

# Aligning Achievement Levels and Reporting Codes in Determining Reporting Percentage Grades for Grades 7-12 (Including Additional 1+, 2+ and 3+ Levels)

Achievement Levels	Level	Level 4	Level 3+	Level 3	Level 2+	Level 2	Level 1+	Level 1
	Descriptor	In-depth knowledge and understanding of content and concepts. Able to extend the application of related skills.	Competent knowledge and understanding of content and concepts. Appropriate application of related skills.			Developing knowledge and understanding of content and concepts. Developing in the application of related skills.		Limited knowledge and understanding of content and concepts. Limited application of related skills.
Reflecting on Evidence of Student Learning With Outcome Summary Scores								
Reporting Codes	Descriptor	Demonstrates <b>excellent</b> understanding and application of concepts and skills in relation to the learning outcomes	Demonstrates <b>very good</b> understanding and application of concepts and skills in relation to the learning outcomes	Demonstrates <b>good</b> understanding and application of concepts and skills in relation to the learning outcomes	Demonstrates <b>satisfactory</b> understanding and application of concepts and skills in relation to the learning outcomes	Demonstrates <b>minimal</b> understanding and application of concepts and skills in relation to the learning outcomes	Has <b>not met</b> minimum requirements of the course.	
	Grades	90-100%	80-89%	70-79%	60-69%	50-59%	Below 50%	
<b>REPORTING WITH EVIDENCE AND USING PROFESSIONAL JUDGEMENT</b>								

## **Interpreting the Visual “Aligning Achievement Levels and Reporting Codes in Determining Reporting Percentage Grades for Grades 7-12 (Including Additional 1+, 2+ and 3+ Levels)”**

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The purpose of this chart is to assist teachers who are using achievement levels for ongoing classroom assessment and are required to report with a percentage grade.

When using the provincial achievement levels for classroom assessment, a teacher’s focus is on the descriptor which best describes the quality of the student’s learning in relation to success criteria. Teachers then enter the corresponding achievement level (1-4) in PTGB at the outcome level.

When preparing to evaluate and report a teacher looks at the *Student View* section of PTGB where they see the evidence of learning summarized into a final score by outcome. Teachers review the final scores and use the evidence and professional judgment to make any required adjustments.

Once a teacher is satisfied with the final outcome scores they could use the auto-calculation feature in PTGB to determine a specific percentage grade.

### **Notes for Grades 7 & 8:**

*For this year, Grade 7 and 8 teachers may choose percentage grades at 5% intervals from within a specific grade range.* Teachers could use the calculated grade and professional judgment to determine which 5% interval grade best reflects the student’s achievement.

When reporting by strand teachers may choose to use the final outcome scores and the grade range descriptors to determine what 5% interval grade best represents the student’s achievement.

The following is an example of the thinking process of a 7/8 teacher determining a strand grade:

Evidence of Jade’s achievement is best summarized by the grade range descriptor “Demonstrates **very good** understanding and application of concepts and skills in relation to the learning outcomes”. The grade range for “**very good**” is 80-89%. The evidence of learning in conjunction with her teacher’s professional judgment indicates that 85% is the 5% interval grade that best represents Jade’s achievement.