

FINANCIAL MANAGEMENT

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

TABLE OF CONTENTS

ASSESSING STUDENT ACHIEVEMENT

Assessing Student Achievement in CTS	G.4
Assessing Student Achievement in Financial Management	G.6

Assessment Tools Generic to CTS:

Basic Competencies Reference Guide	G.8
Generic Rating Scale	G.10
Frameworks for Assessment:	
CTSISS: Issue Analysis	G.11
CTSLAB: Lab Investigations	G.12
CTSNEG: Negotiation and Debate	G.13
CTSPRE: Presentations/Reports	G.14
CTSRES: Research Process	G.15

Assessment Tools Generic to Financial Management:

FINDOC–A: Financial Management Documents/Components	G.16
FINMKG–1: Marking Guide for a Worksheet	G.17
FINMKG–2: Marking Guide for an Income Statement	G.18
FINMKG–3: Marking Guide for a Capital Statement/Statement of Owner’s Equity	G.19
FINMKG–4: Marking Guide for a Report Form Balance Sheet	G.20
FINMKG–5: Marking Guide for Post-Closing Trial Balance	G.21

Assessment Tools for Courses in Financial Management:

FIN1010–1: Financial Information	G.22
FIN1010–2: Sample Concept Test	G.23
FIN1010–3: Financial Information	G.25
FIN1030–1: Service Business 2: Sample Analysis Questions	G.26
FIN1030–2: Occupational Profile	G.28
FIN2010–1: Taxation	G.29
FIN2010–2: Taxation	G.31
FIN2040–1: Financial Software	G.34
FIN3010–1: Advanced Accounting	G.35
FIN3020–1: Management Accounting	G.41
FIN3030–1: Business Organizations	G.47
FIN3030–2: Business Organizations	G.48
FIN3040–1: Financial Statements	G.49
FIN3060–1: Financial Analysis	G.50
FIN3060–2: Financial Analysis	G.51
FIN3080–1: Assessment Task: Research Report	G.52
FIN3080–2: Assessment Task: Analyze, Pick and Track Stocks and/or Bonds	G.54
FIN3080–3: Assessment Task: Build an Internet Investment Portfolio	G.55
FIN3080–2: Assessment Task: Research and Compare Mutual Funds	G.56

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student *do*?
 - **make** a product (e.g., wood bowl, report, garment)
 - **demonstrate** a process
 - strand-related competencies; e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
 - basic competencies; e.g., resource use, safety procedures, teamwork.
- What does a student *know*?
 - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS courses, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Learning.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the course (course learner expectations), the teacher will designate the course as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the course—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other courses.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report the credits that students have earned to Alberta Learning. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each course:

- **general outcomes** (in the shaded left column of the course) define the exit-level competencies students are expected to achieve to complete a course. Each general outcome defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** general outcomes within a course to be successful.
- **suggested emphasis** (in the right column of the course) provides a guideline for the relative significance of each general outcome and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

Conditions outline the specifications under which a student’s competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) “illustrative examples” of student work, if appropriate.

Assessment Tools included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools include the strand code [e.g., “INF” for Information Processing] and a code for the type of tool [e.g., “TDENT” for Text-Data Entry].*)
- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., “INF1010-1” indicating that it is the first*

module-specific tool used in Information Processing Module 101.)

Development and Validation Processes

The “Criteria and Conditions” and “Suggested Emphasis” columns were validated with extensive input from teachers, professional associations/ contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN FINANCIAL MANAGEMENT

The Financial Management curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Financial Management, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Tools Generic to Financial Management

Some MLEs in the Financial Management strand have as the conditions and criteria for assessment the completion of a project. The tool, Assessment Tool for Financial Management Documents/Components (FINDOC–A), has been developed to help assess the documents/components that may be included in a project, e.g., income statement, balance sheet. There are also Marking Guides to assist with the assessment of some of the documents/components. These guides were prepared to provide consistency in the way in which these items are assessed. Tool FINDOC–A may be used at the introductory, intermediate and advanced levels.

