

## Definitions of Levels in the Elementary Report Card—2007-08

### Achievement

An achievement level indicates the teacher's determination of the degree to which a student has attained a key learning outcome. To make this determination, teachers collect assessment "evidence" in a variety of forms, including notes, observations, checklists, rating scales, marks, and samples of student work. Teachers use the "best evidence" rather than an "average" when determining a student's achievement level.

- **Excellent Achievement**  
This level describes achievement that is **commendable**. The student demonstrates an **in-depth** and **broad** understanding of a subject outcome at this grade.
- **Proficient Achievement**  
This level describes achievement that is **competent**. The student demonstrates a **well-developed** and **consistent** understanding of a subject outcome at this grade.
- **Acceptable Achievement**  
This level describes achievement that is **adequate**. The student demonstrates a **basic** and/or **inconsistent** understanding of a subject outcome at this grade.
- **Limited Achievement**  
This level describes achievement that is **not** at an acceptable level. The student demonstrates **inadequate** understanding of a subject outcome at this grade.
- **Not Applicable**  
This statement may be used under special circumstances, such as in the first term of Grade One, to indicate that a student is working toward the KLO selected but is not yet expected to have achieved it.

### Effort

An effort level is a summary statement that describes the degree to which a student appears to invest energy in his or her learning.

- **Commendable Effort**  
This level describes effort that is **exemplary**. The student enthusiastically self-initiates meaningful engagement in learning activities, is highly focused on tasks, and is very productive.
- **Sufficient Effort**  
This level describes effort that is **appropriate**. The student typically begins learning activities voluntarily, is usually focused on tasks, and is generally productive.
- **Inconsistent Effort**  
This level describes effort that is **sporadic** and **undependable**. Effort is sometimes sufficient or commendable, but is also sometimes insufficient.
- **Insufficient Effort**  
This level describes effort that is **not yet** at an acceptable level. The student is reluctant to engage in learning activities, has difficulty focusing on tasks without prompting and direction, and is sometimes unproductive.

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### Learner Attributes

Learner Attributes are those characteristics of students that are considered to be important factors in their success as learners. Learner Attributes consist of Social Attributes and Work and Study Attributes.

#### *Social Attributes*

Respects the rights of others  
Accepts personal responsibility  
Respects the property of self and others  
Cooperates with others  
Follows school and classroom rules

#### *Work and Study Attributes*

Listens attentively  
Participates in discussions  
Applies learning strategies  
Organizes materials and space  
Strives for quality performance  
Completes tasks

The following levels describe the degree to which students demonstrate each attribute.

- **Consistently**  
This level describes **dependable** demonstrations of the attribute; that is, nearly all the time.
- **Usually**  
This level describes **frequent** demonstrations of the attribute; that is, much of the time.
- **Inconsistently**  
This level describes **undependable** demonstrations of the attribute; that is, some of the time.
- **Infrequently**  
This level describes **limited** demonstrations of the attribute; that is, little of the time.