

# PLANNING FOR BALANCED ASSESSMENT AND INSTRUCTION IN ENGLISH LANGUAGE ARTS 10–12

## APPROACHES TO ASSESSMENT

Ongoing assessment with specific and instructive feedback

### Observations (of learning)

- anecdotal notes
- drafts showing crafting, revising, and editing strategies
- notes from Literature Circles
- observation checklists
- reading skills
- listening and speaking skills

### Assessment for and of Learning

### Conversations (discussing learning with students)

- journals
- notes
- reading/writing conferences
- reflections
- self-assessments
- observations

### Products (students create)

- assignments
- checklists
- notebooks
- peer assessments
- portfolios
- reader responses
- research notes
- test scores
- project assignments

## 40–50% READING AND VIEWING

### Comprehension Strategies

- making connections
- visualizing
- inferring and predicting
- questioning
- determining importance
- analyzing
- synthesizing

### Fix-Up Strategies

- self-monitoring
- self-correcting
- rereading
- chunking text
- adjusting pace
- reflecting
- word solving
- asking for help
- clarifying

### Sample Skills

- analysis of text:
  - elements of the genre
  - text structure
  - text features
  - literary devices
  - figurative language
  - author's craft/style
- response
  - personal
  - critical
- considering other interpretations
- evaluate multiple sources and perspectives
- research

Explicit instruction and assessments are required in each of the focus categories below.

Focus	Sample Assessments and/or Specific Learning Activities
<b>Narrative</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• small-group discussion</li> <li>• reader's journal</li> <li>• book talks</li> <li>• reading conference</li> <li>• informal presentation</li> <li>• conversation</li> <li>• integrated multimedia presentation</li> <li>• seminar</li> <li>• notes</li> <li>• critical response</li> <li>• personal response</li> <li>• review</li> <li>• essay</li> <li>• transmediation</li> <li>• focused passage discussion</li> <li>• symbolic story representation</li> <li>• author's chair</li> <li>• anticipation guide</li> <li>• retelling</li> <li>• graphic organizer</li> </ul>
<b>Expository Informative Persuasive</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• think-pair-share</li> <li>• fishbowl</li> <li>• read-aloud</li> <li>• flag text</li> <li>• annotating text</li> <li>• independent reading</li> <li>• double-entry diary</li> <li>• role-play</li> <li>• think-aloud</li> <li>• bookmarks</li> <li>• exit slips</li> <li>• skimming</li> <li>• scanning</li> <li>• Literature Circles</li> <li>• Socratic Circles</li> <li>• jigsaw</li> <li>• reciprocal reading</li> <li>• reading logs</li> <li>• shared reading</li> <li>• research paper</li> <li>• summary</li> </ul>
<b>Poetry</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• think-pair-share</li> <li>• fishbowl</li> <li>• read-aloud</li> <li>• flag text</li> <li>• annotating text</li> <li>• independent reading</li> <li>• double-entry diary</li> <li>• role-play</li> <li>• think-aloud</li> <li>• bookmarks</li> <li>• exit slips</li> <li>• skimming</li> <li>• scanning</li> <li>• Literature Circles</li> <li>• Socratic Circles</li> <li>• jigsaw</li> <li>• reciprocal reading</li> <li>• reading logs</li> <li>• shared reading</li> <li>• research paper</li> <li>• summary</li> </ul>
<b>Visual Multimedia</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• think-pair-share</li> <li>• fishbowl</li> <li>• read-aloud</li> <li>• flag text</li> <li>• annotating text</li> <li>• independent reading</li> <li>• double-entry diary</li> <li>• role-play</li> <li>• think-aloud</li> <li>• bookmarks</li> <li>• exit slips</li> <li>• skimming</li> <li>• scanning</li> <li>• Literature Circles</li> <li>• Socratic Circles</li> <li>• jigsaw</li> <li>• reciprocal reading</li> <li>• reading logs</li> <li>• shared reading</li> <li>• research paper</li> <li>• summary</li> </ul>

\* See English Language Arts, Grades 10–12 and Teaching in Action, Grades 10–12 for suggested assessment tools.

## 20–30% SPEAKING AND LISTENING

### Sample Skills

- share perspectives about an issue
- listen critically to analyze concepts, ideas, and information
- interact with sensitivity and respect
- detect bias
- examine, articulate, and refine ideas
- build upon others' ideas and viewpoints
- ask perceptive, probing, discriminating, and/or clarifying questions
- provide feedback
- adjust speaking to context and audience
- give and follow precise directions
- recognize the power of talk (word choice, tone, expression, etc.)

Explicit instruction and assessments are required in each of the focus categories below.

Focus	Sample Assessment Events	Specific Learning Activities
<b>Informal Speaking</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• informal debate</li> <li>• informal presentation</li> <li>• small talk</li> <li>• retelling</li> </ul>	<ul style="list-style-type: none"> <li>• interview</li> <li>• conversation</li> <li>• conference</li> <li>• small-group discussion</li> <li>• author's chair</li> <li>• book talks</li> <li>• collective creation</li> <li>• think-pair-share</li> <li>• fishbowl</li> <li>• peer conference</li> <li>• poetry slam</li> <li>• four corners</li> <li>• inside/outside circle</li> <li>• podcast</li> <li>• radio show</li> <li>• note-taking together</li> <li>• Save the Last Word</li> <li>• storytelling</li> <li>• Readers' Theatre</li> <li>• talking sticks</li> <li>• timed discussions</li> <li>• Literature Circles</li> <li>• Socratic Circles</li> <li>• focused passage discussion</li> <li>• choral montage</li> <li>• fold the line</li> <li>• jigsaw</li> <li>• panel discussion</li> <li>• turn and talk</li> <li>• interviews</li> </ul>
<b>Formal Speaking</b> Minimum number of assessment of learning events: 1	<ul style="list-style-type: none"> <li>• public speech</li> <li>• integrated multimedia presentation</li> <li>• seminar</li> </ul>	<ul style="list-style-type: none"> <li>• panel discussion</li> <li>• formal presentation</li> <li>• academic debate</li> <li>• persuasive speech</li> </ul>
<b>Performance</b> Minimum number of assessment of learning events: 1	<ul style="list-style-type: none"> <li>• dramatization</li> <li>• tableau</li> <li>• role-play</li> <li>• read-aloud</li> <li>• think-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• choral speaking</li> <li>• improvisation</li> <li>• monologue</li> <li>• reenactment</li> </ul>
<b>Listening</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• interview</li> <li>• completion of task according to oral instructions</li> <li>• critical response</li> <li>• debate</li> </ul>	<ul style="list-style-type: none"> <li>• personal response</li> <li>• notes</li> <li>• paraphrase</li> <li>• descriptive feedback</li> <li>• review of a presentation or performance</li> </ul>

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## 30–40% WRITING AND REPRESENTING

### Writing Process (recursive)

- pre-writing
- drafting
- revising
- editing/proofreading
- sharing
- publishing

### Traits of Writing/Representing

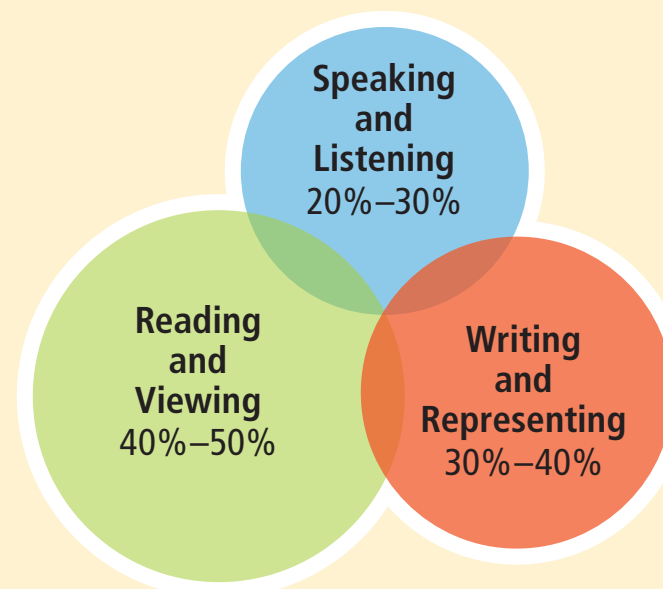
- ideas
- organization
- voice
- sentence/visual fluency
- matters of choice
- matters of correctness
- presentation

Explicit instruction and assessments are required in each of the focus categories below.

