

MSS HPE | CBE K-9 Indicator Scale



CBE Health Education Report Card Outcomes

- Makes safe and healthy choices based on experiences and information
- Develops skills to form and maintain healthy relationships
- Explores roles and responsibilities to work towards life and learning goals

CBE Physical Education Report Card Outcomes

- Performs And Refines Movement Skills
- Cooperates To Demonstrate Fair Play And Teamwork
- Explores and Applies Strategies For Leading A Healthy, Active Way Of Life

ACHIEVEMENT	DESCRIPTOR	DESCRIPTION
Excellent (4)	The student has demonstrated EXCELLENT achievement of grade level expectations.	<p style="text-align: center;"><i>Can be confident of being prepared for further learning in this area.</i></p> <ul style="list-style-type: none"> ● The student demonstrates a mastery level of understanding. The quality of work within the body of evidence may be perceptive and/or insightful. ● The student consistently demonstrates this level of achievement. ● Students achieving at this level have excellent demonstration of grade level outcomes and can be confident of being prepared for further learning in this area.
Good (3)	The student has demonstrated GOOD achievement of grade level expectations.	<p style="text-align: center;"><i>Can be confident of being prepared for further learning in this area.</i></p> <ul style="list-style-type: none"> ● The student demonstrates a well-developed level of understanding. ● The quality of work within the body of evidence may be clear and/or well-reasoned. ● The student consistently demonstrates this level of achievement. ● Students achieving at this level can be confident of being prepared for further learning in this area.
Basic (2)	The student has demonstrated BASIC achievement of grade level expectations.	<p style="text-align: center;"><i>Adjustments to planning and instruction may be necessary for further learning in this area.</i></p> <ul style="list-style-type: none"> ● The student demonstrates a developing level of understanding. ● The quality of work within the body of evidence may be adequate and/or concrete. ● The student consistently demonstrates this level of achievement. ● Adjustments to planning and instruction may be necessary for further learning in this area.
Not Meeting (1)	The student is NOT MEETING grade level expectations.	<p style="text-align: center;"><i>Targeted adjustments to planning and instruction will be necessary for further learning in this area.</i></p> <ul style="list-style-type: none"> ● The student demonstrates a beginning level of understanding. ● The quality of work within the body of evidence may be vague and/or undeveloped. ● The student consistently demonstrates this level of achievement. ● Targeted adjustments to planning and instruction will be necessary for further learning in this area.

For more Information on CBE grading and reporting please visit: <http://www.cbe.ab.ca/Parents/assessment-and-reporting/introduction.asp>

CBE DESCRIPTION OF INDICATORS

MSS HPE Descriptors

<p>4 Excellent</p>	<ul style="list-style-type: none"> demonstrates a mastery level of understanding. The quality of work within the body of evidence may be perceptive and/or insightful. Students achieving at this level have excellent demonstration of grade-level outcomes 	<p><i>Can be confident of being prepared for further learning in this area.</i></p>	<ul style="list-style-type: none"> → Excellent → Masterful → Perceptive → Insightful → Exemplary → Proficiently 	<ul style="list-style-type: none"> → Adept → Comprehensive → Advanced → Models → Consistently 	<ul style="list-style-type: none"> → Has mastered grade the level outcome of → Displays exceptional → Is consistently able to → Skillfully applies → Is proficient at 	<ul style="list-style-type: none"> → Demonstrates adept insight → Demonstrates a perceptive understanding → Consistently demonstrates
<p>3 Good</p>	<ul style="list-style-type: none"> The student demonstrates a well-developed level of understanding. The quality of work within the body of evidence may be clear and/or well-reasoned. 	<p><i>Can be confident of being prepared for further learning in this area.</i></p>	<ul style="list-style-type: none"> → Good → Clear → Well- Developed → Competent 	<ul style="list-style-type: none"> → Capable → Appropriate → Independently → Often 	<ul style="list-style-type: none"> → Demonstrates a developed understanding of → Demonstrates effective → Is competent in their → Completely applies 	<ul style="list-style-type: none"> → Successfully demonstrates → Is successful in their application of → Often demonstrates
<p>2 Basic</p>	<ul style="list-style-type: none"> The student demonstrates a developing level of understanding. The quality of work within the body of evidence may be adequate and/or concrete. 	<p><i>Adjustments to planning and instruction may be necessary for further learning in this area.</i></p>	<ul style="list-style-type: none"> → Basic → Developing → Adequate → Concrete → Emerging 	<ul style="list-style-type: none"> → Simply → Partial → Approaching → Strives to → Sometimes 	<ul style="list-style-type: none"> → Demonstrates a developing understanding of → Is developing → Applies adequate 	<ul style="list-style-type: none"> → Demonstrates an emerging understanding of → Demonstrates emerging → Attempts to → Works to
<p>1 Not Meeting</p>	<ul style="list-style-type: none"> The student demonstrates a beginning level of understanding. The quality of work within the body of evidence may be vague and/or undeveloped. 	<p><i>Targeted adjustments to planning and instruction will be necessary for further learning in this area.</i></p>	<ul style="list-style-type: none"> → Beginning → Underdeveloped → Vague → Unclear → Initial 	<ul style="list-style-type: none"> → Limited → Not evident → Is not able to → Rarely 	<ul style="list-style-type: none"> → Requires one-on-one assistance to → Requires direct guided instruction to → Lacks a clear understanding 	<ul style="list-style-type: none"> → Needs individual cues and encouragement to → Has not yet demonstrated an understanding of/ability to

→ Applies limited/few