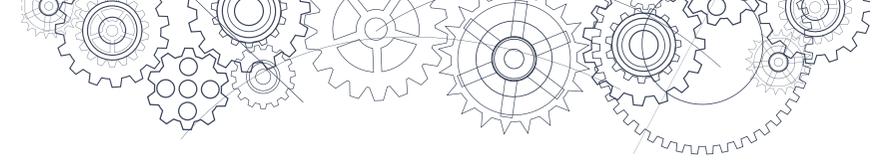




## Criteria Categories and Criteria for English Language Arts K-9

Criteria category	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-7	Grade 8-9
<b>Engaging and Questioning</b>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Discover that story/text has purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask questions related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Choose story/text for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask meaningful questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Locate information from multiple sources for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask clarifying questions to extend thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Organize and assess information from multiple sources for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask critical questions to extend thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Evaluate and synthesize information from multiple sources for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Question, speculate, and problem solve to extend thinking</li> </ul>
<b>Processing</b>	<ul style="list-style-type: none"> <li>• Make meaning from shared story/text</li> <li>• Recognize that print goes left to right and top to bottom</li> <li>• Recognize the difference between a letter and a word</li> <li>• Recognize that a letter makes a sound</li> <li>• Put letters together to make words</li> <li>• Identify familiar sight words</li> <li>• Recognize beginning, middle, and end of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Use decoding skills and reading strategies to decipher text</li> <li>• Identify sight words</li> <li>• Understand beginning, middle, and end of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to access text and expand word knowledge</li> <li>• Understand beginning, middle, and end of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to access text and expand word knowledge</li> <li>• Recognize that stories follow linear, circular, and/or iterative patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies to access text and expand knowledge</li> <li>• Understand that authors choose a format (linear, circular, and/or iterative) through which to tell their stories</li> </ul>





Criteria category	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-7	Grade 8-9
<b>Analyzing</b>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Make predictions and visualizations about story/text</li> <li>• Access information from story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Use multiple strategies to make sense of story/text</li> <li>• Use information from story/text for multiple purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Use multiple strategies to examine ideas that are relevant to purpose</li> <li>• Synthesize ideas and information from a variety of sources to build understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Use multiple strategies to investigate ideas that are relevant to purpose</li> <li>• Synthesize ideas and information from a variety of sources to build understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Use multiple strategies to assess ideas that are relevant to purpose</li> <li>• Synthesize ideas and information from a variety of sources to build understanding</li> </ul>
<b>Recognizing Identity and Voice</b>	<ul style="list-style-type: none"> <li>• Connect story/text with personal experiences</li> <li>• Recognize that story/text reflects family and community</li> <li>• Communicate about self and family</li> <li>• Share ideas, feelings, and perspectives</li> <li>• Listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• Connect story/text with self, family, community and culture</li> <li>• Recognize that story/text builds understanding of community and culture</li> <li>• Match communication depending on purpose and audience</li> <li>• Share ideas, feelings, and perspectives to build understanding of self and community</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how language and personal, social, and cultural identity are connected</li> <li>• Recognize different purposes, audiences, and perspectives</li> <li>• Adjust format of communication for purpose and audience</li> <li>• Share ideas, feelings, and perspectives and considers those of others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how language and personal, social, and cultural identity are connected</li> <li>• Consider and appreciate multiple contexts, values, and perspectives</li> <li>• Adjust format of communication for purpose and audience</li> <li>• Exchange ideas and perspectives to extend thinking beyond self and community</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how language and personal, social, and cultural identity are connected</li> <li>• Understand and appreciate multiple contexts, values, and perspectives</li> <li>• Adjust format of communication for purpose and audience</li> <li>• Exchange ideas and perspectives to extend thinking beyond self and community</li> </ul>





