

# **GAGE CROSSROADS 9 & 10 ONTARIO ACHIEVEMENT CHARTS**

## **CONSULTANTS**

**JUDITH HUNTER**

**MICHAEL STUBITSCH**

**Gage also acknowledges the contributions of the many English teachers in Ontario who offered their ideas and suggestions to this project.**

**Gage Educational Publishing Company**

Based on the "Ontario Achievement Charts" from *The Ontario Curriculum Grades 9 and 10 English* (Ministry of Education and Training, 1999, page 48).

## READING ACHIEVEMENT CHART (NARRATIVE)

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, and strategies</li>   <li>• understanding of information, ideas, concepts, and themes</li>   <li>• understanding of relationships among facts, ideas, concepts, and themes</li>   <li>• understanding of the uses and effect of aesthetic elements in literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• brings very limited knowledge of forms or texts to reading; rarely demonstrates knowledge of reading strategies, such as using context cues, scanning</li>   <li>• demonstrates very limited understanding of information, ideas, concepts, and themes</li>   <li>• demonstrates very limited understanding of relationships</li>   <li>• demonstrates very limited understanding of uses and effect of elements, such as irony, symbolism, imagery</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge of forms or texts; demonstrates limited knowledge of reading strategies, such as using context cues, scanning</li>   <li>• demonstrates limited understanding of information, ideas, concepts, and themes in simple texts</li>   <li>• demonstrates limited understanding of simple relationships</li>   <li>• demonstrates limited understanding of uses and effect of elements, such as irony, symbolism, imagery</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge of forms or texts; demonstrates moderate knowledge of several reading strategies, such as using context cues, scanning</li>   <li>• demonstrates moderate understanding of information, ideas, concepts, and themes in some texts</li>   <li>• demonstrates some understanding of relationships</li>   <li>• demonstrates understanding of some of the uses and effect of elements, such as irony, symbolism, imagery</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge of most forms and texts; demonstrates considerable knowledge of reading strategies, such as using context cues, scanning</li>   <li>• demonstrates considerable understanding of information, ideas, concepts, and themes in most texts</li>   <li>• demonstrates considerable understanding of most relationships</li>   <li>• demonstrates considerable understanding of uses and effect of most elements, such as irony, symbolism, imagery</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of almost all forms and texts; demonstrates thorough knowledge of most reading strategies, such as using context cues, scanning</li>   <li>• demonstrates thorough understanding of information, ideas, concepts, and themes in almost all texts</li>   <li>• demonstrates thorough understanding of relationships</li>   <li>• demonstrates thorough understanding of uses and effect of almost all elements, such as irony, symbolism, imagery</li> </ul>
<p><b>Thinking/ Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li>   <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• rarely applies critical and creative thinking skills, for e.g. while responding to text demonstrates very limited reflection, analysis, or hypothesizing</li>   <li>• rarely applies inquiry skills, for e.g. rarely formulates questions; does not analyse or interpret information or form conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally applies critical and creative thinking skills, for e.g. while responding to text demonstrates limited reflection, analysis, or hypothesizing</li>   <li>• occasionally applies inquiry skills, for e.g. formulates simple questions; analyses or interprets information and forms conclusions in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• usually applies critical and creative thinking skills, for e.g. while responding to text demonstrates some reflection, analysis, and hypothesizing</li>   <li>• usually applies inquiry skills, for e.g. formulates some questions; analyses and interprets information simply; forms some conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• often applies critical and creative thinking skills, for e.g. while responding to text demonstrates reflection, analysis, and hypothesizing</li>   <li>• often applies inquiry skills, for e.g. formulates questions; analyses and interprets information and forms conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• almost always applies critical and creative thinking skills, for e.g. while responding to text demonstrates insightful reflection, analysis, and hypothesizing</li>   <li>• almost always applies inquiry skills, for e.g. formulates insightful questions; analyses and interprets information, and forms conclusions</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows very limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows some clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows considerable clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows a high degree of clarity and confidence</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of reading strategies</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• rarely uses language conventions to aid comprehension</li> <li>• uses reading strategies ineffectively</li> <li>• rarely makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally uses language conventions to aid comprehension</li> <li>• uses reading strategies with limited competence</li> <li>• makes limited connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses language conventions to aid comprehension</li> <li>• uses reading strategies with moderate competence</li> <li>• occasionally makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• often uses language conventions to aid comprehension</li> <li>• uses reading strategies with considerable competence</li> <li>• often makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• almost always uses language conventions effectively</li> <li>• uses reading strategies with a high degree of competence</li> <li>• almost always makes connections between reading and own experiences, or between texts</li> </ul>

