

## **Standards Based Grading Descriptors**

Level	Teachers should look for students who	Student "I Can" statements	
4	<ul> <li>Consistently use a variety of strategies, draw connections from previous learning, explain reasoning</li> <li>Synthesize ideas and create new meaning by combining learning from multiple standards</li> <li>Apply understanding of standards in a variety of settings</li> <li>Show a deeper understanding by making connections and communicating those connections to you</li> </ul>	<ul> <li>I can show my thinking using multiple strategies in a variety of settings</li> <li>I can connect what I am learning to the things I already knew</li> <li>I can demonstrate a deeper understanding of the standard</li> </ul>	学
3	<ul> <li>Meet the standard</li> <li>Consistently demonstrate mastery/proficiency in multiple ways</li> <li>Independently and accurately apply grade level standards as demonstrated by a variety of work</li> </ul>	<ul> <li>I can do it</li> <li>I can demonstrate my understanding in a variety of ways</li> <li>I'm right on track with my learning</li> <li>I can show my thinking</li> </ul>	李
2	<ul> <li>Show inconsistent understanding</li> <li>Are beginning to progress toward a standard; may require regular support, monitoring, and/or assistance for clarification in order to progress</li> <li>Understand the basic concept or skill but have not yet reached the proficient level</li> </ul>	<ul> <li>I need some extra support and practice with the concept/skill</li> <li>I have some understanding but I don't completely understand yet</li> </ul>	Ť
1	<ul> <li>Rarely meet standards as demonstrated by a variety of work that shows minimal understanding</li> <li>Need continued support and/or time</li> <li>Often struggle even with assistance</li> <li>Have a limited understanding of concepts and skills</li> </ul>	<ul> <li>I don't understand yet</li> <li>I need extra support</li> </ul>	