

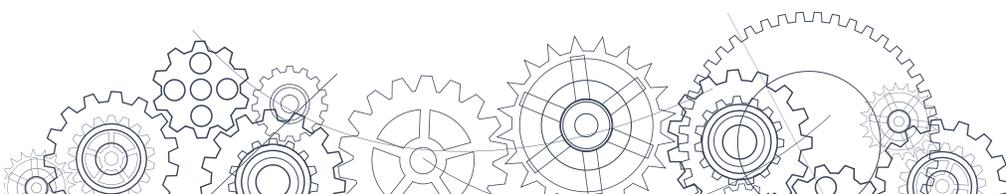
Classroom Assessment Resource Package English Language Arts 10-12

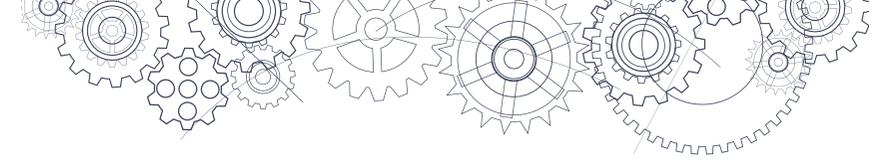
This resource package was developed by a team of secondary language arts teachers who applied the conceptual framework presented in the [Framework for Classroom Assessment](#) to create classroom assessment support materials focused on the Curricular Competencies of the English Language Arts 10-12 curriculum. The criteria categories, criteria, and sample applications included in this document have been developed by teachers for teachers. They are not required and are intended only to support teachers when developing their own criteria-based classroom assessment applications to inform their teaching and to support student learning.



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Criteria Categories and Criteria for English Language Arts 10-12

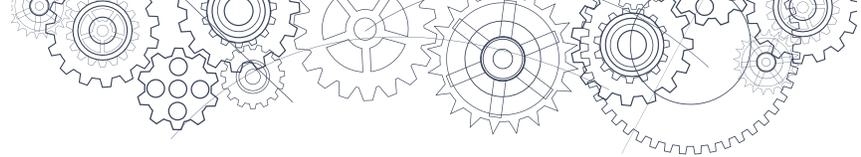
Criteria category	Grades 8-9	Grade 10	Grades 11-12
Connecting (Engaging) and Questioning	<ul style="list-style-type: none"> Listen and respond Evaluate and synthesize information from multiple sources and for multiple purposes Make connections and use background knowledge to show understanding Question, speculate, and problem solve to extend thinking 	<ul style="list-style-type: none"> Read for enjoyment and to achieve personal goals Construct meaningful connections between self, text, and world Apply appropriate strategies in a variety of contexts to engage with texts and extend thinking 	<ul style="list-style-type: none"> Read for enjoyment and to achieve personal goals Construct meaningful personal connections between self, text, and world to build understanding Select and apply appropriate strategies in a variety of contexts to engage with texts and to guide authentic inquiry
Processing	<ul style="list-style-type: none"> Use strategies to access text and expand knowledge Understand that authors choose a format (linear, circular, and/or interactive) through which to tell their stories 	<ul style="list-style-type: none"> Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts Respond to text in personal, creative, and critical ways Apply appropriate strategies in a variety of contexts to guide inquiry 	<ul style="list-style-type: none"> Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts Respond to text in personal, creative, and critical ways Select and apply appropriate strategies in a variety of contexts to guide inquiry
Analyzing and Interpreting	<ul style="list-style-type: none"> Make connections with self, text, and world Use multiple strategies to assess ideas that are relevant to purpose Synthesize ideas and information from a variety of sources to build understanding 	<ul style="list-style-type: none"> Access information from diverse sources and for a variety of purposes to inform understanding and creation Recognize the significance of textual elements: forms, formats, structures, features of texts, and literary elements, techniques, and devices Evaluate the relevance, accuracy, and authenticity of text and identify bias 	<ul style="list-style-type: none"> Access information from diverse sources and for a variety of purposes to inform understanding and creation Analyze the significance of textual elements: how texts reflect cultures, knowledge, histories, and worldviews in relation to purpose, audience, and messages (diction/language) Evaluate the relevance, accuracy, authenticity, and bias of text





