

READING
Measurement Topic: Fluency and Vocabulary Development
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using basic elements of phonetic analysis to decode unknown words: <ul style="list-style-type: none"> ○ Demonstrating understanding of the alphabetic principle ○ Recognizing and naming all upper- and lower-case letters of the alphabet ○ Distinguishing between letters and words by recognizing that words are separated by spaces ○ Matching all consonant sounds to the appropriate letters ○ Using basic phonetic analysis to decode simple CVC words ○ Manipulating words by blending, deleting, and substituting phonemes ○ Reading words that have simple inflectional endings ○ Identifying and creating spoken words that rhyme ○ Segmenting and counting phonemes and syllables in spoken words • Classifying words into categories • Using resources to find the meaning of words • Recognizing and explaining the basic meaning of common signs and symbols encountered daily in the environment • Reading simple decodable texts, patterned texts, or predictable texts: <ul style="list-style-type: none"> ○ Rereading familiar stories, poems, and passages aloud independently or in groups, modeling the appropriate expression, timing, and intonation • Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ letter/word ○ vowel ○ alphabet ○ group • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing accurate information about basic ways to decode words phonetically ○ Recognizing accurate and inaccurate classification of specific words ○ Recognizing simple words and their pictures ○ Recognizing common signs and symbols encountered daily in the environment ○ Recognizing several grade-level sight and frequently used words ○ Recognizing when a selection of simple text has been read correctly
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Comprehension
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during and after reading: <ul style="list-style-type: none"> ○ Activating prior knowledge ○ Previewing text (e.g., view pictures, title) ○ Predicting ○ Asking and responding to questions ○ Visualizing ○ Making connections to personal experiences and themes or ideas in text ○ Using one or two comprehension strategies when text does not make sense • Explaining the basic features of a text: <ul style="list-style-type: none"> ○ Distinguishing between print and illustrations ○ Demonstrating book knowledge ○ Identifying the title, name of the author, and name of the illustrator ○ Following words from left to right and from top to bottom on a printed page • Describing the basic elements of a story: <ul style="list-style-type: none"> ○ Identifying the beginning, middle, and end of a story ○ Identifying and describe main characters • Recalling and retelling a simple story sequence
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Front cover ○ Back cover ○ Title ○ Author, illustrator • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing who or what a specific story is about ○ Recognizing and recalling accurate information about basic features of books ○ Recognizing main characters of a story
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Finding information, answering questions, or solving problems: <ul style="list-style-type: none"> ○ Retelling information in own words ○ Recalling main ideas of text ○ Using pictures or illustrations in text to enhance comprehension ○ Following simple one-step oral and written directions

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Problem ○ Picture book • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing accurate statements about basic information ○ Recognizing the main idea ○ Recognizing when directions are being followed correctly
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

READING
Measurement Topic: Literary Response and Analysis
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Identifying a variety of genres (e.g., picture books, fairy tales, nursery rhymes, poetry, songs, stories) <ul style="list-style-type: none"> ○ Reading, listening to, and responding to literature from a wide range of genres, authors, cultures, and themes ○ Explaining the difference between fantasy and reality • Recognizing patterns in poems, songs, and stories (e.g., simple rhymes) • Describing the basic role of authors and illustrators (e.g., explaining that authors write stories and illustrators draw the pictures)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Fairy tale, nursery rhyme ○ Poem ○ Title, author, illustrator • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing the genre of specific texts ○ Recognizing whether two or more words rhyme in specific poems, songs, and stories ○ Recognizing the author and illustrator of specific books
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Audience and Purpose
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Establishing a varied basic portfolio that: <ul style="list-style-type: none"> ○ Contains simple samples of writing and drawings chosen by both the teacher and student ○ Includes writing and drawing samples (e.g., friendly letters, short paragraphs) for different purposes (e.g., to describe people, places, objects, or events; to tell stories; to express basic opinions; to communicate basic ideas)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Friendly letter ○ Story • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognize common purposes for writing
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Drafting and Revising
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying basic prewriting strategies: <ul style="list-style-type: none"> ○ Using prewriting strategies to organize related ideas (e.g., lists, webs, pictures) ○ Discussing ideas for stories ○ Drafting compositions that have a sequence of events and a clear beginning, middle, and end (write using pictures, letters, and phonetically spelled words) • Reread and revise writing: <ul style="list-style-type: none"> ○ Revising writing to improve clarity and meaning (e.g., rearrange words or sentences, add more descriptive and action words) ○ Editing own writing to improve conventions (e.g., grammar, spelling, punctuation, \ complete sentences, word order) using grade-appropriate resources (e.g., word wall, beginner’s dictionary, editing checklist) ○ Using suggestions and comments from teachers and peers to revise writing

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Sentence ○ Word ○ Revise • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing related ideas that have been grouped together ○ Recognizing obvious spelling errors
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Writing Applications
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing about personal experiences: <ul style="list-style-type: none"> ○ Using naming words, descriptive words, and action words ○ Writing to show a sequence of events ○ Writing brief compositions about a Moral Focus theme • Writing stories and text read or listened to: <ul style="list-style-type: none"> ○ Writing about favorite stories ○ Writing short informational compositions ○ Using naming words, descriptive words and action words • Using informal writing for various purposes (e.g., notes, labels, during play) • Copying words, phrases, and sentences from books, signs, charts; dictating to another person
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Personal experience ○ Description ○ Action words • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Making basic oral presentations that use naming, descriptive, and actions words to describe personal experiences ○ Making basic oral presentations that use naming, descriptive, and actions words to describe favorite stories ○ Copying letters and words from books, signs, charts
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Research and Information Organization
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Demonstrating an ability to research and organize information: <ul style="list-style-type: none"> ○ Participating in a class research project by contributing information ○ Finding information from teacher-provided sources (books, charts, pictures, articles, lessons) ○ Organizing information by sorting into categories (e.g., how, why, color, size, etc.) with assistance ○ Using charts, graphs, or drawings

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Sorting ○ Research ○ Information chart • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Sorting information into basic categories
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling high-frequency and personally meaningful words: <ul style="list-style-type: none"> ○ Spelling grade-appropriate high frequency words ○ Spelling personally meaningful words (e.g., first and last name, Mom, Dad, siblings' names, boy, girl, etc.) • Making basic distinctions between conventional and invented spelling: <ul style="list-style-type: none"> ○ Representing most dominant consonant sounds in invented spelling ○ Understanding the difference between conventional and invented spelling • Using basic strategies to spell words correctly: <ul style="list-style-type: none"> ○ Demonstrating understanding of letter-sound correspondences ○ Using knowledge of spelling patterns (word families) ○ Using word walls or other references • Using basic punctuation and capitalization <ul style="list-style-type: none"> ○ Using punctuation marks at the end of sentences (e.g., periods, question marks) ○ Using correct capitalization conventions • Observing letter formation, spacing, and directionality: <ul style="list-style-type: none"> ○ Writing upper- and lower-case letters with appropriate letter formation ○ Using proper spacing between letters, words, or word-like clusters ○ Using left-to-right and top-to-bottom directionality
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Period ○ Capital ○ Question mark • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing invented spelling ○ Recognizing basic sound/letter relationships ○ Recognizing correct placement of periods and question marks at the end of sentences ○ Recognizing correct capitalization of first and last name, first word of a sentence, and the pronoun "I" ○ Recognizing correct letter formation, spacing, and directionality <p style="text-align: center;">Score 2.0</p>
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing and using basic complete sentences, recognizing that a complete sentence must have a simple subject and verb • Using proper word order in sentences • Using basic nouns (e.g., simple objects, people) • Using basic pronouns (e.g., I, you, he, they) • Using basic verbs (e.g., write simple phrases that describe an action) • Using common adjectives
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Verb ○ Noun • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing subject and verb in text ○ Recognizing basic nouns in text ○ Recognizing basic pronouns in text ○ Recognizing basic action verbs in text ○ Recognizing common adjectives in text
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using language appropriate for different situations: <ul style="list-style-type: none"> ○ Understanding that there are differences in the language used in the classroom, on the playground, at home, and in story books ○ Using complete sentences with age- and grade-level appropriate vocabulary to express ideas and to describe people, places, events, actions, or things • Participating and contributing in small and large group discussions following the rules of conversation • Presenting simple oral presentations to class about a topic, event, or experience • Retelling stories read or listened to: <ul style="list-style-type: none"> ○ Including the sequence of events, characters, and setting ○ Using props or visual aids when appropriate ○ Retelling favorite stories using role-play • Participating in group story-telling, singing, reciting poems and rhymes, and finger-play
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Event ○ Sequence ○ Retell • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing that language is use differently in the classroom, playground, at home, and in story books ○ Recognizing things that can be done to participate in classroom discussions ○ Recognizing events out of sequence in oral descriptions ○ Describing basic characteristics of pretending ○ Recognizing appropriate and inappropriate expression, timing, and intonation I stories read aloud
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Modeling active listening skills (e.g., facing the speaker, making eye contact, listening quietly without interrupting, asking questions, making connected comment to a peer's) • Following simple one- and two-step directions • Recognizing basic characteristics of friendly communication (e.g., friendly tone of voice, gestures, content) • Making basic connections to prior knowledge and experiences

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Directions ○ Steps ○ Asking questions • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing basic qualities of an active listener ○ Recognizing accurate descriptions and execution of simple one- and two-step directions ○ Recognizing friendly and unfriendly communication ○ Recognizing when a personal experience is connected to an oral message
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Kindergarten

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Distinguishing between real life and television/movies (e.g., explaining that injuries to characters are not real)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Television ○ movies • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about the basic differences between real life and life depicted on television shows or in movies
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements