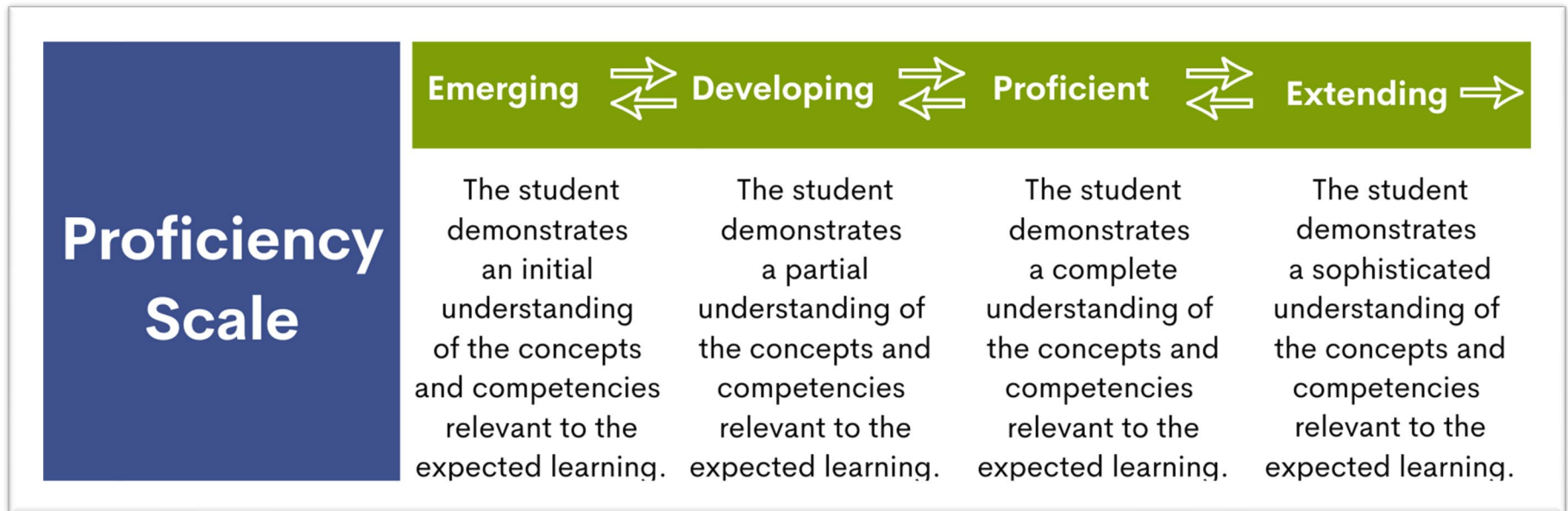


Proficiency Scale Indicators

Some things to remember about the Proficiency Scale:

- Proficiency indicators do not equate to letter grades.
- Students may move back and forth in different areas of learning and at different times of the year/unit.
- Each level includes a range of abilities.
- All descriptions are in relation to the Learning Standards.
- Work habits/behaviour/engagement are not a factor in determining proficiency.
- All students have a place on the proficiency scale. Learning is a unique journey, and how and when students progress along this journey varies.



	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Definition	<p>Not yet demonstrating learning in relation to the Learning Standards</p> <p>Is beginning to demonstrate some learning in relation to the Learning Standards, with some inconsistency</p> <p>Needs significant assistance and direct instruction</p>	<p>Demonstrating initial understanding</p> <p>Demonstrating learning with growing consistency</p> <p>Needs assistance and explicit teaching, although is beginning to develop some independence in familiar situations</p>	<p>Demonstrates the expected learning in relation to the Learning Standards consistently or most of the time</p> <p>Works independently with occasional assistance</p>	<p>Demonstrates increasing depth of understanding</p> <p>Able to transfer understanding to other areas of learning/situations</p> <p>Able to make new or novel connections among learning</p> <p>Works independently; may need some questioning to prompt further thinking</p>
Is	<p>Is a possible starting point for some learners</p> <p>Is a possible indicator that further intervention is required. Close monitoring of learning may be necessary.</p>	<p>Is a place where many students will be in their learning at different times</p>	<p>Is what we aim for to meet grade-level expectations</p>	<p>Is possible for students to achieve but is not expected for everyone or in all areas of learning</p>
	Is Not	<p>Is not automatically assigned if a student has an IEP</p>	<p>Is not automatically assigned if a student has an IEP</p>	<p>Is not perfection</p> <p>Is not completion of extra work or bonus marks</p> <p>Is not necessarily working at a higher grade level</p> <p>Is not perfection</p>
Comment Starters	<p><i>*is beginning to...</i></p> <p><i>*is working to be able to...</i></p> <p><i>*requires support to...</i></p> <p><i>*with direct support...</i></p> <p><i>*demonstrates a basic understanding of...</i></p> <p><i>*is at the beginning stages of...</i></p> <p><i>*Needs to...</i></p> <p><i>*Moving forward, the goal is to...</i></p>	<p><i>*is almost able to...</i></p> <p><i>*is working on...</i></p> <p><i>*with some support, shows an understanding of...</i></p> <p><i>*sometimes is able to...</i></p> <p><i>*in familiar situations is able to...</i></p> <p><i>*Continues to...</i></p> <p><i>*Moving forward, needs to continue to...</i></p>	<p><i>*is able to...</i></p> <p><i>*fully understands and applies the concepts...</i></p> <p><i>*consistently demonstrates...</i></p> <p><i>*demonstrates a solid understanding of...</i></p> <p><i>*can independently...</i></p> <p><i>*is ready to move onto...</i></p> <p><i>*Moving forward, they could...</i></p>	<p><i>*is creatively/insightfully able to...</i></p> <p><i>*applies concepts in new situations...</i></p> <p><i>*can apply and adapt to...</i></p> <p><i>*is strategic...</i></p> <p><i>*shows depth of understanding for...</i></p> <p><i>*can continue to...</i></p> <p><i>*Moving forward, their goal will be...</i></p>
Student Friendly	<p>"I don't get it yet, but I'm trying."</p> <p>"I'm just getting started."</p> <p>"I learn best with help."</p>	<p>"I'm starting to get it."</p> <p>"I get some of it and I can do more and more on my own."</p>	<p>"I get it."</p> <p>"I can do it on my own."</p>	<p>"I get it and understand how this is related to that."</p> <p>"I can do it on my own, but I like to ask questions to extend my thinking."</p>