

## Final Transcript – Ottawa Clip J2

### USING THE ACHIEVEMENT CHART

Narrator: While examining the curriculum expectations, teachers consider how the knowledge and skills embedded in those expectations connect to the categories of the achievement chart.

Matt: So when I also think about the -- when you're assessing the impacts, you know, we also think about: are they making a judgement on this situation, on the impacts? Which sort of leads to, which we can look at our achievement chart as well.

Rola: For science, I'm looking at investigation as well, Investigating and being able to gather the evidence to interpret and justify.

Matt: Generating and organizing ideas, can also be about the use of planning skills which is about generating ideas as well, and specifically our-- the use of critical and creative thinking processes. So it actually involves the writing process, the reading process, but also the oral discourse as well.

Narrator: Thoughtfully connecting the knowledge and skills with the high-level criteria set out in the achievement chart is the beginning of being able to identify the success criteria which will be co-constructed with learners during the learning process.

Matt: And when looking at this, this sort of will help me to have a discussion with the kids about creating that success criteria, what is generating ideas look like, what does organization look like, what does sorting information look like.

Matt: So if I reflect on my criteria while I'm sorting, what might a level 3 look like, when I present it, when I can talk about it? What might that look like, what might that sound like? So Twihen had said we have to use examples to help inform our big idea. What kind of examples? What types of examples would we use to help describe our big idea? Just any example? Any at all? Mike?

Mike: It's the examples that's on your topic, that you're writing about, that your ideas are on.