**Proficiency Scales**

**“ Describes the student proficiency / achievement in reference to a learning standard”**

***-*** *Communicating Student Learning Resource*

The proficiency scale documents the achievement levels of the student at that point in time, in relation to widely held grade level standards for that point in the school year. It must be based on the student’s more recent and consistent demonstration of learning. The proficiency scale is based on achievement only.

Factors such as behaviour and work habits are important and should be communicated through conversation and in descriptive written comments on the report card. However, these factors should not be used to determine students’ achievement in relation to grade level learning standards when assigning a level of proficiency.

“An additional comment box may be provided for reporting (but not grading) students approaches to learning.”

*-Communicating Student Learning Resource*

**Kindergarten Proficiency Scale**

*-Communicating Student Learning*

|  |  |
| --- | --- |
| **Approaching Expectations** | Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. |
| **Meeting Expectations** | Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. |
| **Exceeding (Extending) Expectations** | Student demonstrates an advanced understanding of the learning standard |

**Grades 1 to 3 Proficiency Scale**

*-Communicating Student Learning*

|  |  |
| --- | --- |
| **Not Yet Meeting Expectations** | Student has not shown sufficient quality or quantity of evidence to demonstrate an acceptable level of understanding of the learning standard. |
| **Approaching Expectations** | Student has shown evidence of approaching expectations for the learning standard. Student demonstrates a partial understanding of the learning standard. |
| **Meeting Expectations** | Student is meeting expectations for the learning standard. Student demonstrates a thorough understanding of the learning standard. |
| **Exceeding (Extending) Expectations** | Student demonstrates an advanced understanding of the learning standard. |