Some tools in Financial Management provide a standard five-point rating scale to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have also been developed with a five-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes

Tools Specific to Financial Management Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FIN1010–1 or FIN1010–2). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

In some instances where the tool suggested has been a test, a sample test or sample questions have been included. The authorized learning resources for Financial Management include teaching resources that have test banks and other suggested assessment strategies. It is recommended that these be used to prepare appropriate test banks. When test banks are being used, a separate assessment of the basic competencies would be required. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The “Suggested Emphasis” column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

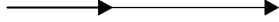








BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Managing Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> comes to class prepared for learning <input type="checkbox"/> follows basic instructions, as directed <input type="checkbox"/> acquires specialized knowledge, skills and attitudes <input type="checkbox"/> identifies criteria for evaluating choices and making decisions <input type="checkbox"/> uses a variety of learning strategies 	<p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows instructions, with limited direction <input type="checkbox"/> sets goals and establishes steps to achieve them, with direction <input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations <input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions <input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction 	<p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows detailed instructions on an independent basis <input type="checkbox"/> sets clear goals and establishes steps to achieve them <input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations <input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions <input type="checkbox"/> selects and uses effective learning strategies <input type="checkbox"/> cooperates with others in the effective use of learning strategies 	<p style="text-align: center;"><input type="checkbox"/> → → →</p> <p style="text-align: center;"><input type="checkbox"/> → → →</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement <input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning <input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions <li style="text-align: center;"><input type="checkbox"/> → → → <input type="checkbox"/> provides leadership in the effective use of learning strategies
<p>Managing Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively <input type="checkbox"/> uses information (material and human resources), as directed <input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively <input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction <input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively <input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required <input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis <input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis 	<ul style="list-style-type: none"> <input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively, prioritizes tasks on a consistent basis <input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement <input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies) <input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies
<p>Problem Solving and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in problem solving as a process <input type="checkbox"/> learns a range of problem-solving skills and approaches <input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints <input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action 	<ul style="list-style-type: none"> <input type="checkbox"/> thinks critically and acts logically in the context of problem solving <input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities <input type="checkbox"/> prepares implementation plans <input type="checkbox"/> recognizes risks 	<ul style="list-style-type: none"> <input type="checkbox"/> identifies and resolves problems efficiently and effectively <input type="checkbox"/> identifies and suggest new ideas to get the job done creatively, by: <ul style="list-style-type: none"> – combining ideas or information in new ways – making connections among seemingly unrelated ideas – actively seeking out opportunities

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p>Communicating Effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking <input type="checkbox"/> uses language in appropriate context <input type="checkbox"/> listens to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenges a position, using written, oral and visual means <input type="checkbox"/> uses technical language appropriately <input type="checkbox"/> listens and responds to understand and learn <input type="checkbox"/> demonstrates positive interpersonal skills in many contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument <input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals <input type="checkbox"/> listens and responds to understand, learn and teach <input type="checkbox"/> demonstrates positive interpersonal skills in most contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests <input type="checkbox"/> negotiates and works toward a consensus <input type="checkbox"/> listens and responds to understand, learn, teach and evaluate <input type="checkbox"/> promotes positive interpersonal skills among others
<p>Working with Others</p> <ul style="list-style-type: none"> <input type="checkbox"/> fulfills responsibility in a group project <input type="checkbox"/> works collaboratively in structured situations with peer members <input type="checkbox"/> acknowledges the opinions and contributions of others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> cooperates to achieve group results <input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussion <input type="checkbox"/> respects the feelings and views of others 	<ul style="list-style-type: none"> <input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g. idea potential, variety of strengths, sharing of workload <input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required 	<ul style="list-style-type: none"> <input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance <input type="checkbox"/> understands and works within the context of the group <input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities
<p>Demonstrating Responsibility</p> <p>Attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion <p>Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment <input type="checkbox"/> follows appropriate/emergency response procedures <p>Ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes personal judgements about whether or not certain behaviour/action is right or wrong 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures <input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment <input type="checkbox"/>  <input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> establishes and follows personal and environmental health and safety procedures <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace 	<ul style="list-style-type: none"> <input type="checkbox"/>  <input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards <input type="checkbox"/> analyzes the implications of personal/group actions within the global context <input type="checkbox"/> states and defends a personal code of ethics as required
<p>★Developmental Framework</p> <ul style="list-style-type: none"> • Simple task • Structured environment • Directed learning 	<ul style="list-style-type: none"> • Task with limited variables • Less structured environment • Limited direction 	<ul style="list-style-type: none"> • Task with multiple variables • Flexible environment • Self-directed learning, seeking assistance as required 	<ul style="list-style-type: none"> • Complex task • Open environment • Self-directed/self-motivated

GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT <i>(included in assessment tool/statements; in italics are optional)</i> <i>The student:</i>	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK LEADERSHIP	SERVICE CLIENT/ CUSTOMER
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	<i>Quality, particularly details and finishes, and productivity are consistent and exceed standards.</i>	<i>Leads others to contribute team goals.</i>	<i>Analyzes and provides effective client/customer services beyond expectations.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	<i>Quality and productivity are consistent.</i>	<i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i>	<i>Analyzes and provides effective client/customer services.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	<i>Works cooperatively to achieve team goals.</i>	<i>Identifies and provides customer/client services.</i>
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	<i>Works cooperatively.</i>	<i>Provides a limited range of customer/client services.</i>
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects the views of others <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems <p>Evaluating Choices/Making Decisions</p> <ul style="list-style-type: none"> • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i> • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes 	<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs <p>Investigative Techniques</p> <ul style="list-style-type: none"> • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes 	<p><i>The student:</i></p> <p>Management</p> <ul style="list-style-type: none"> • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help <p>Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills <p>Use of Equipment and Materials</p> <ul style="list-style-type: none"> • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response <p>Investigative Techniques</p> <ul style="list-style-type: none"> • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i> • distinguishes between fact and fiction/opinion/theory <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions through group discussion • listens to and respects the views of others <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted on the issue • provides a relevant response to opposing arguments • speaks clearly so the argument can be understood • establishes a shared understanding of key alternatives and consequences relevant to the issue 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and logical reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i> • determines accuracy/currency/reliability of information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance • provides a relevant and convincing response to opposing arguments • speaks clearly without hesitation so the argument can be understood • negotiates a shared agreement on preferred alternatives relevant to the issue 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data <p>Analyzing Perspectives</p> <ul style="list-style-type: none"> • states a position on the issue and insightful reasons for adopting that position • explains why the issue is important by presenting examples of possible consequences and implications • categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i> • recognizes underlying bias/assumptions/values in information and ideas <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • works with a wide range of peer members • shares information/opinions/suggestions, maintaining a balance between speaking and listening • listens to and respects the views of others, requesting clarification as necessary from other group members <p>Negotiating and Debating</p> <ul style="list-style-type: none"> • presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence • provides a relevant and convincing rebuttal to opposing arguments • speaks clearly without hesitation so the argument can be understood by all listeners • negotiates a shared agreement on preferred alternatives by resolving divergent points of view

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • responds to directed questions and follows necessary steps to find answers • accesses basic in-school/community information sources • interprets and organizes information into a logical sequence • records information accurately, using correct technical terms • uses time effectively <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i> • <i><u>Oral:</u> voice projection, body language</i> • <i><u>Audio-Visual:</u> techniques, tools</i> • uses correct grammatical convention and technical terms through proofreading/editing • provides an introduction that describes the purpose of the project • communicates information in a logical sequence • states a conclusion based on a summary of facts • provides a reference list of three or more basic information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant in-school/community resources • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • plans and uses time effectively • gathers and responds to feedback regarding approach to task and project status <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i> • <i><u>Oral:</u> voice projection, body language, appearance</i> • <i><u>Audio-Visual:</u> techniques, tools, clarity</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates ideas into a logical sequence with sufficient supporting detail • states a conclusion by synthesizing the information gathered • provides a reference list that includes five or more relevant information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and describes steps to achieve them • uses personal initiative to formulate questions and find answers • accesses a range of relevant information sources and recognizes when additional information is required • interprets, organizes and combines information in creative and thoughtful ways • records information accurately, using appropriate technical terms and supporting detail • plans and uses time effectively, prioritizing tasks on a consistent basis • assesses and refines approach to task and project status based on feedback and reflection <p>Presentation</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i> • <i><u>Oral:</u> voice projection, body language, appearance, enthusiasm, evidence of prior practice</i> • <i><u>Audio-Visual:</u> techniques, tools, clarity, speed and pacing</i> • maintains acceptable grammatical and technical standards through proofreading and editing • provides an introduction that describes the purpose and scope of the project • communicates thoughts/feelings/ideas clearly to justify or challenge a position • states a conclusion by analyzing and synthesizing the information gathered • gives evidence of adequate research through a reference list including seven or more relevant information sources

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i> • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources 	<p><i>The student:</i></p> <p>Preparation and Planning</p> <ul style="list-style-type: none"> • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis <p>Information Gathering and Processing</p> <ul style="list-style-type: none"> • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection <p>Collaboration and Teamwork</p> <ul style="list-style-type: none"> • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills <p>Information Sharing</p> <ul style="list-style-type: none"> • demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i> • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources