

Charts

Every subject's curriculum document contains an Achievement Chart. The Achievement Chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The Achievement Chart for each subject is designed to:

- provide a common framework that encompasses all curriculum expectations;
- guide the development of assessment/evaluation tasks and tools;
- help teachers to plan instruction for learning;
- assist teachers in planning meaningful feedback to students; and
- provide a variety of aspects on which to assess and evaluate student learning.



Achievement

Level 4

Identifies achievement that surpasses the provincial standard, but not the grade level. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

Letter Grade: A

Percentage Mark: 80 - 100%

Level 3

Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness.

Letter Grade: B

Percentage Mark: 70 - 79%

Level 2

Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness.

Letter Grade: C

Percentage Mark: 60 - 69%

Level 1

Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.

Letter Grade: D

Percentage Mark: 50 - 59%

Assessment and Evaluation: Supporting Student Learning



The Achievement Chart

ACHIEVEMENT CHART

Adapted from The Ontario Curriculum, Grades 1-12

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding Subject—specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)	<ul style="list-style-type: none"> ■ Demonstrates limited knowledge of content ■ Demonstrates limited understanding of content 	<ul style="list-style-type: none"> ■ Demonstrates some knowledge of content ■ Demonstrates some understanding of content 	<ul style="list-style-type: none"> ■ Demonstrates considerable knowledge of content ■ Demonstrates considerable understanding of content 	<ul style="list-style-type: none"> ■ Demonstrates thorough knowledge of content ■ Demonstrates thorough understanding of content
Thinking The use of planning, processing and of critical and creative thinking processes	<ul style="list-style-type: none"> ■ Uses planning skills with limited effectiveness ■ Uses processing skills with limited effectiveness ■ Use critical/creative thinking processes with limited effectiveness 	<ul style="list-style-type: none"> ■ Uses planning skills with some effectiveness ■ Use processing skills with some effectiveness ■ Use critical/creative thinking processes with some effectiveness 	<ul style="list-style-type: none"> ■ Uses planning skills with considerable effectiveness ■ Uses processing skills with considerable effectiveness ■ Uses critical/creative thinking processes with considerable effectiveness 	<ul style="list-style-type: none"> ■ Uses planning skills with a high degree of effectiveness ■ Uses processing skills with a high degree of effectiveness ■ Uses critical/creative thinking process with a high degree of effectiveness
Communication The conveying of meaning through various forms for different purposes and audiences	<ul style="list-style-type: none"> ■ Expresses and organizes ideas and information with limited effectiveness ■ Communicates for different audiences and purposes with limited effectiveness ■ Uses conventions, vocabulary and terminology of the discipline with limited effectiveness 	<ul style="list-style-type: none"> ■ Expresses and organizes ideas and information with some effectiveness ■ Communicates for different audiences and purposes with some effectiveness ■ Uses conventions, vocabulary and terminology of the discipline with some effectiveness 	<ul style="list-style-type: none"> ■ Expresses and organizes ideas and information with considerable effectiveness ■ Communicates for different audiences and purposes with considerable effectiveness ■ Uses conventions, vocabulary and terminology of the discipline with considerable effectiveness 	<ul style="list-style-type: none"> ■ Expresses and organizes ideas and information with a high degree of effectiveness ■ Communicates for different audiences and purposes with a high degree of effectiveness ■ Uses conventions, vocabulary and terminology of the discipline with a high degree of effectiveness
Application The use of knowledge and skills to transfer and make connections within and between various contexts	<ul style="list-style-type: none"> ■ Applies knowledge and skills in familiar contexts with limited effectiveness ■ Transfers knowledge and skills to new contexts with limited effectiveness ■ Makes connections within and between various contexts with limited effectiveness 	<ul style="list-style-type: none"> ■ Applies knowledge and skills in familiar contexts with some effectiveness ■ Transfers knowledge and skills to new contexts with some effectiveness ■ Makes connections within and between various contexts with some effectiveness 	<ul style="list-style-type: none"> ■ Applies knowledge and skills in familiar context with considerable effectiveness ■ Transfers knowledge and skills to new contexts with considerable effectiveness ■ Makes connections within and between various contexts with considerable effectiveness 	<ul style="list-style-type: none"> ■ Applies knowledge and skills in familiar contexts with a high degree of effectiveness ■ Transfers knowledge and skills to new contexts with a high degree of effectiveness ■ Makes connections within and between various contexts with a high degree of effectiveness