

ACHIEVEMENT CHART: MATHEMATICS, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content <i>(e.g., facts, terms, procedural skills, use of tools)</i>	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of mathematical concepts	demonstrates limited understanding of concepts	demonstrates some understanding of concepts	demonstrates considerable understanding of concepts	demonstrates thorough understanding of concepts
Thinking – The use of critical and creative thinking skills and/or processes*				
	The student:			
Use of planning skills – understanding the problem <i>(e.g., formulating and interpreting the problem, making conjectures)</i> – making a plan for solving the problem	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills – carrying out a plan <i>(e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions)</i> – looking back at the solution <i>(e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)</i>	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes <i>(e.g., problem solving, inquiry)</i>	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

* The processing skills and critical/creative thinking processes in the Thinking category include some but not all aspects of the mathematical processes described on pages 17–22 of this document. Some aspects of the mathematical processes relate to the other categories of the achievement chart.

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and mathematical thinking (e.g., clarity of expression, logical organization), using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials)	expresses and organizes mathematical thinking with limited effectiveness	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with considerable effectiveness	expresses and organizes mathematical thinking with a high degree of effectiveness
Communication for different audiences and purposes (e.g., peers, teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline (e.g., terms, symbols) in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

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