	Proficiency Descriptors	*Proficiency Indicators*
	4 **Advanced** Demonstrates in-depth understanding of academic knowledge and skills as related to the targeted standards.	The Student: ● consistently **exceeds** expected achievement of the standards. ● shows an in-depth understanding of the concepts and skills. ● makes insightful connections to other ideas and concepts. ● grasps, applies,and extends the key concepts and skills for the instructional level**.**
	3 **Proficient** Demonstrates competency in understanding of academic knowledge and skills as related to targeted standards.	The Student: ● demonstrates **expected** achievement of the standards. ● shows a solid understanding of the concepts and skills. ● uses appropriate strategies to solve problems. ● grasps and applies the key concepts and skills for the instructional level.
	2 **Basic** Demonstrates some academic knowledge and skills as related to achievement of the targeted standards.	The Student: ● demonstrates **marginal** achievement of the standards. ● shows partial understanding of the concepts and skills, but has not achieved them as of this report. ● is beginning to grasp and apply the key concepts and skills for the instructional level.
SC - See additional information/data attached	**1** **Minimal** Demonstrates very limited academic knowledge and skills as related to the targeted standards, or provides no evidence of progressing toward the identified standards.	The Student: ● demonstrates **unacceptable** achievement of the standards or provides no evidence. ● needs additional learning opportunities to achieve even a partial understanding. ● has difficulty grasping the key concepts and skills for the instructional level.
Not Applicable at this time	**---** These standards have not been addressed at this time and are not currently being evaluated	No judgment can be made at this time. However, a proficiency indicator will be given by the end of the school year.
	SC See Teacher Comments	Refers to an attachment, such as special instructional opportunities or any other relevant documentation that would explain the level of achievement or lack thereof.