

Our Shared Belief

*We believe that we are called to use
fair, equitable, and transparent assessment and evaluation practices,
informed by our Christ-centered approach to professional judgment,
to create hope, engagement, and growth for all to realize their full potential.*

MYP - Assessment, Evaluation, and Reporting Policy

The St. James Catholic Global Learning Centre assessment, evaluation and reporting policy contains guidelines which inform our assessment practices. The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and current challenges in their achievement of curriculum expectations in each subject. This information serves to guide teachers in adapting curriculum and instructional approaches to students' needs and assessing the overall effectiveness of programs and classroom practices. Descriptive feedback provided through assessment enables students to improve their work and achievement in subsequent tasks. In a Catholic context, this means that our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential and optimizing their achievement. This policy includes beliefs and actions of teachers and students, which ensure the fairest, most accurate assessment.

At St. James Catholic Global Learning Centre, the primary purpose of assessment and evaluation is to improve student learning.

Assessment

What is assessment?

Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course.

A balanced assessment program includes a variety of assessment tools. Not all learners learn in the same manner and a multi-modal approach to assessment is key to optimizing learning success for all students. Planning for assessment is an essential part of instruction. Collection of data throughout the learning process allows responsive teaching and thus improvement of student learning.

Assessment in the MYP is formulated based on the guiding principles of both the Ministry of Ontario and the International Baccalaureate. These aims are:

The Seven Fundamental Principles (Ministry)

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(Growing Success 2010, p. 6)

Assessment in the IB-MYP

Aims outlined by the IB are linked directly to the teaching and learning of assessment strategies at St. James CGLC. The guidance outlines that best practice include:

- support and encourage student learning by providing feedback on the learning process;
- inform, enhance and improve the teaching process;
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments;
- promote positive student attitudes towards learning;
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts;
- promote the development of critical- and creative-thinking skills;
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts;
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

(Principles into Practice 2017, p. 79)

Assessment Categories

Assessment for, as, and of learning are all a parts of effective assessment practice. The definitions, descriptions, and purposes of assessment **for**, **as**, and **of** learning are outlined in the table below.

The purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p>Assessment for Learning: “Assessment <i>for</i> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p.2)</p>	<p>Diagnostic Assessment: - occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences</p>	<p>The information gathered: - is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals</p>
<p>Assessment as Learning: “Assessment <i>as</i> learning focuses on the explicit fostering of students’ capacity over time to be best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)</p>	<p>Formative Assessment: - occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practicing skills</p>	<p>The information gathered: - is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs</p>
	<p>Formative Assessment: - occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher</p>	<p>The information gathered: - is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning</p>
<p>Assessment of Learning: “Assessment <i>of</i> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)</p>	<p>Summative Assessment: - occurs at or near the end of a period of learning, and may be used to inform further instruction</p>	<p>The information gathered: - is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers and others</p>

(*Growing Success 2010*, p. 33-34)

Providing students with clear learning goals, a Statement of Inquiry with clear factual, conceptual, and debatable questions, task specific success criteria, and descriptive feedback are essential elements to ensure effective assessment practice.

- Statement of Inquiry (SOI) developed from components of the MYP philosophy and requirements, establishes the purpose of the unit. As the inquiry statement shapes the unit, inquiry questions (factual, conceptual, debatable) help probe the concepts included in the (SOI), contextualizing the learning, and guiding students through clear learning goals.
- Task Expectations/Success Criteria are co-constructed with students to determine what skills and understandings are necessary for achievement of the learning goals. What is it we expect students to learn? How will we know they have learned it? Answers/direction from these questions come from the objectives and specific strands outlined per subject area and selected by the teacher. These strands can read as general which is why students and teachers work together to dissect how the objective strand applies to the task, and what performance at each level looks like. *See Appendix A & B for examples.*

Timely, individualized, descriptive feedback is provided for students to help determine personalized goals and next steps and bridge the gap between understanding and attainment of learning goals. Ongoing descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. According to Davies (2007, p. 2), descriptive feedback “enables the learner to adjust what he or she is doing in order to improve.”

Self-evaluation and peer-evaluation based on success criteria are also encouraged to help students actively participate in and reflect on their learning.

At St. James Catholic Global Learning Centre we are committed to:

- using a variety of assessment tools to gather information about student learning throughout the period of instruction that are appropriate for all diverse learners;
- being responsive teachers by using assessment to inform instruction;
- sharing learning goals - explaining learning objectives so students may know what is expected and can more readily hit the intended target (post guiding question and/or goals and explain how it will be presented and assessed);
- co-creating success criteria – students and teachers will collaborate and create success criteria – What do I need to do to be successful?;
- providing individualized descriptive feedback to assist students in setting goals and achieving success.