Focus	Sample Assessments and/or Specific Learning Activities
<b>Expressive Writing/Representing</b> Minimum number of assessment of learning events: 1	<ul style="list-style-type: none"> <li>• journal</li> <li>• diary</li> <li>• poetry</li> <li>• response to guided visualization</li> <li>• quickwrite</li> <li>• learning log</li> <li>• visual/multimedia</li> <li>• writer's notebook</li> </ul>
<b>Poetic Writing/Representing</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• poetry</li> <li>• narrative:                             <ul style="list-style-type: none"> <li>– fiction</li> <li>– graphic novel</li> <li>– painting</li> <li>– sculpture</li> <li>• short story</li> </ul> </li> <li>• multimedia                             <ul style="list-style-type: none"> <li>– blog</li> <li>– digital text</li> <li>– comic life</li> <li>– music</li> <li>– photo story</li> <li>– dance</li> </ul> </li> <li>• myths/legends</li> <li>• fables</li> <li>• children's picture book</li> <li>• plays</li> </ul>
<b>Transactional Writing/Representing</b> Minimum number of assessment of learning events: 2	<ul style="list-style-type: none"> <li>• expository/informative</li> <li>• procedural writing                             <ul style="list-style-type: none"> <li>– recipe</li> <li>– instruction manual</li> </ul> </li> <li>• essay                             <ul style="list-style-type: none"> <li>– comparative</li> <li>– persuasive</li> <li>– research</li> <li>– narrative</li> <li>– evaluative</li> <li>– expository</li> </ul> </li> <li>• transactional letter                             <ul style="list-style-type: none"> <li>• meeting minutes</li> <li>• visual                                     <ul style="list-style-type: none"> <li>– photo essay</li> <li>– diagrams/charts</li> <li>– magazine advertisements</li> </ul> </li> <li>• multimedia                                     <ul style="list-style-type: none"> <li>– web page</li> <li>– slide show</li> <li>– digital text</li> </ul> </li> </ul> </li> <li>• 3-D models</li> <li>• time lines</li> <li>• narrative:                             <ul style="list-style-type: none"> <li>– non-fiction</li> <li>– autobiography</li> <li>– memoir</li> <li>– blog</li> <li>• resumé</li> <li>• brochure</li> <li>• news article/letter</li> </ul> </li> </ul>

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"Reading and writing float on a sea of talk." – James Britton



GRADUAL RELEASE OF RESPONSIBILITY

### Teacher Responsibility

Explicit Instruction (model)	Teacher does. Students watch/listen.
Supportive Instruction (mentor)	Teacher does. Students help. Students do. Teacher helps.
Collaborative/Talk Time	Students work together. Teacher monitors and assesses.
Independent Learning	Students do. Teacher watches/listens.

