

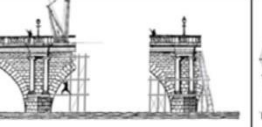
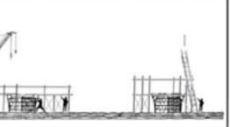

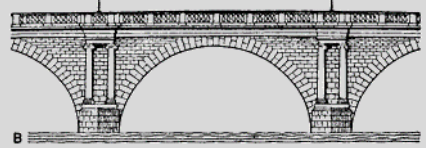
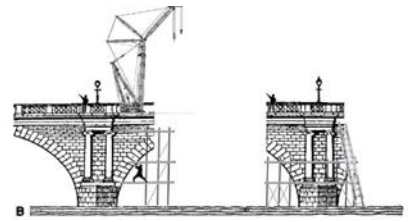
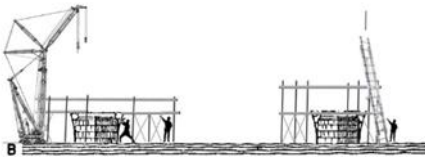


# What does the Prairie Spirit progress report scale mean K - 9?

4	3	2	1
<b>MASTERY</b>	<b>MEETING</b>	<b>APPROACHING</b>	<b>BEGINNING</b>
			

This chart is intended to support teachers in gaining a holistic sense of what it means to achieve each learning level. This list is a sample of possible expectations and is not meant to be a checklist.

<p><b>4</b> <b>Mastery</b> demonstrates a deep knowledge and understanding</p>  <p><b>With great insight, fully meeting grade level curricular expectations.</b></p>	<p><b>3</b> <b>Meeting</b> demonstrates a complete knowledge and understanding</p>  <p><b>Fully meeting grade level curricular expectations.</b></p>	<p><b>2</b> <b>Approaching</b> demonstrates a basic knowledge and understanding</p>  <p><b>Meeting some of the grade level curricular expectations.</b></p>	<p><b>1</b> <b>Beginning</b> Demonstrates a partial knowledge and understanding</p>  <p><b>Starting to meet some grade level curricular expectations.</b></p>
<p><b>Phrases and descriptors often associated with these levels...</b></p>			
<p>You show a deep and well-developed understanding and knowledge of SK Curriculum learning targets...</p> <p><b>Student can...</b></p>	<p>You show complete and full understanding and knowledge of SK Curriculum learning targets...</p> <p><b>Student can...</b></p>	<p>You show basic understanding and knowledge of SK Curriculum learning targets...</p> <p><b>Student can...</b></p>	<p>You show partial understanding and knowledge of SK learning targets...</p> <p><b>Student can...</b></p>
<p><b>Explain and analyze ideas:</b></p> <ul style="list-style-type: none"> <li>Thoroughly explain concepts and consistently demonstrate a deep understanding of the concept or skill</li> <li>Describe and analyze topics with detailed and insightful supporting evidence</li> <li>Accurately apply and use new vocabulary</li> <li>Combine ideas in original and surprising ways to solve a problem, address an issue or make something new</li> <li>Solve problems in multiple ways and verbalize strategies and solutions</li> <li>Consistently use established skill set for problem solving and select the most appropriate tools/strategies for the situation and explain why (justify) this method was chosen</li> <li>Problem solve as an integral part of work and <i>discussions with the teacher</i> include reflective discussion on what worked or didn't and why</li> <li>Insightfully analyze relevant information and convey own thoughts and connections regarding the outcome/concept in a personally meaningful and engaging way</li> </ul>	<p><b>Explain and analyze ideas:</b></p> <ul style="list-style-type: none"> <li>Explain (<i>Examine, Describe, Identify</i>) concepts with detail and consistently demonstrate an understanding of the concept or skill</li> <li>Support analysis with relevant details and examples</li> <li>Have an established skill set</li> <li>Analyze relevant information and convey own thoughts and connections to the outcome/concept</li> <li>Combine ideas in original ways to solve a problem, address an issue or make something new</li> <li>Accurately apply and use important key vocabulary words</li> <li>Few refinements are needed</li> </ul>	<p><b>Explain and analyze ideas:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a basic understanding of the concept but needs more practice to apply</li> <li>Begin to examine/describe/explain concepts or skill but more attention to detail is required to fully demonstrate understanding of the topic</li> <li>Show a developing skill set</li> <li>Start to ask questions and support analysis with details and examples</li> <li>Ideas derived from the same or similar context or disciplines</li> <li>Ideas are combined in ways that are derived from the thinking of others</li> <li>Key elements/aspects of the concept are left out of the explanation. (Some required elements are missing or need to be elaborated on)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some elements of the concept or idea and may need ongoing practice to apply</li> <li>Demonstrate a vague understanding of the topic</li> <li>Show evidence of an emerging skill set</li> <li>Restate the context or meaning of the problem without making connections</li> <li>Copy or restate ideas from the sources consulted</li> <li>Draw on one source</li> <li>Ideas do not represent important concepts</li> </ul>

