

	<i>Proficiency Descriptors</i>	<i>Proficiency Indicators</i>
	<p><b>4</b> <b>Advanced</b></p> <p>Demonstrates in-depth understanding of academic knowledge and skills as related to the targeted standards.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>consistently <b>exceeds</b> expected achievement of the standards.</li> <li>shows an in-depth understanding of the concepts and skills.</li> <li>makes insightful connections to other ideas and concepts.</li> <li>grasps, applies, and extends the key concepts and skills for the instructional level.</li> </ul>
	<p><b>3</b> <b>Proficient</b></p> <p>Demonstrates competency in understanding of academic knowledge and skills as related to targeted standards.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>expected</b> achievement of the standards.</li> <li>shows a solid understanding of the concepts and skills.</li> <li>uses appropriate strategies to solve problems.</li> <li>grasps and applies the key concepts and skills for the instructional level.</li> </ul>
	<p><b>2</b> <b>Basic</b></p> <p>Demonstrates some academic knowledge and skills as related to achievement of the targeted standards.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>marginal</b> achievement of the standards.</li> <li>shows partial understanding of the concepts and skills, but has not achieved them as of this report.</li> <li>is beginning to grasp and apply the key concepts and skills for the instructional level.</li> </ul>
**SC - See additional information/data attached	<p><b>1</b> <b>Minimal</b></p> <p>Demonstrates very limited academic knowledge and skills as related to the targeted standards, or provides no evidence of progressing toward the identified standards.</p>	<p>The Student:</p> <ul style="list-style-type: none"> <li>demonstrates <b>unacceptable</b> achievement of the standards or provides no evidence.</li> <li>needs additional learning opportunities to achieve even a partial understanding.</li> <li>has difficulty grasping the key concepts and skills for the instructional level.</li> </ul>
Not Applicable at this time	<p>---</p> <p>These standards have not been addressed at this time and are not currently being evaluated</p>	<p>No judgment can be made at this time. However, a proficiency indicator will be given by the end of the school year.</p>
	<p><b>SC</b></p> <p>See Teacher Comments</p>	<p>Refers to an attachment, such as special instructional opportunities or any other relevant documentation that would explain the level of achievement or lack thereof.</p>