

## Grading Criteria

<b>E</b>	<b>Excelling!</b> Evidence of my learning is <b>consistent</b> and can be described as <u>in-depth</u> , <u>perceptive</u> , <u>insightful</u> , <u>thorough</u> , or <u>independent</u> . I have excelled within my grade level outcomes.
<b>M</b>	<b>Meeting!</b> Evidence of my learning in this area is <b>consistent</b> and can be described as <u>accurate</u> , <u>thoughtful</u> , <u>logical</u> or <u>complete</u> . I am meeting my grade level.
<b>A</b>	<b>Approaching!</b> Evidence of my learning in this area is <b>inconsistent</b> and can be described as <u>partially accurate</u> , <u>basic</u> , <u>simplistic</u> , <u>incomplete</u> , or <u>in progress</u> . I am approaching my grade level outcomes.
<b>B</b>	<b>Beginning!</b> Evidence of my learning in this area can be described as <b>inaccurate</b> , <b>vague</b> , <b>undeveloped</b> or <b>minimal</b> . I need <u>further teaching and practice</u> . I am <u>beginning</u> the learning of grade level outcomes.