

# Standards-Based Assessment: A Model

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## Introduction

To incorporate content and performance standards into curriculum programs, focus must be on assessments designed to promote student learning and to allow students to demonstrate the skills of thinking, communication, and application. By designing assessments first, teachers are able to evaluate enduring understandings, consider student's prior knowledge, focus their instruction, and create an interconnected program that allows for more accurate and relevant reporting as well as tracking of content standards.

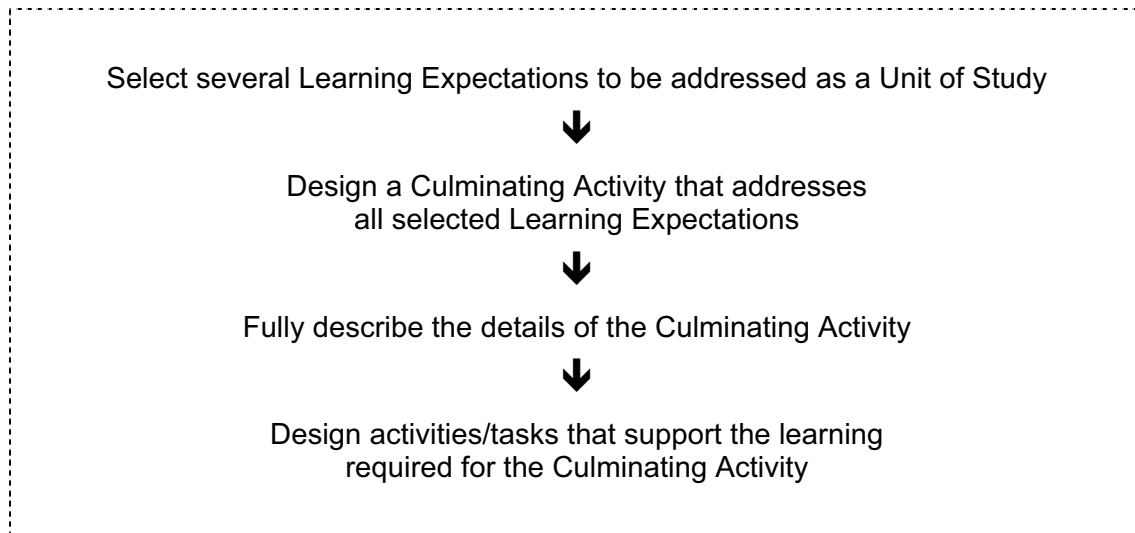
A focus on assessment planning is imperative to delivering a sound educational program that will improve student learning. To encourage and promote student success in learning, teachers should use a variety of strategies as part of the diagnostic, formative, and summative assessments they conduct during a course.

This focus makes pre-planning essential. Pre-planned assessments allow teachers to evaluate and report on student achievement of skills and understanding and offers many benefits to both the teacher and the student. Ideally, this approach will invite teacher collaboration around program planning and the templates provided in this resource will facilitate both the process and the sharing of assessment strategies and tools.

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# “Backwards Design”

## A Strategy for Developing a Unit of Study



### Benefits for Teachers

- ensures covering of curriculum expectations
- provides richer assessments
- enables more accurate reporting
- helps ensure consistency within a department and school
- encourages teamwork and sharing
- ensures a variety of assessment practices and tools
- promotes concept that more assessment occurs during class time
- increases time available to spend with students
- allows for more flexibility during the school year as a result of pre-planning

### Benefits to Students

- allows students to see what they are learning and why in a broad context
- provides opportunities for self-assessment
- ensures better opportunities to demonstrate understanding
- involves students more in the process of assessment
- develops students' awareness of performance and content standards
- promotes valid opportunities to produce exemplary work
- develops students' application of learning in personal or life contexts

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## Standards-based Assessment Model

The standards-based assessment model requires that assessment practices designed to improve student learning are central to an effective program. In designing a program, teachers need to consider how content standards will be used to assess student learning.

CONTENT STANDARDS



ENDURING  
UNDERSTANDINGS



CULMINATING TASK(S)  
(final 30%)



UNITS  
(70% course work)

## Purpose

To assist teachers with program planning and assessment, the templates provided incorporate a standards-based assessment model. Using the templates as part of program planning can help to:

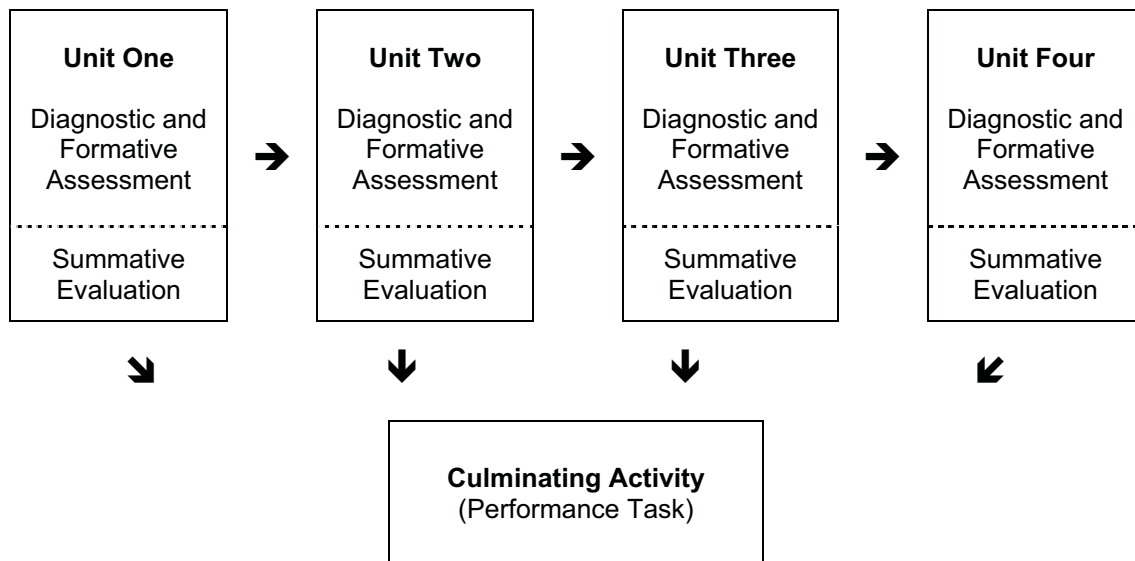
- focus on student learning and improvement in designing rich authentic experiences that emphasize assessment *for* learning rather than assessment *of* learning;
- ensure coverage of curriculum learning expectations by targeting key concepts and enduring understandings;
- pre-plan integration of literacy and numeracy skills;
- ensure that comprehensive assessments of student achievement are completed prior to reporting periods;
- identify a variety of assessment methods that are valid and reliable, and are aligned to the learning expectations.