<p><b>Connect ideas:</b></p> <ul style="list-style-type: none"> <li>Engage in learning in a variety of contexts</li> <li>Extend ideas beyond and draws connections to “real world” situations</li> <li>Demonstrate understanding of interconnected details by drawing complex connections to other concepts and models, to oneself and to the world</li> <li>Draw on a wide variety of sources including texts, media, resources persons or personal experiences</li> <li>Not only clearly understand the outcome but begin to assess the impacts and challenges on self, the class, society and the environment</li> <li>Consistently apply concepts to new situations <ul style="list-style-type: none"> <li>(i.e., when examples are used to clarify concepts on assessments, the examples are different from the detailed ones discussed in class.)</li> </ul> </li> <li>Can teach the concept to other students (often through a variety of methods)</li> </ul> <p>• Ideas represent a startling variety of important concepts from different context or disciplines</p>	<p><b>Connect ideas:</b></p> <ul style="list-style-type: none"> <li>Demonstrate confidence in applying the concept to new situations</li> <li>Demonstrate an understanding of interconnected details by drawing connection</li> <li>Draw on a wide variety of sources including texts, media, resources persons or personal experiences</li> </ul> <p>• Ideas represent important concepts from different context or disciplines</p>	<p><b>Connect ideas:</b></p> <ul style="list-style-type: none"> <li>Draw on limited set of sources and media</li> <li>Continue to explore this topic to learn more</li> </ul> <p>• Connections to texts, self and others need to be explored</p>	
<p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>Work independently through the Adaptive Dimension (Differentiation) or work confidently and collaboratively in groups</li> <li>Demonstrate leadership in learning</li> <li>Pose new questions of strong, personal significance</li> <li>Take risks and analyze results</li> </ul> <p>• Consistently reflective and solution-oriented</p>	<p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>Work independently through the Adaptive Dimension (Differentiation) or collaboratively when required</li> <li>Ask strong questions</li> <li>Come with questions and possible solutions when problem solving with a teacher (i.e., getting feedback on an assessment). Student looks for a conversation which asks questions to help think through the assessment. The work submitted after the discussion is original (i.e., student has considered the discussion and made a decision that reflects best demonstration of knowledge)</li> </ul>	<p><b>Behaviours:</b></p> <ul style="list-style-type: none"> <li>Assistance is often provided to meet the goals</li> </ul>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Assessment evidence demonstrates the mastery level and is clearly visible in reflections, portfolio, discussions, exams and other assessments</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Key elements of the outcome are included and demonstrated (i.e., all required parts are included – refer to assessment criteria and rubrics)</li> <li>Evidence of learning is visible in reflections, portfolios, discussions, assessments</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>When problem solving with a teacher (i.e., getting feedback on an assessment), student looks for answers to general questions. The work submitted after the discussion is not original (i.e., student used the teacher’s ideas)</li> </ul>	
<p><b>The teacher might hear phrases like:</b></p> <ul style="list-style-type: none"> <li>These are the strategies/attempts/examples that I tried and here’s what I learned... and why I used it...</li> <li>Here is how I justify my thinking/ reasoning/choices...</li> <li>I could teach this to the class.</li> </ul>	<p><b>The teacher might hear phrases like:</b></p> <ul style="list-style-type: none"> <li>I’m wondering about this aspect. Here are a few ideas that I have...</li> <li>I think this is a possible solution because...</li> <li>I wonder if...</li> <li>I can talk about it with classmates.</li> </ul>	<p><b>The teacher might hear phrases like:</b></p> <ul style="list-style-type: none"> <li>I don’t understand this one part...</li> <li>Do you think this is what I should say?</li> <li>Is this right? Am I on the right track?</li> <li>How do I do this?</li> <li>I don’t think this is right, this is what I have tried.</li> <li>I know some of it but I have a few questions.</li> <li>How do I do this?</li> </ul>	<p><b>The teacher might hear phrases like:</b></p> <ul style="list-style-type: none"> <li>I don’t get it.</li> <li>Where do I start?</li> <li>I don’t understand what this means?</li> <li>I can’t do this. This is too hard.</li> <li>I’m starting to understand but I have lots of questions.</li> <li>I’m okay up until...</li> <li>How do I do this?</li> </ul>
<p><b>Next Steps:</b> Start to think about who would be interested in learning this from student. Who could they share/teach this with?</p>	<p><b>Next Steps:</b> Start to think about how student can expand on understanding. What does it mean to move toward master expectations?</p>	<p><b>Next Steps:</b> Student seeks assistance only as needed and works towards increasing independence.</p>	<p><b>Next Steps:</b> Student needs to revisit this topic to develop understanding (much more attention to detail is needed).</p>