —plot vocabulary (<i>exposition, inciting event, rising action, climax, falling action, resolution</i>)</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content	
<b>1.0</b>	With help, little to no understanding	

Source: © 2019 by Sheridan County School District 2. Used with permission.

**Figure A.3: Proficiency scale for analyzing theme, grade 5.**

<b>WRITING: STANDARD 1</b>		
<b>Grade 8</b>		
<b>ARGUMENT</b>		
<b>Score 4.0</b>	<p>In addition to score 3.0, the student creates in-depth inferences and applies the learning.</p> <p>Possibly the student will:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence               <ul style="list-style-type: none"> <li>a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.</li> <li>b. Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesions, and clarify the relationships between claims and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul>	
	<b>Score 3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence               <ul style="list-style-type: none"> <li>a. Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul> <p>*The student exhibits no major errors or omissions.</p>	
	<b>Score 2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence               <ul style="list-style-type: none"> <li>a. Introduce claims, acknowledge alternate or opposing claims, and organize reasons and evidence logically.</li> <li>b. Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul> <p>*There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	

	<b>Score 1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	<p>The student has partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>Possibly the student will:</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence               <ul style="list-style-type: none"> <li>a. Introduce claims and organize the reasons and evidence clearly.</li> <li>b. Support claims and organize the reasons and evidence clearly.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul> </li> </ul>	
	<b>Score 0.5</b>	A partial understanding of the 1.0 content
<b>Score 0.0</b>	No understanding or skill demonstrated	

Source: © 2016 by Laramie County School District 1. Used with permission.

**Figure A.4: Proficiency scale for writing arguments, grade 8.**

<b>ENGLISH 4</b>		
<b>Prioritized Standard 2:</b> By the end of the course, the students will be able to write a personal narrative using effective techniques, well-chosen sensory details, and well-structured sequences to produce a single effect.		
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<b>Score 3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Write a personal narrative using effective techniques, well-chosen sensory details, and well-structured sequences to produce a single effect</li> </ul>	
	<b>Score 2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• anecdote, reflection, narrative technique, sensory detail, single effect</li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Articulate the structure of a narrative piece of writing</li> <li>• Focus on pertinent details of an experience</li> <li>• Identify the relationship between an experience and its significance</li> </ul>	
	<b>Score 1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<b>Score 0.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>Score 0.0</b>	Even with help, no success	





Source: © 2019 by Rutland High School. Used with permission.

**Figure A.5: Proficiency scale for ELA, high school.**

<b>Subject Area and Standard or Indicator Number:</b> GOLD 21b		
<b>Topic:</b> Shapes		
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	<b>Sample Activities:</b> <ul style="list-style-type: none"> <li>Objective 21b above level 6</li> </ul>
	<b>Score 3.5</b> In addition to score 3.0 performance, partial success at score 4.0 content	
<b>Score 3.0</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>Describe basic two- and three-dimensional shapes by using own words (G21b.6)</li> <li>Recognize basic shapes when they are presented in a new orientation (G21b.6)               <ul style="list-style-type: none"> <li>Describe real-world objects using names of shapes.</li> <li>New orientation (way) or size</li> </ul> </li> </ul>	<b>Sample Activities:</b> <ul style="list-style-type: none"> <li>Feely box: It has three sides and three points. It's a triangle.</li> <li>Identifies object, then states what shape it is. "It's a ball. It rolls. It is a circle."</li> </ul>
	<b>Score 2.5</b> No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
<b>Score 2.0</b>	<p>Student will recognize or recall specific vocabulary, such as: <i>heart, diamond, star, oval, square, triangle, circle, rectangle, shape, sides</i></p> <p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>Matches two identical shapes (G21b.2)</li> <li>Identifies three basic shapes (such as heart, diamond, star, oval, square, triangle, circle, rectangle) (G21b.4)</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<b>Sample Activities:</b> <ul style="list-style-type: none"> <li>Identifies shapes in environment (for example, identifies a wheel as a circle)</li> <li>Matches two identical shapes (for example, places shapes in shape-sorting box)</li> </ul>
	<b>Score 1.5</b> Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<b>Score 0.5</b> With help, partial success at score 2.0 content but not at score 3.0 content	

Source: © 2016 by South Sioux City Community Schools. Used with permission.

