The Achievement Chart for the OSSLC

The achievement chart that follows identifies four categories of knowledge and skills in reading and writing – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in the course. For each of the category statements in the left-hand column, the levels of student achievement are described. As noted earlier (pp. 10 and 11), the levels and their percentage grade ranges differ from those in the achievement charts for other courses.

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations.

Achievement Chart – Ontario Secondary School Literacy Course, Grade 12

Categories	Approaching the Required Level of Literacy 0–49%	Achieving the Required Level of Literacy 50–64%	Exceeding the Required Level of Literacy 65–79%	Significantly Exceeding the Required Level of Literacy 80–100%
Knowledge/ Understanding	The student:			
– knowledge of forms of texts (e.g., of various forms of informational, narrative, and graphic texts)	– demonstrates limited knowledge of forms	– demonstrates adequate knowledge of forms	– demonstrates considerable knowledge of forms	– demonstrates thorough knowledge of forms
– understanding of texts read (e.g., understanding of directly stated and indirectly stated information and ideas; understanding of relationships between ideas; understanding of concepts and themes)	– demonstrates limited understanding of texts read	– demonstrates a reasonable understanding of texts read	– demonstrates considerable understanding of texts read	– demonstrates thorough and insightful understanding of texts read
– knowledge of strategies, processes, and conventions (e.g., reading strategies; the writing process; conventions of grammar, usage, and spelling)	– demonstrates limited knowledge of strategies, processes, and conventions	– demonstrates adequate knowledge of strategies, processes, and conventions	– demonstrates considerable knowledge of strategies, processes, and conventions	– demonstrates thorough knowledge of strategies, processes, and conventions
– understanding of the importance of reading and writing skills (e.g., for learning in all subjects; in the workplace)	– demonstrates limited understanding of the importance of literacy skills	– demonstrates a reasonable understanding of the importance of literacy skills	– demonstrates considerable understanding of the importance of literacy skills	– demonstrates thorough understanding of the importance of literacy skills
Thinking/Inquiry	The student:			
– critical and creative thinking skills (e.g., *in reading*: making inferences, connecting ideas, integrating personal knowledge to extend meaning; *in writing*: developing ideas; selecting, evaluating, and organizing information; explaining; forming conclusions)	– demonstrates limited competence in using critical and creative thinking skills	– demonstrates moderate competence in using critical and creative thinking skills	– demonstrates considerable competence in using critical and creative thinking skills	– demonstrates a high degree of competence in using critical and creative thinking skills
– self-assessment skills (e.g., setting goals for improving reading and writing skills; reflecting on and assessing progress)	– demonstrates limited competence in using self-assessment skills	– demonstrates moderate competence in using self-assessment skills	– demonstrates considerable competence in using self-assessment skills	– demonstrates a high degree of competence in using self-assessment skills

Categories	Approaching the Required Level of Literacy 0–49%	Achieving the Required Level of Literacy 50–64%	Exceeding the Required Level of Literacy 65–79%	Significantly Exceeding the Required Level of Literacy 80–100%
Communication	The student:			
– communication of ideas and information (e.g., in reading responses; in writing pieces)	– communicates ideas and information with limited clarity	– communicates ideas and information with moderate clarity	– communicates ideas and information with considerable clarity	– communicates ideas and information with a high degree of clarity
– communication for different audiences and purposes (e.g., choice of tone and language)	– communicates ideas and information for different audiences and purposes with limited appropriateness	– communicates ideas and information for different audiences and purposes with moderate appropriateness and effectiveness	– communicates ideas and information for different audiences and purposes appropriately and effectively	– communicates ideas and information for different audiences and purposes appropriately and with a high degree of effectiveness
– use of various forms of communication (e.g., summaries, information paragraphs, opinion pieces, news reports)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	The student:			
– application of required language conventions (e.g., grammar, usage, spelling, punctuation)	– uses the required language conventions with limited accuracy and effectiveness	– uses the required language conventions with a moderate degree of accuracy and effectiveness	– uses the required language conventions with considerable accuracy and effectiveness	– uses the required language conventions with a high degree of accuracy and effectiveness
– application of reading strategies (e.g., skimming, scanning, using cues from context)	– uses reading strategies with limited competence	– uses reading strategies with moderate competence	– uses reading strategies with considerable competence	– uses reading strategies with a high degree of competence
– application of the writing process (e.g., development and organization of ideas; revision)	– uses the writing process with limited competence	– uses the writing process with moderate competence	– uses the writing process with considerable competence	– uses the writing process with a high degree of competence
– application of literacy skills in new contexts (e.g., reading a new text; writing about a previously unfamiliar topic)	– uses literacy skills in new contexts with limited effectiveness	– uses literacy skills in new contexts with moderate effectiveness	– uses literacy skills in new contexts with considerable effectiveness	– uses literacy skills in new contexts with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of the course will not obtain a credit for the course and will not have met the literacy requirement for graduation.