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## Designing a Program

When designing a program, it is essential to recognize that all units are interconnected. The summative evaluations for each unit act as formative assessments for the program's culminating activities.

- ✓ Read the overall and specific learning expectations for the course and highlight the key concepts and recurring ideas.
- ✓ From the highlighted sections, identify and list the enduring understandings for the course.
- ✓ Develop essential questions to address throughout the program.
- ✓ Develop a culminating task(s) that addresses and evaluates student achievement of these enduring understandings.
- ✓ Ensure that the culminating task(s) reflects a balance of knowledge and skills.
- ✓ Design/plan summative evaluations for the course units, focusing on important knowledge and skills for each unit.
- ✓ Ensure that the unit(s) develops skills and knowledge students need to be successful with the culminating activities.



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## Creating Performance Tasks

A performance task (Culminating Activity) is a complex activity that allows students to demonstrate achievement of curriculum learning expectations, using an authentic application.

- ✓ Select overall and specific learning expectations from the unit that are to be assessed.
- ✓ Choose 4-8 overall and/or specific learning expectations that can form a cluster.
- ✓ Brainstorm activities that will assess students' mastery of the learning expectation cluster.
- ✓ Choose an activity to develop.
- ✓ Ensure that the activity reflects a balance of the four categories of knowledge and skills identified in the Achievement Chart.
- ✓ Create an activity that simulates a meaningful life situation.
- ✓ Ensure that higher order thinking skills are required to complete the task.
- ✓ Present students with an engaging challenge or problem to solve.
- ✓ Develop assessment criteria based on the identified curriculum learning expectations.
- ✓ Review the assessment criteria with students prior to assigning the activity.
- ✓ Create a detailed assignment sheet for the performance task and review with students.

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## Designing a Unit

When designing a unit, it is essential to recognize that all units are interconnected. The summative evaluations for each unit act as formative assessments for the program's culminating activities. A teacher should use diagnostic assessments to assess students' prior knowledge. Formative assessments enable students to develop the skills and knowledge needed to demonstrate a high level of achievement on summative evaluations.

- ✓ Cluster the overall and specific learning expectations to be addressed in each unit.
- ✓ Choose some of the enduring understandings as a key focus for each unit.
- ✓ Design diagnostic assessments that will identify student prior knowledge and skills.
- ✓ Design summative evaluations that assess student achievement of the enduring understandings.
- ✓ Design formative assessments of the skills and knowledge students need for successful completion of summative evaluations.
- ✓ Ensure that each unit addresses specific and overall learning expectations in its assessment.
- ✓ Ensure that each unit includes varied teaching/learning strategies.
- ✓ Ensure that each unit includes varied assessment tools and strategies.
- ✓ Ensure that the unit's assessments and evaluations reflect a balance between the four categories of knowledge and skills.

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# Glossary

## **Achievement**

A student's learning demonstrated at a given time

## **Achievement Chart**

A chart used as a reference for all assessment practice. It provides a framework within which to assess and evaluate student achievement and to specify performance standards found in The Ontario Curriculum policy documents.

## **Achievement Chart Categories**

The Achievement Charts in The Ontario Curriculum policy documents are organized into four categories of knowledge and skills – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

## **Achievement Levels**

Brief descriptions of four different degrees of achievement of the curriculum learning expectations for any given grade:

- Level 1 identifies achievement that falls considerably below the provincial standard.
- Level 2 identifies achievement that approaches the standard.
- Level 3 indicates mastery of the curriculum learning expectations. Students achieving at Level 3 in a particular grade will be prepared for work at the next grade.
- Level 4 identifies achievement that surpasses the standard.

## **Anecdotal Record**

A teacher's short narrative of an individual student's accomplishments based on events and behaviours

## **Assessment**

A systematic process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum learning expectations in a course or subject at a given time

## **Assessment Strategy**

A process that permits students to demonstrate the knowledge and skills acquired. Teachers should use a variety of assessment strategies.

## **Assessment Tools**

Tools used by teachers to record student achievement, e.g., a rubric, a checklist, a rating scale

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**Criterion-referenced Assessment**

A judgement of individual progress and/or achievement against previously established standards, expectations, or criteria

**Diagnostic Assessment**

Assessment before starting instruction to determine what students know and can do, and to identify strengths and weaknesses for the purpose of programming appropriately

**Formative Assessment**

Ongoing assessment using a variety of strategies to inform students of their progress, encourage students to build on strengths and overcome weaknesses, and to help teachers determine the effectiveness of current instructional and learning activities

**Summative Evaluation**

Assessments (paper-and-pencil, communication, performance task) designed to indicate student achievement and to help teachers make formal judgements about a student's progress and achievement at the end of a unit, term, or course

**Checklist**

A list of expected skills, concepts, behaviours, processes, and/or attitudes used to facilitate assessment of student achievement

**Critical Questions**

Questions, asked in student language, that target the enduring understandings. These questions are recurring and guide further inquiry into the "big ideas."

**Culminating Activity**

A summative activity designed to evaluate student achievement of the knowledge and skills outlined in the curriculum learning expectations

**Design-down Planning/Program Design**

Pre-planning for a course or subject by identifying enduring understandings and developing assessment strategies that will identify student achievement of these understandings and, ultimately, the course or subject learning expectations

**Enduring Understandings**

Understandings derived from the curriculum learning expectations that have deep, long-lasting value beyond the classroom

**Evaluation**

The process of judging the quality of students' work on the basis of established criteria, and of assigning a value to represent that quality

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**Exemplar**

Work or performance by a student that demonstrates a particular level of achievement

**Learning Expectations**

A statement of the knowledge and skills students should develop and demonstrate in their class work, on tests, and in other activities that are used to assess their achievement. These expectations may be stated by grade and by subject and categorized into specific and overall groupings.

