

Kindergarten

Academic Levels of Achievement Criteria

	Code	Level of Achievement	Criteria
Within Grade Level Expectations	E	Excellence (Wow!)	The student ... • Demonstrates an in-depth and/or insightful understanding of the curricular learning outcomes • Applies concepts in learning situations deliberately and/or independently; reliably transfers understanding to new contexts • Demonstrates precision and/or creativity in applying skills and strategies between concepts to approach new learning situations
	P	Proficient (Yes!)	The student ... • Demonstrates a comprehensive and/or thoughtful understanding of the learning outcomes from the program of studies • Applies concepts in learning situations intentionally and/or logically and can routinely transfer understanding to new contexts • Demonstrates flexibility and/or purpose in applying skills and strategies to approach new learning situations
	A	Acceptable (Yes, but with guidance)	The student ... • Demonstrates a basic and/or satisfactory understanding of the curricular learning outcomes • Applies concepts in learning situations with step-by-step guidance and support; is inconsistent in transferring understanding to new contexts • Demonstrates functional and/or straightforward skills and strategies to approach new learning situations; application of skills and strategies may be inconsistent and/or predictable
	D	Developing	The student ... • Demonstrates a simplistic and/or minimal understanding of the curricular learning outcomes • Applies concepts in learning situations with repeated guidance and support; not yet able to transfer understanding to new contexts • Lacks skills and strategies to approach new learning situations; demonstrates uncertainty and/or difficulty in acquiring skills and strategies
	NI	Needs Improvement	The student ... • Demonstrates behaviours, skills and/or understanding around the curricular learning outcomes which are concerning. • Improvements need to be made in order to achieve the required level of academics for kindergarten.