**Figure A.6: Mathematics scale related to shapes, preK.**

<b>KINDERGARTEN MATH</b> <b>I can name flat and solid shapes.</b>	
<b>4</b> 	I can create and describe flat and solid shapes.
<b>3</b> 	I can name flat and solid shapes.
<b>2</b> 	I can tell the meaning of these important words: <i>count, flat, two-dimensional, solid, three-dimensional, shapes</i> I can identify shapes, such as: circle, square, triangle, rectangle, oval, rhombus, hexagon, cylinder, cone, cube, sphere.
<b>1</b> 	I can match shapes using a visual model.

Source: © 2015 by Dawn Perez. Used with permission.

**Figure A.7: Student-friendly scale for kindergarten mathematics topic of shapes.**

<b>Unit 2</b> Grade 4 Multi-Digit Multiplication
<b>Score 4.0—more complex</b>
Demonstrations of learning that go above and beyond what was explicitly taught
For example: <ul style="list-style-type: none"> <li>• I can write and solve a word problem that requires multiplying a two-digit number by a two-digit number.</li> </ul>
<b>Score 3.0—the learning goal(s) or expectation(s) for all</b>
<ul style="list-style-type: none"> <li>• I can multiply a two-digit number by a two-digit number.</li> <li>• I can multiply a four-digit number by a one-digit number.</li> </ul>
<b>Score 2.0—the simpler stuff</b>
Foundational knowledge, simpler procedures, isolated details, vocabulary
Essential Vocabulary: <i>multiply, digit, factor, product, distributive property</i> <ul style="list-style-type: none"> <li>• I know my multiplication facts.</li> <li>• I can use different methods to successfully multiply.</li> <li>• I can multiply a two-digit number by a one-digit number.</li> <li>• I can use estimation to check if my answer makes sense.</li> <li>• I can multiply a three-digit number by a one-digit number.</li> </ul>
<b>Score 1.0</b>
With help, the student can perform score 2.0 and 3.0 expectations.

Source: © 2019 by Columbus Public Schools. Used with permission.

**Figure A.8: Proficiency scale for multi-digit multiplication, grade 4.**

<b>GRADE 7</b> ANGLES OF TRIANGLES	
<b>Score 4.0</b>	The student will: <ul style="list-style-type: none"> <li>• Compare the angle sum of triangles to those of other polygons</li> </ul>
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Use evidence to informally explain relationships among the angles of triangles, including the sum of interior angles and angle-angle similarity</li> </ul>
<b>Score 2.0</b>	The student will: <ul style="list-style-type: none"> <li>• Recognize or recall specific terminology, such as: <i>interior angle, exterior angle, angle sum, corresponding angles, congruent, and similarity</i></li> </ul> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>• Explain that the measures of the interior angles of a triangle add up to <math>180^\circ</math></li> <li>• Explain that when two corresponding angles of two triangles are congruent, the triangles are similar</li> </ul>
<b>Score 1.0</b>	With help, the student will demonstrate partial success at score 2.0 content and score 3.0 content.

Source: Adapted from Marzano, Heflebower, Hoegh, Warrick, & Grift, 2016, p. 44.

**Figure A.9: Proficiency scale for angles of triangles, grade 7.**

<b>Common Core State Standards for Mathematics</b> <b>Domain: Geometric Measurement and Dimension</b> <b>Volume (explain volume formulas and use them to solve problems) (G-GMD)</b> <b>High School</b>			
<b>Score 4.0</b>	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"> <li>Develop an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures</li> </ul>		<b>Example Activities</b>
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success	
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>Develop informal arguments for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone</li> </ul> The student exhibits no major errors or omissions.		Informal Arguments—Students will be required to write an informal explanation defining the variables of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Having informally defined all variables of the formulas, students will be required to write an informal explanation as to why each of the formulas is true. Initially students will work individually, and then will share their thoughts with a partner. The teacher will circulate the room providing specific feedback.
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	There are no major errors or omissions regarding the simpler details and processes as the student will perform basic processes, such as: <ul style="list-style-type: none"> <li>Use the volume formulas for cylinders, pyramids, cones, and spheres to solve problems</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		Volume of Pyramids, Cylinders, Cones, and Spheres—Students will be given pyramids, cylinders, cones, and spheres and be required to find the volume of each. The students will be required to work individually using the correct formula to determine the volume of each shape. The teacher will circulate the room as the students work, providing immediate and specific feedback to students. A student will get an accuracy check before moving to the next shape.
	<b>1.5</b>	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content but not the 3.0 content	
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated		

Source: Adapted from Marzano et al., 2013, p. 248.