**Learning Expectation Cluster**

A group of curriculum learning expectations assessed in a performance task

**Learning Skills**

Skills that identify student behaviour and attitudes, e.g., teamwork, work habits, initiative, organization, and works independently, are assessed anecdotally and should not be a consideration in the determination of student grades.

**Performance Task**

An engaging, authentic activity performed by a student or group of students under the supervision of a teacher for the purpose of demonstrating specific skills and/or knowledge identified by a cluster of learning expectations

**Prior Knowledge**

The knowledge and skills a student brings to the course/subject

**Reporting**

The process of communicating the results of measurement, assessment, and evaluation to students and parents

**Rubric**

A chart that outlines for students (and teachers) a description of a range of levels in which to assess achievement. This tool provides formative feedback for improving student performance.

**Strand**

Specific knowledge and skill sets within a program area, e.g., writing in Language and number sense and numeration in Mathematics, used as organizers for the curriculum learning expectations

## A. Assessment Planning Template – Overview

Course of Study \_\_\_\_\_

Diagnostic/Formative Assessments					Summative Evaluation				
Descriptions	Categories				Descriptions	Categories			
	K/U	T/I	C	A		K/U	T/I	C	A
Culminating Activity:									
Unit:									
Unit:									
Unit:									
Unit:									
Unit:									

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

## B. Assessment Plan for Culminating Activity

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>			
<b>Enduring Understandings:</b> <i>Insert the enduring understandings that the students will acquire.</i>		<b>Essential Questions:</b> <i>Develop questions from the enduring understandings that could be used as prompts throughout the unit of study.</i>			
<b>Culminating Activity(ies):</b>		<b>30%</b>			
<b>Name &amp; Description</b>  <i>Describe the culminating activities or final evaluation(s) to determine whether students have achieved the enduring understandings of the course.</i>	<b>Learning Expectations</b>		<b>Assessment Tools &amp; Strategies</b>		
	<b>K/U</b>	<b>T/I</b>	<b>C</b>	<b>A</b>	
	<i>Insert overall and specific learning expectations that will be addressed by the culminating activities.</i>				

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

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## C. Assessment Plan for Units

<b>Grade:</b>	<b>Subject:</b>	<b>Course:</b>							
<b>Unit:</b>									
<b>Enduring Understandings:</b>									
<b>Description</b>	<b>Expectations</b>		<b>Assessment Tools &amp; Strategies</b>						
<b>Summative Evaluation</b> <i>Describe the task(s) to evaluate student understanding of knowledge and skills. How will you know students have acquired the enduring understandings you have indicated?</i>	<i>Insert specific and overall expectations that will be addressed by your summative evaluations.</i>		<b>K/U</b>	<b>T/I</b>	<b>C</b>	<b>A</b>	<b>Paper-and-pencil</b>	<b>Oral Communication</b>	<b>Performance Task</b>
			<b>Diagnostic/Formative Assessments</b>	<i>Insert specific and overall expectations that will be addressed by your diagnostic and formative assessments.</i>					
<b>Resources</b>									
<i>What resources and materials will be used to teach the unit?</i>									

**K/U** – Knowledge/Understanding      **T/I** – Thinking/Inquiry      **C** – Communication      **A** – Application

## D. Mathematics Assessment Plan (Sample)

Grade: 9	Subject: Mathematics	Course: MPM1D																
<p><b>Enduring Understandings:</b> The student will understand that:</p> <ol style="list-style-type: none"> <li>1. patterns determine relationships and influence decisions.</li> <li>2. the ability to make connections is critical to manage unfamiliar situations.</li> <li>3. the relevance of the inquiry process is the framework for asking questions, making observations, and drawing conclusions.</li> <li>4. the use and communication of reasoning is the foundation for substantiating a position.</li> </ol>																		
<p><b>Essential Questions:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 10%; vertical-align: top;">1.1</td> <td style="vertical-align: top;">What, if any, pattern emerges from an analysis of the data? (table, graph)?</td> </tr> <tr> <td style="vertical-align: top;">1.2</td> <td style="vertical-align: top;">How is the pattern different if the data is transformed...?</td> </tr> <tr> <td style="vertical-align: top;">2.1</td> <td style="vertical-align: top;">How does the information in a table, graph, or equation illustrate similar relationships?</td> </tr> <tr> <td style="vertical-align: top;">2.2</td> <td style="vertical-align: top;">What are the applications of linear and non-linear mathematical models in the real world?</td> </tr> <tr> <td style="vertical-align: top;">3.1</td> <td style="vertical-align: top;">How can you represent the data in this problem with a mathematical model?</td> </tr> <tr> <td style="vertical-align: top;">3.2</td> <td style="vertical-align: top;">How can you use this mathematical model to make predictions, recommendations, and decisions in the context of this situation?</td> </tr> <tr> <td style="vertical-align: top;">4.1</td> <td style="vertical-align: top;">What method and tools are appropriate to complete the investigation?</td> </tr> <tr> <td style="vertical-align: top;">4.2</td> <td style="vertical-align: top;">What is your solution?</td> </tr> </table> <p><b>Important Knowledge and Skills:</b></p> <ol style="list-style-type: none"> <li>1.1 identifying, analysing and describing patterns and rates of change</li> <li>2.1 making connections between tables, graphs, relations, equations and data</li> <li>2.2 interpreting, creating and applying mathematical models in linear and non-linear relationships</li> <li>3.1 use a variety of strategies and tools to solve multi-step problems</li> <li>3.2 formulate conjectures and generalizations about geometric relationships through problem solving and investigation</li> <li>4.1 spatial analysis and reasoning in measurement and geometry</li> <li>4.2 effective use of technology in investigations, tasks and problem solving</li> </ol>			1.1	What, if any, pattern emerges from an analysis of the data? (table, graph)?	1.2	How is the pattern different if the data is transformed...?	2.1	How does the information in a table, graph, or equation illustrate similar relationships?	2.2	What are the applications of linear and non-linear mathematical models in the real world?	3.1	How can you represent the data in this problem with a mathematical model?	3.2	How can you use this mathematical model to make predictions, recommendations, and decisions in the context of this situation?	4.1	What method and tools are appropriate to complete the investigation?	4.2	What is your solution?
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4.1	What method and tools are appropriate to complete the investigation?																	
4.2	What is your solution?																	

Culminating Activity(ies):		Learning Expectations	Assessment Tools & Strategies	Categories
Name & Description	Urban Adventure			K/U T/I C A
<p><b>Urban Adventure</b> Students assume the role of City Planners responsible for developing long-range city infrastructure plans. Students are given a set of historical population data for a city and a map of the city to be used to make future population projections. In turn, students predict things such as water demand and size of water reservoirs; determine optimal locations for city services, e.g., fire station; and make cost estimates. Each student produces a report outlining all details of the plan and supporting calculations, tables, and graphs. The report includes a section on the use of technology, e.g., drawings, screen captures.</p> <p><b>EQAO Grade 9 Assessment of Mathematics</b> This standardized pencil-and-paper test can be used as a complement to the culminating activity.</p>	<p><b>Urban Adventure</b></p> <ul style="list-style-type: none"> <li>describe trends and relationships observed in data, make inferences from data, compare the inferences with hypotheses about the data, and explain the differences between the inferences and the hypotheses;</li> <li>solve problems using the properties of linear relations;</li> <li>communicate solutions to multi-step problems in established mathematical form with clear reasons given for the steps taken;</li> <li>determine the optimum values of various measurements through investigations facilitated, where appropriate, by the use of concrete materials, diagrams, and calculators or computer software;</li> <li>solve multi-step problems requiring numerical answers, using a variety of strategies and tools;</li> <li>solve problems involving the surface area and the volume of three-dimensional objects;</li> <li>formulate conjectures and generalizations about geometric relationships involving two-dimensional figures, through investigations facilitated by dynamic geometry software, where appropriate;</li> <li>describe the connections between various representations of relations;</li> <li>construct tables of values, graphs, and formulas to represent linear relations derived from descriptions of realistic situations;</li> <li>identify the geometric significance of <math>m</math> and <math>b</math> in the equation <math>y = mx + b</math> through investigation;</li> <li>describe the meaning of the slope and <math>y</math>-intercept for a linear relation arising from a realistic situation, interpolate and extrapolate from the graph and the equation of the relation, and identify and explain any restrictions on the variables in the relation.</li> </ul> <p><b>EQAO Grade 9 Assessment of Mathematics</b></p> <ul style="list-style-type: none"> <li>Selected sections of this standardized test which would demonstrate student achievement of curriculum expectations not addressed by the culminating activity</li> </ul>	<ul style="list-style-type: none"> <li>rubric</li> <li>checklist</li> </ul>		

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Summative Activity(ies): Unit #1 - Relationships			Categories			
Name & Description	Learning Expectations	Assessment Tools & Strategies	K/U	T/I	C	A
<p><b>The Growth of Computer Use in Society</b> Students collect and analyse data about the use of computers in Canada over the last ten years. Demonstrating an understanding of various graphs and tables, students communicate their results by creating a poster presentation.</p>	<p><b>The Growth of Computer Use in Society</b></p> <ul style="list-style-type: none"> <li>determine relationships between two variables by collecting and analysing data;</li> <li>describe the connections between various representations of relations;</li> <li>describe trends and relationships observed in data, make inferences from data, compare the inferences with hypotheses about the data, and explain the differences between the inferences and the hypotheses;</li> <li>organize and analyse data, using appropriate techniques and technology (decide what analysis would be appropriate to examine the relationship between the variables - a graph, etc.);</li> <li>construct tables of values, graphs, and formulas to represent linear relations derived from descriptions of realistic situations;</li> <li>construct tables of values and scatter plots for non-linearly related data collected from experiments; sketch a curve of best fit;</li> <li>describe, in written form, a situation that would explain the events illustrated by a given graph of the relationship between two variables;</li> <li>solve multi-step problems requiring numerical answers, using a variety of strategies and tools;</li> <li>compare the graphs and formulas of linear and non-linear relations.</li> </ul> <p><b>Unit Test</b></p> <ul style="list-style-type: none"> <li>solve and/or pose problems related to an experiment, using the finding of the experiment;</li> <li>construct tables of values and scatter plots for linearly related data collected from experiments;</li> <li>determine the equation of a line of best fit for a scatter plot, using an informal process;</li> <li>determine values of a linear relation by using the formula of the relation and by interpolating or extrapolating from the graph of the relation.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>				
<p><b>Unit Test</b> Paper-and-pencil tests will use the language of EQAO test with short answer and task questions (one task and four short answer questions).</p>		<ul style="list-style-type: none"> <li>paper-and-pencil</li> </ul>				

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Summative Activity(ies): Unit #2 - Measurement and Geometry**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories		
<p><b>Sink or Swim</b> Students are contractors for a pool company. The local community centre has decided to put in a pool and has asked for a recommendation as to the most cost effective pool. Students develop two proposals taking into account the pool shape, size, liner cost, and cement cost. Students communicate findings in a proposal to the community centre.</p>	<p><b>Sink or Swim</b></p> <ul style="list-style-type: none"> <li>• solve problems involving the surface area and the volume of three-dimensional objects;</li> <li>• determine the optimum values of various measurements through investigations facilitated, where appropriate, by the use of concrete materials, diagrams, and calculators or computer software;</li> <li>• explain the significance of optimal surface area or volume in various applications;</li> <li>• pose questions about geometric relationships, test them and communicate findings using appropriate language and mathematical forms;</li> <li>• confirm a statement about the relationships between geometric properties by illustrating the statement with examples, or deny the statement on the basis of a counter example;</li> <li>• communicate solutions to problems in appropriate mathematical forms and justify the reasoning used in solving the problems.</li> </ul>	<ul style="list-style-type: none"> <li>• checklist</li> <li>• rubric</li> </ul>	K/U	T/I	C
<p><b>Unit Test</b> Paper-and-pencil test will use the language of EQAO test with short answer and task questions (one task and four short answer questions).</p>	<p><b>Unit Test</b></p> <ul style="list-style-type: none"> <li>• solve multi-step problems, using the formulas for the surface area and the volume of prisms, pyramids, cylinders, cones and spheres;</li> <li>• illustrate and explain the properties of the interior and the exterior angles of triangles and quadrilaterals, and of angles related to parallel lines;</li> <li>• formulate conjectures and generalizations about geometric relationships involving two-dimensional figures, through investigations facilitated by dynamic geometry software, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• paper-and-pencil</li> </ul>			

