

*“Not Yet – does not mean not ever.....it means just not right now.”*

**M =**  
Goal for all students

## PERFORMANCE AND LEVELS OF ACHIEVEMENT

In outcomes based reporting, student progress will be reported using levels of achievement as follows:

\*Goal for all students

ASSESSMENT OF ACHIEVEMENT			
Not Yet Meeting Outcomes (NY)	Beginning to Meet Outcomes (B)	Meeting Outcomes (M)	Enriched Understanding (EU)
The student does not yet meet grade level learning outcomes. There is no evidence of grade level learning.	The student is beginning to show progress toward grade level learning outcomes. There is some evidence of grade level learning.	The student is showing mastery with grade level learning outcomes. There is evidence that learning outcomes have been met.	The student is showing an in depth understanding of the learning outcomes. There is evidence that the student is engaged in higher level analysis and problem solving.

**NY – Not Yet** meeting grade level outcomes indicates that the student is missing introductory knowledge or understanding that is preventing them from demonstrating the learning outcome. This may indicate that the student is struggling with required skills and needs assistance from the teacher to move beyond an emerging skill set.

**B - Beginning** grade level outcomes indicates that the student is not quite able to demonstrate all the necessary learning but is beginning to understand some of the concepts and skills. The student needs more time and support concerning key elements and grade level outcomes. It is not unusual for children to start the year at this level. Some concepts and skills may be at “beginning to meet” in the first part of the course and be solidly understood by the end of the unit of study or end of the year. Later in the year, “beginning” may be a cause for concern and suggest the requirement of additional support to the student.

**M –Meeting** grade level outcomes indicates that the student has shown mastery with grade level outcomes and is able to demonstrate the learning of the curricular outcomes. **This is the goal for all students.** Very few children start the school year already demonstrating the required grade level skills; however, by the end of the year, or at the end of a unit study, students should be able to achieve grade level outcome.

**EU – Enriched Understanding** of the grade level outcomes indicates that the student has an in depth understanding of the grade level outcomes. The student is able to integrate higher level thinking by applying and extending the concepts that are being taught and creating new connections that show insight and creativity.

*Our goal is for all students to achieve proficiency with respect to curricular outcomes.*

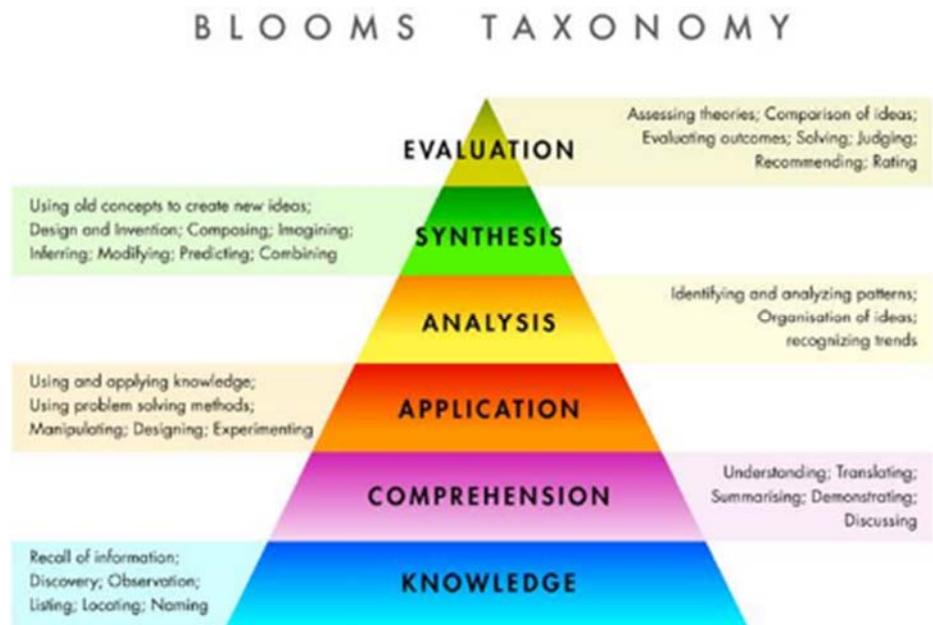
Because assessment of learning is an on-going process, as such, it is entirely possible that some outcomes will be assessed in a particular term, while some outcomes are based on end-of-the year standards. Some children will learn skills quickly while others will take longer to learn the same skill. What is important is that the child learns the skill – not how long it takes them.