Criteria category	Grades 8-9	Grade 10	Grades 11-12
Valuing Identity and Voice	<ul style="list-style-type: none"> • Recognize how language and personal, social, and cultural identity are connected • Understand and appreciate multiple contexts, values, and perspectives • Adjust format of communication for purpose and audience • Exchange ideas and perspectives to extend thinking beyond self and community 	<ul style="list-style-type: none"> • Recognize and understand personal, social, and cultural contexts, and values and perspectives in texts, including gender, sexual orientation, and socio-economic factors • Explore how language constructs personal and cultural identities • Respectfully exchange ideas and acknowledge viewpoints from diverse perspectives to build shared understanding and extend thinking • Recognize the diverse communities that people belong to, demonstrating respect for the rights, responsibilities, and protocols within and between these communities 	<ul style="list-style-type: none"> • Recognize that identity is influenced by land and place; personal, social, and cultural contexts; and values and perspectives, including gender, sexual orientation, and socio-economic factors • Analyze the influences of identity on expression and constructions of text • Respectfully exchange ideas and acknowledge viewpoints from diverse perspectives to build shared understanding and transform thinking • Identify and respect the diverse communities that people belong to, demonstrating respect for the rights, responsibilities, and protocols within and between these communities
Constructing and Creating	<ul style="list-style-type: none"> • Plan and refine original text to increase engagement, clarity, and impact • Express reactions and opinions and provide evidence to support them • Share a story using effective oral communication skills • Use elements of text to create meaning • Choose particular formats (linear, circular, and iterative) in the creation of story/text 	<ul style="list-style-type: none"> • Use design and writing processes to plan, develop, and create meaningful and engaging texts for a variety of purposes and audiences: <ul style="list-style-type: none"> – identify intended audience and purpose – select appropriate medium/modes – apply appropriate tools and strategies – assess and refine texts to improve clarity and impact 	<ul style="list-style-type: none"> • Use design and writing processes to plan, develop, and create meaningful and engaging texts for a variety of purposes and audiences: <ul style="list-style-type: none"> – identify intended audience and purpose – select appropriate medium/modes – apply appropriate tools and strategies – assess and refine texts to improve clarity and impact





Sample Application for EFP 10

Resilience and Healing

Background

This is a two-text learning sequence that includes a somewhat traditional novel study. Novel studies are often introduced in a course of instruction when students are ready to become more independent in their processing, analysis, and interpretation of text. It is therefore expected that students already have an understanding of colonialism, the Indian Act, and the impacts of the residential schools system, including manifestations of intergenerational trauma, such as violence, shame, and drug and alcohol abuse.

The ELA 10 criteria below are instrumental in the planning and assessment process, as they guide the focus for each sequence of lessons and provide clarity regarding the skills to be assessed throughout. If a teacher wants to incorporate focused instruction around the writing process, addressed in the Constructing and Creating criteria category, these lessons could be inserted after the study of the novel and before the drafting of the final essay.

Extension

This learning sequence lends itself to extension into a guided inquiry process focused on resilience and healing. Whole-class discussion regarding what we have already learned about resilience and healing (making reference to *First Contact* and *Indian Horse* in particular) would lead to generation of essential questions. Students could do research to find articles and information about the Truth and Reconciliation Commission, services provided to those healing from trauma, creative works that demonstrate different perspectives on healing and resilience, and so on. They could be tasked with presenting three truths they've learned about healing or resilience, citing at least one source for each. These understandings could be presented in a TED Talk format, a visual essay, or some other creative work, such as spoken word poetry.

This extension task would continue to explore students' ability to demonstrate the same criteria, but with more complex analysis and interpretation, and with the addition of "Evaluate the relevance, accuracy, and authenticity of text and identify bias." It also enables further instruction related to the Constructing and Creating criteria category.



Criteria	Texts and instructional activities	Assessment/tasks
<p>Connecting (Engaging) and Questioning:</p> <ul style="list-style-type: none"> Construct meaningful connections between self, text, and world. 	<p>Assess prior knowledge of and instruction on stereotypes and biased opinions.</p> <p>View/study <i>First Contact</i>, a three-episode reality series following six settler Canadians with strong, stereotypical opinions of Indigenous peoples (https://aptn.ca/firstcontact/):</p> <ul style="list-style-type: none"> View in chunks with discussion on what's important and why. What are students viewing that connects with what they already know? What ideas or understandings are new? How do students feel about how different individuals' perspectives are or are not changing? What is influencing these opinions? Have students write a personal response to one aspect of the series: What struck you in a new way? What is something you are thinking about differently now that you've watched this series? Have students share writing with partners or small groups. Have a whole-class discussion on key ideas we can take away from this series. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Help students identify the connections participants are making with people and their experiences in each episode. Ask students how these connections influence the participants' ideas and perspectives? <p>Written reflection: What meaningful connections did you find yourself making between the documentary (text), yourself, and your understanding of the world? Explain your thinking.</p>
<p>Processing:</p> <ul style="list-style-type: none"> Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts <p>Analyzing and Interpreting:</p> <ul style="list-style-type: none"> Access information from diverse sources and for a variety of purposes to inform understanding and creation 	<p>Three-text synthesis assignment (see below), similar to Part A of the Grade 10 Literacy Assessment:</p> <ul style="list-style-type: none"> "Truth and Reconciliation" – speech by Justice Murray Sinclair Aboriginal Poverty – infographic from <i>tvo.org/whypoverty</i> "The Story Behind Hamilton's New Urban Indigenous Strategy" – article by Rhiannon Russell 	<p>See the 3-point graphic organizer</p>





Criteria	Texts and instructional activities	Assessment/tasks
<p>Analyzing and Interpreting:</p> <ul style="list-style-type: none">Recognize the significance of textual elements: forms, formats, structures, features of texts, and literary elements, techniques, and devices	<p>Read the novel <i>Indian Horse</i>, by Richard Wagamese.</p> <p>Assess prior knowledge of and instruction on literary elements, techniques, and devices, particularly those pertaining to Indigenous texts (discontinuous timeline, imagery, humour/voice, first-person point of view, positioning of narration).</p> <p>Read the first half of novel together in reasonable chunks, with a focus on the author’s technique and connections between self, text, and world, which leads to inferring characters’ experience and conflicts. (Challenge students to make connections with <i>First Contact</i> and with their own writing about the series.)</p> <p>Continue studying the novel, scaffolding reading and discussion as necessary.</p>	<p>Gallery walk:</p> <ul style="list-style-type: none">Have students select and copy a significant excerpt from the first half of the novel, then write to explain what that excerpt makes them think, wonder, and understand.Then task students with walking around the room and reading peers’ ideas and writing their own responses/ideas under their peers’ ideas, adding a layer of discourse to that particular line of discussion, and signing their name for accountability.After students have responded to at least five other excerpts, have them return to their own page and write New Ideas, Questions, and Connections.Collect the students’ writing to assess their demonstrations of “[Thinking] critically, creatively, and reflectively to analyze ideas within, between, and beyond texts.” Feedback could be provided in writing, through individual consultation or whole-class feedback.Have students continue to analyze, using the question “What’s important and why?” and focusing on the author’s techniques and how they impact the reader’s response and interpretation. <p>End-of-novel essay:</p> <ul style="list-style-type: none">In multi-paragraph form and with reference to Richard Wagamese’s novel <i>Indian Horse</i>, have students discuss how the author develops themes of resilience and healing.Assess students’ ability to “Recognize the significance of textual elements: forms, formats, structures, features of texts and literary elements, techniques, and devices”Writing can be scaffolded through provision of an essay outline, or through sentence/paragraph prompts.Whole-class discussion of the task and of possible responses/evidence would be beneficial for students.Writing can be assessed using the EFP 10 Six-Point Scale for Reading/Interpretation.





Three-text synthesis assignment

Based on these texts, write a statement that summarizes the need for reconciliation with Indigenous Peoples in Canada.

Identify a key idea from each of the texts listed below and briefly explain how it supports your statement about the factors and events that led to the need for reconciliation.

Text 1: “Truth and Reconciliation” – Speech by Justice Murray Sinclair

Key idea and brief explanation:

Text 2: Aboriginal Poverty infographic

Key idea and brief explanation:

Text 3: “The Story Behind Hamilton’s New Urban Indigenous strategy” – article by Rhiannon Russell

Key idea and brief explanation:

Write a summary statement about how a deeper understanding of the ideas in these texts could lead to healing and growth for Canada.

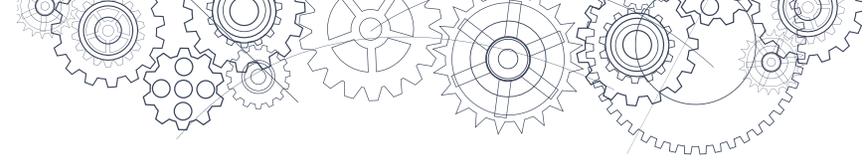




Graphic organizer

Extending	<ul style="list-style-type: none">• <i>Extracts and clearly communicates relevant information from texts and summarizes ideas</i>• <i>Provides evidence and draws conclusions from the texts</i>• <i>Expresses meaningful judgments and interpretations of the texts</i>
Proficient	<ul style="list-style-type: none">• <i>Extracts and communicates some information from texts and lists ideas</i>• <i>Offers some evidence for simple conclusions</i>• <i>Expresses judgments about ideas from the text</i>
Developing	<ul style="list-style-type: none">• <i>Extracts relevant words and phrases from the texts</i>• <i>Reaches some simple conclusions</i>• <i>Offers some judgments related to texts</i>





Sample Application for ELA 10

Valuing Identity and Voice

Background

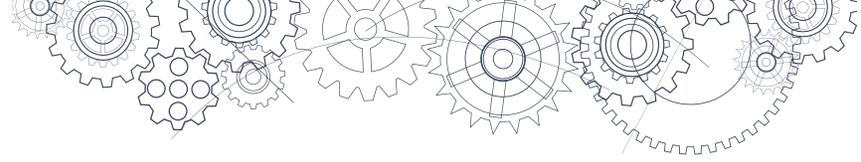
Valuing Identity and Voice is often demonstrated through class discussion and interaction, and may be most visible in its absence: it is important to explicitly teach the importance of a person's complex identity and how those perspectives can influence both one's works and one's interpretations of works. An effective approach involves teachers modelling with a whole class, then practising with the whole class and with smaller groups or pairs, before tasking students with demonstrating their understanding independently.

Initial instruction would include discussion of all of the personal, social, and cultural groups with which we each identify. We can talk about the values and perspectives we have developed through our identification with these groups. And we can identify areas in which those values and perspectives can affect our responses to and interpretations of others' ideas. We can develop a collective understanding of what respectful exchange of ideas can look like, perhaps drafting a class contract or set of expectations to which we can refer as we interpret texts from differing viewpoints or as we engage in rich dialogue around complex issues.

One activity that may lead into the following task would be to provide small groups of students with a poem or similar work to analyze together. While the poem would be the same for everyone, different information would be provided for each group, which could influence their interpretation (this information could be fictitious). For example, one copy of the poem could include supposed information about the author. Another group's copy could include footnotes about the supposed significance of various words or phrases. Another could include a leading title, or a synopsis as provided in some anthologies. When students report out their interpretations of the text, the teacher would challenge them to explain their thinking in relation to the extra information provided, developing metacognitive awareness and students' ability to explain how their own connections came from their own perspectives and values.

Further instruction would include whole-class practice with analysis and interpretation of a number of varied texts (e.g., spoken word, song lyrics, persuasive writing, visual representations). Students would be encouraged to do research on the authors/creators of these texts and then discuss how the information they acquired influenced their interpretations of the authors' perspectives and purposes in their works.





Extension

Following this suggested task, students could be assigned a creative task that requires them to demonstrate varied elements of their own identities, explaining how their work shows their values, perspectives, and ideas.

Focus on Valuing Identity and Voice		
Criteria	Possible task	Possible assessment
<ul style="list-style-type: none"> Recognize and understand personal, social, and cultural contexts, and values and perspectives in texts, including gender, sexual orientation, and socio-economic factors Respectfully exchange ideas and acknowledge viewpoints from diverse perspectives to build shared understanding and extend thinking Recognize the diverse communities that people belong to, demonstrating respect for the rights, responsibilities, and protocols within and between these communities 	<p>Students will select a text that shows an example of personal, social, and cultural contexts, and values and perspectives, including gender, sexual orientation, and socio-economic factors.</p> <p>Ideas for texts: lyrics, graphic novels, advertisements, video games, posters, Tweets, videos, novels, websites, speeches, debates, interviews, poetry, spoken word poetry, creative writing, TED Talks. (The teacher refines choices as appropriate to the course.)</p> <p>Students deconstruct and analyze personal, social, and cultural contexts, and values and perspectives, including gender, sexual orientation, and socio-economic factors, within a text, according to teacher prompts as modelled and practised in previous instruction.</p> <p>Students share their findings, respectfully exchanging ideas and acknowledging viewpoints from diverse perspectives to build shared understanding and extend thinking. One possible strategy would be to share in circle groups and identify commonalities.</p> <p>Students would be encouraged to respond (or tasked with responding) to peers' ideas, with prompts such as, "I noticed...", "That makes me wonder...", "That idea connects with mine because..."</p> <p>The teacher contributes to collective dialogue by identifying and validating ways in which students demonstrate the criteria, thus modelling for both students' responses to peers and their individual self-assessments.</p> <p>The self-assessment tool provides a basis for teacher-student dialogue about student progress and plans for future growth.</p>	<p>Students will self-assess their ability to recognize and understand through provision of evidence supporting each of the "I can" statements below.</p> <p>Single-point proficiency scale:</p> <ul style="list-style-type: none"> I can identify multiple elements of a text that represent personal, social, and/or cultural contexts. I can share my ideas respectfully and learn from others' diverse perspectives. I can identify the variety of communities an individual could identify with, and how those communities might be represented in a text. I can adjust my interpretations of a text in relation to these representations of identity.



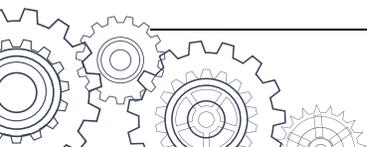


Student self-assessment tool

Consider what we’ve learned about how one’s identity affects the construction and purpose of a work, and also how our identities and perspectives influence the way we interpret those works.

Referring to your analysis and interpretation of a work, and to your presentation of your understanding of Valuing Identity and Voice to your peers, record evidence in one of the appropriate boxes, explaining the ways in which your completed task demonstrates Developing, Proficient, or Extending understanding or each of the criteria.

<p>Developing</p> <ul style="list-style-type: none"> • What am I starting to understand? How am I starting to show my understanding? 	<p>Proficient</p> <ul style="list-style-type: none"> • What do I understand or show well? 	<p>Extending</p> <ul style="list-style-type: none"> • What do I understand or show that goes further and deeper?
<p>I can identify multiple elements of a text that represent personal, social, and/or cultural contexts. <i>How did you show your understanding of the ways a text reflects elements of a person’s perspectives?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<p>I can share my ideas respectfully and learn from others’ diverse perspectives. <i>Describe your interactions with peers. How were you able to share your unique perspective and learn from others’?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<p>I can identify the variety of communities an individual could identify with, and how those communities might be represented in a text. I can adjust my interpretations of a text in relation to these representations of identity. <i>How did you show your understanding of the ways in which a person can belong to many communities, and how those identities can be visible in a text?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •





Additional reflection questions:

- How were you able to “exchange ideas and perspectives to extend [your] thinking beyond [your]self and [your] community”?
- What are some new ideas you took away from discussion and others’ presentations?
- What are you thinking now that you weren’t thinking at the beginning of this unit?
- What is a way in which this new thinking may have manifested itself in your interactions with your peers?

Students may write independently and attach their reflection to their self-assessment.





Sample Application for New Media 10

Interviewing and Honouring through Story

Criteria category	Criteria
Analyzing and Interpreting	<ul style="list-style-type: none">• Access information from diverse sources and for a variety of purposes to inform understanding and creation
Valuing Identity and Voice	<ul style="list-style-type: none">• Respectfully exchange ideas and acknowledge viewpoints from diverse perspectives to build shared understanding and extend thinking.• Recognize the diverse communities that people belong to, demonstrating respect for the rights, responsibilities, and protocols within and between these communities

One way for students to recognize and value the diverse stories and communities of others is to ask about and listen to stories. During this task, students practise getting information and stories from people in their communities, and they practise respectfully exchanging ideas through the interview process.

First, students spend time reading and discussing sample texts. Then they draft and revise interview questions, and they practise interviewing with their peers. After this process (which could take days), students interview people throughout the school about their life stories and the communities they belong to.

Next, using the information and stories that they have gathered from their interviews, students create a text that honours a person they interviewed by telling a part of their story and highlighting some of the communities they belong to. Many possible types of text could be created; for example, students could contribute to a class blog (similar to the style of *Humans of New York*), create short documentary-style films, or write and illustrate a children's book.

Once finished creating and sharing their work, students reflect on their process and learning using the student/teacher assessment form. First, students assess themselves on the three criteria, using the emerging-extending scale; then they provide evidence and an explanation to support their claims, always considering areas for growth. Next, teachers respond to the student assessment for each criterion; space has been created for a teacher comment for each criterion to encourage strength-based feedback specific to each criterion and student self-assessment.

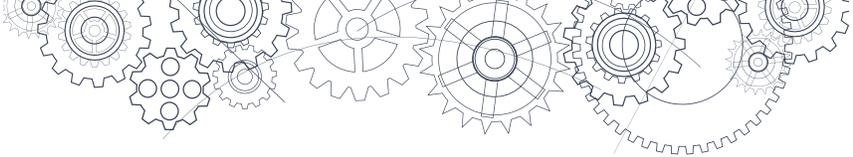




Student/teacher self-reflection and assessment

Analyzing and Interpreting			
<ul style="list-style-type: none"> I can access information from diverse sources and for a variety of purposes to inform understanding and creation. 			
<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending
<p>Evidence and explanation:</p> <p>I am still working to develop the skill of accessing information from diverse sources. I know that I am able to get information from books, but I had a hard time asking follow-up questions to the person I was interviewing. My first questions were strong, but because I couldn't come up with good follow-up questions on the spot, I didn't have a lot of good information to use in my final video. In the future when I talk to others about their stories, I will try to use <i>who, what, when, where, why, how</i> stems to gather more details.</p>			
<p>Teacher response:</p> <p>Thanks for your honesty! Getting information straight from people can be intimidating, but I think that your plan to structure your follow-up questions using all of the question words is a great place to start! Also, after reading your transcript, I was very impressed by the quality of your initial questions – they were open-ended and unique!</p>			
Valuing Identity and Voice			
<ul style="list-style-type: none"> I can respectfully exchange ideas and acknowledge viewpoints from diverse perspectives to build shared understanding and extend thinking. 			
<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending
<p>Evidence and explanation:</p> <p>I would say that I am proficient at respectfully exchanging ideas with others. I know I demonstrated my ability to do this when I consciously tilted my computer screen down so that I wouldn't be distracted by my screen and so that I could look at Alan, the student I was interviewing. After practising in class, I knew that I had to smile and nod to show Alan that I was listening, so I did. When I realized that Alan and I don't agree about politics, I tried very hard to listen but kept thinking about what I believed. In the future I will try to ask more questions about why people believe what they do instead of just pretending to listen.</p>			
<p>Teacher response:</p> <p>It sounds like you utilized some great strategies to show Alan that you cared about him and his story by listening well! I'm glad that you demonstrated respect while Alan shared opinions that you disagreed with. Remember, too, that others have plenty of wisdom to offer us, so listen with open ears and an open mind so that your ideas and opinions can grow and develop, too.</p>			
<ul style="list-style-type: none"> I can recognize the diverse communities that people belong to. 			
<input type="checkbox"/> Emerging	<input type="checkbox"/> Developing	<input type="checkbox"/> Proficient	<input type="checkbox"/> Extending
<p>Evidence and explanation:</p> <p>I have gone beyond expectations in recognizing the communities that Alan belongs to. While listening to him tell stories, I noticed that his basketball team, family, and religious community came up over and over, so I decided to organize my video into these three categories. For each category, I had him explain how each of these groups impacted his identity.</p>			
<p>Teacher response:</p> <p>I love how you organized your final video! Not only did you point out the communities that Alan belongs to, but you also explained how those communities have supported him and enriched his life and the responsibilities he has to each of his communities. While doing so, you honoured these communities and the value that they hold in Alan's life.</p>			





Sample Application for English Language Arts (all strands) and Science (Grade 10)

Communicating for Action

This example can be used as an interdisciplinary approach for Science and English Language Arts or separately in each discipline. Although the Grade 10 criteria (i.e., the condensed Curricular Competencies) from both disciplines are used, the learning context and assessment tools are easily scalable across Grades 10 to 12.

Learning context

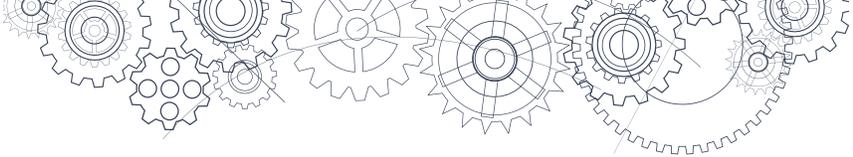
One of the central ideas of English Language Arts is that language shapes ideas and influences others. This is specifically relevant for scientists seeking to share their information and ideas with the public. As Anne Roe (1953) states, “Nothing in science has any value to society if it is not communicated, and scientists are beginning to learn their social obligations.” However, not all communication is effective, which begs the questions, How can scientists effectively communicate their ideas and information with society? And what are the social, ethical, and environmental implications should they fail?

Overall, students will be responsible for creating an effective communication designed to impact the actions of a specific audience. First, to both model and provide an opportunity for practice, the whole class evaluates an ineffective communication targeted at the students themselves. Students, as the intended audience, use the audience application described below to evaluate the communication and then collaboratively redesign it to be more effective.

Next, students are provided with opportunities to evaluate effective communications (e.g., Cape Town’s communication strategy to impact resident water usage) and to identify the importance of understanding one’s target audience and having a specific purpose by creating their own communication. Individually, in pairs, or in small groups, students:

1. Select scientific information of interest to them that is not effectively impacting the behaviour/actions of the intended audience
2. Investigate and describe the target audience for which the information is most relevant
3. Determine why the scientific information has not been effectively communicated with regard to the intended audience and purpose
4. Apply previously developed criteria for effective and persuasive communication to create a communication (in any modality) aimed at persuading their target audience
5. Have a sample test group of their target audience evaluate their communication using the audience application
6. Revise and publish their communication where and how they feel it will reach their target audience

Please note that collaboration between Science and ELA classes increases learning and offers a rich opportunity to develop disciplinary literacy.



