



Benefits of the scale

- Views learning as ongoing, rather than signalling that learning is done
- Values growth and most recent evidence of learning
- Provides feedback, to both students and their parents and caregivers, on where the student is in their learning and how to help them move forward
- Supports lifelong learning by shifting the focus from getting marks to developing competencies
- Maintains high provincial standards, helping all students attain proficiency in their learning
- Is inclusive of all learners, focusing on strengths and next steps for each individual student



Inclusive reporting

A student who uses assessment supports or has an Individualized Education Plan (IEP) should not be automatically assessed as Emerging, Developing or assigned an IE (insufficient evidence of learning). The student should be assigned a proficiency scale indicator according to the learning they have demonstrated.

Descriptive feedback

The proficiency scale indicator is paired with strengths-based descriptive feedback, explaining where the student is in their learning, and areas for future growth.



Unpacking the Proficiency Scale

Support for Educators

The Provincial Proficiency Scale

Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Emerging

"Emerging" indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.

Developing

"Developing" indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn't failing. All students will be developing in some areas and at specific points in time.

Proficient

"Proficient" is the goal for all students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.

Extending

"Extending" is not synonymous with perfection. A student is Extending when they demonstrate learning, in relation to learning standards, with increasing depth and complexity.

Extending is not a bonus or a reward and does not necessarily require that students do a greater volume of work or work at a higher grade level.

Extending is not the goal for all students; Proficient is. Therefore, if a student turns in all their work and demonstrates evidence of learning in all learning standards for an area of learning, they are not automatically assigned Extending.

Insufficient evidence of learning (IE)

When an IE is assigned, teachers will connect with the student, parents, and caregivers to discuss the area of learning in question, the needs of the student, and solutions and supports to help move the student forward in their learning.

Every student has a place on the scale

Each student comes into each learning situation with their own experiences and background knowledge.

A student does not necessarily begin at Emerging or Developing at the beginning of the school year. Similarly, students do not reach Proficient only at the end of the school year.

Reaching Proficient is not the end of learning; if a student enters a learning experience as Proficient or achieves Proficient during the school year, the goal becomes to further enhance their learning.