What is the *Achievement Chart*?

This chart, which is provided to all schools in Ontario by the Ministry of Education, provides teachers with a standard guide to use when they plan, assess and evaluate your child's work. It describes what performance at each level of achievement looks like in any given subject or course. It also describes the types of learning (knowledge and skills) that students must demonstrate in that subject.

There are four categories of knowledge and skills that are used to assess your child's learning. These categories allow teachers to communicate clearly and consistently with you about your child's strengths and weaknesses, so that areas for improvement are clear.

By taking a look at the categories and descriptions below and by viewing some sample *Achievement Charts*, you will get a better understanding of how your child's learning is assessed by teachers.

You will be able see how the teacher has determined your child's strengths and weaknesses in the *comment* section of the Report Card. And, you will get a specific understanding of what you can do to help your child improve understanding, thinking, communication and application skills.

Achievement Chart Categories and Descriptions

Category of Knowledge and Skills	Description
Knowledge and Understanding	Subject specific content acquired in each grade, and the comprehension of its meaning and significance (understanding): • Knowledge of course content (e.g., facts, terms, concepts) • Understanding of course content
Thinking	The use of critical and creative thinking skills and/or processes: • Use of planning skills (e.g., formulating questions, focusing research, organizing a project) • Use of processing skills (e.g., analyzing, evaluating, inferring, interpreting, forming conclusions) • Use of critical/creative thinking processes (e.g.,

	problem solving, reflection, elaboration)
Communication	The conveying of meaning through various forms: • Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual and written forms • Communication for different audiences (e.g., to inform, to persuade) in oral, visual and written form • Use of convention, vocabulary and terminology of the discipline in oral, visual and written forms
Application	The use of knowledge and skills to make connections within and between various contexts: • Application of knowledge and skills in familiar contexts • Transfer of knowledge and skills to new contexts • Making connections within and between various contexts