

THE ACHIEVEMENT CHART: COOPERATIVE EDUCATION

Categories	50 –59% (Level 1)	60 –69% (Level 2)	70 –79% (Level 3)	80 –100% (Level 4)
Knowledge and Understanding – Knowledge of subject-specific content of a cooperative education course, and understanding of its meaning and significance				
	The student:			
Knowledge of content (<i>e.g., information; terminology; vocabulary; health, safety, and well-being practices and procedures</i>)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (<i>e.g., skills, processes, concepts, techniques</i>)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and inquiry skills and/or processes				
	The student:			
Use of planning skills (<i>e.g., setting goals, locating and gathering information, organizing an inquiry</i>)	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 (<i>e.g., analysing, reflecting, revising, refining, extending, integrating, forming conclusions, evaluating risks and following appropriate safety measures</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., use of inquiry, decision-making, research, innovation, problem-solving, and design processes</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
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (<i>e.g., clarity of expression, logical organization</i>) in oral, visual, and/or written forms (<i>e.g., interviews, presentations, portfolios, graphic organizers, posters, letters, résumés, personal profiles, charts, reports, summaries</i>)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

<p>Communication for different audiences (<i>e.g., peers, placement supervisors, placement employers</i>) and purposes (<i>e.g., to inform, to persuade, to question</i>) in oral, visual, and/or written forms</p> <p>Use of conventions (<i>e.g., style and format for résumés, online communications, journals, telephone calls</i>), vocabulary, and terminology of the discipline/sector/workplace in oral, visual, and/or written forms</p>	<p>communicates for different audiences and purposes with limited effectiveness</p> <p>uses conventions, vocabulary, and terminology with limited effectiveness</p>	<p>communicates for different audiences and purposes with some effectiveness</p> <p>uses conventions, vocabulary, and terminology with some effectiveness</p>	<p>communicates for different audiences and purposes with considerable effectiveness</p> <p>uses conventions, vocabulary, and terminology with considerable effectiveness</p>	<p>communicates for different audiences and purposes with a high degree of effectiveness</p> <p>uses conventions, vocabulary, and terminology with a high degree of effectiveness</p>
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Application – The use of knowledge and skills to make connections within and between various contexts

	The student:			
<p>Application of knowledge and skills (<i>e.g., education and career/life planning, goal setting; health, safety, and well-being; use of technology</i>) in familiar contexts</p>	<p>applies knowledge and skills in familiar contexts with limited effectiveness</p>	<p>applies knowledge and skills in familiar contexts with some effectiveness</p>	<p>applies knowledge and skills in familiar contexts with considerable effectiveness</p>	<p>applies knowledge and skills in familiar contexts with a high degree of effectiveness</p>
<p>Transfer of knowledge and skills (<i>e.g., skills in interpersonal relations, learning skills, education and career/life planning; use of specialized equipment, techniques</i>) to new contexts (<i>e.g., refining and extending skills in a cooperative education placement</i>)</p>	<p>transfers knowledge and skills to new contexts with limited effectiveness</p>	<p>transfers knowledge and skills to new contexts with some effectiveness</p>	<p>transfers knowledge and skills to new contexts with considerable effectiveness</p>	<p>transfers knowledge and skills to new contexts with a high degree of effectiveness</p>
<p>Making connections within and between various contexts (<i>e.g., within and between courses and disciplines; between learning in school and learning in the community component of the cooperative education experience; between learning in cooperative education, personal experiences, and future opportunities</i>)</p>	<p>makes connections within and between various contexts with limited effectiveness</p>	<p>makes connections within and between various contexts with some effectiveness</p>	<p>makes connections within and between various contexts with considerable effectiveness</p>	<p>makes connections within and between various contexts with a high degree of effectiveness</p>