**Aligning Achievement Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **5** | **4** | **3** | **2** | **1** |
| **Advanced mastery of provincial curricular outcomes; shows in-depth understanding and it able to apply knowledge and skills in new situations.** | **Solid mastery of provincial curricular outcomes; shows understanding and it able to apply knowledge and skills.** | **Adequate mastery of provincial curricular outcomes; shows some degree of understanding and needs to learn more to apply knowledge and skills.** | **Limited mastery of provincial curricular outcomes; shows minimal understanding and requires further support to learn the knowledge and skills needed.** | **Falls well below provincial curricula outcomes; shows no understanding and requires intensive support.** |
| Demonstrates thorough knowledge and understanding and is able to apply knowledge and skills in new situations. | Demonstrates considerable knowledge and understanding of skill or concept. | Demonstrates some knowledge and understanding of skill or concept. | Demonstrates limited knowledge and understanding of skill or concept. | The student has not demonstrated the required knowledge and skills. Extensive remediation is required. |
| Wow | Yes | Yes, even better if | Beginning | No |
| Excellent Achievement | Proficient Achievement | Basic Achievement | Insufficient Achievement | Lack of Achievement |
| Exemplary  Exceptional  High Quality  In-depth  Superb  Outstanding | Skilled  Adept  Appropriate  Solid  Capable | Generally accurate  Adequate  Satisfactory | Limited  Partial  Below | Unsuccessful  Well Below  Inadequate |

* From Sun West’s **Teacher Manual For the Middle Level Reporting Process**
* Adapted with permission from Edmonton Catholic School District, Edmonton, AB