

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates <i>limited</i> knowledge of content	– demonstrates <i>some</i> knowledge of content	– demonstrates <i>considerable</i> knowledge of content	– demonstrates <i>thorough</i> knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates <i>limited</i> understanding of content	– demonstrates <i>some</i> understanding of content	– demonstrates <i>considerable</i> understanding of content	– demonstrates <i>thorough</i> understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with <i>limited</i> effectiveness	– uses planning skills with <i>some</i> effectiveness	– uses planning skills with <i>considerable</i> effectiveness	– uses planning skills with a <i>high degree</i> of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with <i>limited</i> effectiveness	– uses processing skills with <i>some</i> effectiveness	– uses processing skills with <i>considerable</i> effectiveness	– uses processing skills with a <i>high degree</i> of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with <i>limited</i> effectiveness	– uses critical/creative thinking processes with <i>some</i> effectiveness	– uses critical/creative thinking processes with <i>considerable</i> effectiveness	– uses critical/creative thinking processes with a <i>high degree</i> of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms	– expresses and organizes ideas and information with <i>limited</i> effectiveness	– expresses and organizes ideas and information with <i>some</i> effectiveness	– expresses and organizes ideas and information with <i>considerable</i> effectiveness	– expresses and organizes ideas and information with a <i>high degree</i> of effectiveness

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Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, written, and visual forms	– communicates for different audiences and purposes with <i>limited</i> effectiveness	– communicates for different audiences and purposes with <i>some</i> effectiveness	– communicates for different audiences and purposes with <i>considerable</i> effectiveness	– communicates for different audiences and purposes with a <i>high degree</i> of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	– uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with <i>limited</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>some</i> effectiveness	– applies knowledge and skills in familiar contexts with <i>considerable</i> effectiveness	– applies knowledge and skills in familiar contexts with a <i>high degree</i> of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with <i>limited</i> effectiveness	– transfers knowledge and skills to new contexts with <i>some</i> effectiveness	– transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness	– transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with <i>limited</i> effectiveness	– makes connections within and between various contexts with <i>some</i> effectiveness	– makes connections within and between various contexts with <i>considerable</i> effectiveness	– makes connections within and between various contexts with a <i>high degree</i> of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.