

# 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><br>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><br>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><br>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><br>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><br>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><br>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><br>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><br>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>   |

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

## 30–40% WRITING AND REPRESENTING

### Writing Process (recursive)

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

### Traits of Writing/Representing

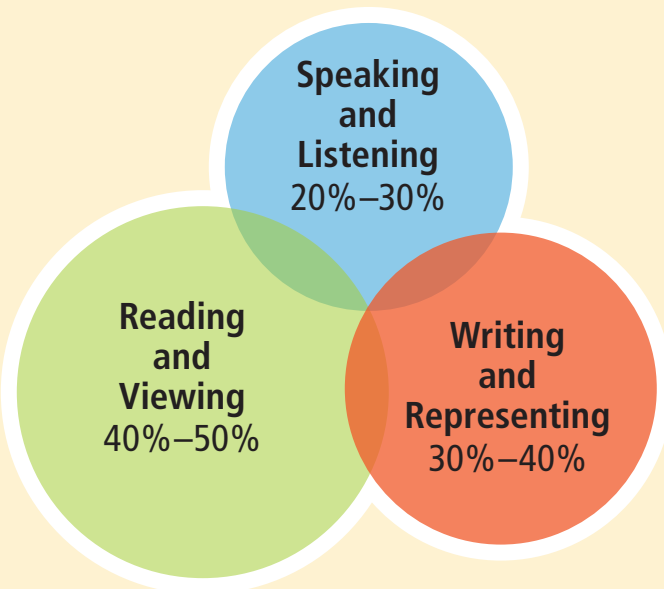
- ideas
- organization
- voice
- sentence/visual fluency
- matters of choice
- matters of correctness
- presentation

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><br>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><br>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><br>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> </ul> </li> <li>• magazine advertisements</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

