



The Provincial Proficiency Scale

The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for student reporting in Grades K-9. The four points on the scale are Emerging, Developing, Proficient, and Extending.

The Provincial Proficiency Scale

EMERGING

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

DEVELOPING

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

PROFICIENT

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

EXTENDING

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

The proficiency scale indicators

Students come into learning situations with their own experiences and background knowledge. Students do not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not always reach Proficient at the end of the school year. It is also important to recognize that obtaining Proficient is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves Proficient during the school year, the aim becomes to dig deeper and to reach toward Extending their understanding.

Every student has a place on the scale at any given time:

“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 learning in relation to the learning standards can be assessed as Emerging. **Note:** If this is due to insufficient evidence of learning, the student can be assigned an IE (Insufficient Evidence). (For more information, see [Insufficient Evidence of Learning](#).)



Emerging

Teachers can support students who are **Emerging** to move toward **Developing** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in the area of learning to identify any knowledge gaps that need to be addressed before they are able to fully engage in their learning (e.g., a student who is struggling to decode may still be working to build the sound-symbol connections they need)
- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Differentiating their instruction
- Providing opportunities for a student to show their learning in a variety of ways
- Using [assessment supports](#) when gathering evidence of learning
- Collaborating with school supports, such as inclusive education, if a student is routinely emerging in an area of learning



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.

Teachers can support students who are **Developing** to move toward **Proficient** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in all areas of learning and using those strengths to further their learning (e.g., a student who has a strong interest in art but is struggling with symmetry in math could demonstrate their learning by creating a butterfly with symmetrical wings)

- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Providing students with strategies and tools that can help them in their areas for future growth
- Providing students with more opportunities to practise their learning to develop greater consistency and independence

“Proficient” is the goal for 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.



Proficient

Teachers support all learners with their ongoing growth, including supporting students who are **Proficient** in moving toward **Extending**.

Teachers can support students in **Extending** in many ways. Here are some examples of how students can demonstrate their learning with greater depth and complexity:

- Demonstrating their learning in a variety of ways (e.g., a student can demonstrate several different ways of analyzing and interpreting data)
- Applying their thinking further (e.g., a student who is comparing two eras in history adds an in-depth comparison of both historical eras with the current era)
- Applying their learning to other curricular areas (e.g., a student incorporates mathematical concepts in their artwork)
- Exploring more complex learning standards (e.g., the class is learning about patterns and a student is exploring more advanced concepts, such as quadratic equations)
- Connecting their learning with their local and/or global community (e.g., a student who is learning about the environment takes on environmental activism in their community)
- Supporting the learning of others (e.g., a student takes a lead role in teaching other students dance concepts in Physical Education)

“Extending” is not synonymous with perfection. Extending means a student is demonstrating learning in relation to the learning standards with increasing depth and complexity.

Extending is not a bonus or a reward, and it 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 students turn in all their work and demonstrates evidence of learning in all learning standards for the given area of learning, they are not automatically assigned Extending.



Extending

How the Provincial Proficiency Scale is used

In Grades K-9, teachers use the Provincial Proficiency Scale and descriptive feedback to communicate ongoing student learning during the year via Learning Updates and a final proficiency level for each area of learning via a Summary of Learning.

The following steps outline a process that teachers may use to determine student placement on the Provincial Proficiency Scale:

