

<b>Subject(s):</b> Grade 9 mathematics		<b>Student:</b>		
<b>Summative Task:</b> Using the OSP to make the connection between a mathematical concept and an occupation.				
<b>Expectations:</b>				
<ul style="list-style-type: none"> <li>• construct tables of values, graphs, and equations, using a variety of tools, to represent linear relations derived from descriptions of realistic situations;</li> <li>• solve problems involving the areas and perimeters of composite two-dimensional shapes; and</li> <li>• demonstrate your understanding of the connection between the mathematical concepts studied in class and the development of essential numeracy skills and their application in daily life.</li> </ul>				
<b>Skills and Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge and Understanding</b> - <i>Subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding).</i>				
	The student...			
Knowledge of content (terms, skills).	– demonstrates limited knowledge of content.	– demonstrates some knowledge of content.	– demonstrates considerable knowledge of content.	– demonstrates thorough knowledge of content.
Understanding of content (concepts, abilities, process).	– demonstrates limited understanding of concepts.	– demonstrates some understanding of concepts.	– demonstrates considerable understanding of concepts.	– demonstrates thorough understanding of concepts.
<b>Thinking</b> - <i>The use of critical and creative thinking skills and/or processes.</i>				
Use of planning skills (methodology).	– uses planning skills with limited effectiveness.	– uses planning skills with some effectiveness.	– uses planning skills with effectiveness.	– uses planning skills with a high degree of effectiveness.
Use of processing skills (analysis, application).	– uses processing skills with limited effectiveness.	– uses processing skills with some effectiveness.	– uses processing skills with effectiveness.	– uses processing with a high degree of effectiveness.
Use of critical/creative thinking processes (interpret, make connections, justify).	– uses critical/creative thinking processes with limited effectiveness.	– uses critical/creative thinking processes with some effectiveness.	– uses critical/creative thinking processes with effectiveness.	– uses critical/creative thinking processes with a high degree of effectiveness.
<b>Communication</b> - <i>The conveying of ideas and information through various forms and means.</i>				
Expression and organization of ideas and information (structure, logic, relevant information).	– expresses and organizes information with limited effectiveness.	– expresses and organizes information and ideas with some effectiveness.	– expresses and organizes ideas and information with effectiveness.	– expresses and organizes ideas and information with a high degree of effectiveness.

Communication of ideas and information in oral, written and visual form for specific purposes and specific audiences.	– communicates ideas and information for specific purposes and specific audiences with limited effectiveness.	– communicates ideas and information for specific purposes and specific audiences with some effectiveness.	– communicates ideas and information for specific purposes and specific audiences with effectiveness.	- communicates ideas and information for specific purposes and specific audiences with a high degree of effectiveness.
Use of conventions (units of measurement) and the terminology of the discipline.	– uses conventions and terminology of the discipline with limited effectiveness.	– uses conventions and terminology of the discipline with some effectiveness.	– uses conventions and terminology of the discipline with effectiveness.	– uses conventions and terminology of the discipline with a high degree of effectiveness.
<b>Application</b> - <i>Application of knowledge and skills in familiar contexts and their transfer to new contexts.</i>				
Application of knowledge and skills in familiar contexts (choice of concepts or tools).	– applies knowledge and skills in familiar contexts with limited effectiveness.	– applies knowledge and skills on familiar contexts with some effectiveness.	– applies knowledge and skills in familiar contexts with effectiveness.	– applies knowledge and skills in familiar contexts with a high degree of effectiveness.
Transfer of knowledge and skills to new contexts (planning, processing information).	– transfers knowledge and skills to new contexts with limited effectiveness.	– transfers knowledge and skills to new contexts with some effectiveness.	– transfers knowledge and skills to new contexts with effectiveness.	– transfers knowledge and skills to new contexts with considerable effectiveness.
Making connections (between fields, concepts).	– makes connections with limited effectiveness.	– makes connections with some effectiveness.	– makes connections with effectiveness.	– makes connections with considerable effectiveness.
<b>COMMENTS</b> (strong points, areas needing improvement, next steps)				<b>LEVEL</b>
<b>A student whose achievement is below 50% has not met the expectations for this task.</b>				