**KU** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

**Summative Activity(ies): Unit #3 - Analytic Geometry**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Which Taxi Company Do I Call?</b>                      Students are provided with fare rates for two different taxi companies with different flat rates and rates per kilometre. Given a certain distance, students are asked to select the most economical taxi company to use for the trip. Students demonstrate their understanding of the following in their solution: table of values for both companies; graphs representing fare costs; and an equation that shows the linear relationship of the companies pricing. Students display the pricing information of each company in the form <math>y = mx + b</math> and explain the significance of the terms <math>m</math> and <math>b</math> as they relate to each company. Based on this information, students recommend which company to use.</p>	<ul style="list-style-type: none"> <li>demonstrate understanding of the three basic exponent rules and apply them to simplify expressions;</li> <li>manipulate first-degree polynomial expressions to solve first-degree equations;</li> <li>solve problems, using the strategy of algebraic modelling;</li> <li>determine, through investigation, the relationships between the form of an equation and the shape of its graph with respect to linearity and non-linearity;</li> <li>determine, through investigation, the properties of the slope and <math>y</math>-intercept of a linear relation;</li> <li>solve problems, using the properties of linear relations;</li> <li>communicate solutions to multi-step problems in established mathematical form, with clear reasons given for the steps taken;</li> <li>describe the meaning of the slope and <math>y</math>-intercept for a linear relation arising from a realistic situation, interpolate and extrapolate from the graph and the equation of the relation, and identify and explain any restrictions on the variables in the relation;</li> <li>determine the point of intersection of two linear relations, by hand for simple examples, and using graphing calculators or graphing software for more complex examples; interpret the intersection point in the context of an application.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	K/U T/I C A

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Formative/Diagnostic Activity(ies): Unit #1 - Relationships			
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Diagnostic Quiz</b> Students are provided with a graph or table and asked to infer relationships.</p> <p><b>Collecting and Analysing Data</b> Students work in groups to create and conduct a survey, e.g., the relationship between pulse rate and minutes of exercise.</p> <p><b>Smoking and Health</b> Students are provided with graphs and data dealing with smoking. In groups, students demonstrate an understanding of various graphs and tables and communicate their results.</p>	<p><b>Collecting and Analysing Data</b></p> <ul style="list-style-type: none"> <li>pose problems, identify variables, and formulate hypotheses associated with relationships;</li> <li>demonstrate an understanding of some principles of sampling and surveying and apply the principles in designing and carrying out experiments to investigate the relationships between variables;</li> <li>collect data, using appropriate equipment and/or technology;</li> <li>communicate the findings of an experiment clearly and concisely, using appropriate mathematical forms.</li> </ul> <p><b>Smoking and Health</b></p> <ul style="list-style-type: none"> <li>describe the connections between various representations of relations;</li> <li>describe trends and relationships observed in data, make inferences from data, compare the inferences with hypotheses about the data, and explain the differences between the inferences and the hypotheses;</li> <li>organize and analyse data, using appropriate techniques and technology (decide what analysis would be appropriate to examine the relationship between the variables - a graph, etc.);</li> <li>construct tables of values, graphs, and formulas to represent linear relations derived from descriptions of realistic situations;</li> <li>construct tables of values and scatter plots for non-linearly related data collected from experiments; sketch a curve of best fit.</li> </ul>	<ul style="list-style-type: none"> <li>anecdotal feedback</li> <li>checklist</li> <li>anecdotal feedback</li> <li>checklist</li> <li>rubric</li> </ul>	<p>K/U T/I</p> <p>A</p>

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Formative/Diagnostic Activity(ies): Unit #1 - Relationships**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>Quizzes</b></p> <ul style="list-style-type: none"> <li>• construct tables of values and graphs to represent non-linear relations derived from descriptions of realistic situations;</li> <li>• demonstrate an understanding that straight lines represent linear relations and curves represent non-linear relations;</li> <li>• determine the equation of a line of best fit for a scatter plot, using informal process.</li> </ul>		<ul style="list-style-type: none"> <li>• rating scale</li> </ul>	K/U	T/I	C	A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

Formative/Diagnostic Activity(ies): Unit #2 - Measurement and Geometry			
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Diagnostic Quiz</b> Students are provided with basic geometric properties that they explain and analyse.</p> <p><b>Redecorating the Classroom</b> Students assess the use of different shapes (rectangle, hexagon, pentagon, octagon, polygon) in order to re-tile the classroom floor. Students determine the properties that shapes must have to be used for tiling a flat surface. Students recommend the best and most aesthetic shape to be used.</p> <p><b>Making Money with Candles</b> Students are provided with a table depicting candle shapes (square, hexagonal, decagonal, cylindrical), radius, height, and selling prices. Students create a set of formulas to determine the amount of wax required for ten different moulds. Students calculate the total cost of making and packaging each candle to determine the selling price and profit. The teacher provides the cost of different types of wax, wicks, wick holder tab, and packaging.</p> <p><b>Quizzes</b></p>	<p><b>Redecorating the Classroom</b></p> <ul style="list-style-type: none"> <li>determine the optimum values of various measurements through investigations facilitated, where appropriate, by the use of concrete materials, diagrams, and calculators or computer software;</li> <li>explain the significance of optimal surface area or volume in various applications;</li> <li>pose questions about geometric relationships, test them and communicate findings using appropriate language and mathematical forms;</li> <li>identify, through investigation, the effect of varying the dimensions of a rectangular prism or cylinder on the volume or surface area of the object;</li> <li>pose and solve a problem involving the relationship between the perimeter and the area of a figure when one of the measures is fixed.</li> </ul> <p><b>Making Money with Candles</b></p> <ul style="list-style-type: none"> <li>explain the significance of optimal surface area or volume in various applications;</li> <li>pose questions about geometric relationships, test them and communicate findings using appropriate language and mathematical forms;</li> <li>confirm a statement about the relationships between geometric properties by illustrating the statement with examples, or deny the statement on the basis of a counter example;</li> <li>communicate solutions to problems in appropriate mathematical forms and justify the reasoning used in solving the problems;</li> <li>solve multi-step problems, using the formulas for the surface area and the volume of prisms, pyramids, cylinders, cones and spheres.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	<p>K/U</p> <p>T/I</p> <p>C</p> <p>A</p>

K/U – Knowledge/Understanding      T/I – Thinking/Inquiry      C – Communication      A – Application

**Formative/Diagnostic Activity(ies): Unit #3 - Analytic Geometry**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories		
<p><b>Table of Values</b> Students are provided with a table of values that they plot and write the equation for the linear relationship. Students interpret the equation, e.g., the relationship between Fahrenheit and Celsius, the relationship between weekly earnings and hours worked.</p> <p><b>Test</b> Students practise, apply and solve equations of lines in the form <math>y = mx + b</math></p>	<p><b>Table of Values</b></p> <ul style="list-style-type: none"> <li>determine, through investigation, the relationships between the form of an equation and the shape of its graph with respect to linearity and non-linearity;</li> <li>determine, through investigation, the properties of the slope and y-intercept of a linear relation;</li> <li>solve problems, using the properties of linear relations;</li> <li>communicate solutions to multi-step problems in established mathematical form, with clear reasons given for the steps taken.</li> </ul> <p><b>Test</b></p> <ul style="list-style-type: none"> <li>identify the geometric significance of <math>m</math> and <math>b</math> in the equation <math>y = mx + b</math> through investigation;</li> <li>identify the equation of a line in any of the forms <math>y = mx + b</math>, <math>Ax + By + C = 0</math>, <math>x = a</math>, <math>y = b</math>;</li> <li>determine the slope of a line segment using various formulas.</li> </ul>	<ul style="list-style-type: none"> <li>anecdotal feedback</li> <li>rating scale</li> </ul>	K/U	T/I	C A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** - Application

## E. Geography Assessment Plan (Sample)

Grade: 9	Subject: Geography Academic	Course: CGC 1D
<p><b>Enduring Understandings:</b> The student will understand:</p> <ol style="list-style-type: none"> <li>1. how to create and interpret different types of maps.</li> <li>2. that human and natural systems interact and change in positive and/or negative ways.</li> <li>3. how regions are defined and interact with each other.</li> <li>4. how global relationships influence their life.</li> <li>5. how to research and organize their work in a variety of ways.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1.1 Why are so many of Canada's CMA's (Census Metropolitan Areas) located very close to our border with the United States?</li> <li>1.2 What type of map would your create to best show Canada's population density?</li> <li>2.1 What effect is urbanization having on agricultural land in Canada?</li> <li>2.2 How has the natural landscape affected the types of rural settlement patterns in Canada?</li> <li>2.3 What role does the provincial government play in managing the walleye stocks in the Bay of Quinte?</li> <li>3.1 What are the physical and human characteristics of the Mixed Wood Plain Ecozone?</li> <li>3.2 How does the GDP vary from region to region?</li> <li>4.1 How has Canada's economy been affected by acts of global terrorism?</li> <li>4.2 How does British Columbia's relationship with the United States differ from that of Ontario's?</li> <li>4.3 How has Canada's increased urban population affected farmland availability in Southern Ontario?</li> <li>5.1 What is the best source for locating population statistics?</li> <li>5.2 What is the most effective means of illustrating Canada's ethnic population distribution?</li> </ol>	
<p><b>Important Knowledge and Skills:</b></p> <ol style="list-style-type: none"> <li>1.1 identify and analyse patterns of spatial organization</li> <li>1.2 use different types of maps to interpret geographic relationships</li> <li>2.1 demonstrate an understanding of how natural and human systems interact within different regions in Canada</li> <li>2.2 demonstrate an understanding of how natural systems influence cultural and economic activities</li> <li>2.3 explain the role of government in managing resources and protecting the environment</li> <li>3.1 describe selected Canadian ecozones and identify the processes that shape them</li> <li>3.2 demonstrate an understanding of the regional diversity of Canada's natural and human systems</li> <li>4.1 demonstrate an understanding of the interdependence of Canadian and world economies</li> <li>4.2 demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries</li> <li>4.3 demonstrate an understanding of how changes in land use and urban patterns influence changes in resource use</li> <li>5.1 demonstrate an ability to collect, organize and synthesize information from a variety of sources</li> <li>5.2 select and use appropriate methods, organizers and technology to communicate the results of geographic inquiries</li> </ol>		

Culminating Activity:		Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Name &amp; Description</b></p> <p><b>Canadian Municipality Development Conference</b> Students demonstrate the enduring understandings of the course by participating in the Canadian Municipality Development Conference. At the conference, students “sell” their chosen community to an invited audience. Their presentation at the conference is based on the information collected concerning their community.</p> <p><b>Products</b></p> <ol style="list-style-type: none"> <li>Written Report: Students prepare a report that outlines their chosen community’s physical, social, cultural, and economic characteristics.</li> <li>Display: Students construct a three-panel display that highlights the key attractions and selling features of their chosen community.</li> <li>Presentation: Students present their community to an invited audience at the Canadian Municipality Development Conference.</li> </ol>	<p><b>Canadian Municipality Development Conference</b></p> <ul style="list-style-type: none"> <li>identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;</li> <li>demonstrate and understanding of the regional diversity of Canada’s natural systems and human systems;</li> <li>distinguish between the characteristics of urban and rural environments;</li> <li>explain the geographical requirements that determine the location of businesses, industries, and transportation systems and make predictions about future locations of these enterprises and systems;</li> <li>analyse statistical data on population density to identify trends and variations;</li> <li>demonstrate an understanding of how natural systems influence cultural and economic activities;</li> <li>explain how the effects of urban growth alter the natural environment;</li> <li>predict the consequences of human activities on natural systems;</li> <li>select and use appropriate methods and organizers to analyse the economic, social, and natural factors that contribute to the characteristics of selected regions and systems in Canada;</li> <li>use geographic terms correctly in written and oral communication;</li> <li>demonstrate an understanding of similarities among cultures and the need to respect cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li>performance</li> </ul>	<p>K/U T/I C A</p>	

