Knowledge/Understanding, Thinking, Communication and Application
(From The Ontario Curriculum for Language)

THE ACHIEVEMENT CHART FOR LANGUAGE

The achievement chart that follows identifies four categories of knowledge and skills in language. 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 is designed to:
• provide a framework that encompasses all curriculum expectations for all grades and subjects represented in this document;
• guide the development of assessment tasks and tools (including rubrics);
• help teachers to plan instruction for learning;
• assist teachers in providing meaningful feedback to students;
• provide various categories and criteria with which to assess and evaluate student learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given grade are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. 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.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Criteria

Within each category in the achievement chart, criteria are provided, which are subsets of the knowledge and skills that define each category. The criteria for each category are listed below:
Knowledge and Understanding

- knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)
- understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)

Thinking

- use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)
- use of processing skills (e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)
- use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)

Communication

- expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms
- communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms
- use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms

Application

- application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts
- transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts
- making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)

Levels 1-4 - Samples

ACHIEVEMENT CHART - LANGUAGE, GRADES 1-8

Categories:
1. Knowledge and Understanding - Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)
   The student:
   Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening; elements of style; terminology; conventions)
   - Level 1: demonstrates limited knowledge of content
   - Level 2: demonstrates some knowledge of content
   - Level 3: demonstrates considerable knowledge of content
   - Level 4: demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)

- Level 1: demonstrates limited understanding of content
- Level 2: demonstrates some understanding of content
- Level 3: demonstrates considerable understanding of content
- Level 4: demonstrates thorough understanding of content

2. Thinking - The use of critical and creative thinking skills and/or processes

The student:

Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)

- Level 1: uses planning skills with limited effectiveness
- Level 2: uses planning skills with some effectiveness
- Level 3: uses planning skills with considerable effectiveness
- Level 4: uses planning skills with a high degree of effectiveness

Use of processing skills (e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)

- Level 1: uses processing skills with limited effectiveness
- Level 2: uses processing skills with some effectiveness
- Level 3: uses processing skills with considerable effectiveness
- Level 4: uses processing skills with a high degree of effectiveness

Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, metacognition, invention)

- Level 1: uses critical/creative thinking processes with limited effectiveness
- Level 2: uses critical/creative thinking processes with some effectiveness
- Level 3: uses critical/creative thinking processes with considerable effectiveness
- Level 4: uses critical/creative thinking processes with a high degree of effectiveness

3. Communication - The conveying of meaning through various forms

The student:

Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms

- Level 1: expresses and organizes ideas and information with limited effectiveness
- Level 2: expresses and organizes ideas and information with some effectiveness
- Level 3: expresses and organizes ideas and information with considerable effectiveness
- Level 4: expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone) in oral, visual, and written forms, including media forms

- Level 1: communicates for different audiences and purposes with limited effectiveness
- Level 2: communicates for different audiences and purposes with some effectiveness
- Level 3: communicates for different audiences and purposes with considerable effectiveness
- Level 4: communicates for different audiences and purposes with a high degree of effectiveness

Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms

- Level 1: uses conventions, vocabulary, and terminology of the discipline with limited effectiveness
- Level 2: uses conventions, vocabulary, and terminology of the discipline with some effectiveness
- Level 3: uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness
- Level 4: uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

4. Application - The use of knowledge and skills to make connections within and between various contexts

The student:

Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts

- Level 1: applies knowledge and skills in familiar contexts with limited effectiveness
- Level 2: applies knowledge and skills in familiar contexts with some effectiveness
- Level 3: applies knowledge and skills in familiar contexts with considerable effectiveness
- Level 4: applies knowledge and skills in familiar contexts with a high degree of effectiveness

Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts

- Level 1: transfers knowledge and skills to new contexts with limited effectiveness
- Level 2: transfers knowledge and skills to new contexts with some effectiveness
- Level 3: transfers knowledge and skills to new contexts with considerable effectiveness
- Level 4: transfers knowledge and skills to new contexts with a high degree of effectiveness
Making **connections** within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)

- **Level 1:** makes connections within and between various contexts with limited effectiveness
- **Level 2:** makes connections within and between various contexts with some effectiveness
- **Level 3:** makes connections within and between various contexts with considerable effectiveness
- **Level 4:** makes connections within and between various contexts with a high degree of effectiveness