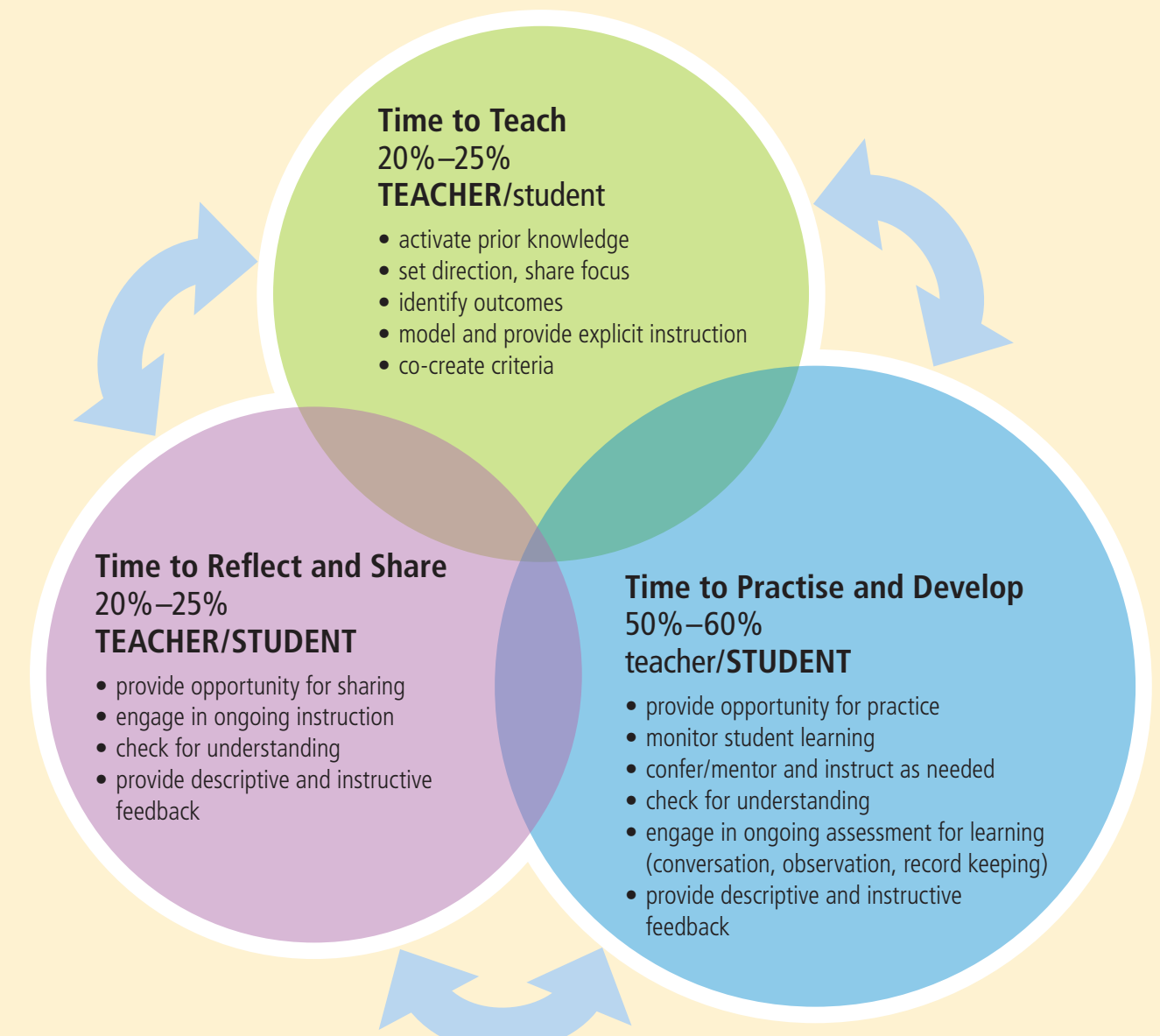
## APPROACHES TO INSTRUCTION

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

| GCO 1: speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences   |  |  |   | GCO 2: communicate information and ideas effectively and clearly, and to respond personally and critically                         |   |
|--|--|--|---|--|---|
| 1.1 follow-up on others' ideas to reflect on their interpretations   | 1.2 ask discerning questions to explore ideas for information                                      | 1.3 address complex issues based on evidence and either revise or defend their position based on divergent views | 1.4 listen critically to evaluate others' ideas based on their understanding and experiences, and identify ambiguities and unsubstantiated statements | 2.1 use their awareness of the difference between formal and informal speech to interact effectively in formal speaking situations | 2.2 effectively adapt language and delivery for a variety of audiences and situations |
| GCO 2: communicate information and ideas effectively and clearly, and to respond personally and critically (continued) |  |  | GCO 3: interact with sensitivity and respect, considering the situation, audience, and purpose  |  |   |
| 2.3 ask and respond to questions, including those related to complex texts and tasks                                   | 2.4 critically evaluate others' use of language and apply this knowledge to improve their language | 3.1 demonstrate sensitivity and respect in interactions with others in speaking situations                       | 3.2 discuss and experiment with some language techniques in formal structures to influence and persuade audiences                                     | 3.3 adapt language and communication style to audience, purpose, and situation   |   |

## READING AND VIEWING

| GCO 4: select, read, and view with understanding a range of literature, information, media, and visual texts |  |  |  |   | GCO 5: interpret, select, and combine information using a variety of strategies, resources, and technologies   |  | GCO 6: respond personally to a range of texts                                       |   |   |  |
|--|--|--|--|---|--|--|---|---|---|--|
| 4.1 read a wide variety of print texts recognizing relevance to their lives and community                    | 4.2 view a wide variety of media and visual texts, focusing on the structure, genre, style, and cultural diversity | 4.3 assess text in order to synthesize and apply meaning from diverse and differing points of view       | 4.4 demonstrate an understanding of and apply the strategies required to gain information from complex texts | 4.5 articulate their understanding of the author's purpose in relation to the impact of literary devices and media techniques | 5.1 acquire information from a variety of sources to be utilized to generate student text<br>– select appropriate information from a variety of sources<br>– reflect upon the appropriateness of information<br>– synthesize information from a range of sources |  | 6.1 recognize and articulate information from texts that trigger personal responses | 6.2 make connections between the ideas and information presented in texts and their own experiences | 6.3 make connections among the themes, issues, and ideas expressed in texts                             | 6.4 demonstrate a willingness to explore multiple perspectives |
| GCO 6: respond personally to a range of texts (continued)  |  | GCO 7: respond critically to a range of texts, applying their understanding of language, form, and genre |  |   |  |  |   |   |   |  |
| 6.5 justify points of view on various texts  | 6.6 articulate feelings about ambiguities in complex texts to clarify their understanding                          | 7.1 recognize the similarities and differences in form, structure, and ideas of texts                    | 7.2 recognize how artful language and structures of genre and text can influence the reader or viewer        | 7.3 examine the relationships of language, topic, purpose, context, and audience  | 7.4 examine the relationship of specific elements within texts   | 7.5 analyze the merits of the language, ideas, and other characteristics of texts and genres | 7.6 respond critically to complex texts   | 7.7 explore ways texts reveal and produce ideologies, identities, and positions                     | 7.8 reflect on their responses to texts, considering their own and others' social and cultural contexts |  |

## WRITING AND OTHER WAYS OF REPRESENTING

| GCO 8: use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations   |  |  | GCO 9: 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<br>– explore, interpret, and reflect on their experiences with a range of texts and issues<br>– monitor their language and learning processes and strategies<br>– record and assess their language and learning achievements<br>– express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes | 8.2 use note-making strategies to record experience and reconstruct knowledge by<br>– paraphrasing<br>– summarizing<br>– using note cards, note-taking sheets, research grids<br>– multimedia techniques | 8.3 make informed choices of language and techniques to enhance imaginative writing and other ways of representing | 9.1 construct increasingly complex texts using various forms to serve their purposes   |   | 9.2 create coherent structures in writing and media production<br>– make informed choices of form, style, and content for audiences and purposes<br>– use effective strategies to engage the reader or viewer |  |  |
| GCO 9: create texts collaboratively and independently ... (continued)  |  |  | GCO 10: use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness |   |   |  |  |
| 9.3 use audience feedback in the process of writing and multimedia projects to improve the effectiveness   |  |  | 10.1 apply a variety of writing and representation strategies to construct increasingly complex texts  | 10.2 demonstrate control of the conventions of written language in final products | 10.3 make informed choices about the use of technology to serve their communication purposes  | 10.4 demonstrate a commitment to crafting a range of writing and other representations | 10.5 use information from various sources to construct and communicate meaning |