

1 LIMITED +1 2 DEVELOPING +2 3 COMPETENT +3 4 IN-DEPTH

DESCRIPTORS

Limited knowledge and understanding of content and concepts. Limited application of related skills.

Developing knowledge and understanding of content and concepts. Developing application of related skills.

Competent knowledge and understanding of content and concepts. Appropriate application of related skills.

In-depth knowledge and understanding of content and concepts. Able to extend application of skills.

+1 The student demonstrates partial success at level 2.

2+ In addition to level 2 understanding and skill, the student demonstrates partial success at level 3.

+3 In addition to level 3 understanding and skill, the student demonstrates partial success at level 4.

DETAILED DESCRIPTORS

The student:
Has not yet met expectations related to the learning goals*

- Does not yet demonstrate conceptual understanding
- Does not yet demonstrate application of related skills
- Does not yet apply learning

Almost always requires further instruction, support and/or development

The student:
Is approaching expectations related to identified learning goals*

- Demonstrates some conceptual understanding
- With support, uses and applies related skills with some accuracy
- Is beginning to apply learning to situations that have been modeled, explicitly taught, and practiced

Often requires further instruction, support and/or development

The student:
Is meeting expectations related to identified learning goals*

- Demonstrates conceptual understanding
- Uses and applies related skills with accuracy
- Applies learning to situations that have been modeled, explicitly taught, and practiced

Is independent (adaptations, feedback, etc. do not compromise independence, they allow the student to be independent)

The student:
Is meeting expectations related to identified learning goals*

- Demonstrates a deeper conceptual understanding
- Uses and applies related skills with accuracy and ease
- Applies learning to situations that have been modelled, explicitly taught, practiced and is able to transfer learning to complex or novel situations

Is independent (adaptations, feedback, etc. do not compromise independence, they allow the student to be independent)

*Learning goals are statements derived from curriculum outcomes.

TRIANGULATED EVIDENCE OF STUDENT LEARNING

