**What your grade demonstrates:**

Some assignments will just be based on Accuracy/Answer Appropriateness (A) or both Accuracy/Answer Appropriateness (A) and Level of Understanding (L). If you get an assignment back, the area that is problematic will be labeled with either an A or L or AL along with a number for each so you know what the issue was.

**Accuracy/ Appropriateness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meets Expectations (4)** | **Mostly Meets Expectations (3)** | **Minimally Meets Expectations (2)** | **Does Not Meet Expectations (1)** | **Not Acceptable (0)** |
| - Correct in its entirety.- Appropriate explanations, using good support, thoughtful conclusions with details, and organized information showing a logical train of thought. | - Has all components completed, but may have a few incorrect parts.- Mostly appropriate but is lacking some support and details, has basic conclusions, and mostly well organized information that mostly follows a good train of thought. | - Some parts which are correct and some that are not or missing important components.- Somewhat appropriate but lacks details, has little support, poor conclusions, and is not organized well, showing a scattered train of thought. | - Many incorrect or incomplete components. - Not appropriate or has no support or details, no conclusions, and is very unorganized and hard to follow. | - Not complete or content unrelated to topic.- Responses make no connection to content. |

**Level of Understanding (As levels of understanding advance, they include the previous levels’ criteria, as well.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced(Evaluation/Synthesis) (4)** | **Intermediate (Application/Analysis) (3)** | **Basic (Knowledge/Comprehension) (2)** | **Pre-Learning (1)** | **Not Acceptable (0)** |
| - Demonstrates a high level of understanding, demonstrating both the intermediate and basic levels of understanding but additionally able to go further with the information; an ability to evaluate information and use it for creation of information; thoughtful connections are made to new situations and viable predications are made; judgments are argued with proper support. | - Demonstrates a moderate level of understanding, demonstrating a basic level of understanding as well as the ability to apply information to situations and analyze information given; shows information being used in new situations not previously discussed and shows that ability to look at a situation and use the information to find answers to further questions; goes further than the question to make connections between information learned and new information. | *-* Demonstrates a beginning level of understanding; terminology is used appropriately, who-what-where-why information is answered, and basic connections between concepts are made; identification of already learned information are present. | - Demonstrates a need for more practice.- Attempt at terminology but out of context, limited connections to subject matter and concepts, minimal reflection to information already learned. | - Demonstrates no evidence of understanding the material. |

**What your grade demonstrates:**

Some assignments will just be based on Accuracy/Answer Appropriateness (A) or both Accuracy/Answer Appropriateness (A) and Level of Understanding (L). If you get an assignment back, the area that is problematic will be labeled with either an A or L or AL along with a number for each so you know what the issue was.

**Accuracy/ Appropriateness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Meets Expectations (4)** | **Mostly Meets Expectations (3)** | **Minimally Meets Expectations (2)** | **Does Not Meet Expectations (1)** | **Not Acceptable (0)** |
| - Correct in its entirety.- Appropriate explanations, using good support, thoughtful conclusions with details, and organized information showing a logical train of thought. | - Has all components completed, but may have a few incorrect parts.- Mostly appropriate but is lacking some support and details, has basic conclusions, and mostly well organized information that mostly follows a good train of thought. | - Some parts which are correct and some that are not or missing important components.- Somewhat appropriate but lacks details, has little support, poor conclusions, and is not organized well, showing a scattered train of thought. | - Many incorrect or incomplete components. - Not appropriate or has no support or details, no conclusions, and is very unorganized and hard to follow. | - Not complete or content unrelated to topic.- Responses make no connection to content. |

**Level of Understanding (As levels of understanding advance, they include the previous levels’ criteria, as well.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced(Evaluation/Synthesis) (4)** | **Intermediate (Application/Analysis) (3)** | **Basic (Knowledge/Comprehension) (2)** | **Pre-Learning (1)** | **Not Acceptable (0)** |
| - Demonstrates a high level of understanding, demonstrating both the intermediate and basic levels of understanding but additionally able to go further with the information; an ability to evaluate information and use it for creation of information; thoughtful connections are made to new situations and viable predications are made; judgments are argued with proper support. | - Demonstrates a moderate level of understanding, demonstrating a basic level of understanding as well as the ability to apply information to situations and analyze information given; shows information being used in new situations not previously discussed and shows that ability to look at a situation and use the information to find answers to further questions; goes further than the question to make connections between information learned and new information. | *-* Demonstrates a beginning level of understanding; terminology is used appropriately, who-what-where-why information is answered, and basic connections between concepts are made; identification of already learned information are present. | - Demonstrates a need for more practice.- Attempt at terminology but out of context, limited connections to subject matter and concepts, minimal reflection to information already learned. | - Demonstrates no evidence of understanding the material. |