

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

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

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30–40% WRITING AND REPRESENTING

Writing Process (recursive)

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

Traits of Writing/Representing

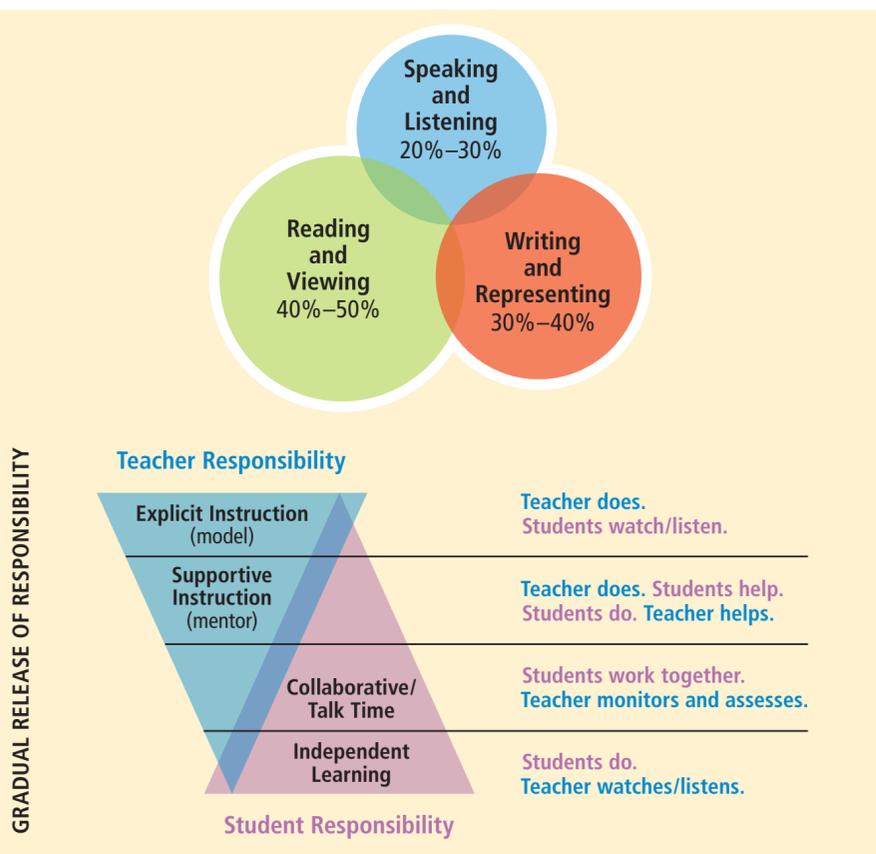
- ideas
- organization
- voice
- sentence/visual fluency
- matters of choice
- matters of correctness
- presentation

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

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

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



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"> • script/play • film • novel • performance • short story collection
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"> • poetry • biography/memoir • film and video • short story • media: print, multimedia • essay
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"> • Canadian identity • How is language constructed, used, and manipulated to influence others? • What is the nature and impact of human conflict?
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"> • Margaret Atwood • George Elliott Clarke • Leonard Cohen • Thomas King • Alistair MacLeod • Toni Morrison

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.



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 synthesize others' ideas to clarify and extend their understanding	1.2 ask discriminating questions to analyze and evaluate ideas and information	1.3 advocate a position on an issue or text in a convincing manner showing an understanding of a range of viewpoints	1.4 listen critically to analyze and evaluate ideas and information	2.1 interact in a variety of performance roles that demand complex purposes and subject matter	2.2 effectively adapt language and delivery for a variety of audiences and situations, in informal and formal contexts, characterized by complexity of purpose, procedure, and subject matter
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 respond to a wide range of complex questions and directions	2.4 reflect critically on and evaluate uses of language, recognizing elements of verbal and non-verbal messages that produce powerful communication	3.1 consistently demonstrate active listening and respectful concern	3.2 demonstrate how spoken language influences, manipulates, and reveals ideas and perceptions	3.3 address the demands of various speaking situations, making critical language choices, especially of tone and style – express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent	

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	
4.1 select texts to support their learning needs and range of special interests	4.2 read widely and experience a variety of literary genre and modes from different places and times	4.3 articulate understanding of ways in which information texts are constructed for particular purposes	4.4 use the cueing systems and a variety of strategies to construct meaning in reading and viewing sophisticated texts	4.5 articulate their processes and strategies in dealing with sophisticated texts and tasks	5.1 access, select, and research information to meet their individual learning needs – use technology and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter – evaluate their research processes	
GCO 6: respond personally to a range of texts				GCO 7: respond critically to a range of texts, applying their understanding of language, form, and genre		
6.1 respond to challenging texts and reflect on their responses – make connections between their own values, beliefs, and cultures and those reflected in texts – analyze thematic connections and articulate an understanding of the universality of themes – explore diverse perspectives to develop or modify their points of view		6.2 articulate and defend viewpoints about texts – interpret ambiguities in sophisticated texts		7.1 critically evaluate information	7.2 show the relationships of language, topic, purpose, context, and audience – recognize the relationship of specific elements of a text to elements of other texts – describe, discuss, and evaluate language, ideas, and other characteristics of texts and genres	7.3 respond critically to sophisticated texts – examine how texts reveal and produce ideologies, identities, and positions – examine how media texts construct ideas of roles, behaviour, culture, and reality – examine how textual features help a reader and viewer to create meaning

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 explore, extend, and reflect on – their experiences with and insights into challenging texts and issues – their writing processes and strategies – their language and learning achievements – the basis for their feelings, values, and attitudes	8.2 use note-making strategies to reconstruct increasingly complex knowledge – explore the use of multimedia in documenting experiences	8.3 make effective choices of language and techniques to enhance imaginative writing and other ways of representing	9.1 produce writing and other forms of representation characterized by increasingly sophisticated thought, structure, and conventions		9.2 demonstrate an understanding of the ways text construction can create, enhance, or control meaning – make critical choices of form, style, and content to address increasingly complex demands		
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 evaluate the responses of others to their writing and multimedia projects			10.1 apply their knowledge of effective strategies in writing and other representing	10.2 accurately use the conventions of written language in final products	10.3 use technology effectively to serve their communication purposes – design texts that they find aesthetically pleasing and useful	10.4 demonstrate a commitment to the skilful crafting of pieces of writing and other representations	10.5 integrate information from various sources to construct and communicate meaning