Criteria category	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-7	Grade 8-9
<b>Constructing and Creating</b>	<ul style="list-style-type: none"> <li>• Experiment with print to tell a story</li> <li>• Share ideas, feelings, and opinions</li> <li>• Orally share a story</li> <li>• Recognize elements of text</li> <li>• Apply beginning, middle, and end format in the creation of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Create and share a story</li> <li>• Share ideas, feelings, and opinions</li> <li>• Orally share a story using vocal expression to clarify meaning</li> <li>• Use elements of text to create meaning</li> <li>• Apply beginning, middle, and end format in the creation of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with words, structures, and ideas to create original text</li> <li>• Express reactions and opinions and provide evidence to support them</li> <li>• Share a story using effective oral communication skills</li> <li>• Use elements of text to create meaning</li> <li>• Apply beginning, middle, and end format in the creation of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and refine original text to increase engagement, clarity, and impact</li> <li>• Express reactions and opinions and provide evidence to support them</li> <li>• Share a story using effective oral communication skills</li> <li>• Use elements of text to create meaning</li> <li>• Experiment with a variety of formats (linear, circular, and iterative) in the creation of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and refine original text to increase engagement, clarity, and impact</li> <li>• Express reactions and opinions and provide evidence to support them</li> <li>• Share a story using effective oral communication skills</li> <li>• Use elements of text to create meaning</li> <li>• Choose particular formats (linear, circular, and iterative) in the creation of story/text</li> </ul>

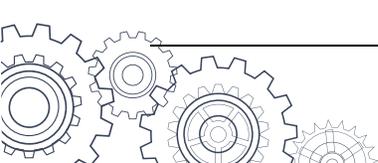




## Sample Application for Kindergarten English Language Arts

**Teacher's comments:** This term we have focused on key concepts of self and family through discussion, story, and pictorial representation. Nora is engaged during circle time and encourages other students to join her. Since the beginning of the school year, Nora has found her voice and her place among her peers. Below you will find specific information on where Nora is at in her learning.

Criteria category	Kindergarten criteria	Descriptive feedback	Goal setting
<b>Engaging and Questioning</b>	<ul style="list-style-type: none"><li>• Listen and respond</li><li>• Discover that story/text has purpose</li><li>• Make connections and use background knowledge to show understanding</li></ul>	Nora has learned about some of our important school structures, like waiting your turn, sharing spaces, and the way we go about learning in our day. She enjoys story time and sharing her life experiences with her classmates.	In this next term, Nora will be working on asking questions related to the topic.
<b>Processing</b>	<ul style="list-style-type: none"><li>• Make meaning from shared story/text</li></ul>	Nora listens to stories and can reflect on key ideas. She contributes her ideas to the group and asks thoughtful questions to grow her understanding.	Nora is working to recognize beginning, middle, and end of story/text.
<b>Analyzing</b>	<ul style="list-style-type: none"><li>• Make connections with self, text, and world</li><li>• Make predictions and visualizations about story/text</li></ul>	Nora is learning to use reading strategies and has a keen ability to identify details within a story that might be overlooked by others.	Nora will continue to make connections with self, text, and world to extend her learning.
<b>Recognizing Identity and Voice</b>	<ul style="list-style-type: none"><li>• Connect story/text with personal experiences</li><li>• Recognize that story/text reflects family and community</li><li>• Communicate about self and family</li><li>• Share ideas, feelings, and perspectives</li><li>• Listen to the ideas of others</li></ul>	Nora is learning about herself. She is finding her place in the classroom community. Nora enjoyed listening to the story I told about my family at Disneyland. In addition, Nora often shares stories about her family and her experiences. During a story, she was able to see how the main character was like her grandmother. She was very proud of this connection!	We will continue to nurture the growth of Nora's new-found voice.

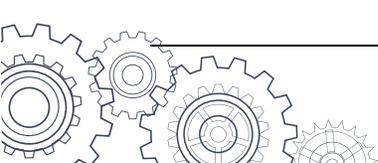




Criteria category	Kindergarten criteria	Descriptive feedback	Goal setting
<b>Constructing and Creating</b>	<ul style="list-style-type: none"> <li>Experiment with print to tell a story</li> <li>Share ideas, feelings, and opinions</li> <li>Orally shares a story</li> </ul>	Nora enjoys the writing centre immensely. She loves to represent her ideas through pictures and print. She willingly talks about the stories she creates and was most proud of her story about Halloween night and how her dog was afraid of the fireworks.	Nora is working toward printing a personal narrative to tell her story.

<b>Proficiency Scale</b>				
	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Feedback is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)





# Sample Application for Grade 3 English Language Arts

## Exit Slip Assessments for Short-Story Reading Activity

Exit slips are tools that teachers use to quickly assess student learning at the end of a lesson. Students are asked to provide evidence of their learning by completing the exit slip. Teachers review what is written to add to their understanding of each individual’s progress in relation to the assessment criteria. Optionally, this feedback can be collected orally. This evidence helps to guide instruction, as it allows teachers to see where students need additional instructional support.

The following exit slips are designed to be used at the end of a short-story reading activity.

### Exit slip #1: Engaging and Questioning

<b>Criteria category:</b> Engaging and Questioning	
<b>Criteria</b>	
<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Make connections and uses background knowledge to show understanding</li> <li>• Ask meaningful questions</li> </ul>	

<b>Name:</b> Desmond		<b>Date:</b>
<b>Criteria</b>		
<b>I can listen to the story and respond</b>	<b>3</b>	<b>Three interesting things about the story:</b> <ul style="list-style-type: none"> <li>• It was interesting because it was all about dragons and knights and they fought each other. The bad dragons ate people</li> <li>• One dragon was a vegetarian he only ate vegetables and his name was Herb</li> <li>• The knights wanted to kill all the dragons and the dragons wanted to kill all the knights but then they made a deal and lived in peace forever</li> </ul>
<b>I can make connections and use my background knowledge to show my understanding</b>	<b>2</b>	<b>Two connections I made:</b> <ul style="list-style-type: none"> <li>• I was sad for Herb when the knights got him and tied him up because he was a nice dragon and he didn’t do anything wrong. He just ate vegetables not people because he was a vegetarian. My Auntie Karen is a vegetarian</li> <li>• The bad dragon tries to get Herb to eat meat but Herb doesn’t want to eat meat. This is like people are different. Some like eating meat and some don’t like eating meat and everybody is different and that’s ok.</li> </ul>
<b>I can ask meaningful questions</b>	<b>1</b>	<b>One question I have:</b> <ul style="list-style-type: none"> <li>• Why was Meathook so angry about Herb not eating meat?</li> </ul>





## Exit slip #2: Processing

<b>Criteria category:</b> Processing
<b>Criteria</b> <ul style="list-style-type: none"> <li>• Use decoding skills and reading strategies to decipher text</li> <li>• Understand beginning, middle, and end of story/text</li> </ul>

Name:		Date:	
Criteria			
<b>I can use decoding skills and reading strategies to decipher text</b>	One  <b>new</b> word in the story:  pillaged	<b>What you think it means?</b> I think it means hurting or killing someone	<b>Why do you think this? How did you figure this out?</b> They said dragons always burned and pillaged and devoured knights and princesses I think they burned and killed and ate them.
<b>I can understand the beginning, middle, and end of a story</b>	<b>The beginning of the story:</b> The bad dragons are planning together and Herb is in his vegetable garden	<b>The middle of the story:</b> Herb is in jail and Meathook tries to make him eat meat	<b>The end of the story:</b> The little girl saves Herb and the King makes a deal with the bad dragons to live together in peace and harmony forever

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# Sample Application for Grade 6 English Language Arts

## One-Minute Speech Assignment – Student Reflection

Over the course of three weeks, Grade 6 students work to draft, edit, peer-assess, workshop, and deliver an original one-minute speech on a topic of personal interest. After final in-class speeches, students reflect on their learning by answering the questions below. Reflective writing is one form of assessment that helps teachers track student progress in relation to the ELA criteria.

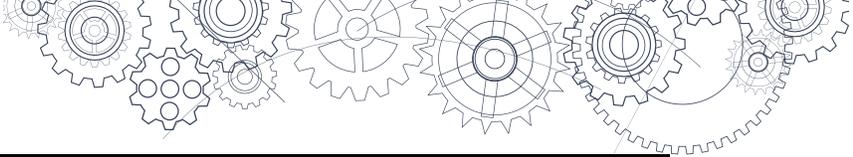
Alternatively, teachers may wish to use the questions below to promote reflection and support discussions with students.

<b>Criteria category:</b> Constructing and Creating
<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Plans and refines original text to increase engagement, clarity, and impact</li> <li>• Expresses reactions and opinions and provides evidence to support them</li> <li>• Shares a story using effective oral communication skills</li> </ul>

### Constructing and Creating: Reflection

<b>Name:</b>		<b>Date:</b>	
<b>1.</b>	<b>I can plan and refine original text to increase engagement, clarity, and impact</b>		
	<p><b>Q:</b> For this assignment, you first drafted and edited your speech following our co-constructed one-minute speech criteria, you worked with a partner to refine your draft, and you got feedback from classmates in the workshop, using this information to help you make final edits. Which step in the editing process did you find the most useful and why? How did you incorporate others' feedback to improve your speech?</p> <p><b>A:</b> The editing activity that I found the most useful was... <i>working with Jordan because he told me what parts to cut out. My speech was too long and there were parts that were kind of confusing, so he helped me by asking me to explain what I meant and also told me to cut some stuff because it was too long.</i></p> <p>I incorporated others' feedback by... <i>I used Jordan's feedback by cutting out the part about driving to the mountain because it was not an important part and it was kind of boring and I also tried to use more descriptive language about our climb. I think my speech was a lot better because Jordan gave me some good ideas to make it better.</i></p>		
<b>2.</b>	<b>I express my reactions and opinions and provide evidence to support them</b>		
	<p><b>Q:</b> Share some specific feedback you provided to another student during the editing or workshopping process. How did your feedback help another to improve their speech?</p> <p><b>A:</b> <i>In our workshop I told Chloe that she was doing a good job with eye contact and her pace was good and she needed to speak louder because she was a little too quiet. She listened to my feedback and she was really loud and clear in her speech.</i></p>		

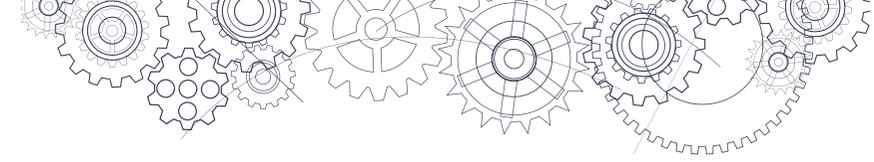




3.	<b>I can share a story using effective oral communication skills</b>
	<p><b>Q:</b> In the final performance, what part of your speech do you think had the greatest impact on your audience? What made it so effective? What oral communication skills were you demonstrating?</p> <p><b>A:</b> <i>I think the best part of my speech is when I got to the part about how my dad taught me to belay because I used lots of descriptive language and I had excitement in my voice and it had a lot of suspense. The oral communications skills I used were keeping focused, speaking loud and clear, and making eye contact with my audience. I also didn't talk too fast or too slow.</i></p>
4.	<p><b>Q:</b> What has this assignment taught you about speech writing/editing and/or public speaking that you would like to remember for next time?</p> <p><b>A:</b> <i>I learned that it takes a lot of editing to make a good speech and it has to have a beginning, middle, and end like a story. And I also learned that it's ok to be nervous because everyone gets a little nervous but it helps to practise so that you feel more confident.</i></p>

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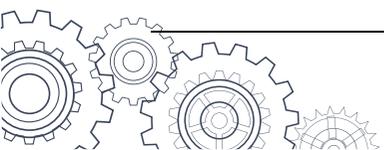


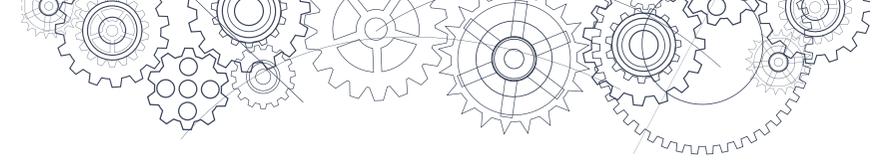
## Sample Application for Grade 8 English Language Arts

### Theme Analysis: “To Build a Fire”

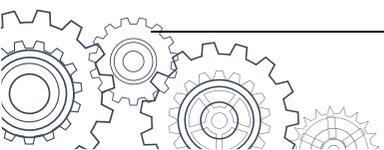
This sample self-assessment demonstrates how both student and teacher engage in learning – the reciprocal relationship is emphasized. Although the exemplar deals specifically with “To Build a Fire,” it can be adapted to any works studied. This self-assessment is a culminating document that showcases student learning. The teacher reflection offers an opportunity for teachers to connect with what the student has learned, to offer personal anecdotes, and to suggest areas where students can extend understanding.

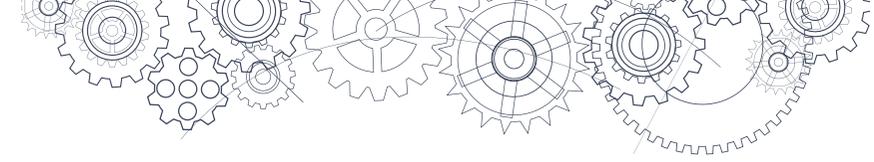
Criteria category	Grade 8	Student reflection	Teacher reflection
<b>Engaging and Questioning</b>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Evaluate and synthesize information from multiple sources for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Question, speculate, and problem solve to extend thinking</li> </ul>	<p>I listened to and watched the story. It helped that there was a movie on this. I got a bit bored reading it on my own. It was crazy that the man tried to kill the dog. I guess we shouldn't underestimate nature!</p> <p>I highlighted important information while I read. I think I did a good job finding information that showed that the man thought he was more powerful than nature.</p> <p>I did an okay job working with my group. Each of us discussed our ideas and we were able to come up with a theme statement we could all agree on. But I really liked doing my own research better. I thought it was kind of sad that the man froze to death, so I did a bit of research on what happens to your body when you die like this. I think this helped me with my argument when we had to write our paragraph. When we had to read and discuss all that stuff other writers were saying about the story I didn't really like it. It was too long and I didn't understand some words. I guess once we went through it together, it did help me understand the idea that authors create stories for a purpose.</p> <p>I loved this part. I thought –32 was cold. I can't imagine being outside in –75. My dad and me always go ice-fishing in the winter. But we've got a tent. I remember thinking it was so strange that we could build a fire on the frozen lake. I thought for sure that the ice would melt and we'd be fish food. And about building fires Sam and me thought we could when we were out camping last summer. It was an epic fail.</p> <p>My big question is how the heck does spit freeze.</p>	<p>I noticed that you highlighted lots of information. Doing such thorough work at the beginning really does help when writers have to pull their ideas together. Just a note of caution: it looks like you highlighted too much. Some of your examples are stronger than others. So I'd narrow it down.</p> <p>Now that you know about Person vs. Nature conflict, you will begin to see that authors use nature to show us about our frailty as humans.</p> <p>Thanks for your honesty. I get frustrated when I work in groups, too. But, like you, but I realize that I can get a lot of useful information and ideas by hearing other people's perspectives.</p> <p>I have a funny story about pouring gas on the kindling of the fire I was trying to start. It took a while for my eyebrows to grow back! When I first read this story, I was shocked when the snow fell on the man's fire.</p> <p>This sounds like a good research project.</p>



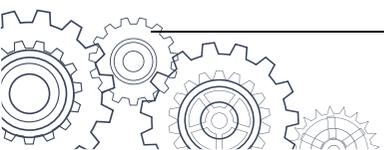


Criteria category	Grade 8	Student reflection	Teacher reflection
<b>Processing</b>	<ul style="list-style-type: none"><li>• Use strategies to access text and expand knowledge</li><li>• Understand that authors choose a format (linear, circular, and/or iterative) through which to tell their stories</li></ul>	<p>I used the highlighting thing you taught me. I also tried to draw some things out so it helped me picture what was happening. I guess when I did some research on freezing and survival in cold temperatures that helped me know more.</p> <p>I didn't really get the idea of omniscient point of view until I watched the movie. The guy's voice was a bit creepy and kind of calm at the same time. Once I watched it, I realized that Jack was hinting at what was going to happen all along.</p>	<p>Do you think Jack London had experiences with extreme cold? Do you think he might have done some research about freezing to death? I ask this because I noticed that the man's death included many of the same things that your research showed.</p> <p>The narrator is Orson Welles. I agree that his voice is soothing. It's strange that the producers of this movie would choose someone with a voice like this to represent such a gruesome death. Or, do you think this is on purpose? Is there a message to be found in using a calm voice for such a tragedy?</p>
<b>Analyzing</b>	<ul style="list-style-type: none"><li>• Make connections with self, text, and world</li><li>• Use multiple strategies to assess ideas that are relevant to purpose</li><li>• Synthesize ideas and information from a variety of sources to build understanding</li></ul>	<p>The story makes me think about all the times my family spends outside camping and stuff. My mom is a bit of a whiner when it gets cold. She's always bundled up in blankets eating chips around the fire. It's pretty funny. She says she just wants to camp at a hotel.</p> <p>IDK</p> <p>All the research you made us do helped me – and kind of annoyed me.... But thanks, I think my paragraph rocks.</p>	<p>I like your mom already!</p> <p>I think you do know. How about deciding on what information you gathered from your group work you would keep? I noticed that you were selective around what information you would include from our "Collective Wisdoms."</p> <p>Research is key!</p>





Criteria category	Grade 8	Student reflection	Teacher reflection
<b>Recognizing Identity and Voice</b>	<ul style="list-style-type: none"> <li>Recognize how language and personal, social, and cultural identity are connected</li> <li>Understand and appreciate multiple contexts, values, and perspectives</li> <li>Adjust format of communication for purpose and audience</li> <li>Exchange ideas and perspectives to extend thinking beyond self and community</li> </ul>	<p>I thought it was a bit stupid of the man not to listen to the old-timer. Jack London must have grown up in the Yukon. It was pretty funny that there were some kids in our class who had no idea about camping or ever building a fire. I guess there is no snow in the Philippines where May comes from.</p> <p>I didn't mind reading and editing other paragraphs. I like that you said it was okay to borrow some ideas from my table partners. When Victor said that bit about the man not listening to the old-timer but how the old-timer must have listened to the elders on the land because he knew how to survive. I used this idea about the old-timer was smart enough to learn from the people who were on the land because they would have the most knowledge. It's just like how we learned in Social Studies about the Europeans needing the First Nations to survive on the land.</p> <p>Well – I wrote and rewrote the paragraph a billion times. So I'd say I adjusted it. I finally learned the difference between analysis and response. You really wanted me to prove my point through examples.</p> <p>I dunno. I guess I will never build a fire under a tree branch filled with snow.</p>	<p>Yes! How we communicate (our language) is connected to our identity.</p> <p>You have touched on such an important concept: the connection that Victor helped you make points to the importance of listening to others, and being part of groups.</p> <p>Yes, learning how to prove your point will set the stage for success on future assignments.</p> <p>When you and Victor were talking about the man not listening to the old-timer, your discussion led you to a very important realization – a very important part of our history that we must work to reconcile. I think you should continue your discussions. They might lead you somewhere great.</p>
<b>Constructing and Creating</b>	<ul style="list-style-type: none"> <li>Plan and refine original text to increase engagement, clarity, and impact</li> <li>Express reactions and opinions and provides evidence to support them</li> <li>Share a story using effective oral communication skills</li> <li>Use elements of text to create meaning</li> <li>Choose particular formats (linear, circular, and iterative) in the creation of story/text</li> </ul>	<p>It is true that when you take out all the “I thinks” and instead just say “it is” my paragraph sounds better. Makes me sound smart to say the theme is instead of I think the theme is.</p> <p>I had my three examples!</p> <p>I am not reading this out loud. It was bad enough that I had to share in my small group.</p> <p>I know what an analysis is.</p>	<p>The more you write, the more skilled you will become at “hiding” your <i>I thinks</i> behind stronger statements.</p> <p>You'll notice that I highlighted some of your examples. I'd like you to reconsider these. Are there stronger examples you could use?</p> <p>Your draft proves this.</p>





**After reading the teacher reflection, I will work on these next steps:**

- Go back into the text to find better examples. I think I should go back to our “Collective Wisdom” sheet. I might find something there. I could also talk to my table partners.
- Work on my transitions. That must be why you stapled a sheet of examples of them to my draft!
- Find out what you mean by “reconcile.” It kind of sounds like you want me to do some digging.

Feedback on draft resources is welcomed at [studentprogress@gov.bc.ca](mailto:studentprogress@gov.bc.ca)

