

# Achievement Chart

Subject: English	Strand: WORK PROCESS – (WRITING)	Grade: 12	Student:	Level: College	Date: January 2014
Task: WORK PROCESS – RESEARCH PAPER					
Overall Expectations:			Comments (Strengths, Areas for Improvement, Next Steps):		

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> (KU1) Knowledge of content: Completes outlines Completes homework before class Prints assignments prior to coming to class  (KU2) Understanding of content: Understands required behaviour expectations	<b>The student:</b> – demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
<b>Thinking</b> (T1) Use of planning skills: Brings all required material in class and is ready to work Is ready to work at the beginning of class. Manages his/her time efficiently  (T2) Use of processing skills: Self-analyses his or her behaviour to ensure he or she is using habits that keep the student on task at all times  (T3) Use of critical/creative thinking processes: Avoids being distracted by others. Finds ways to not distract others.	<b>The student:</b> – uses planning skills with limited effectiveness  – uses processing skills with limited effectiveness  – uses critical/creative thinking processes with limited effectiveness	– uses planning skills with some effectiveness  – uses processing skills with some effectiveness  – uses critical/creative thinking processes with some effectiveness	– uses planning skills with considerable effectiveness  – uses processing skills with considerable effectiveness  – uses critical/creative thinking processes with considerable effectiveness	– uses planning skills with a high degree of effectiveness  – uses processing skills with a high degree of effectiveness  – uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> (C1) Expression and organization of ideas and information in oral, visual, and written forms, including media forms: Asks questions to clarify and understand  (C2) Communication for different audiences and purposes in oral, visual, and written forms, including media forms: Doesn't stray from the task by communicating with others When necessary, communicates with teacher in an appropriate manners (at desk, lower volume, respectful manner)  (C3) Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms: Evaluates his or her peer using appropriate language and constructive criticism Does not communicate information that will hinder his or her peer	<b>The student:</b> – 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	– 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	– 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	– 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
<b>Application</b> (A1) Application of knowledge and skills in familiar contexts: Applies steps and structure required for Research Paper (brainstorm, outline, peer evaluation)  (A2) Transfer of knowledge and skills to new contexts: Participates in conferences Makes appropriate revisions after conference  (A3) Making connections within and between various contexts: Is present in class, always. Comes to class on time. Makes arrangements with teacher if he/she has to be absent.	<b>The student:</b> – 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	– 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	– applies knowledge and skills in familiar contexts with considerable effectiveness  – transfers knowledge and skills to new contexts with considerable effectiveness  – makes connections within and between various contexts with considerable effectiveness	– 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

**Achievement Chart**