



Performance Levels PreK-4

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: Demonstrates skillful use of STEM material for problem solving

Rubric Score	Trimester 1, 2, 3
4	Consistently and independently... <ul style="list-style-type: none"> • Demonstrates skillful use of STEM material for problem solving
3	Consistently... <ul style="list-style-type: none"> • Demonstrates mostly skillful use of STEM material for problem solving
2	With prompting and support... <ul style="list-style-type: none"> • Demonstrates some skillful use of STEM material for problem solving • Student's understanding of safe and skillful use of materials may include misconceptions
1	Does not... <ul style="list-style-type: none"> • Demonstrate skillful use of STEM material for problem solving • Demonstrate understanding of safe and skillful use of materials may include misconceptions

AREA OF ASSESSMENT: Applies the stages of the Engineering Design Process

Rubric Score	Trimester 1, 2, 3
4	Consistently and independently... <ul style="list-style-type: none"> • Demonstrates an independent understanding of the Imagine & Planning stages of the Engineering Design Process
3	Consistently... <ul style="list-style-type: none"> • Demonstrates an understanding of the Imagine & Planning stages of the Engineering Design Process
2	With prompting and support... <ul style="list-style-type: none"> • Demonstrates some understanding of the Imagine & Planning stages of the Engineering Design Process • May include errors and/or misconceptions
1	Does not... <ul style="list-style-type: none"> • Demonstrate some understanding of the Imagine & Planning stages of the Engineering Design Process

AREA OF ASSESSMENT: Demonstrates ability to utilize targeted computer skills, tools and programs

Rubric Score	Trimester 1, 2, 3
4	<p>Consistently and independently...</p> <ul style="list-style-type: none"> • Demonstrates ability to utilize targeted computer skills, tools and programs
3	<p>Consistently...</p> <ul style="list-style-type: none"> • Demonstrates ability to utilize targeted computer skills, tools and/or programs
2	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Demonstrates some ability to utilize targeted computer skills, tools and/or programs • Student's understanding of using a computer or tools safely may include misconceptions
1	<p>Does not...</p> <ul style="list-style-type: none"> • Demonstrate ability to utilize targeted computer skills, tools and/or programs • Show understanding of using a computer or tools safely and may include misconceptions