

Unit 5: American Injustice Proficiency Scale

Level	Description	Standard
5	I have exceeded grade level expectations on these standards	<input type="checkbox"/> I select a topic, generate research questions, and conduct research. <input type="checkbox"/> I read analytically from a variety of sources. <input type="checkbox"/> I draft and revise a working thesis to guide research. <input type="checkbox"/> I introduce precise, significant claims. <input type="checkbox"/> I write structured, logical arguments. <input type="checkbox"/> I write arguments with valid reasons for support. <input type="checkbox"/> I support arguments with sufficient evidence. <input type="checkbox"/> I provide a solid solution to my injustice. <input type="checkbox"/> I address counterclaims through refutations and concessions. <input type="checkbox"/> I transition between ideas to create cohesion. <input type="checkbox"/> I use style and conventions appropriately. <input type="checkbox"/> I create a cohesive project that establishes a connection among multiple media. <input type="checkbox"/> I write and revise for multiple purposes, trying new approaches, focusing on how to reach my audience. <input type="checkbox"/> I conclude my argument appropriately.
4	I have met grade level expectations on these standards	
3	I have approached grade level expectations on these standards	
2	I have partially met grade level expectations on these standards	
1	I did not meet grade level expectations on these standards	

Proficiency Scale Key

Level	Description	Criteria
5	I have exceeded grade level expectations on these standards	Level 5 masters extend learning beyond grade level proficiency, transferring learning to unique situations without being asked to do so and providing documentation of having done so. Level 5 masters also create new uses for proficient learning and bring documentation of having done so without having been asked. Level 5 mastery is surprising, impressive, and informs the learning of others, even the teacher at times.
4	I have met grade level expectations on these standards	Level 4 masters are completely proficient. There are no holes left in their understanding or ability to use the entire depth of declarative and procedural knowledge behind the standard. The student can explain the concept to other struggling learners and help them complete difficult tasks but is not required to do so. While some proficient learners enjoy collaborating and assisting others, some need time to reflect and extend their own learning.

3	I have approached grade level expectations on these standards	Level 3 learners approach proficiency on a skill. They deepen and practice a skill. They conduct interesting experiments and ask interesting questions. Their understanding grows each day, and they have engaging conversations with peers, which demonstrate thinking in the right direction. They have holes, but those holes are narrowing with each lesson, and they are passionately working toward proficiency.
2	I have partially met grade level expectations on these standards	Level 2 learners work hard on daily learning objectives and often complete all of their tasks, but at a shallow level. They like to answer questions, but their answers are wrong 50% of the time. They often spread themselves thin and focus on low-level tasks in the depth of knowledge domains of 1 and 2. They can work in difficult domains, but they avoid them. They often need prompting to move to level 3 and 4 depth of knowledge tasks.
1	I did not meet grade level expectations on these standards	Level 1 learners often feel overwhelmed by daily tasks and lack goal-setting and goal-tracking skills. They need to learn these skills as well as the ability to focus on deepening their understanding of specific concepts by returning to them through practice, reflection, review, discussion, creation, and evaluation. They often need reteaching using different methods than were used with the group.