## READING ACHIEVEMENT CHART (EXPOSITORY)

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, and strategies</li> <li>• understanding of information, ideas, concepts, and themes</li> <li>• understanding of relationships among facts, ideas, and concepts</li> <li>• understanding of the uses and effect of aesthetic elements in informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited knowledge of forms, texts, conventions, and reading strategies</li> <li>• demonstrates very limited understanding of information, ideas, concepts, and themes</li> <li>• demonstrates very limited understanding of relationships</li> <li>• demonstrates very limited understanding of uses and effect of elements, for e.g. doesn't use headings to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge of forms, texts, conventions, and reading strategies</li> <li>• demonstrates limited understanding of information, ideas, concepts, and themes</li> <li>• demonstrates limited understanding of simple relationships</li> <li>• demonstrates limited understanding of uses and effect of elements, for e.g. sometimes uses headings to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge of forms, texts, conventions, and reading strategies</li> <li>• demonstrates moderate understanding of information, ideas, concepts, and themes</li> <li>• demonstrates moderate understanding of some relationships</li> <li>• demonstrates moderate understanding of some of the uses and effect of elements, for e.g. usually uses headings to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge of forms, texts, conventions, and reading strategies</li> <li>• demonstrates considerable understanding of information, ideas, concepts, and themes</li> <li>• demonstrates considerable understanding of most relationships</li> <li>• demonstrates considerable understanding of uses and effect of elements, for e.g. often uses headings to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of forms, texts, conventions, and reading strategies</li> <li>• demonstrates thorough understanding of information, ideas, concepts, and themes</li> <li>• demonstrates thorough understanding of relationships</li> <li>• demonstrates thorough understanding of uses and effect of elements, for e.g. identifies use of persuasive language in advertising</li> </ul>
<p><b>Thinking/ Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li> <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• rarely applies critical and creative thinking skills, for e.g. while responding to text rarely demonstrates any reflection, analysing, or hypothesizing</li> <li>• rarely applies inquiry skills, for e.g. rarely formulates questions or plans research process; selects inappropriate resources; does not analyse or interpret information; does not form conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally applies critical and creative thinking skills, for e.g. while responding to text demonstrates limited reflection, analysing, or hypothesizing</li> <li>• occasionally applies inquiry skills, for e.g. formulates simple questions; occasionally selects appropriate resources; analyses or interprets information and forms conclusions in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• usually applies critical and creative thinking skills, for e.g. while responding to text demonstrates some reflection, analysing, and hypothesizing</li> <li>• usually applies inquiry skills, for e.g. formulates some questions, develops simple research plan; uses one or two appropriate resources; analyses and interprets information simply; forms some conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• often applies critical and creative thinking skills, for e.g. while responding to text demonstrates considerable reflection, analysing, and hypothesizing</li> <li>• often applies inquiry skills, for e.g. formulates questions and develops research plan; uses several resources; analyses and interprets information; forms conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• almost always applies critical and creative thinking skills, for e.g. while responding to text demonstrates insightful reflection, analysing, and hypothesizing</li> <li>• almost always applies inquiry skills, for e.g. formulates insightful questions and develops research plan; uses a variety of resources; analyses and interprets information, forms conclusions</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows very limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows some clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows considerable clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about texts read shows a high degree of clarity and confidence</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of reading strategies</li> <li>• application of technology</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• rarely uses language conventions to aid comprehension</li> <li>• uses reading strategies ineffectively</li> <li>• very limited application of technology, for e.g. when researching rarely uses the Internet or software effectively, or appropriately</li> <li>• rarely makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally uses language conventions to aid comprehension</li> <li>• uses reading strategies with limited competence</li> <li>• limited application of technology, for e.g. when researching occasionally uses the Internet or software effectively and appropriately</li> <li>• makes some connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses language conventions to aid comprehension</li> <li>• uses reading strategies with moderate competence</li> <li>• moderate application of technology, for e.g. when researching sometimes uses the Internet and software effectively and appropriately</li> <li>• occasionally makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• often uses language conventions to aid comprehension</li> <li>• uses strategies with considerable competence</li> <li>• considerable application of technology, for e.g. when researching often uses the Internet and software effectively and appropriately</li> <li>• often makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• almost always uses conventions effectively to aid comprehension</li> <li>• uses strategies with a high degree of competence</li> <li>• thorough application of technology, for e.g. when researching almost always uses the Internet and software creatively and effectively</li> <li>• almost always makes connections between reading and own experiences, or between texts</li> </ul>