### Student Responsibility

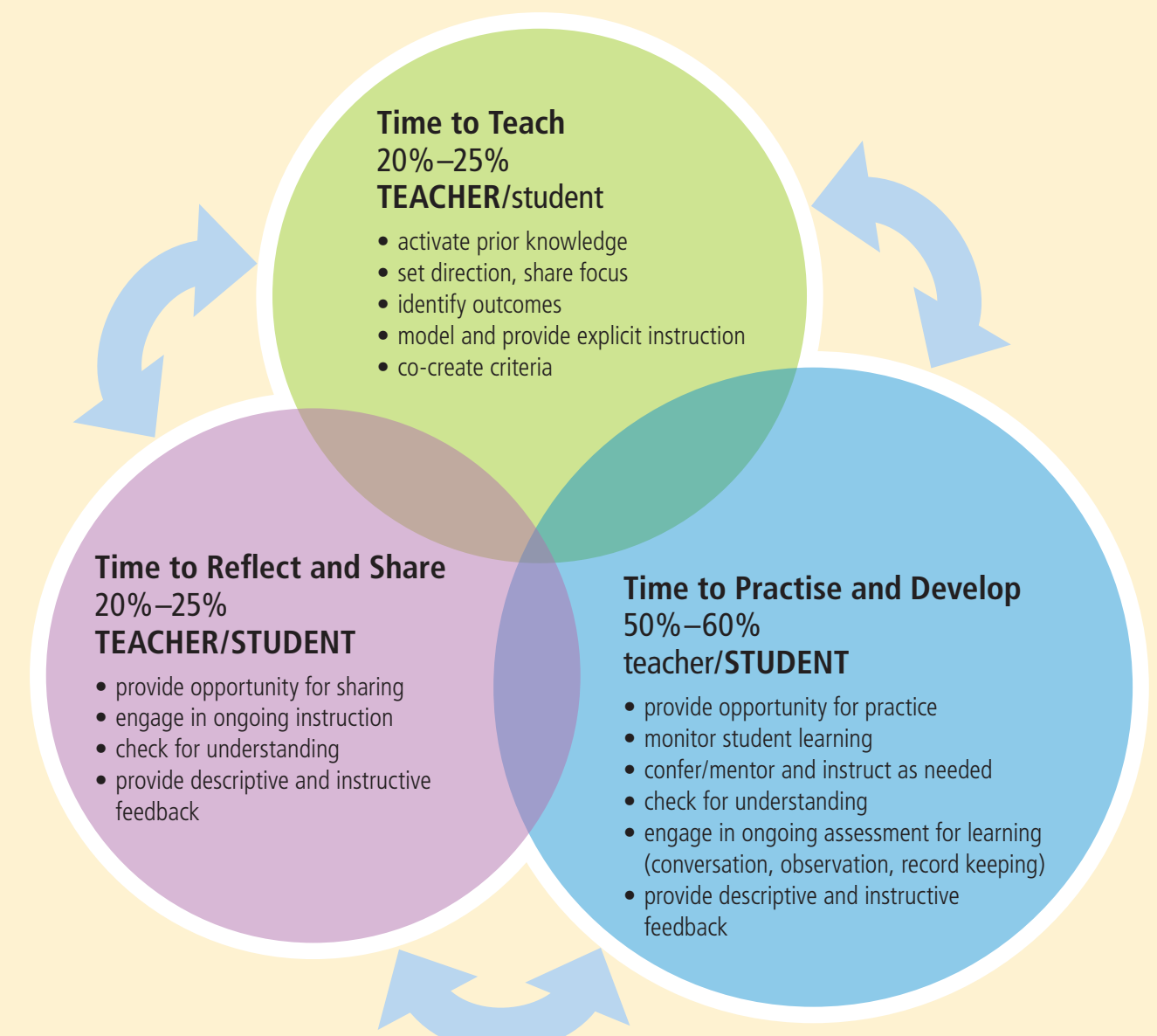
## APPROACHES TO INSTRUCTION

Providing instruction . . . not instructions

Number of Units	Approach	Description	Examples
Maximum 2 per semester	Major Text Study	Students do an in-depth study of one major text. The emphasis is on understanding the text, examining the author's craft, and identifying larger issues addressed by the text.	<ul style="list-style-type: none"> <li>• script/play</li> <li>• film</li> <li>• novel</li> <li>• performance</li> <li>• short story collection</li> </ul>
Maximum 3 per semester	Genre Study	Students explore a specific genre in depth. Multiple texts from this genre are presented and analyzed for their characteristics. This information is discussed and used as a model to create new texts of this genre.	<ul style="list-style-type: none"> <li>• poetry</li> <li>• biography/memoir</li> <li>• film and video</li> <li>• short story</li> <li>• media: print, multimedia</li> <li>• essay</li> </ul>
Maximum 2 per semester	Multi-genre Study	Students investigate an issue, theme, concept, or essential question using a number of texts from a variety of genres and sources. This may include cultural, historical, and/or geographic exploration.	<ul style="list-style-type: none"> <li>• Canadian identity</li> <li>• How is language constructed, used, and manipulated to influence others?</li> <li>• What is the nature and impact of human conflict?</li> </ul>
Maximum 2 per semester	Author Study	Students do an in-depth study of a collection of texts created by one author. The emphasis is on understanding the texts, examining the author's craft, and identifying larger issues addressed by the texts.	<ul style="list-style-type: none"> <li>• Margaret Atwood</li> <li>• George Elliott Clarke</li> <li>• Leonard Cohen</li> <li>• Thomas King</li> <li>• Alistair MacLeod</li> <li>• Toni Morrison</li> </ul>

Planning and instruction include a balance of the above approaches. The classroom as a workshop is essential in each approach. This includes Time to Teach, Time to Practise and Develop, and Time to Reflect and Share.