Meeting the Needs of All Students

Our practices allow for the inclusion of students with special needs. Teachers are encouraged to use differentiated instruction as a regular practice. All students are given a variety of opportunities to learn in ways that support their strengths and learning styles, and allow them to demonstrate their understanding. In planning for inclusion, teachers differentiate content, process, and product to ensure that all students can succeed.

For students with special education needs, assessment and evaluation are key components of programming, as the Education Act makes clear: “Special education program’ means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil” (Education Act, S.1(1)).

A student’s Individual Education Plan (IEP) describes his or her educational program and any accommodations that may be required. The IEP specifies whether the student requires:

- accommodations only; or
 - *Accommodated* - student is working at grade level, and benefits from changes in teaching, classroom/school environment, assessment methods
- modified learning expectations, with the possibility of accommodations; or
 - *Modified* – student is working outside their grade level curriculum expectations or at grade level with changes in the number and/or complexity of expectations
- an alternative program, not derived from the curriculum expectations for a subject/grade or a course
 - *Alternative* - Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations

Existence of an Individual Education Plan is indicated on report cards for students who are on modified or accommodated programs. For a student with special education needs who requires modified or alternative expectations, assessment and evaluation of his or her achievement will be based on the modified curriculum expectations or alternative expectations outlined in the student’s Individual Education Plan (IEP). For a student with special education needs who requires accommodations, as described in his or her IEP, assessment and evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels outlined in the curriculum documents.

(Growing Success 2010, p. 70-71).

English Language Learners:

When curriculum expectations are modified in order to meet the language-learning needs of English Language Learners (often referred to as ELLs), assessment and evaluation will be based on use of professional judgement as guided by STEP: Steps to English Proficiency: A Guide for Users document. Students working on a modified ELL program will be noted on the Elementary Progress Report Cards and

the Elementary Provincial Report Cards. Parents are informed as to which "Step" their child is assessed under and how their development progresses.

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early steps of learning English or those who have had limited prior schooling.

(Growing Success 2010, p. 76)

At St. James Catholic Global Learning Centre we are committed to:

- offering a variety of instructional strategies;
- offering multiple opportunities for students to demonstrate understanding;
- providing variety and student-choice in opportunities to demonstrate understanding;
- participating in the development and implementation of IEPs for students with special needs;
- providing the necessary supports for our ELLs.

Reporting on Student Progress

There are three reporting points throughout the school year. Early November provides information on initial student progress. Early February marks the end of Term 1, and late June signifies the end of the year and Term 2.

What is evaluation?

Evaluation *is the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.*

How are students evaluated?

Each discipline guide in the MYP outlines four objectives which are used to assess student understanding. The specific criteria noted within each objective are carefully considered and selected based on connectivity to task. Further information as to how the criteria relates to the specific task, and what students are expected to demonstrate, is co-created and outlined in the task expectation section of the rubric. During this time, command terms (an outline of the learning objectives and assessment criteria in each MYP subject group) found in the rubric are specifically named and reviewed for meaning and context. Students may use the glossary of command terms found in their agendas to support this. The goal is to ensure that each student has a comprehensive understanding of what is expected to achieve a high standard on a task.

Within the four objectives, each strand will be assessed a minimum of two times per year. Descriptive feedback will be included on assessment tasks to promote further growth in student learning and understanding. This may appear in the form of written feedback, or through, conferencing.

As per IB standards, students are assessed on an eight-point scale per objective category. Achievement is then transferred to an active document which tracks student development in each area. This is later used to determine a final grade per objective, and per discipline.

Below is a sample of the tracking assessment document used for all subjects.

Subject:																													
Y. 3. Sciences		Criterion A: Knowing & Understanding							Criterion B: Inquiring & Designing					Criterion C: Processing & Evaluating						Criterion D: Reflecting on the Impacts									
Student Name:		Building a Maze	Water Cycle Bracelets	Fluids Test	Temp & Viscosity Relationship	Onion Lab	3-D Cell Model	FINAL CRITERION A LEVEL	Building a Maze	3-D Model	Water Filter & Clean Water	Amusement Park Ride	FINAL CRITERION B LEVEL	Building a Maze	Onion Lab	3-D Cell Model	Amusement Park Ride	Water Systems Infographic	FINAL CRITERION C LEVEL	Fluids Test	Onion Lab	3-D Cell Model	Maze Reflection	Water Systems Infographic	FINAL CRITERION D LEVEL				
Student A		4	5	5	6	5	4	5	6	7	6	6	6	4	3	4	4	5	4	6	4	5	4	7	5				
Student B																													

Determining a Report Card Grade

Educators will take various considerations into account before determining a grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, student products, and demonstrations, as documented in the assessment tracking document. Professional judgment will assist in first determining a final grade per objective. The sum of the four objectives is calculated to identify a final grade out of 32. This total is then converted using the Table of Equivalence (see below), as agreed upon with IBSO partner schools. St. James CGLC is also a Ministry of Ontario school, therefore the grade out of 32 is also converted to a Ministry Level 1 – 4.