## READING ACHIEVEMENT CHART (NOVEL)

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, and strategies</li>   <li>• understanding of information, ideas, concepts, and themes</li>   <li>• understanding of relationships among facts, ideas, concepts, and themes</li>   <li>• understanding of the uses and effect of aesthetic elements in literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• brings very limited knowledge of forms or texts to reading; rarely demonstrates knowledge of reading strategies, such as rereading, skimming</li>   <li>• demonstrates very limited understanding of information, ideas, concepts, and themes in most novels</li>   <li>• demonstrates very limited understanding of relationships</li>   <li>• demonstrates very limited understanding of uses and effect of elements, such as foreshadowing, narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge of forms or texts; demonstrates limited knowledge of reading strategies, such as rereading, skimming</li>   <li>• demonstrates limited understanding of information, ideas, concepts, and themes in simple novels</li>   <li>• demonstrates limited understanding of simple relationships</li>   <li>• demonstrates limited understanding of uses and effect of elements, such as foreshadowing, narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge of forms or texts; demonstrates moderate knowledge of several reading strategies, such as rereading, skimming</li>   <li>• demonstrates moderate understanding of information, ideas, concepts, and themes in some novels</li>   <li>• demonstrates some understanding of relationships</li>   <li>• demonstrates understanding of some of the uses and effect of elements, such as foreshadowing, narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge of most forms and texts; demonstrates considerable knowledge of reading strategies, such as rereading, skimming</li>   <li>• demonstrates considerable understanding of information, ideas, concepts, and themes in most novels</li>   <li>• demonstrates considerable understanding of most relationships</li>   <li>• demonstrates considerable understanding of uses and effect of most elements, such as foreshadowing, narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of almost all forms and texts; demonstrates thorough knowledge of most reading strategies, such as rereading, skimming</li>   <li>• demonstrates thorough understanding of information, ideas, concepts, and themes in almost all novels</li>   <li>• demonstrates thorough understanding of relationships</li>   <li>• demonstrates thorough understanding of uses and effect of almost all elements, such as foreshadowing, narrative voice</li> </ul>
<p><b>Thinking/ Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li>   <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• rarely applies critical and creative thinking skills, for e.g. while responding to novels demonstrates very limited reflection, analysis, or hypothesizing</li>   <li>• rarely applies inquiry skills, for e.g. rarely formulates questions; does not analyse or interpret information or form conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally applies critical and creative thinking skills, for e.g. while responding to novels demonstrates limited reflection, analysis, or hypothesizing</li>   <li>• occasionally applies inquiry skills, for e.g. formulates simple questions; analyses or interprets information and forms conclusions in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• usually applies critical and creative thinking skills, for e.g. while responding to novels demonstrates some reflection, analysis, and hypothesizing</li>   <li>• usually applies inquiry skills, for e.g. formulates some questions; analyses and interprets information simply; forms some conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• often applies critical and creative thinking skills, for e.g. while responding to novels demonstrates reflection, analysis, and hypothesizing</li>   <li>• often applies inquiry skills, for e.g. formulates questions; analyses and interprets information and forms conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• almost always applies critical and creative thinking skills, for e.g. while responding to novels demonstrates insightful reflection, analysis, and hypothesizing</li>   <li>• almost always applies inquiry skills, for e.g. formulates insightful questions; analyses and interprets information, and forms conclusions</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• communication about novels read shows very limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about novels read shows limited clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about novels read shows some clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about novels read shows considerable clarity</li> </ul>	<ul style="list-style-type: none"> <li>• communication about novels read shows a high degree of clarity and confidence</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of reading strategies</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• rarely uses language conventions to aid comprehension</li> <li>• uses reading strategies ineffectively</li> <li>• rarely makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally uses language conventions to aid comprehension</li> <li>• uses reading strategies with limited competence</li> <li>• makes limited connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses language conventions to aid comprehension</li> <li>• uses reading strategies with moderate competence</li> <li>• occasionally makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• often uses language conventions to aid comprehension</li> <li>• uses reading strategies with considerable competence</li> <li>• often makes connections between reading and own experiences, or between texts</li> </ul>	<ul style="list-style-type: none"> <li>• almost always uses language conventions effectively</li> <li>• uses reading strategies with a high degree of competence</li> <li>• almost always makes connections between reading and own experiences, or between texts</li> </ul>

