**Discussion Notes on the Provincial Proficiency Scale**

**Please refer to the IEP document on The Reporting Website for clarification on reporting on students with IEPs.**

**Emerging**

*What level of student learning and performance does “Emerging” capture?*

* An emergent learner means that we need to engage or initiate learning.
* Comments should be used to indicate whether a student is at the beginning stages of emerging or almost developing.
* Self-assessment language – “I can do this, but I do it with help.”

*Would “emerging” also describe a student with “Insufficient Evidence of Learning” due to attendance or engagement?*

* On report cards, it is best to leave the level of proficiency blank and provide written comments.
* Important not to use “emerging” for “insufficient data.”

**Developing**

*What level of student learning and performance does "Developing" capture?*

* Students are beginning to play with the idea or concept – it is a good place of learning.
* These students might need one on one help to begin the task.
* The student might be able to engage/answer a question or solve a problem but lacks detail or evidence.
* All students are developing at some point in their education.
* "Developing" captures most students. Once they understand the basics of the concepts, they are on their way to becoming proficient. They are just not there yet.
* "Developing" is usually the biggest category and has a broad spectrum of students.
* These students quite often are **not consistent** or **fully independent** – just shy of "I can." "I don't think I could do this consistently on my own yet."

"I'm starting to get it, but I still need help."

"I've 'sorta' got it, but I still have questions."

*Is the description of "Developing" different or the same as "Meets Expectations (Minimal Level)?"*

* "Developing" is a broader term than "minimally meeting" and less final.
* The language is very different. Developing is a positive action towards independence and learning, while "minimally meeting" is summative assessment language.

*As new concepts are introduced, will all students be "Developing" for a period of time?*

* No, for example, some students are coming in with background knowledge about the topics, so they might be proficient – or even beyond.

**Proficient**

**The terms usually consistent and independent appear to be the key terms to describe a student's performance and learning at the proficient level.**

*What level of student learning and performance does "Proficient" capture?*

* Students can usually consistently, confidently, and independently demonstrate their learning.
* Can do the work and solve new problems independently.
* When asked "why," students can engage and elaborate.
* Students can work independently and apply the concepts that they have been taught.
* Self-assessment language – "I can do the work." I don't need my teacher's help anymore."

*How is the description of "Proficient" different or similar to fully meeting?*

* It is essential to rely on the language of the proficiency scale and not compare proficiency to the current performance standards.

**Extending**

*What level of student learning and performance does "Extending" capture?*

* Look for "Extending" as "Can you take this concept and explain it to another? Can you expand your ideas? Can you apply what you have learned in a new or different situation?"
* "Sophisticated" understanding
* Showing examples, teaching higher-level thinking skills, and helping kids recognize their strengths allows them to "extend."
* Self-assessment language – "I could teach this to someone and use it in a novel situation." "I know how this connects to other things in the world."

*What skills would a student demonstrate to be described as "Extending?"*

* Can make judgments about how to apply learning to new situations and real-world contexts.
* Creative, insightful, strategic
* Synthesize ideas and create new ones
* Application of knowledge
* Creative thinking, dig deeper, thinking outside the box
* Taking concepts and critically thinking about them is far different than memorization

*Would a student have to demonstrate skills and content at the next grade level to be determined as "Extending?"*

**Learning and performing at the next grade level is not required to be extending.**