IB-ONTARIO Table of Equivalence

IB Criterion Score (out of 32)	IB Grade	Ontario Percentage Grade	Ontario Letter Grade
32	7+	100%	A+
31	7	99%	A+
28 – 30	7-	98%	A+
27	6+	97%	A+
26	6	95%	A+
23 - 25	6-	92%	A
22	5+	88%	A

21	5	85%	A
19 – 20	5-	82%	A-
18	4+	78%	B+
17	4	75%	B
15 - 16	4-	72%	B-
14	3+	68%	C+
12 - 13	3	65%	C
10 – 11	3-	62%	C-
9	2+	58%	D+
8	2	55%	D
6 - 7	2-	52%	D-
4 - 5	1+	48%	R
2 - 3	1	45%	R
0 - 1	1-	42%	R

Once a grade is determined, educators compose a description of the learning and student work that led to the evaluation. Comments in each subject box on the report card contain the Statement of Inquiry in their current unit of study, in addition to, personal comments reflecting how the student has performed with respect to the ministry expectations. Following each comment is an example of a task indicating how the student has demonstrated his/her learning, and next steps, providing feedback on how the student can further develop his/her skill. The Projected IB Grade (January), or Final IB Grade (June) is noted after the comment section.

The school team benefits from leadership by the principal ensuring that there is a common understanding among all staff about the process for determining the final grade. Collaborative practices are followed to confirm consistency of expectations and grading practices across disciplines, years, and staffing. This also ensures that the International Baccalaureate, ministry policies and board guidelines are all adhered to.

Learning Skills Work Habits

The six learning skills – **Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation** – are not included when determining a student’s grade, unless cited as a specific expectation of the Ontario curriculum. These skills are evaluated separately on the provincial report card under the Learning Skills section, using a four-point scale:

- **E** - Excellent
- **G** - Good
- **S** - Satisfactory
- **N** - Needs Improvement.

Considerations for IB:

For each reporting period, Year 1 to 3 Report Cards address the Learner Profile attributes. Notations regarding the development of these, as well as a statement for encouraged growth, are documented in the Learning Skills section of the Report Card.

This section includes comments which are personalized and related to the individual learner. Teachers may find it useful to use the following key vocabulary: learner profile attribute, inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, reflective, international-mindedness, exploring, investigating, metacognition, natural curiosity, analyzing, making connections, building knowledge, global context etc. Report card comments may also include approaches to learning (ATL's) which are a focused part of tasks and activities that students aim to achieve and build upon.

For inquiry units that lend themselves to Science, Individuals and Society, Language and Literature, Math, Physical Education and Health, Design, Language Acquisition or Roman Catholic Religion, criterion related IB rubrics are used in the evaluation of students, in addition to anecdotal notes or conferences. Discipline comments specifically address how the student has demonstrated his/her understanding of the statement of inquiry.

Community Projects

In Year 3 of the MYP, students are mandated to complete a Community Project independently or with a maximum group of three individuals. It is a requirement that students spend a minimum of 15 hours working on the project. The nature of the project is that it stems from student interest and as a result is not connected nor assessed through any specific discipline area. The community project is evaluated independently using the IB Project Rubric. Students have a choice in the type of service or action that will be the focal point of their project. Service or action options are listed below:

- Direct Service: Interaction involves people, the environment or animals;
- Indirect Service: Students do not see the recipients but know their actions will benefit the community or environment;
- Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest;
- Research: Students collect info through varied sources, analyze data and report on a topic of importance to influence policy or practice.

The project is ongoing throughout the year and any reflections, research, notes and other relevant information are documented by the student in a process journal. At the end of the project, students will synthesize their work in a presentation to the community. Prior to the final presentation, students will have presented several times and will have opportunities to make improvements based on peer and teacher feedback. Evidence of student learning will be documented within the Learning Skills section of the provincial report card.

Communication with Parents

We have a responsibility to communicate effectively and regularly with parents and guardians by providing them with meaningful information. This can be through formal communication such as student-led conferencing, portfolios, and report cards, as well as informal communication such as agenda books, newsletters, and phone calls.