## WRITING ACHIEVEMENT CHART (NARRATIVE)

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, strategies</li> <li>• understanding of information, ideas, concepts, and themes</li> <li>• understanding of relationships among facts, ideas, and concepts</li> <li>• understanding of the uses and effect of aesthetic elements in literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited understanding of forms and conventions</li> <li>• demonstrates very limited understanding, for e.g. rarely incorporates theme</li> <li>• demonstrates very limited understanding of relationships</li> <li>• demonstrates very limited understanding of elements, for e.g. rarely uses devices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited understanding of forms and conventions</li> <li>• demonstrates limited understanding, for e.g. occasionally incorporates theme</li> <li>• demonstrates limited understanding of relationships</li> <li>• demonstrates limited understanding of elements, for e.g. uses few devices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some understanding of forms and conventions</li> <li>• demonstrates some understanding, for e.g. sometimes incorporates theme</li> <li>• demonstrates some understanding of relationships</li> <li>• demonstrates moderate understanding of elements, for e.g. uses simple devices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates moderate understanding of forms and conventions</li> <li>• demonstrates considerable understanding, for e.g. often incorporates theme</li> <li>• demonstrates considerable understanding of relationships</li> <li>• demonstrates considerable understanding of elements, for e.g. uses many devices effectively</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates high degree of understanding of forms and conventions</li> <li>• demonstrates a high degree of understanding, for e.g. almost always incorporates theme</li> <li>• demonstrates a high degree of understanding of relationships</li> <li>• demonstrates thorough understanding of elements, for e.g. uses most devices effectively and creatively</li> </ul>
<p><b>Thinking/Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited critical or creative thought</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited critical or creative thought</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some critical or creative thought</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable critical and creative thought</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a high degree of critical and creative thought all or almost all of the time</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> <li>• communication for different audiences and purposes</li> <li>• use of various forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• very limited communication of information and ideas</li> <li>• uses language with very limited appropriateness for purpose, audience, and style</li> <li>• very limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communication of information and ideas sometimes confused</li> <li>• uses language with limited appropriateness for purpose, audience, and style</li> <li>• limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• usually communicates information and ideas with clarity and coherence</li> <li>• uses language with moderate appropriateness for purpose, audience, and style</li> <li>• moderate command of form</li> </ul>	<ul style="list-style-type: none"> <li>• often communicates information and ideas with clarity and coherence</li> <li>• uses language with considerable appropriateness for purpose, audience, and style</li> <li>• considerable command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communicates information and ideas with clarity and coherence</li> <li>• uses language with a high degree of appropriateness for purpose, audience, and style</li> <li>• thorough command of form</li> </ul>

