

RCS D Learning Level Definitions and Continuum

Beginning	Approaching	Proficient	Mastery
<p>The student may demonstrate a few elements of the standard.</p> <p>The student may need <i>extensive</i> prompting, scaffolding, or support.</p> <p>Errors and/or mistakes <i>do</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate some elements of the standard.</p> <p>The student may need prompting, scaffolding, or support.</p> <p>Errors and/or mistakes <i>may</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate that the standard is met to a sufficient level of consistency, depth, or precision.</p> <p>Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate that the standard is met to a greater level of consistency, depth, precision, or originality.</p> <p>Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.</p>
Standard Not Met		Standard Met	

Standard Not Assessed or Not Enough Evidence

Not Assessed (NA)	Insufficient Evidence (IE)
<p>This standard or domain has not been assessed by the teacher at this time.</p>	<p>The student has not shown evidence to determine a level of proficiency at this time.</p>