## EU and Blooms Taxonomy

There are a broad number of outcomes within the curricula in each of the subject areas. The outcomes outline the learning target which students should be able to master in order to achieve grade level achievement.

Students are informed of the assessment criteria required to meet grade level achievement, including the criteria of enriched understanding where possible. The level of achievement criteria may be outlined in a checklist, a rubric or an exemplar. As a result, students are provided with the opportunity to apply higher-level skills, which demonstrate an in-depth understanding of the outcome in terms of the student's thinking, learning and understanding. These higher-level thinking skills are known as Blooms Taxonomy Learning Domains.

It should be noted, that some learning outcomes do not provide an opportunity for a student to demonstrate "enriched understanding", and the highest level of achievement possible would be "meeting". (e.g. recognition of odd numbers)



**Outcomes** – defines what a student is expected to know and be able to do at the end of a unit of study or end-of-year standard.

**Strand** – a strand is a group of outcomes related to one area of the curriculum for each specific subject. The outcomes are consistently grouped into strands across all grade levels.

**Indicator**

An indicator indicates what actions the student should be able to perform in terms of the knowledge and skills (e.g. comprehension and application) necessary for the mastery of the outcome.

**Learning Targets**

In outcomes based reporting, the outcomes are consistently grouped into separate strands within subject areas. Achievement within a strand excludes the assessment of behavior and effort with respect to the outcome.

Example of Strands and Outcomes: **Mathematics Strands:** Number Sense, Statistics and Probability, Shape and Space and Patterns and Relationships.

**Mathematics Number Strand Example**

Describes what a student should know, understand and be able to do

Ways students can demonstrate their learning

Strand	Outcome	Indicator
Number Sense N7.4	Expand and demonstrate an understanding of percent to include fractional percent between 1% and 100%	Create a representation (concrete, pictorial, physical or oral) of a fractional percent between 1% and 100%
		Express a percent as a decimal or fraction.
		Solve a problem that involves finding a percent.
Number Sense N7.5	Develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences)	Estimate the sum or difference of positive fractions and/or mixed numbers and explain the reasoning.
Number Sense N7.6	Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.	Represent opposite integers concretely, pictorially, and symbolically and explain why they are called opposite integers.
		Explain, using concrete materials such as integer tiles and diagrams, that the sum of opposite integers is zero (e.g. a move in one direction followed by an equivalent move in the opposite direction results in no net change in position).
		Illustrate, using a number line, the results of adding or subtracting negative and positive integers.

# Learning Continuum

Building Readiness



Exploring the Learning Goal



Clarifying Proficiency



Mastery Learning



## English Language Arts Example: Writing

Describes what a student should know, understand and be able to do

Ways students can demonstrate their learning and be able to do

Strand	Outcome	Indicators as "I Can Statements"
Writing CC2.4	Write stories, poems, friendly letters, reports and observations using appropriate and relevant details in clear and complete sentences and paragraphs of a least six sentences	I can employ a writing process: planning, drafting, fixing up I can select and use before, during and after strategies I can apply pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic and other cues and conventions I can write complete sentences I can write six sentences that develop a central idea in a basic paragraph I can write relevant details I can write poems, songs, observations I can write a response to a text with supporting details I can publish at least 8 pieces of writing through the year I can write a narrative based on experiences and imagination I can write a friend letter with a date, salutation, body, closing and signature I can write a report that describes and explains familiar objects, events and experiences

As you can see the "outcomes" are very specific and students are able to demonstrate their ability of meeting these targets in a number of ways. Students are not only assessed by means of a pen and paper assessment, but through other measures such as **observations, conversations and products**. These multiple forms of assessment determine the extent to which a student has demonstrated the learning outcome.

### Learning Targets – I Can Statement

The use of I Can Statements provide students with information regarding the goal or the "learning outcome" the student is working toward. The I Can Statements outline what a student should know, understand or be able to do in reference to mastering the grade level learning targets.

Parents are provided with this information, as to what outcomes have been covered when they receive the I Can Statement outline, with the Report Card. The evidence of learning, along with the student learning portfolio that is shared at the Student Involved Conference, provide parents with a detailed view of their child's achievement.

