

ACHIEVEMENT CHART

KEY ACHIEVEMENT CHART ITEMS:

LEVELS

- LEVEL 1 – Achievement falls much below the provincial standard.
- LEVEL 2 – Achievement approaches the provincial standard.
- LEVEL 3 – Achievement meets the provincial standard.
- LEVEL 4 – Achievement surpasses the provincial standard.
- Do not use + and – when assigning levels to student work.
- Achievement must be recorded for summative assessments / evaluation.

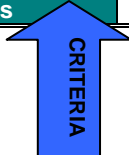
CATEGORIES

- KNOWLEDGE AND UNDERSTANDING
 - The acquisition of subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)
- THINKING
 - The use of critical and creative thinking skills and / or processes
- COMMUNICATION
 - The conveying of meaning through various forms
- APPLICATION
 - The use of knowledge and skills to make connections within and between various contexts

CRITERIA

- Expectations adapted to specific task
- Could be the “look fors”

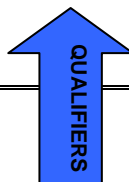
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
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QUALIFIERS

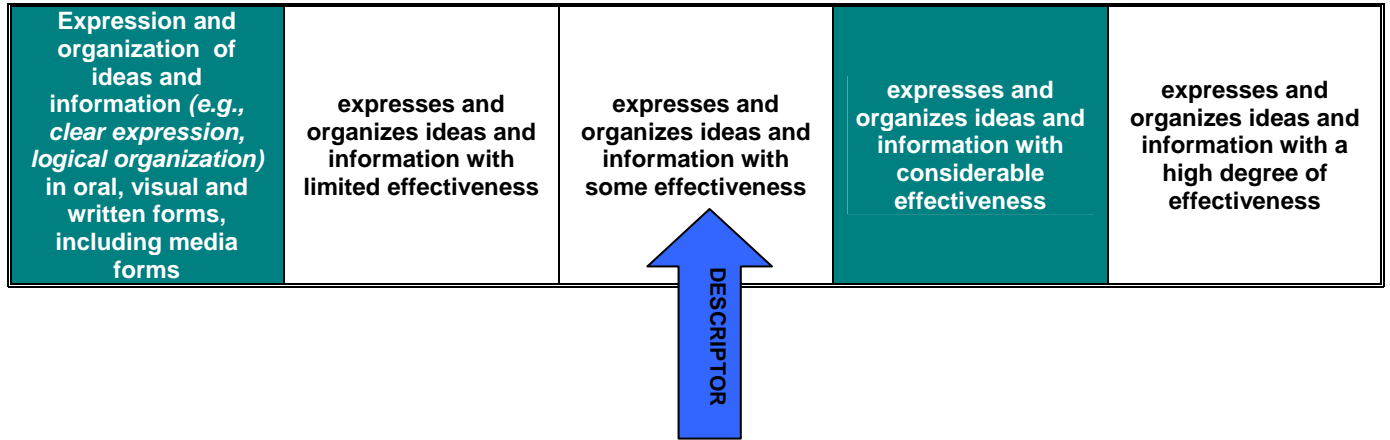
- A qualifier is used to define each of the four levels of achievement.
- The Ministry has provided the following qualifiers to use: Level 1 – limited; Level 2 – some; Level 3 – considerable; Level 4 – high degree

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■ **DESCRIPTORS**

- A descriptor (e.g., effectiveness) indicates the characteristic of a student’s performance with respect to particular criteria.
- More appropriate descriptors than effectiveness may be used. See “Descriptor” handout.



COMMENT BUILDING IN 4 STEPS

Take a specific expectation and...

1. find the “look for” (e.g., clear and coherent)
2. identify an appropriate descriptor (e.g., “clarity”)
3. narrow to a task (e.g., presenting ideas in a factual oral report)
4. add pronouns / nouns

An Example:

- The Specific Expectation: 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- The rubric elements:

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
communicates orally with clarity to present ideas in a logical sequence	communicates orally with limited clarity to present ideas in a logical sequence	communicates orally with some clarity to present ideas in a logical sequence	communicates orally with considerable clarity to present ideas in a logical sequence	communicates orally with a high degree of clarity to present ideas in a logical sequence

- The report card comment for level 3:

Suzanne communicates orally with considerable clarity to present ideas in a logical sequence.

DESCRIPTORS

* Effectiveness	Having a definite or desired effect; having the intended outcome.	useful explicit	relevant pertinent	Have you produced the desired or intended result?
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- * Many of the descriptors below more specifically define effectiveness. Teachers are encouraged to use the more specific clarifying words in task-specific rubrics.

DESCRIPTOR	DEFINITION	CLARIFYING WORDS OR TERMS		QUESTIONS TO CONSIDER
Appropriateness	That which is suitable to the outcome; is to the point.	relevant proper suitable	apt applicable	Have you produced a result that is applicable to the situation? Is there a result that could be more suitable?
Clarity	That which is without ambiguity (unambiguous)	clear elaborate detail illustrate	clarity define concise explicit	Could you elaborate further? Could you express that in another way? Could you illustrate what you mean? Could you give me an example?
Accuracy	Conforming exactly to the truth or with a given standard; lacking errors.	accurate verify correct	true valid exact	How could we check that? How could we find out if that is true? How could we verify or test that?
Precision	That which leaves no room for indecision. That which is clearly defined and corresponds to an identifiable notion. That which is performed or which operates in the safest possible manner, with the minimum likelihood of error.	detail degree exactness	specific explicit	Could you be more specific? Could you give me more details? Could you be more exact?
Relevance	Fits a purpose, conforms to reason and common sense, having a bearing on the matter in hand.	pertinent relatedness connected	impact fit	How does this relate to the problem? How is that connected to the question? How does that bear on the issue?
Depth	That which explores the very foundations of a thing or idea; that which goes beyond appearances.	complexity sophisticated layers comprehensive insight levels (of understanding)	thorough intensity profound	What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with? Is that dealing with the most significant factors?

DESCRIPTOR	DEFINITION	CLARIFYING WORDS OR TERMS	QUESTIONS TO CONSIDER
Breadth	Freedom from limitations (opinion, interests); extent, range.	insight range perspectives exhaustive comprehensive qualities liberality of views elaborate (ideas, perspectives)	Do we need to consider another point of view? Do we need to look at this from another perspective? Is there another way to look at this question? What would this look like from the point of view of...?
Logic	Describes events or data that are heavily interdependent; conclusion depends on the premises. A coherent progression of ideas, an appropriate reasoning process, a sequence in a group of ideas.	make sense reasonable mutually supporting internal consistency tied together order...sequence...flow organization	Does all this really make sense together? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true?
Significance	Of great importance or consequence.	so what? impact implications importance consequences of	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are more important?
Fluency	Generate a quantity of ideas; offer many alternatives.	ease of use ideas ease of generating ready...ease...grace effortless unconstrained	How many ideas have been considered? Are there other alternatives?
Flexibility	Change direction of thought; vary ideas.	adaptable versatile not rigid	Do other factors need to be considered?

Ministry of Education, Ontario (2006)

GRADE: _____

SUBJECT /STRAND: _____

CULMINATING TASK: _____

CATEGORIES AND EXPECTATIONS (BY NUMBER)	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge and Understanding	The student:	The student:	The student:	The student:	The student:
Thinking	The student:	The student:	The student:	The student:	The student:
Communication	The student:	The student:	The student:	The student:	The student:
Application	The student:	The student:	The student:	The student:	The student: