

# EVALUATE Evidence of Learning

**Consider the following when triangulating student evidence of learning...**

- What evidence of learning is most reliable?
- What evidence of learning is most recent?
- What evidence of learning is most consistent?
- Where is student growth demonstrated in the evidence of learning?

Projects/assignments | Tests | Drawings | Posters | Lab reports | Videos

Formal and informal presentations  
Performance tasks (individual and group)  
"Skills" checklists  
Science labs



Class forums  
Class discussion  
Interviews  
Socratic seminars  
Small group chats  
Question & Answers

## DETERMINING Proficiency (Grade 8 and 9)

Assessment of Evidence	What this looks like...	Assigned Proficiency Level	
<b>Extending</b>	Demonstrating creativity, insightfulness, innovative thinking Showing in-depth understanding Describing with accuracy /detail/ confidence	<b>EXTENDING</b> Student demonstrates a sophisticated understanding of the expected learning (expected learning = grade level)	
<b>Extending</b> (with some proficient)			
<b>Proficient</b> (with some extending)	Consistently demonstrates...   Self-correcting... Identifying strategies to...   Competent with... Ready to move on...	<b>PROFICIENT (This is our target)</b> Student demonstrates a complete understanding of the expected learning.	
<b>Proficient</b>			
<b>Proficient</b> (with some developing)			
<b>Developing</b> (with some proficient)	Almost able to...   Working on... Sometimes is able to...	<b>DEVELOPING</b> Student demonstrates a partial understanding of the expected learning.	
<b>Developing</b>			
<b>Developing</b> (with some emerging)			
<b>Emerging</b> (with some developing)	Beginning to...   Working to be able to... Showing some understanding of...   May be able to... Starting to....	<b>EMERGING</b> Student demonstrates an initial understanding of the expected learning.	
<b>Emerging</b> (below grade level)	A student who has generated enough evidence to accurately assess learning, yet that evidence demonstrates that the student is working significantly below grade level in relation to the prioritized learning standards for the course.	<b>EMERGING</b> (Mid-Semester   Term) Communicate Action Plan to student and support network.	<b>EMERGING</b> (End-Semester   Term) Student MUST be referred to a Transition Meeting
<b>Insufficient Evidence</b>	A lack of evidence which results in an inability to meaningfully assess a student's understanding of the expected learning for the course.	<b>Mid-Semester   Term - IE</b> Communicate Action Plan to student and support network.	<b>End-Semester   Term - IE</b> Student is referred to School Administration for final assessment

**NOTE:** The Bin and Convert it document is meant to be a guide for teachers to help them when using their professional judgement to determine a student's overall proficiency or letter grade.

Proficiency Scale	Bin and Covert It (Mid-Semester   Term) Percentages are required only for Grade 12 courses						Bin and Covert It (End-Semester   Term) Percentages are required only for Grade 10-12 courses					
Extending	A	excellent or outstanding performance in relation to expected learning outcomes for the course	86-100	98	B	very good performance in relation to expected learning outcomes for the course	73-85	84	A	86-100	98	
Extending (with some proficient)				93				79			93	
Proficient (with some extending)				88				75			88	
Proficient	C+	good, satisfactory, minimally acceptable performance in relation to expected learning outcomes for the course	50-72	70	C				C+	50-72	70	
Proficient (with some developing)				63							63	
Developing (with some proficient)				55							55	
Developing	C-				C-				C-			
Developing (with some emerging)												
Emerging (with some developing)												
Emerging*	F*	minimally acceptable performance in relation to the expected learning outcomes for the course	Communicate an ACTION PLAN to all stakeholders (students, family or support network and school based supports) that clearly indicates there is a risk, based on current trajectory, student may not be promoted to next grade level at end of course.	<b>IMPORTANT*</b> An IE and Action Plan <b>MUST</b> be communicated before a 'F' can be assigned on any Formal Learning Update.  If an IE and Action Plan has <b>NOT</b> been communicated at the time of a Formal Learning Update an 'IE' must be assigned.				F*	45 - 49	45		
Insufficient Evidence	IE	Student has <b>not provided sufficient evidence of learning</b> in relation to the expected learning outcomes for the course						F*	0 - 45	less than 45		