**Figure A.10: Proficiency scale for geometric volume, high school.**

<b>EARTH AND SPACE SCIENCES</b> <b>The Solar System</b> Grade 1		
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<b>Score 3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Make observations at different times of year to relate the amount of daylight to the time of year (for example, use observations—firsthand or from media—to make relative comparisons of the amount of daylight in the winter to the amount in the spring or fall)</li> </ul>	
	<b>Score 2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	The student will: <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary (for example, <i>comparison, daylight, fall, observation, spring, summer, sun's position, sun's size, sunrise, sunset, winter, year</i>)</li> <li>• Make and record observations of the amount of sunlight at different times of the year</li> </ul>	
	<b>Score 1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<b>Score 0.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>Score 0.0</b>	Even with help, no success	

Source: Adapted from Marzano & Yanoski, 2016, p. 102.

**Figure A.11: Proficiency scale for the solar system, grade 1.**

<b>Grade 3 Life Science</b>
<p><b>Prioritized Standard:</b> Obtain, evaluate, and communicate information about the similarities and differences between the habitats found within geographical regions. Identify external features and adaptations (camouflage, use of hibernation, protection, migration, mimicry) of animals to construct an explanation of how these features and adaptations allow them to survive in their habitat.</p>
<p><b>Score 4.0: Complex Content</b></p> <p>Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>For example, the student will:</p> <ul style="list-style-type: none"> <li>• Investigate factors that contribute to the threatened or endangered status of plants or animals</li> <li>• Make a claim supported by evidence to explain why one species has a more successful population than another, similar species</li> </ul>
<p><b>Score 3.0: Target Content</b></p> <p>The expectations for all learners</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Identify external features and adaptations (camouflage, use of hibernation, protection, migration, mimicry) of animals</li> <li>• Construct an explanation of how these features and adaptations allow them to survive in their habitat</li> </ul>
<p><b>Score 2.0: Simple Content</b></p> <p>Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• <i>adaptation, camouflage, hibernation, migration, mimicry, thrive, ecosystem, environment</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Identify plants and animals that live in different habitats</li> <li>• Identify how different animals and plants survive in different climates</li> </ul>
<p><b>Score 1.0</b></p> <p>With help, the student can perform score 2.0 and 3.0 expectations.</p>
<p><b>Score 0.0</b></p> <p>Even with help, the student cannot perform expectations.</p>

Source: Adapted from Simms, 2016.

**Figure A.12: Proficiency scale for animal adaptations to habitat, grade 3.**

<b>GRADE 4 SCIENCE</b> Weathering and Erosion		
<b>SCORE LEVEL</b>	<b>LEARNING PROGRESSION</b>	<b>SAMPLE ACTIVITIES</b>
<b>Score 4.0</b>	The student will (for example): <ul style="list-style-type: none"> <li>Research a solution that addresses a cause of weathering and erosion</li> </ul>	<ul style="list-style-type: none"> <li>The student will: investigate the rate of erosion by a local stream, determine how human activity impacts this rate, and implement a solution that reduces the effect of human activity, such as planting vegetation by the stream bank or maintaining a designated trail through the area.</li> </ul>
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>Identify factors that contribute to weathering and erosion</li> </ul>	<ul style="list-style-type: none"> <li>The student will: explain how weathering and erosion are caused by water, ice, wind, and vegetation, and identify factors that increase the effect and rate of weathering and erosion.</li> </ul>
<b>Score 2.0</b>	The student will: <ul style="list-style-type: none"> <li>Recognize or recall specific terminology, such as: <i>deposition, erosion, sediment, weathering</i></li> <li>Explain the difference between weathering and erosion</li> <li>Identify causes of weathering</li> <li>Identify causes of erosion</li> <li>Compare the effects of weathering and erosion over time</li> <li>Explain how erosion causes deposition of weathered sediments</li> </ul>	<ul style="list-style-type: none"> <li>The student will: recognize that weathering breaks down rocks and minerals into smaller pieces, while erosion moves the smaller pieces from place to place.</li> <li>The student will: list causes of weathering, such as precipitation, ice, wind, acid rain, water, and vegetation.</li> <li>The student will: list causes of erosion, such as wind, water, gravity, snow, and ice.</li> <li>The student will: explain that a river may not seem to be causing erosion when observed daily, but it can carve out canyons over long spans of time.</li> </ul>
<b>Score 1.0</b>	With help, the student can demonstrate partial knowledge of the score 2.0 and 3.0 content.	

Source: Adapted from Simms, 2016.