<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of writing process</li> <li>• application of technology</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions without accuracy or effectiveness</li> <li>• very limited use of writing process, for e.g. rarely creates an outline or first draft, revises, or proofreads</li> <li>• very limited use of technology, for e.g. uses word-processing software ineffectively and inappropriately</li> <li>• makes connections with very limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions with limited accuracy and effectiveness</li> <li>• limited use of writing process, for e.g. occasionally creates an outline or first draft; seldom revises or proofreads</li> <li>• limited use of technology, for e.g. uses word-processing software with limited effectiveness and appropriateness</li> <li>• makes connections with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses required language conventions with accuracy and effectiveness</li> <li>• some use of writing process, for e.g. creates a basic outline and first draft; usually revises or proofreads</li> <li>• some use of technology, for e.g. uses word-processing software, sometimes effectively and appropriately</li> <li>• makes connections with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with considerable accuracy and effectiveness</li> <li>• considerable use of writing process, for e.g. creates an outline or first draft; revises or proofreads</li> <li>• considerable use of technology, for e.g. uses word-processing software effectively and appropriately</li> <li>• makes connections with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with accuracy and effectiveness all or almost all of the time</li> <li>• use of writing process all or almost all of the time, for e.g. creates an outline and first draft; revises and proofreads carefully</li> <li>• use of technology all or almost all of the time, for e.g. uses word-processing software creatively and effectively</li> <li>• makes connections with a high degree of effectiveness</li> </ul>
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## WRITING ACHIEVEMENT CHART (EXPOSITORY)

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, and strategies</li> <li>• understanding of information, ideas, concepts, and themes</li> <li>• understanding of relationships among facts, ideas, and concepts</li> <li>• understanding of the uses and effect of aesthetic elements in informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited understanding of forms and conventions</li> <li>• demonstrates very limited understanding, for e.g. presentation of ideas lacks clarity and coherence</li> <li>• demonstrates very limited understanding of relationships</li> <li>• demonstrates very limited understanding of elements, for e.g. rarely uses headings, maps, charts, or photos</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited understanding of forms and conventions</li> <li>• demonstrates limited understanding, for e.g. presentation of ideas occasionally lacks clarity and coherence</li> <li>• demonstrates limited understanding of relationships</li> <li>• demonstrates limited understanding of elements, for e.g. uses few headings, maps, charts, or photos</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some understanding of forms and conventions</li> <li>• demonstrates some understanding, for e.g. presentation of ideas usually is clear and coherent</li> <li>• demonstrates some understanding of relationships</li> <li>• demonstrates moderate understanding of elements, for e.g. uses headings, simple maps, charts, or photos</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates moderate understanding of forms and conventions</li> <li>• demonstrates considerable understanding, for e.g. presentation of ideas is often clear and coherent</li> <li>• demonstrates considerable understanding of relationships</li> <li>• demonstrates considerable understanding of elements, for e.g. uses most elements effectively</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates high degree of understanding of forms and conventions</li> <li>• demonstrates a high degree of understanding, for e.g. presentation of ideas is almost always clear and coherent</li> <li>• demonstrates a high degree of understanding of relationships</li> <li>• demonstrates thorough understanding of elements, for e.g. uses all elements effectively and creatively</li> </ul>
<p><b>Thinking/ Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li> <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• uses very limited reflection, analysing, or hypothesizing</li> <li>• rarely formulates questions or plans research process; selects inappropriate resources; does not analyse or interpret information; does not form conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• uses limited reflection, analysing, or hypothesizing</li> <li>• formulates simple questions; selects resources; analyses or interprets information; forms conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• uses some reflection, analysing, and hypothesizing</li> <li>• formulates some questions, develops simple research plan; uses one or two resources; analyses and interprets information simply; forms some conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• uses considerable reflection, analysing, and hypothesizing</li> <li>• formulates questions and develops research plan; uses several resources; analyses and interprets information; forms conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• uses insightful reflection, analysing, and hypothesizing</li> <li>• formulates insightful questions, and develops research plan; uses a variety of resources; analyses and interprets information; forms conclusions</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> <li>• communication for different audiences and purposes</li> <li>• use of various forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• communication of information or ideas often unclear, incoherent</li> <li>• uses language with very limited appropriateness for purpose, audience, and style</li> <li>• very limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communication of information or ideas is sometimes confused</li> <li>• uses language with limited appropriateness for purpose, audience, and style</li> <li>• limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communicates information and ideas with some clarity and coherence</li> <li>• uses language with moderate appropriateness for purpose, audience, and style</li> <li>• moderate command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communicates information and ideas with clarity and coherence</li> <li>• uses language with considerable appropriateness for purpose, audience, and style</li> <li>• considerable command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communicates information and ideas with a high degree of clarity and coherence</li> <li>• uses language with a high degree of appropriateness for purpose, audience, and style</li> <li>• a high degree of command of form</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of writing process</li> <li>• application of technology</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions without accuracy or effectiveness</li> <li>• very limited use of writing process, for e.g. rarely creates an outline or first draft, revises, or proofreads</li> <li>• very limited use of technology, for e.g. uses word-processing software ineffectively and inappropriately</li> <li>• makes connections with very limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions with limited accuracy and effectiveness</li> <li>• limited use of writing process, for e.g. occasionally creates an outline or first draft; seldom revises or proofreads</li> <li>• limited use of technology, for e.g. uses word-processing software with limited effectiveness and appropriateness</li> <li>• makes connections with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses required language conventions with accuracy and effectiveness</li> <li>• some use of writing process, for e.g. creates a basic outline and first draft; usually revises or proofreads</li> <li>• some use of technology, for e.g. uses word-processing software, sometimes effectively and appropriately</li> <li>• makes connections with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with considerable accuracy and effectiveness</li> <li>• considerable use of writing process, for e.g. creates an outline or first draft; revises or proofreads</li> <li>• considerable use of technology, for e.g. uses word-processing software effectively and appropriately</li> <li>• makes connections with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with accuracy and effectiveness all or almost all of the time</li> <li>• use of writing process all or almost all of the time, for e.g. creates an outline and first draft; revises and proofreads carefully</li> <li>• use of technology all or almost all of the time, for e.g. uses word-processing software creatively and effectively</li> <li>• makes connections with a high degree of effectiveness</li> </ul>

