Canada and World Studies/IE Weldon Secondary School

**7 Level Mark Descriptors**

All work in Canada and World Studies (from applied/academic to Open/College/University) will be assessed on a 7 level scale. Students will receive a level grade, but **no percentage grade** until such time that one is required by admin (or within your own discretion). The teacher will look at the student’s body of work (including consideration of all the learning skills and academic skills demonstrated through the course) and make a determination as to where they are on the 7 point scale. A percentage grade will then be assigned. The grade boundaries for each level are listed at the end of this document.

\* **Using levels is meant to take the focus away from the grade, and place it on the feedback given. Students should not be hunting for a specific grade, but paying attention to the feedback as well as the descriptors below. Through his system students should be able to appreciate their abilities and where they themselves can do better as opposed to the teacher provided more for the student to demonstrate. This method of grading promotes a growth mindset for the students. Percentage grades will be generated at report card time.**

**Level 1**

* Demonstrated **rudimentary** knowledge and understanding of the content, with **very weak comprehension** of concepts and context
* Ability and ethic to comprehend task expectations is **not evident**
* Responses are **rarely accurate**, organization is lacking to the point that task work is **confusing or not complete in many cases**
* **Very little appreciation** for audience, terminology and lack of respect for the learning process

**Level 2**

* Student demonstrates **little knowledge** or understanding of the content, with **weak comprehension** of concepts and context
* Evidence of research and investigation is **only superficial, little ability** to comprehend the assignment/task
* Some attempt to express ideas and use terminology related to the subject/topic but is **often unconvincing or void of evidence**
* **Little appreciation** for audience and an indication of respect for the learning process

**Level 3**

* Student demonstrates **basic knowledge and understanding** of the content, with **limited evidence** of conceptual or contextual awareness
* Research and investigation is **evident but underdeveloped**
* Response are sometimes **valid but only minimally detailed** with evidence/proof
* Some expression of ideas and use of terminology but there is a **lack of clarity** and material is irrelevant to the task/topic

**Level 4**

* Student demonstrates **some content knowledge** and understanding, **some conceptual** and contextual awareness and there is evidence of critical thinking
* Research and Investigation skills are **evident**, analysis is **valid** but more narrative or descriptive than evaluative
* Responses for **accurate and clear** with very little irrelevant material, some logically structured responses with proper terminology

**Level 5**

* Student demonstrated **sound** content knowledge and understanding, **good conceptual** and evidence of contextual awareness and critical, reflective thinking
* **Effective** research and investigative skills are evident and **sometimes developed**
* Analytical ability is **evident**, although there is still some description or narrative present
* Responses are **generally** insightful, accurate, clear, concise, convincing, with relevant detail/evidence and use of terminology is appropriate
* **Effective** thinking and inquiry process and critical thinking assessment ability.

**Level 6**

* Student demonstrated **very good** content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking
* **Competent** research and investigative skills are evident, ability to analyse, evaluate and synthesize different types of evidence to reach valid conclusions is **developed**
* Responses are **mainly** accurate, clear, concise, convincing, with **sufficient** detail/evidence and consistent use of terminology and appropriate attention to purpose and audience

**Level 7**

* Student demonstrated **excellent** content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking
* **Highly effective** research and investigative skills are evident, as is the ability to analyse, evaluate and synthesize different types of evidence to reach valid conclusions,
* Responses are **highly insightful**, accurate, clear, concise, convincing, with **sufficient** detail/evidence and **precise** use of terminology and appropriate attention to purpose and audience
* **Mastered** thinking and inquiry process and critical thinking assessment ability.

**Grade Boundaries**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Grade Range** | 0-49 | 50-60 | 61-71 | 72-83 | 84-92 | 93-96 | 97-100 |

\*These descriptors are adapted from the official IB Diploma Programme grade descriptors 2015

\*\*The grade boundaries reflect the accepted Canada and World Studies curriculum.