More Information on the Proficiency Scale

As part of standards-based grading, teachers use the same proficiency scale to evaluate every assignment. This allows us to communicate students' progress clearly and consistently. Over the course of the year, you will see the proficiency scale language used to communicate student progress in the following ways:

On each ASSIGNMENT, students will receive:
- An assessment of their skills and understanding using the proficiency scale
- Detailed written feedback about their strengths and areas for potential improvement.

At the end of each TERM, students will receive:
- A detailed progress report that explains their proficiency with each standard
- A report card comment that indicates their overall level of proficiency in the course
- A work habits mark
- A letter grade and percentage (grades 10-12 ONLY)

At the end of the SCHOOL YEAR, students will receive:
- A report card comment that indicates their final level of overall proficiency in the course
- A work habits mark
- A final letter grade (all students) and a final percentage (grades 10-12 ONLY) based on their final level of achievement in the course.

Outside of receiving formal feedback, students and their families can always request an update on their current levels of progress in the course.

The proficiency scale and what it means:

	Beginning	Developing	Applying	Extending
Level of Understanding Demonstrated	The student has an **initial** understanding of the Big Ideas and Skills from this course.	The student has a **partial** understanding of the Big Ideas and Skills from this course.	The student has a **complete** understanding of the Big Ideas and Skills from this course.	The student has a **sophisticated** understanding of the Big Ideas and Skills from this course.
What it might look like on an assignment	Some accurate understanding is demonstrated, but significant factual errors are also present, or there are not enough factual details to show full understanding. Written work may be missing some essential elements (e.g. thesis statement). Errors are frequent and organization is poor, which makes the writing hard to understand.	Factual information is generally accurate, but there are still noticeable misunderstandings or errors in their work. A key detail may have been left out. Written work includes most essential elements at a basic, formulaic level. Errors and organization issues may make some parts hard to understand.	Factual information is entirely accurate, but the student is mainly repeating what was learned in class and does not add much of their own analysis. Written work demonstrates all essential elements correctly, but the writing still sounds formulaic in many places. Errors are present, but they do not interfere with meaning.	Factual information is entirely accurate, and the student can offer some of their own analysis, linking ideas from different lessons, units, etc. together. Written work demonstrates all essential elements expertly. The student is starting to develop their own "voice" as a writer. There are few to no errors, so the writing flows well and is easy to understand.