Synthesizing ELA and Science criteria

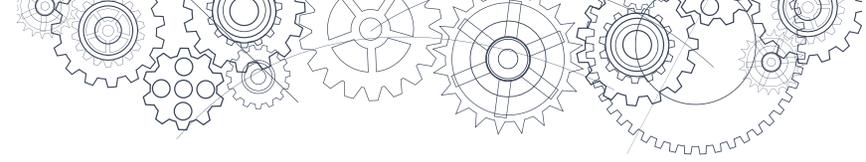
Prior to creating the applications, the key criteria from both disciplines was selected and converted into clear “I can” statements. The “I can” statements were then used to create the audience application (accessible to a general audience) and the self-assessment application (compatible with the proficiency scale Emerging/Developing, Proficient, Extending).

Grades 11-12 ELA key criteria	Grade 10 Science key criteria	Synthesized “I can” statements
Analyze the significance of textual elements: how texts reflect cultures, knowledge, histories, and worldviews in relation to purpose, audience, and messages (diction/language) (Analysis)	Evaluates social, ethical, and environmental implications in investigations (Perspectives and Ethics)	<p>I can evaluate the social, ethical, and environmental implications of scientific findings.</p> <p>I can describe the worldviews of a specific audience.</p> <p>I can analyze effective textual elements for communicating with and influencing a specific audience.</p>
Use design and writing processes to plan, develop, and create meaningful and engaging texts for a variety of purposes and audiences (Constructing and Creating)	<p>Clearly and concisely communicates scientific ideas and information (Communication)</p> <p>Considers perspectives relevant to a given context and/or place (Perspectives and Ethics)</p>	<p>I can identify and describe my specific purpose and audience.</p> <p>I can select the appropriate medium and modality for my audience and purpose.</p> <p>I can apply appropriate design and writing tools and strategies to communicate scientific ideas and information and suggested actions.</p> <p>I can assess and refine texts to improve clarity and impact.</p>

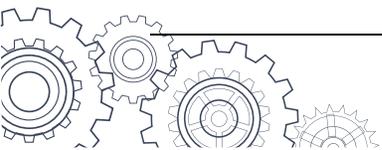
Audience application

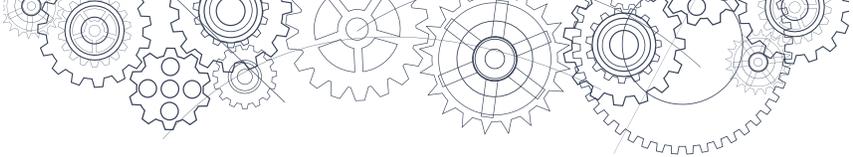
For the following application, the “I can” statements have been adjusted for diverse public audiences. Please see “Learning context” (above) for more on potential uses for the audience application.





Audience application						
Please circle the appropriate response.					<i>Please provide specific examples of what was effective about the communication and what could be improved.</i>	
Overall, I found the communication to be effective.	strongly agree	agree	neutral	disagree	strongly disagree	
I understand the main idea and purpose of the communication.	strongly agree	agree	neutral	disagree	strongly disagree	
I feel as though the creator(s) understand what is important to me.	strongly agree	agree	neutral	disagree	strongly disagree	
The selected medium and format is appropriate and effective.	strongly agree	agree	neutral	disagree	strongly disagree	
I am likely to make changes in my behaviour because of this communication.	strongly agree	agree	neutral	disagree	strongly disagree	





Self-assessment application

Students use the self-assessment application to synthesize, reflect on, and set goals based on the feedback received from their sample audience, peers, and teachers. This is a living document, changing according to growth and evidence of mastery throughout the course(s).

The three categories below represent (1) emerging/developing, (2) proficient, and (3) extending from the four-point provincial proficiency scale. These terms intentionally do not appear in the tool, encouraging students to focus on their next steps and growth rather than on grades.

I am working on: <i>(provide details)</i>	I can: <i>(highlight where relevant)</i>	I am strong in: <i>(provide details)</i>
	<ul style="list-style-type: none"> – identify and describe my specific purpose and audience – select the appropriate medium and modality for my audience and purpose 	
	<ul style="list-style-type: none"> – apply appropriate design/writing tools and strategies to communicate scientific ideas and information and suggested actions 	
	<ul style="list-style-type: none"> – assess and refine texts to improve clarity and impact 	
My next step(s) is to:		





Example of a self-assessment application

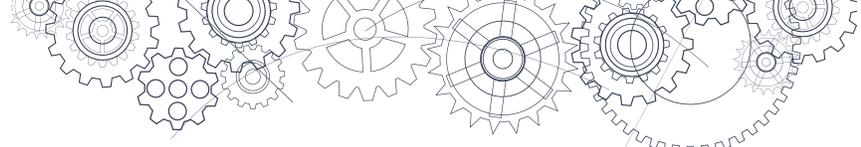
This student created a communication targeting new mothers and used social media platforms to reach the target audience. After reviewing comments from three new mothers who used the audience application to provide feedback on the communication, the student completed the following self-assessment.

➔		
I am working on: <i>(provide details)</i>	I can: <i>(highlight where relevant)</i>	I am strong in: <i>(provide details)</i>
<p>- selecting or creating visuals that engage my specific audience.</p>	<p>- identify and describe my specific purpose and audience.</p> <p>- select the appropriate medium and modality for my audience and purpose.</p>	<p>- identifying and using effective social media platforms (Facebook and Babycenter app) to access new mom audience.</p>
	<p>- apply appropriate design / writing tools and strategies to communicate scientific ideas, information and suggested actions.</p>	
	<p>- assess and refine texts to improve clarity and impact.</p>	
<p>My next step(s) is to:</p> <p>- seek effective visuals on media sites / texts targeted at new moms and identify what makes them effective (key criteria)</p> <p>- select or create visuals using criteria</p> <p>- refine my communication: seek feedback</p>		

References

Roe, A. (1953). *The Making of a Scientist*. New York: Dodd, Mead & Company.





Sample Application for English Studies 12

Concepts in Hermann Hesse's *Siddhartha*

Abstract/rationale

While reading Herman Hesse's novel *Siddhartha*, my teaching partner and I decided that we wanted students to look at the novel through the lens of the individual reader's journey. One of our goals was to see how a classic text, revolving around a spiritual concept that might be unknown to our students, could be completely relatable to today's youth. Students prepared concept presentations exploring one noble truth or one step on the eightfold path. As we approached each new chapter, presenters were invited to facilitate a conversation with their classmates that would deepen our collective understanding of the concepts within. This process was effective in that it enabled students to see how the Buddhist concepts of the four noble truths and the eightfold path to enlightenment were experienced by Hesse's character, Siddhartha, and how these concepts resonated as truths for them too.

The Big Ideas

- People understand **text** differently depending on their worldviews and perspectives.
- The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

The learning experience

This assignment would require students to:

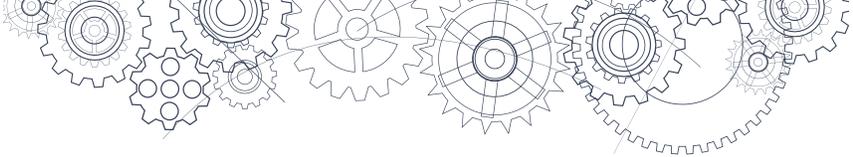
- have previously worked through the pre-reading material about Hesse's life
- use knowledge of self to appropriately pick a chapter that fits their learning, as well as a partner that they can collaborate with
- discuss the assessment criteria and co-define the terms "developing, proficient, extending"
- prepare for the concept presentation and facilitate a three- to five-minute conversation with their classmates

Student instructions:

You are to connect the truth/path to today's world by:

1. Explaining the truth/path
2. Briefly summarizing how Siddhartha experiences it in the chapter
3. Showing what this means to you and your generation today
(How is this truth/step applicable to what you know and experience?)
4. Providing one symbolic visual to represent the truth/path
(may be one slide or a physical object that you bring in)

Remember that you are *talking with us* and not reading to us. Delivery and energy are important. Aim for a three- to five-minute "conversation" with the class. Be prepared to deliver on the day we reach your chapter.



Content

The Four Noble Truths and Eight Steps on the Path to Enlightenment in *Siddhartha*

Part 1	Four Noble Truths	Presenters
The Brahman's Son	1. Life on earth consists of suffering.	
With the Samanas	2. The cause of this suffering is the desire for sensual pleasure, material possessions, and nonexistence or continued existence.	
Gotama	3. Individuals can end their suffering by suppressing or giving up their desires.	
Awakening	4. The way to suppress or give up their desires is to follow the Eightfold Path.	
Part 2	Eightfold Path This path consists of having:	
Kamala	1. the right belief , requiring seeing the world and reality as they really are through belief in the Buddhist system	
Amongst the People	2. the right resolve , requiring a willingness to renounce the material world and follow the Buddhist system	
Samsara	3. the right speech , requiring abstention from lying, verbal abuse, slander, and idle talk	
By the River	4. the right conduct , requiring abstention from committing murder or harming in any way another living thing, from committing theft, and from committing sexual improprieties	
The Ferryman	5. the right occupation , requiring the refusal to do work that contravenes Buddhist tenets	
The Son	6. the right effort , requiring avoidance of harmful thoughts and the development of good thoughts	
Om	7. the right mindfulness , requiring continual awareness of thoughts, feelings, and anything that affects the body	
Govinda	8. the right ecstasy , requiring meditation that detaches one from the world and brings tranquility and composure	