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Summative Activity(ies): Unit #1 - Human-Environment Interactions							
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Ecological Footprint</b> Students develop a poster depicting human and environmental interactions.</p>	<p><b>Ecological Footprint</b></p> <ul style="list-style-type: none"> <li>analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;</li> <li>explain the role of the government in managing resources and protecting the environment;</li> <li>demonstrate an understanding of how human activities affect the environment;</li> <li>demonstrate and understanding of how natural systems influence cultural and economic activities;</li> <li>demonstrate an understanding of the ways in which the traditional ecological knowledge of Aboriginal peoples influences how they interact with their environments, including their concepts of place, wilderness, and boundaries;</li> <li>demonstrate an understanding of what is meant by an “ecological footprint.”</li> </ul>	<ul style="list-style-type: none"> <li>pencil-and-paper</li> <li>personal communication</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Summative Activity(ies): Unit #2 - Methods of Geographic Inquiry**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>Map Skills Portfolio</b> Students accumulate a collection of original map work constructed to cartographic conventions.</p>	<p><b>Map Skills Portfolio</b></p> <ul style="list-style-type: none"> <li>• demonstrate and ability to collect, organize, and synthesize information from a variety of sources to identify the characteristics of Canada's geography;</li> <li>• demonstrate an understanding of the methods used to collect, organize, manipulate, and interpret geographic data;</li> <li>• use cartographic conventions correctly when constructing maps;</li> <li>• locate and use effectively geographic material from primary sources to research a geographic issue;</li> <li>• use graphic organizers effectively to visualize, clarify, and interpret geographic information;</li> <li>• use different types of maps to interpret geographic relationships, including changes over time in a specific location.</li> </ul>	<ul style="list-style-type: none"> <li>• paper-and-pencil</li> <li>• personal communication</li> </ul>	K/U	T/I	C	A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

<b>Summative Activity(ies): Unit #3 - Geographic Foundations: Space and Systems</b>							
<b>Name &amp; Description</b>	<b>Learning Expectations</b>	<b>Assessment Tools &amp; Strategies</b>	<b>Categories</b>				
<p><b>Tour of Canada's Ecozones</b> Students create a tour of Canada, visiting a variety of Canada's ecozones.</p>	<p><b>Tour of Canada's Ecozones</b></p> <ul style="list-style-type: none"> <li>describe selected Canadian ecozones and identify the processes that shape them;</li> <li>identify and analyse patterns of spatial organization, including land use, population distribution, and ecozones;</li> <li>demonstrate an understanding of the terms and concepts associated with regions;</li> <li>demonstrate an understanding of how natural and human systems interact within ecozones;</li> <li>produce a set of criteria for identifying regions, including ecozones;</li> <li>demonstrate an understanding of the characteristics of natural systems.</li> </ul>	<ul style="list-style-type: none"> <li>performance</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

<b>Summative Activity(ies): Unit # 4 Global Connections</b>							
<b>Name &amp; Description</b>	<b>Learning Expectations</b>	<b>Assessment Tools &amp; Strategies</b>	<b>Categories</b>				
<p><b>Global Issue Report</b> Students research and report on an issue that demonstrates Canada's relationships within the global community.</p>	<p><b>Global Issue Report</b></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries;</li> <li>analyse connections between different parts of Canada and between Canada and other countries;</li> <li>research and report on global concerns that affect Canadians;</li> <li>analyse the global distribution of major international agreements and organizations in which Canada participates;</li> <li>explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns;</li> <li>evaluate Canada's participation in organizations that deal with global issues;</li> <li>compare approaches to environmental concerns in Canada with those practised in other nations.</li> </ul>	<ul style="list-style-type: none"> <li>paper-and-pencil</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

<b>Summative Activity(ies): Unit # 5 - Understanding and Managing Change</b>							
<b>Name &amp; Description</b>	<b>Learning Expectations</b>	<b>Assessment Tools &amp; Strategies</b>	<b>Categories</b>				
<p><b>Designing a Perfect City</b> Students create a city using concepts learned from urban studies.</p>	<p><b>Designing a Perfect City</b></p> <ul style="list-style-type: none"> <li>synthesize information on changes in the geography of Canada, such as changes in land use and urban patterns, as well as resource depletion, in order to plan for the future;</li> <li>demonstrate and understanding of selected factors that cause change in human and natural systems;</li> <li>demonstrate an understanding of the factors influencing demographics and migration in Canada;</li> <li>predict the consequences of human activities on natural systems;</li> <li>select appropriate problem solving strategies and apply them to a case study;</li> <li>evaluate the impact of change on a selected planning project.</li> </ul>	<ul style="list-style-type: none"> <li>performance</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