**Figure A.13: Proficiency scale for weathering and erosion, grade 4.**

<p><b>Content Area:</b> Science</p> <p><b>Grade Level:</b> Middle school</p> <p><b>Title of Scale:</b> Layers of the Earth</p>
<p><b>Prioritized Standard:</b> Obtain, evaluate, and communicate information to show how Earth's surface is formed. Ask questions to compare and contrast the Earth's crust, mantle, and inner and outer core, including temperature, density, thickness, and composition.</p>
<p><b>Score 4.0: Complex Content</b></p> <p>Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>For example, the student will:</p> <ul style="list-style-type: none"> <li>• Research previous attempts made to drill to the mantle and explain the scientific reason used in the proposal (such as why one would drill through oceanic crust as opposed to continental crust)</li> <li>• Develop and use a scale model of the layers of the Earth to construct an explanation of how changes in density, temperature, and composition influence the composition of the layers</li> </ul>
<p><b>Score 3.0: Target Content</b></p> <p>The expectations for all learners</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Ask questions to compare and contrast the different layers of the Earth in terms of temperature, density, thickness, and composition</li> </ul>
<p><b>Score 2.0: Simple Content</b></p> <p>Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• <i>asthenosphere, composition, crust, density, inner core, lithosphere, mantle, outer core</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Label the physical and chemical layers of the Earth on a diagram</li> <li>• Recognize that denser substances will sink below less dense substances</li> <li>• Differentiate between chemical or physical layers and compositional layers</li> </ul>
<p><b>Score 1.0</b></p> <p>With help, the student can perform score 2.0 and 3.0 expectations.</p>
<p><b>Score 0.0</b></p> <p>Even with help, the student cannot perform expectations.</p>

Source: Adapted from Simms, 2016.

**Figure A.14: Proficiency scale for layers of the Earth, middle school.**

PHYSICAL SCIENCES		
Energy and Forces		
High School		
<b>Score 4.0</b>	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<b>Score 3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>Score 3.0</b>	<p>The student will:</p> <p><b>HS-PS3-5</b>—Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction (for example, create a diagram, text, or drawing of two objects interacting through electric or magnetic fields—such as a drawing of what happens when two charges of opposite polarity are near each other—to show how the forces between objects and the energy of objects change as a result of the interaction)</p>	
	<b>Score 2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>Score 2.0</b>	<p><b>HS-PS3-5</b>—The student will:</p> <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary (for example, <i>charge, electric field, energy, force, interact, magnetic field, polarity</i>)</li> <li>• Describe what happens when two objects interact through electric or magnetic fields</li> </ul>	
	<b>Score 1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>Score 1.0</b>	With help, partial success at score 2.0 content and score 3.0 content	
	<b>Score 0.5</b>	With help, partial success at score 2.0 content but not at score 3.0 content
<b>Score 0.0</b>	Even with help, no success	

Source: Adapted from Marzano & Yanoski, 2016, p. 65.

**Figure A.15: Proficiency scale for energy and forces, high school.**

<b>KINDERGARTEN SOCIAL STUDIES</b>	
<b>Topic:</b> Community Helpers	
<b>Score 4.0</b>	
I can: <ul style="list-style-type: none"> <li>• Explain the relationship between two community helpers and how their jobs are dependent on each other (for example, policemen and firemen, farmers and market)</li> </ul>	
<b>Score 3.0</b>	
I can: <ul style="list-style-type: none"> <li>• Name a community helper and describe what he or she does</li> <li>• Explain why a specific job in a community is important</li> </ul>	
<b>Score 2.0</b>	
I can: <ul style="list-style-type: none"> <li>• Identify multiple community helpers</li> </ul>	
<b>Score 1.0</b>	
With help, I can do score 2.0 and score 3.0 content.	

**Figure A.16: Student-friendly scale for community helpers, kindergarten.**

I recognize the following vocabulary terms: <i>colony, colonist, community, culture, immigrant, invention, Native American, natural resource, pioneer.</i>		I can identify habitats, resources, art, and aspects of daily lives of Native American groups.	
I can explain the impact of past Americans' contributions.	<b>SECOND-GRADE SOCIAL STUDIES</b> I can compare and contrast various cultures across multiple time periods.		I can identify the contributions of one or more past Americans.
I can compare and contrast the habitats, resources, art, and daily lives of Native Americans, past and present.		I can compare and contrast the culture of people in our community across multiple time periods.	