Portfolios & Evidence of Learning

All students develop a portfolio which is visited a minimum of five times in each academic year. The aim of the portfolio is to allow students to reflect on their academic, social, and emotional growth over time.

St. James Catholic Global Learning Centre - Student Portfolio requirements

Number of Entries	Description of Reflective Practice	Total Entries
1 sample	Work samples and reflection of Approaches to Learning skills (students are encouraged to select samples of work from each of the disciplines and select an appropriate ATL, exercised during the task, to reflect on)	5
1 sample	Student reflection of IB Learner Profile attributes, the Ontario Learning Skills, Ontario Catholic Graduate Expectations, or the Dufferin-Peel Catholic Virtues	5
1 sample	Co-curricular activities (students record their school involvement monthly)	10
1 sample	Service and Action per term	2
1 sample	Parent/Guardian Feedback (presented for parents/guardians to complete during the term one student led conference)	1

*Please note that some students may elect to utilize an electronic portfolio in lieu of hardcopy.

Students will share their portfolios with their parents during the first term student-led conferences. The portfolios will be returned to the homeroom teacher who will then review the parent response. The portfolio contents stay with the students.

Student Led Conferencing

Student led conferences at St. James Catholic Global Learning Centre are an opportunity for students to share evidence of their learning. During conferences:

- Students take a lead role
- Portfolios are used to show evidence of learning
- Parents/Guardians actively participate in this process and give specific feedback
- Samples of individual or group student work is displayed

Role of students

- Students demonstrate their learning using appropriate terminology
- Celebrate their accomplishments and determine their goals and next steps

Role of teachers

- Teacher as facilitator
- Guide the use of portfolios
- Teach the students how to demonstrate their learning
- Provides opportunity for one on one dialogue with parent
- Design opportunity for parents to understand how their child is achieving
- Revisit goal setting throughout the term

Role of parents/guardians

- Actively participate in the conference
- Provide feedback to students (or use response form)

At St. James Catholic Global Learning Centre we are committed to:

- timely communication with parents regarding the progress of their child(ren);
- assisting students with the development of a portfolio including samples of work, assessment pieces, parental response, and conferencing;
- using a variety of parent communication techniques (i.e., classroom webpages, twitter feed, phone, meetings).

The Dufferin-Peel assessment, evaluation and reporting policy aligns with the following documents and resources:

- Teacher support document – Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>
- Teacher support document – Education Act, 1990
- Teacher support document – Individual Education Plan : Standards for Development, Program Planning, and Implementation 2000
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.pdf>
- Teacher support document - Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6
<http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Teacher support document - Learning for All: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>
- Dufferin-Peel Catholic District School Board support document – Assessment and Evaluation Policy, 2010
- International Baccalaureate PYP document: Making the PYP Happen: A curriculum framework for international primary education, 2007
- International Baccalaureate MYP subject area guides and personal project guide

- STEP Steps to English Proficiency: A Guide for Users
- Ontario Ministry of Education documents and online tools – The Ontario Curriculum – Grades 1–12: Achievement Charts (Draft), 2004
<http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>

APPENDIX A – MYP OBJECTIVES & STRANDS BY SUBJECT (YEAR 1)

LANGUAGE & LITERATURE	LANGUAGE ACQUISITION	MATHEMATICS	SCIENCES
<p>Objective A: Analyzing</p> <ul style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts 	<p>Objective A: Comprehending Spoken and Visual Text</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details in everyday situations ii. recognize basic conventions iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	<p>Objective A: Knowing & Understanding</p> <ul style="list-style-type: none"> i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts 	<p>Objective A: Knowing & Understanding</p> <ul style="list-style-type: none"> i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgements
<p>Objective B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention 	<p>Objective B: Comprehending Written and Visual Text</p> <ul style="list-style-type: none"> i. identify basic facts, messages, main ideas and supporting details ii. recognize basic aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text 	<p>Objective B: Investigating Patterns</p> <ul style="list-style-type: none"> i. apply mathematical problem-solving techniques to recognize patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether the pattern works for other examples 	<p>Objective B: Inquiring and Designing</p> <ul style="list-style-type: none"> i. outline an appropriate problem or research question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how data will be collected iv. design scientific investigations

