



### **Performance Levels PreK-8**

Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- 4 – The student is meeting grade-level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills, consistent accuracy and independence, and a high level of quality.
- 3 – The student is consistently meeting grade-level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 – The student is progressing toward grade-level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 – At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.
- NA – Not assessed at this time.

AREA OF ASSESSMENT: Uses the Engineering Design Process to problem solve

Rubric Score	Trimester 1, 2, 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>Demonstrates an in depth understanding of the steps of the Engineering Design Process</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>Demonstrates an understanding of the steps of the Engineering Design Process</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Demonstrates some understanding of the steps of the Engineering Design Process</li> <li>May include errors and/or misconceptions</li> </ul>
1	<b>Inconsistent performance...</b> <ul style="list-style-type: none"> <li>At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting &amp; support.</li> </ul>

AREA OF ASSESSMENT: Builds and maintains a properly functioning robot and iterates based on design challenge

Rubric Score	Trimester 1, 2, 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>Builds and maintains a properly functioning robot and iterates based on design challenge</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>Builds and maintains a properly functioning robot and may or may not always iterate based on design challenge</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Builds and/or maintains a semi-functioning robot and may not iterate based on design challenge</li> <li>May include errors and/or misconceptions</li> </ul>
1	<b>Inconsistent performance...</b> <ul style="list-style-type: none"> <li>At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting &amp; support.</li> </ul>

AREA OF ASSESSMENT: Uses appropriate code to satisfy the goal of the robot in the current challenge.

Rubric Score	Trimester 1, 2, 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>Uses appropriate code to satisfy the goal of the robot in the current challenge.</li> </ul>
3	<b>Consistently...</b>

	<ul style="list-style-type: none"> <li>• Uses mostly appropriate code to satisfy the goal of the robot in the current challenge.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>• Attempts to use code to satisfy the goal of the robot in the current challenge.</li> <li>• May include errors and/or misconceptions</li> </ul>
1	<b>Inconsistent performance...</b> <ul style="list-style-type: none"> <li>• At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting &amp; support.</li> </ul>