**Figure A.17: Proficiency scale for comparing cultures, grade 2.**

<b>Strand:</b> U.S. History <b>Topic:</b> The Civil War <b>Grade 5</b>		
<b>Score 4.0</b>	In addition to score 3.0, the student will demonstrate in-depth inferences and applications that go beyond what was taught.	<b>Sample Activities</b>
		<ul style="list-style-type: none"> <li>• Write an editorial explaining one strategy for stopping the Civil War.</li> </ul>
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Describe the growing conflict between the North and the South over the issue of slavery</li> <li>• Explain the political, economic, and social consequences of the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Write a historical fiction story describing the growing conflict between the North and the South.</li> <li>• Create a chart organizing the consequences of the Civil War into categories (political, economic, social).</li> </ul>
<b>Score 2.0</b>	The student will: <ul style="list-style-type: none"> <li>• Recognize or recall specific terminology, such as:               <ul style="list-style-type: none"> <li>• <i>conflict, consequence, Reconstruction</i></li> </ul> </li> <li>• Perform basic processes, such as:               <ul style="list-style-type: none"> <li>• Identify causes of the Civil War</li> <li>• Identify consequences of the Civil War</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Select causes of the growing conflict between the North and the South from a teacher-provided list.</li> <li>• Using a true/false format, determine if a statement is a consequence of the Civil War.</li> </ul>
<b>Score 1.0</b>	With help, the student demonstrates partial understanding of score 2.0 and score 3.0.	

**Figure A.18: Proficiency scale for the Civil War, grade 5.**

<b>Course:</b> American Government <b>Topic:</b> State Government <b>High School</b>
<b>Prioritized Standard:</b> The student will demonstrate knowledge of the federal system of government described in the United States Constitution and explain the relationship of state governments to the national government.
<b>Score 4.0</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Explain how the federal government has used fiscal federalism to increase its influence over state decision making. Cite specific evidence to support this claim.</li> </ul>
<b>Score 3.0</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Explain the relationship of state governments to the national government</li> <li>• Identify the reserved, exclusive, and concurrent powers of state and national governments</li> <li>• Describe the difference between dual and cooperative federalism</li> </ul>
<b>Score 2.0</b>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Explain how local governments are formed from state governments</li> <li>• Explain states' responsibilities regarding education, marriage licenses, and criminal law</li> <li>• Identify the differences between dual and cooperative federalism</li> </ul>

Source: © 2019 by Fulton County Schools. Used with permission.

**Figure A.19: Proficiency scale for state government, high school.**

<b>Strand:</b> History <b>Topic:</b> Chronological Thinking <b>Grade:</b> High School		
<b>12.4.1</b> Students will analyze how major past and current events are chronologically connected and evaluate their impact on one another.		
<b>Score 4.0</b>	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught <ul style="list-style-type: none"> <li>Identify two events from the same time period that had significant impact. Identify which event had more impact and provide evidence to support the decision.</li> </ul>	<b>Sample Activities</b> 
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success	
<b>Score 3.0</b>	The student will: <ul style="list-style-type: none"> <li>Relate past and present events to one another</li> <li>Critique the effects of past and present events</li> <li>Predict plausible future outcomes based on past events</li> </ul> The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> <li>WWII Timeline Activity—relate events within time frame and extend to predict future outcomes.</li> <li>Edison Timeline—predict and explain the effects of major inventions.</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<b>Score 2.0</b>	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li><i>chronological</i></li> </ul> </li> <li>Performs basic processes, such as:               <ul style="list-style-type: none"> <li>Describe relevant past and present events</li> </ul> </li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> <li>WWII Timeline Activity—describe events from WWII.</li> <li>Edison Timeline—identify major inventions.</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content	
<b>Score 1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content	
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated	

Source: © 2016 by South Sioux City Community Schools. Used with permission.

**Figure A.20: Proficiency scale for chronological thinking, high school.**

<b>Grade 1 Music Theory</b>	
<b>4</b>	• I can create and perform a four-beat rhythm pattern using the pitches so-mi.
<b>3</b>	<ul style="list-style-type: none"> <li>• I can perform a steady beat or rhythm using <i>ta</i>, <i>ti-ti</i>, and <i>sh</i>.</li> <li>• I can perform piano and forte.</li> <li>• I can sing the pitches so-mi using a pleasing voice.</li> </ul>
<b>2</b>	• I can define important music terms, including: <i>rhythm</i> , <i>piano</i> , <i>forte</i> , <i>pitch</i> .
<b>1</b>	• With help, I can demonstrate partial success of scores 2 and 3.

Source: © 2019 by Columbus Public Schools. Used with permission.

**Figure A.21: Proficiency scale for music theory, grade 1.**

<b>Improvements in Technology Grades K-2</b>	
<b>4</b>	I can critique one specific example of how technology has changed life and justify whether it has resulted in more positive or negative effects, citing specific examples for each.
<b>3</b>	<p>I can identify examples of how technology has changed.</p> <p>The student will explain how technology changes have improved how people live, work, and communicate.</p>
<b>2</b>	I can list ways technology is commonly used at home and in school.
<b>1</b>	With help, I can demonstrate partial success of scores 2 and 3.

Source: Simms, 2016.

**Figure A.22: Proficiency scale for improvements in technology, grades K-2.**

<b>Learning Goal:</b> I will practice safe behaviors when online.	
<b>4</b>	I will: <ul style="list-style-type: none"> <li>• Consistently model safe online behaviors</li> <li>• Be an upstander for myself and others</li> </ul>
<b>3</b>	I will: <ul style="list-style-type: none"> <li>• Explain what to do about cyberbullying</li> <li>• Identify what is safe and unsafe to share online</li> <li>• Explain what to do if a pop-up appears</li> </ul>
<b>2</b>	I will: <ul style="list-style-type: none"> <li>• Define <i>cyberbullying, netiquette, appropriate, upstander</i></li> <li>• List personal information I should not share online</li> <li>• Ask for help when I feel sad, scared, or uncomfortable online</li> <li>• Ask permission to be online</li> <li>• Only talk to people online that I know</li> <li>• Only go to places online that are right for me</li> </ul>
<b>1</b>	I will: <ul style="list-style-type: none"> <li>• Be safe online only with adult guidance</li> </ul>

Source: © 2019 by Columbus Public Schools. Used with permission.

**Figure A.23: Proficiency scale for online safety, grades K-2.**

<b>Grade 4: Counseling</b>			
<b>Topic:</b> Bullying			
The student will demonstrate advocacy skills and ability to assert self, when necessary.			
Student-friendly learning goals: <ul style="list-style-type: none"> <li>• I can demonstrate helpful strategies in any role within a bullying situation.</li> <li>• I can give examples of how roles in bullying may change with each bullying situation.</li> <li>• I can name strategies that are helpful in a bullying situation.</li> </ul>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I do not know helpful strategies for a bullying situation.	I know helpful strategies for a bullying situation, but I do not use them.	I use helpful strategies in any role of a bullying situation; target, bystander, bully.	I encourage others to use helpful strategies in bullying situations.

Source: © 2019 by Columbus Public Schools. Used with permission.

**Figure A.24: Proficiency scale for preventing bullying, grade 4.**

MIDDLE SCHOOL BAND		
<b>Level 4.0</b>	In addition to level 3.0 performance, the student will: <ul style="list-style-type: none"> <li>• Critique his or her own performance in order to improve its quality</li> </ul>	
	<b>Level 3.5</b>	In addition to level 3.0 performance, the student shows partial success at level 4.
<b>Level 3.0</b>	The student will: <ul style="list-style-type: none"> <li>• Perform on instruments through a varied repertoire of music, alone and with others</li> <li>• Demonstrate ensemble skills through performance of musical literature (for example, dynamic expressions, style, blend and balance, steady tempo, rhythmic accuracy, intonation)</li> </ul>	
	<b>Level 2.5</b>	The student is successful with level 2.0 elements and partially successful with level 3.0 elements.
<b>Level 2.0</b>	The student will recognize or recall specific vocabulary, such as: <i>long tones, lip slurs, chorales, major scales, chromatic scale, technique, conductor cues, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation.</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> <li>• Demonstrate proper warm-up techniques (for example, long tones, lip slurs, chorales, major scales, chromatic, scale, technical exercises)</li> </ul>	
	<b>Level 1.5</b>	The student is partially successful with level 2.0 elements without prompting.
<b>Level 1.0</b>	With prompting, the student is partially successful with level 2.0 elements.	

Source: © 2019 by Fulton County Schools. Used with permission.

**Figure A.25: Proficiency scale for middle school band.**

<p><b>Topic:</b> Art</p> <p><b>Grade Level or Course:</b> Seventh Grade</p> <p><b>Standard:</b> Students will create, perform, exhibit, or participate in the arts.</p>
<p><b>Score 4.0: Complex Content</b></p> <p>Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>The student will (for example):</p> <ul style="list-style-type: none"> <li>Analyze the use of the elements and principles of design in their artwork and the artwork of others</li> </ul>
<p><b>Score 3.0: Target Content</b></p> <p>The expectations for all students</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>Compose with the elements of art and principles of design to communicate ideas into an original work of art</li> <li>Prepare and exhibit his or her artwork</li> </ul>
<p><b>Score 2.0: Simple Content</b></p> <p>Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li><i>brainstorming list, cliché symbol, media/medium, mind-mapping, plagiarism, thumbnail sketch</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Compose a series of ideas to create original works of art (for example, three different sketches for one idea, evolving sketches for one idea, or multiple separate sketches for multiple separate ideas)</li> <li>Demonstrate knowledge of various elements of art and principles of design</li> </ul>
<p><b>Score 1.0: With help, the student can perform score 2.0 and 3.0 expectations.</b></p>
<p><b>Score 0.0: Even with help, the student cannot perform expectations.</b></p>

