

Performance Levels for Learner Centered Assessment

DIMENSION → PERFORMANCE LEVEL= ↓	RANGE the extent or limit to which a standard is demonstrated	FREQUENCY the rate or how often a standard is demonstrated	FACILITY the readiness or ease to which a standard is demonstrated due to skill, aptitude, or practice	DEPTH the complexity of knowledge about a subject when a standard is demonstrated	CREATIVITY the use of divergent and convergent thinking when a standard is demonstrated	QUALITY the degree of excellence in the product or process to which a standard is demonstrated
E <i>Exemplary</i>	Attainment of a standard has been demonstrated to a level of excellence:					
3+	Extensively	Consistently	Automatically	Profoundly	Inventively	Excellently
P <i>Proficient</i>	Attainment of a standard has been demonstrated:					
3	Fully	Usually	Quickly	Deeply	Imaginatively	Sufficiently
D <i>Developing</i>	Some demonstration of knowledge and skill toward attaining a standard:					
2	Partially	Occasionally	Haltingly	Shallowly	Commonly	Marginally
I <i>Insufficient</i>	Has not shown adequate knowledge and skill/not enough substantial evidence toward attaining a standard:					
1	Narrowly	Rarely	Slowly	Superficially	Imitatively	Poorly
N <i>No Evidence</i>	Unique circumstance that has not allowed the instructor to collect any information on student's attainment of a standard (extended absences, illness, transfers, etc.).					