<p>Objective C: Producing Text</p> <p>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to support ideas</p>	<p>Objective C: Communicating in Response to Spoken and/or Written and/or Visual Text</p> <p>i. respond appropriately to simple short phrases</p> <p>ii. interpret in simple and rehearsed exchanges, using verbal and non-verbal language</p> <p>iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics</p> <p>iv. communicate with a sense of audience</p>	<p>Objective C: Communicating</p> <p>i. use appropriate mathematical language (notation, symbols, terms) in both oral and written statements</p> <p>ii. use different forms of mathematical representation to present information</p> <p>iii. communicate coherent mathematical lines of reasoning</p> <p>iv. organize information using a logical structure</p>	<p>Objective C: Processing & Evaluating</p> <p>i. present collected and transformed data</p> <p>ii. interpret data and outline results using scientific reasoning</p> <p>iii. discuss the validity of a prediction based on the outcome of the scientific investigation</p> <p>iv. discuss the validity of the method</p> <p>v. describe improvements or extensions to the method</p>
<p>Objective D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax, and punctuation</p> <p>iv. spell (alphabetic languages) write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p>	<p>Objective D: Using Language in Spoken and/or Written Text</p> <p>i. write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize basic information and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>	<p>Objective D: Applying Mathematics in Real-Life Contexts</p> <p>i. identify relevant elements of authentic real-life situations</p> <p>ii. select appropriate mathematical strategies when solving authentic real-life situations</p> <p>iii. apply the selected mathematical strategies successfully to reach a solution</p> <p>iv. explain the degree of accuracy of a solution</p> <p>v. describe whether a solution makes sense in the context of the authentic real-life situation</p>	<p>Objective D: Reflecting on the Impact of Science</p> <p>i. summarize the ways in which science is applied and used to address a specific problem or issue</p> <p>ii. describe and summarize the various implications of the use of science and its application in solving a specific problem or issue</p> <p>iii. apply scientific language effectively</p> <p>iv. document the work of others and sources of information used</p>

INDIVIDUALS & SOCIETY	PHYSICAL & HEALTH ED.	ARTS	DESIGN
<p>Objective A: Knowing & Understanding</p> <ul style="list-style-type: none"> i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples 	<p>Objective A: Knowing & Understanding</p> <ul style="list-style-type: none"> i. outline physical and health education factual, procedural and conceptual knowledge ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations 	<p>Objective A: Knowing & Understanding</p> <ul style="list-style-type: none"> i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created 	<p>Objective A: Inquiring & Analyzing</p> <ul style="list-style-type: none"> i. explain and justify the need for a solution to a problem ii. state and prioritize the main points of research needed to develop a solution to the problem iii. describe the main features of an existing product that inspires a solution to the problem iv. present the main findings of relevant research
<p>Objective B: Investigating</p> <ul style="list-style-type: none"> i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the research process and results 	<p>Objective B: Planning for Performance</p> <ul style="list-style-type: none"> i. construct and outline a plan for improving health or physical activity ii. describe the effectiveness of a plan based on the outcome 	<p>Objective B: Developing Skills</p> <ul style="list-style-type: none"> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art 	<p>Objective B: Developing Ideas</p> <ul style="list-style-type: none"> i. develop a list of success criteria for the solution ii. present feasible design ideas, which can be correctly interpreted by others iii. present the chosen design iv. create a planning drawing/diagram, which outlines the main details for making the chosen solution

<p>Objective C: Communicating</p> <ul style="list-style-type: none"> i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions 	<p>Objective C: Planning for Performance</p> <ul style="list-style-type: none"> i. recall and apply a range of skills and techniques ii. recall and apply a range of strategies and movement concepts iii. recall and apply information to perform effectively 	<p>Objective C: Thinking Creatively</p> <ul style="list-style-type: none"> i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas 	<p>Objective C: Creating the Solution</p> <ul style="list-style-type: none"> i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrate excellent technical skills when making the solution iii. follow the plan to create the solution, which functions as intended iv. list the changes made to the chosen design and plan when making the solution v. present the solution as a whole
<p>Objective D: Thinking Critically</p> <ul style="list-style-type: none"> i. identify the main points of ideas, events, visual representation or arguments ii. use information to justify an opinion iii. identify and analyse a range of sources/data in terms of origin and purpose iv. identify different views and their implications 	<p>Objective D: Reflecting & Improving Performance</p> <ul style="list-style-type: none"> i. identify and demonstrate strategies to enhance interpersonal skills ii. identify goals and apply strategies to enhance performance iii. describe and summarize performance 	<p>Objective D: Responding</p> <ul style="list-style-type: none"> i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles or artwork 	<p>Objective D: Evaluating</p> <ul style="list-style-type: none"> i. outline simple, relevant testing methods, which generate data, to measure the success of the solution ii. outline the success of the solution against the design specification iii. outline how the solution could be improved iv. outline the impact of the solution on the client / target audience