## THE CLASSROOM AS A WORKSHOP



*Students will be expected to ...*

## SPEAKING AND LISTENING

<b>GCO 1:</b> speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences				<b>GCO 2:</b> communicate information and ideas effectively and clearly, and to respond personally and critically	
1.1 examine others' ideas to clarify and further their comprehension	1.2 develop ideas by asking relevant questions and responding thoughtfully	1.3 express a position to an audience and consider the audience's responses when explaining their position	1.4 listen critically to analyze and evaluate to formulate and refine opinions and ideas	2.1 differentiate between formal and informal speech, participating in a variety of speaking situations	2.2 recognize that communication involves an exchange of ideas and an awareness of the connections, and to adapt the message, language, and delivery to the context
<b>GCO 2:</b> communicate information and ideas effectively and clearly, and to respond personally and critically (continued)			<b>GCO 3:</b> interact with sensitivity and respect, considering the situation, audience, and purpose		
2.3 give precise instructions, follow directions, and respond thoughtfully to complex questions	2.4 recognize that oral communication involves body language and word choices depending on audience	3.1 demonstrate active listening and respect for others – analyze the positions of others	3.2 demonstrate an awareness of the power of talk by articulating how it influences and manipulates, and reveals ideas, values, and attitudes	3.3 demonstrate an awareness of varieties and styles of language – recognize the social contexts of different speech events	

## READING AND VIEWING

<b>GCO 4:</b> select, read, and view with understanding a range of literature, information, media, and visual texts					<b>GCO 5:</b> interpret, select, and combine information using a variety of strategies, resources, and technologies		<b>GCO 6:</b> respond personally to a range of texts		
4.1 read a wide variety of print texts	4.2 view a wide variety of media and visual texts	4.3 seek meaning in reading, using a variety of strategies	4.4 use fix-up strategies to clear up confusing parts of a text and adjust reading and viewing rate according to purpose	4.5 demonstrate an understanding of the impact of literary devices and media techniques on the understanding of a text	5.1 research information from a variety of sources – select appropriate information – analyze and evaluate the information – effectively integrate information in a way that meets the requirements of a learning task		6.1 respond to texts regarding issues, themes, and situations, while citing appropriate evidence	6.2 respond to texts by questioning, connecting, evaluating, and extending	
<b>GCO 6:</b> respond personally to a range of texts (continued)		<b>GCO 7:</b> respond critically to a range of texts, applying their understanding of language, form, and genre							
6.3 make thematic connections within print and media texts and public discourse	6.4 demonstrate a willingness to consider other interpretations of text	7.1 examine the different aspects of texts that contribute to meaning and effect	7.2 make inferences, draw conclusions, and support responses to content, form, and structure	7.3 explore the relationships of language, topic, genre, purpose, context, and audience	7.4 recognize the use and impact of specific literary and media devices	7.5 discuss the language, ideas, and other characteristics of texts and genres	7.6 respond critically to various texts	7.7 demonstrate an awareness that texts reveal and produce ideologies, identities, and positions	7.8 evaluate how gender, cultures, and socio-economic groups are portrayed in media

## WRITING AND OTHER WAYS OF REPRESENTING

<b>GCO 8:</b> use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations			<b>GCO 9:</b> create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes				
8.1 use writing and other ways of representing to – extend ideas and experiences – reflect on their feelings, values, and attitudes – describe and evaluate their learning processes and strategies	8.2 use note-making, illustrations, and other ways of representing to reconstruct knowledge	8.3 choose language that creates interesting and imaginative effects	9.1 demonstrate skills in constructing texts for various audiences and purposes		9.2 create an organizing structure appropriate to the purpose, audience, and context of texts – use appropriate form, style, and content for specific audiences and purposes – use appropriate strategies to engage the reader/viewer		
<b>GCO 9:</b> create texts collaboratively and independently ... (continued)		<b>GCO 10:</b> use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness					
9.3 analyze and reflect on others' responses to their writing and multimedia projects and consider those responses in creating new pieces		10.1 demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose	10.2 consistently use the conventions of written language in final products	10.3 experiment with the use of technology in communication	10.4 demonstrate commitment to crafting pieces of writing and other representations	10.5 use a range of materials and ideas to clarify writing and other ways of representing for a specific audience	