# LANGUAGE ACHIEVEMENT CHART

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, and terminology</li> <li>• understanding of information, ideas, concepts, and themes</li> <li>• understanding of relationships among facts, ideas, concepts, and themes</li> <li>• understanding of the uses and effect of aesthetic elements in texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited knowledge of oral forms, (such as speech, debate) conventions, (such as parts of speech, subject-verb agreement) and terminology, (such as pitch, figurative language)</li> <li>• demonstrates very limited understanding of information, ideas, concepts, and themes</li> <li>• demonstrates very limited understanding of relationships</li> <li>• demonstrates very limited understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge of oral forms, (such as speech, debate) conventions, (such as parts of speech, subject-verb agreement) and terminology (such as pitch, figurative language)</li> <li>• demonstrates limited understanding of information, ideas, concepts, and themes</li> <li>• demonstrates limited understanding of relationships</li> <li>• demonstrates limited understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge of oral forms, (such as speech, debate) conventions, (such as parts of speech, subject-verb agreement) and terminology (such as pitch, figurative language)</li> <li>• demonstrates some understanding of information, ideas, concepts, and themes</li> <li>• demonstrates some understanding of relationships</li> <li>• demonstrates some understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge of oral forms, (such as speech, debate) conventions, (such as parts of speech, subject-verb agreement) and terminology (such as pitch, figurative language)</li> <li>• demonstrates considerable understanding of information, ideas, concepts, and themes</li> <li>• demonstrates considerable understanding of relationships</li> <li>• demonstrates considerable understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates knowledge of oral forms, (such as speech, debate) conventions, (such as parts of speech, subject-verb agreement) and terminology (such as pitch, figurative language) all or almost all of the time</li> <li>• demonstrates thorough understanding of information, ideas, concepts, and themes</li> <li>• demonstrates thorough understanding of relationships</li> <li>• demonstrates thorough understanding of uses and effect of elements</li> </ul>
<p><b>Thinking/Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li> <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• rarely demonstrates critical or creative thinking skills in language use</li> <li>• rarely applies inquiry skills, for e.g. when forming questions, analysing or interpreting information</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited critical or creative thinking skills in language use</li> <li>• occasionally applies inquiry skills, for e.g. when forming questions; analysing or interpreting information</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some critical or creative thinking skills in language use</li> <li>• usually applies inquiry skills, for e.g. when forming questions; analysing or interpreting information</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates critical or creative thinking skills in language use</li> <li>• often applies inquiry skills, for e.g. when forming questions; analysing or interpreting information</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates insightful critical or creative thinking skills in language use</li> <li>• almost always applies inquiry skills, for e.g. when forming questions; analysing or interpreting information</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> <li>• communication for different audiences and purposes</li> <li>• use of various forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• rarely communicates information or ideas; no organization of thoughts</li> <li>• audience and purpose are unclear; language and style inappropriate for intended audience and purpose</li> <li>• very limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communication of information or ideas is confused; limited organization</li> <li>• audience and purpose are sometimes clear; language and style seldom appropriate for intended audience and purpose</li> <li>• limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes communicates information and ideas clearly and coherently; somewhat organized</li> <li>• audience and purpose are usually clear; language and style sometimes appropriate</li> <li>• moderate command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communicates information and ideas clearly and coherently; usually organized logically</li> <li>• audience and purpose are often clear; language and style often appropriate</li> <li>• considerable command of form</li> </ul>	<ul style="list-style-type: none"> <li>• all or almost all of the time communicates information and ideas clearly and coherently; almost always logically organized</li> <li>• audience and purpose are almost always clear and well-chosen; language and style almost always appropriate and well-chosen</li> <li>• thorough command of form</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of oral communication techniques</li> <li>• application of technology</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions without accuracy or effectiveness</li> <li>• uses techniques, such as making eye contact with speaker, or repetition, ineffectively and inappropriately</li> <li>• rarely uses technology, such as tape recorders, or spell checking programs, effectively or appropriately</li> <li>• makes connections with very limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses language conventions with limited accuracy and effectiveness</li> <li>• occasionally uses techniques, such as making eye contact with speaker, or repetition, with limited effectiveness or appropriateness</li> <li>• occasionally uses technology, such as tape recorders, or spell checking programs, effectively and appropriately</li> <li>• makes connections with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses required language conventions with accuracy and effectiveness</li> <li>• sometimes uses techniques, such as making eye contact with speaker, or repetition, effectively or appropriately</li> <li>• sometimes uses technology, such as tape recorders, or spell checking programs, effectively and appropriately</li> <li>• makes connections with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with considerable accuracy and effectiveness</li> <li>• often uses techniques, such as repetition, effectively or appropriately</li> <li>• often uses technology, such as tape recorders, or spell checking programs, effectively and appropriately</li> <li>• makes connections with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• uses required language conventions with accuracy and effectiveness all or almost all of the time</li> <li>• almost always uses techniques, such as repetition, effectively, appropriately, and creatively</li> <li>• almost always uses technology, such as tape recorders, or spell checking programs, creatively and effectively</li> <li>• makes connections with a high degree of effectiveness</li> </ul>

## MEDIA STUDIES ACHIEVEMENT CHART

Categories	30-49% Below L 1	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>• knowledge of forms, texts, conventions, terminology, and strategies</li> <li>• understanding of information, ideas, concepts, and themes</li> <li>• understanding of relationships among facts, ideas, concepts, and themes</li> <li>• understanding of the uses and effect of aesthetic elements in texts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited knowledge of forms, conventions, terminology, or strategies</li> <li>• demonstrates very limited understanding of information, ideas, concepts, and themes in visual or media texts</li> <li>• demonstrates very limited understanding of relationships</li> <li>• demonstrates very limited understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge of forms, conventions, terminology, or strategies</li> <li>• demonstrates limited understanding of information, ideas, concepts, or themes in visual and media texts</li> <li>• demonstrates limited understanding of relationships</li> <li>• demonstrates limited understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some knowledge of forms, conventions, terminology, or strategies</li> <li>• demonstrates some understanding of information, ideas, concepts, and themes in visual and media texts</li> <li>• demonstrates some understanding of relationships</li> <li>• demonstrates some understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates considerable knowledge of forms, conventions, terminology, or strategies</li> <li>• demonstrates considerable understanding of information, ideas, concepts, and themes in visual and media texts</li> <li>• demonstrates considerable understanding of relationships</li> <li>• demonstrates considerable understanding of uses and effect of elements</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates thorough knowledge of forms, conventions, terminology, or strategies all or almost all of the time</li> <li>• demonstrates thorough understanding of information, ideas, concepts, and themes in visual and media texts all or almost all of the time</li> <li>• demonstrates thorough understanding of relationships</li> <li>• demonstrates thorough understanding of uses and effect of elements</li> </ul>
<p><b>Thinking/ Inquiry</b></p> <ul style="list-style-type: none"> <li>• critical and creative thinking skills</li> <li>• inquiry skills</li> </ul>	<ul style="list-style-type: none"> <li>• rarely demonstrates critical or creative thinking skills, for e.g. rarely demonstrates creative thought in production</li> <li>• rarely demonstrates inquiry skills, for e.g. rarely analyses sitcoms</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally demonstrates critical or creative thinking skills, for e.g. occasionally demonstrates some creative thought in production</li> <li>• occasionally demonstrates inquiry skills, for e.g. occasionally analyses sitcoms</li> </ul>	<ul style="list-style-type: none"> <li>• usually demonstrates some critical or creative thinking skills, for e.g. usually demonstrates creative thought in production</li> <li>• usually demonstrates inquiry skills, for e.g. usually analyses sitcoms</li> </ul>	<ul style="list-style-type: none"> <li>• often demonstrates some critical or creative thinking skills, for e.g. often demonstrates creative thought in production</li> <li>• often demonstrates inquiry skills, for e.g. often analyses sitcoms</li> </ul>	<ul style="list-style-type: none"> <li>• almost always demonstrates critical or creative thinking skills, for e.g. almost always demonstrates creative thought in production</li> <li>• almost always demonstrates inquiry skills, for e.g. almost always analyses sitcoms</li> </ul>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• communication of information and ideas</li> <li>• communication for different audiences and purposes</li> <li>• use of various forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• rarely communicates information or ideas; poor organization of thoughts</li> <li>• audience and purpose are unclear; language and style inappropriate for intended audience and purpose</li> <li>• very limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• communication of information or ideas is sometimes confused; limited organization</li> <li>• audience and purpose are sometimes clear; language and style seldom appropriate for intended audience and purpose</li> <li>• limited command of form</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes communicates information and ideas clearly and coherently; somewhat organized</li> <li>• audience and purpose are usually clear; language and style sometimes appropriate</li> <li>• moderate command of form</li> </ul>	<ul style="list-style-type: none"> <li>• usually communicates information and ideas clearly and coherently; usually organized logically</li> <li>• audience and purpose are often clear; language and style often appropriate</li> <li>• considerable command of form</li> </ul>	<ul style="list-style-type: none"> <li>• consistently communicates information and ideas clearly and coherently; almost always logically organized</li> <li>• audience and purpose are almost always clear and well-chosen; language and style almost always appropriate and well-chosen</li> <li>• thorough command of form</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of language conventions</li> <li>• application of media conventions and techniques</li> <li>• application of technology</li> <li>• making connections</li> </ul>	<ul style="list-style-type: none"> <li>• rarely applies language conventions, for e.g. in the editing of a teleplay</li> <li>• uses conventions, such as the use of pull quotes in magazine articles, and techniques, such as sound effects, ineffectively and inappropriately</li> <li>• rarely uses technology, such as video camera, effectively or appropriately</li> <li>• makes connections with very limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally applies language conventions, for e.g. in the editing of a teleplay</li> <li>• occasionally uses conventions, such as the use of pull quotes in magazine articles, and techniques, such as sound effects, with limited effectiveness or appropriateness</li> <li>• occasionally uses technology, such as video camera, effectively and appropriately</li> <li>• makes connections with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• sometimes applies language conventions, for e.g. in the editing of a teleplay</li> <li>• sometimes uses conventions, such as the use of pull quotes in magazine articles, and techniques, such as sound effects, effectively or appropriately</li> <li>• sometimes uses technology, such as video camera, effectively and appropriately</li> <li>• makes connections with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• often applies language conventions, for e.g. in the editing of a teleplay</li> <li>• often uses conventions, such as the use of pull quotes in magazine articles, and techniques, such as sound effects, effectively or appropriately</li> <li>• often uses technology, such as video camera, effectively and appropriately</li> <li>• makes connections with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• almost always applies language conventions, for e.g. in the editing of a teleplay</li> <li>• almost always uses conventions, such as the use of pull quotes in magazine articles, and techniques, such as sound effects, effectively, appropriately, and creatively</li> <li>• almost always uses technology, such as video camera, creatively and effectively</li> <li>• makes connections with a high degree of effectiveness</li> </ul>