**Figure A.26: Proficiency scale for art, grade 7.**

High School World Language—Level 2		
Culture		
Score 4.0	In addition to score 3.0, in-depth inferences and applications that go beyond instruction to the standard. The student will:	Sample Activities
	<ul style="list-style-type: none"> <li>• Create a cultural representation of the topic applied in our own culture</li> <li>• Critique why certain cultural concepts learned would not work in another culture, providing evidence to support your position</li> <li>• Discuss ways cultural differences inform behaviors and language</li> <li>• Design a cultural activity different from one studied in class</li> </ul>	
	<b>3.5</b> 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"> <li>• Compare and contrast different cultures, including practices, products, and perspectives</li> <li>• Develop a logical argument on why the practices, products, and perspectives discussed may or may not work in another culture</li> <li>• Cite evidence as to how practices, products, and perspectives are used in another culture</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast target culture with native or other cultural community.</li> <li>• Create a pamphlet or booklet on helpful hints for a traveler in that country.</li> <li>• Using evidence in class discussion, hypothesize why certain behaviors would be or not be acceptable or appropriate in one culture but not in another.</li> </ul>
	<b>2.5</b> 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 perform basic processes, such as:	
	<ul style="list-style-type: none"> <li>• Identify differences across cultures</li> <li>• Identify ways that cultural differences are manifested</li> </ul>	<ul style="list-style-type: none"> <li>• List differences between native and target cultures.</li> <li>• Recall cultural topic information discussed in class.</li> </ul>
	<b>1.5</b> 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	

**Figure A.27: Proficiency scale for world languages and culture, high school.**

<p><b>Topic:</b> Entrepreneurship</p> <p><b>Grade Level or Course:</b> High School</p> <p><b>Standard:</b> Students will understand the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate employees.</p>
<p><b>Score 4.0: Complex Content</b></p> <p>Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>The student will (for example):</p> <ul style="list-style-type: none"> <li>• Create an on-boarding process for new employees</li> <li>• Evaluate the support provided for an employee</li> <li>• Research and describe critical cultural attributes of any work environment</li> </ul>
<p><b>Score 3.0: Target Content</b></p> <p>The expectations for all students</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Describe quality hiring practices</li> <li>• Explain how to coach employees to ensure success in the work environment</li> </ul>
<p><b>Score 2.0: Simple Content</b></p> <p>Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <li>• <i>on-boarding, organizational culture</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the various types of work arrangements (for example, flextime, compressed work week, job sharing)</li> <li>• Identify reasons for firing an employee</li> <li>• Identify reasons for hiring an employee</li> </ul>
<p><b>Score 1.0: With help, the student can perform score 2.0 and 3.0 expectations.</b></p>
<p><b>Score 0.0: Even with help, the student cannot perform expectations.</b></p>

Source: © 2019 by Fulton County Schools. Used with permission.

**Figure A.28: Proficiency scale for entrepreneurship, high school.**

<b>Employability Skills Rubric (Secondary)</b>				
Students demonstrate employability skills.				
<b>Student Name:</b>				
<b>Date:</b>				
<b>Performance Assessment:</b> Beginning                  Middle                  End				
	<b>Score 4.0 Exceeding</b>	<b>Score 3.0 Meeting</b>	<b>Score 2.0 Developing</b>	<b>Score 1.0 Beginning</b>
<b>SOCIAL CONDUCT</b>	<ul style="list-style-type: none"> <li>• Arrives on time prepared for class every day</li> <li>• Participates every day; actions drive instruction forward</li> <li>• Consistently does what is expected and helps others do the same</li> </ul>	<ul style="list-style-type: none"> <li>• Arrives on time prepared for class consistently</li> <li>• Participates in class; actions benefit instruction</li> <li>• Accepts responsibility for actions and rarely requires redirection</li> </ul>	<ul style="list-style-type: none"> <li>• Arrives on time prepared for class inconsistently</li> <li>• Participates in class; actions at times distract instruction</li> <li>• Usually follows redirection and changes actions</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely brings materials to class, even with teacher coaching</li> <li>• Rarely participates; comments often distract from instruction</li> <li>• Does not follow redirection to change actions</li> </ul>
<b>Your Rating and Reason:</b>				
<b>Teaching Rating:</b>				
<b>WORK COMPLETION</b>	<ul style="list-style-type: none"> <li>• Completes work as assigned every day</li> <li>• Routinely submits work on time</li> <li>• Takes full advantage of reassessment opportunities and support</li> <li>• Goes beyond expectations or demonstrates initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently completes work as assigned</li> <li>• Usually submits work on time</li> <li>• Takes advantage of reassessment opportunities and support</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently completes work as assigned</li> <li>• Inconsistently submits work on time</li> <li>• Occasionally takes advantage of reassessment opportunities and support</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely completes work as assigned</li> <li>• Rarely submits work on time</li> <li>• Rarely takes advantage of reassessment opportunities and support</li> </ul>
<b>Your Rating and Reason:</b>				
<b>Teaching Rating:</b>				

continued  $\Rightarrow$

<b>WORKING WITH ADULTS</b>	<ul style="list-style-type: none"> <li>Assumes responsibility for learning by seeking help and asking questions in a timely manner</li> <li>Consistently listens and follows suggestions given by adults</li> <li>Consistently demonstrates effective communication skills and willingness to work with adults</li> </ul>	<ul style="list-style-type: none"> <li>Usually assumes responsibility for learning by seeking help and asking questions when needed</li> <li>Usually listens and follows suggestions given by adults</li> <li>Usually demonstrates effective communication skills and willingness to work with adults</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally seeks help and asks questions when needed</li> <li>Inconsistently listens and follows suggestions given by adults</li> <li>Sometimes demonstrates effective communication skills and willingness to work with adults</li> </ul>	<ul style="list-style-type: none"> <li>Rarely seeks help and asks questions when needed</li> <li>Rarely listens and follows suggestions given by adults</li> <li>Rarely demonstrates effective communication skills and willingness to work with adults</li> </ul>
<b>Your Rating and Reason:</b>				
<b>Teaching Rating:</b>				
<b>WORKING WITH STUDENTS</b>	<ul style="list-style-type: none"> <li>Effectively leads a group of students</li> <li>Can help resolve most conflicts</li> <li>Seeks out different points of view</li> <li>Embraces diversity in others</li> </ul>	<ul style="list-style-type: none"> <li>Effectively communicates with other students</li> <li>Does not participate in conflicts</li> <li>Accepts different points of view</li> <li>Accepts diversity in others</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally communicates effectively with other students</li> <li>Does not escalate conflicts</li> <li>Occasionally accepts different points of view</li> <li>Occasionally accepts diversity in others</li> </ul>	<ul style="list-style-type: none"> <li>Does not communicate effectively with other students</li> <li>Escalates conflicts</li> <li>Does not accept different points of view</li> <li>Does not accept diversity in others</li> </ul>
<b>Your Rating and Reason:</b>				
<b>Teaching Rating:</b>				

*Source: © 2019 by Uinta County School District #1. Created by the Secondary Vocational Collaborative Team. Used with permission.*

**Figure A.29: Proficiency scale for employability, secondary.**

<b>HIGH SCHOOL</b> Effective Collaboration Scale		
<b>Level 4.0</b>	In addition to level 3.0 performance, the student will: <ul style="list-style-type: none"> <li>• Critique his or her own collaborative behaviors by identifying personal strengths and areas of growth as a collaborative team member</li> </ul>	
	<b>Level 3.5</b>	In addition to level 3.0 performance, the student shows partial success at level 4.
<b>Level 3.0</b>	The student will use all level 2.0 collaborative skills with consistency to: <ul style="list-style-type: none"> <li>• Engage collaboratively in small-group activities</li> <li>• Contribute in a meaningful way to whole-class discussions</li> </ul>	
	<b>Level 2.5</b>	The student is successful with level 2.0 elements and partially successful with level 3.0 elements.
<b>Level 2.0</b>	The student is successful with the simpler details and behaviors, such as: <ul style="list-style-type: none"> <li>• Define the concept of collaboration</li> <li>• Explain why it is necessary for group production</li> <li>• Explain specific active listening behaviors for small-group and class discussions</li> <li>• Identify conversation prompts for appropriate and productive agreement or disagreement within small-group or whole-class discussion</li> </ul>	
	<b>Level 1.5</b>	The student is partially successful with level 2.0 elements without prompting.
<b>Level 1.0</b>	With prompting, the student is partially successful with level 2.0 elements.	
	<b>Level 0.5</b>	With help or prompting, the student is partially successful with level 2.0 elements.

**Figure A.30: Proficiency scale for effective collaboration, high school.**