Cross-Curricular Nature of the Grade 10 English and Français langue première Graduation Literacy Assessments Feedback from Field Test (November 2018)

Students participated in the November 2018 field test for Grade 10 Graduation Literacy Assessment English (LTE10) and l'Évaluation de littératie – Français langue première 10 (LTP10).

Highlights

- Student feedback confirmed the cross-curricular nature of this assessment allowing students to utilize Curricular Competencies from multiple subject areas as well as Core Competencies
- Students made use of the information that was made available to them to make a choice between the two pathways in Part B

Methodology

At the end of the assessment, students were presented with a self-reflection questionnaire which allowed them to provide feedback on their experience with the assessment. For the Grade 10 Graduation Literacy Assessment, 4538 students completed the self-reflection questionnaire. For l'Évaluation de littératie – Français langue première 10, 273 students completed the self-reflection questionnaire.

Educators who administered the assessment were sent a link to a questionnaire to provide feedback on their experience with the assessment. The total number of teachers who completed the questionnaire are: LTE10 – 65, LTP10 – 9.

Length

Students were asked whether they had enough time to complete the assessment. Results from the assessments are presented in the following table:

Q: I had enough time to complete the exam.

	Strongly Agree/Agree	Neutral	Disagree/Strongly Disagree
LTE10	73%	16%	11%
LTP10	58%	18%	24%

Educators were also asked whether students had enough time to complete the assessment. For the LTE10, 73% of educators strongly agreed/agreed that students had enough time which mirrors the student feedback. For the LTP10, educators reported that most students were able to complete the assessment during the given timeframe of 3 hours.

Cross-curricular nature

Students were asked about what different subject areas and competencies they drew upon to complete the assessment. The following table shows student responses to these questions (percentages indicate the proportion of students selecting the subject areas/competencies out of the total number of students responding to the question).

Q: Which of the following courses helped you in completing the assessment?/Which competencies did the assessment allow you to demonstrate?

		LTE10	LTP10
Areas of Learning	**Français langue première**	N/A	87%
	English Language Arts	80%	24%
	Core French	4%	N/A
	Social Studies	51%	59%
	Science	61%	9%
	Mathematics	11%	8%
	Physical and Health Education	14%	6%
	Arts Education	12%	45%
	Other	9%	6%
Core Competencies	**Critical Thinking**	77%	71%
	Creative Thinking	62%	51%
	Communication	38%	50%
	Positive Personal and Cultural Identity	34%	54%
	Personal Awareness and Responsibility	58%	39%
	Social Responsibility	53%	42%

For LTE10 and LTP10, students reported that a wide variety of subjects and core competencies helped them to complete the assessments. This illustrates that these assessments are cross-curricular in nature allowing students to utilize competencies from multiple subject areas as was the intent of the design.

Element of Choice

Students were able to choose between two pathways to complete Part B – Literacy for Information or Literacy for Expression. The distribution of students choosing each pathway is represented in the following table:

	Literacy for Information	Literacy for Expression
LTE10	51%	49%
LTP10	51%	49%

Students were asked how they made the selection between Literacy for Information or Literacy for Expression. For both assessments, themes that emerged from student responses to this question can be

generally categorized as personal interests/strengths and perceived level of difficulty. The following are examples of students' comments on how they made their choice in Part B:

Personally, I love the artistic side and self-expression, so that is why I chose the expression pathway. (LTP10 student)

I chose the option with the story because I retain information easier when it is told in story form instead of in fact form. (LTE10 student)

I thought that the creative one would be a lot easier. (LTE10 student)

The world of information: I saw fewer texts to read. (LTP10 student)