**Formative/Diagnostic Activity(ies): Unit #1 - Human-Environment Interactions**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Internet Graphic Research</b> Students collect a variety of pictures or graphics that depict the key concepts of human-environmental interactions.</p>	<p><b>Internet Graphic Research</b></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of what is meant by an “ecological footprint”;</li> <li>demonstrate an understanding of how human activities affect the environment;</li> <li>demonstrate an understanding of how natural systems influence cultural and economic activities;</li> <li>demonstrate an understanding of the ways in which the traditional ecological knowledge of Aboriginal peoples influences how they interact with their environments, including their concepts of place, wilderness and boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>media presentation</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**Formative/Diagnostic Activity(ies): Unit #2 - Methods of Geographic Inquiry**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Map Analysis (Diagnostic)</b> Students analyse and interpret information provided on a variety of maps.</p> <p><b>Local Bioregion Assignment</b> Students collect and synthesize information about the local bioregion.</p> <p><b>Quiz on Geographic Terms</b></p>	<p><b>Map Analysis (Diagnostic)</b></p> <ul style="list-style-type: none"> <li>demonstrate an ability to collect, organize and synthesize information from a variety of sources.</li> </ul> <p><b>Local Bioregion Assignment</b></p> <ul style="list-style-type: none"> <li>collect and synthesize information about the local bioregion.</li> </ul> <p><b>Quiz on Geographic Terms</b></p> <ul style="list-style-type: none"> <li>use geographic terms correctly in written and oral communication;</li> <li>locate and use effectively geographic material from primary sources.</li> </ul>	<ul style="list-style-type: none"> <li>oral presentation</li> <li>anecdotal feedback</li> <li>paper-and-pencil</li> <li>paper-and-pencil</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**KU** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

**Formative/Diagnostic Activity(ies): Unit #3 - Geographic Foundations: Space and Systems**

Name & Description	Expectations	Assessment Tools & Strategies	Categories	
<p><b>Where do you want to live?</b> Students describe where they would most like to live in Canada and explain why.</p>	<p><b>Where do you want to live?</b></p> <ul style="list-style-type: none"> <li>• identify the best place in Canada to live, using a reasoned argument to justify this choice;</li> <li>• demonstrate an understanding of the terms and concepts associated with regions;</li> <li>• demonstrate an understanding of the characteristics of natural systems;</li> <li>• distinguish between the characteristics of rural and urban environments.</li> </ul>	<ul style="list-style-type: none"> <li>• paper-and-pencil</li> </ul>	K/U	T/I C A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

**Formative/Diagnostic Activity(ies): Unit #4 - Global Connections**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories		
<p><b>Mind Mapping Canada's Global Community</b> Students to produce a mind map of their current understanding of Canada's economic, cultural, and environmental links to other countries and questions they want to investigate.</p> <p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how Canada's diverse geography affects its economic, cultural and environmental links to other countries;</li> <li>• analyse connections between different parts of Canada, and between Canada and other countries;</li> <li>• analyse the global distribution of major international agreements and organizations in which Canada participates;</li> <li>• explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns;</li> <li>• demonstrate a knowledge of Canada's significant world contributions;</li> <li>• demonstrate an understanding of the interdependence of Canadian and world economies;</li> <li>• explain how Canada's natural systems form part of global natural systems.</li> </ul>	<p><b>Mind Mapping Canada's Global Community</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how Canada's diverse geography affects its economic, cultural, and environmental links to other countries.</li> </ul> <p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of how Canada's diverse geography affects its economic, cultural and environmental links to other countries;</li> <li>• analyse connections between different parts of Canada, and between Canada and other countries;</li> <li>• analyse the global distribution of major international agreements and organizations in which Canada participates;</li> <li>• explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns;</li> <li>• demonstrate a knowledge of Canada's significant world contributions;</li> <li>• demonstrate an understanding of the interdependence of Canadian and world economies;</li> <li>• explain how Canada's natural systems form part of global natural systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal feedback</li> <li>• paper-and-pencil</li> </ul>	K/U	T/I	C A

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Formative/Diagnostic Activity(ies): Unit #5 - Understanding and Managing Change**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>Jigsaw Activity</b> Students synthesize information (culture, change in systems, demographics, and migration) and prepare a written report.</p> <p><b>Career Research Assignment</b> Students use a computer to search for careers related to geography and predict future job and career opportunities. Students create a brochure or magazine article on their career of choice.</p>	<p><b>Jigsaw Activity</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of similarities among cultures and the need to respect cultural differences;</li> <li>• demonstrate an understanding of selected factors that cause change in human and natural systems;</li> <li>• demonstrate an understanding of the factors influencing demographics and migration in Canada.</li> </ul> <p><b>Career Research Assignment</b></p> <ul style="list-style-type: none"> <li>• research and identify the educational requirements for a career related to geography;</li> <li>• predict job and career opportunities that may be available in all sectors of the Canadian economy in the twenty-first century;</li> <li>• demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• oral presentation</li> <li>• paper-and-pencil</li>   <li>• performance</li> </ul>	K/U	T/I	C	A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

## F. English Assessment Plan (Sample)

Grade: 10	Subject: English Academic	Course: ENG2D
<p><b>Enduring Understandings:</b> The student will understand:</p> <ol style="list-style-type: none"> <li>1. how the form and purpose of a text is used to generate or enhance meaning.</li> <li>2. how the intended audience of a text determines the language and conventions that are used.</li> <li>3. that writing is a process that is a fundamental requirement in constructing product.</li> <li>4. how values, perspectives, and world views influence communication and insight.</li> <li>5. that critical thinking is essential in developing clarity and insight.</li> <li>6. that language is the basis for thinking, communication, and learning.</li> <li>7. that through the study of literature, informational texts, and media works they can deepen their understanding of themselves and the world around them.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1.1 What method can communicate my ideas effectively, powerfully, and interestingly to a specific audience?</li> <li>1.2 How does the impact of a message change depending on the form through which it is delivered?</li> <li>2.1 What is the relationship between the writer and the text? ...the reader and the text? ...the reader and the writer?</li> <li>3.1 How do I organize and polish my ideas in written and oral communication so that I can be understood, clear, and influential?</li> <li>4.1 Why don't writers just say what they mean?</li> <li>4.2 How does one's environment influence one's thoughts and ideas?</li> <li>5.1 What is the difference between information and evidence?</li> <li>5.2 What is the author's tone and why did she choose it?</li> <li>6.1 How does a reader's sensitivity to the language of texts affect her ability to read and appreciate text?</li> <li>6.2 What is the significance of word choice and figurative language?</li> <li>7.1 How are characters and themes in texts similar and applicable to life? ...to other texts?</li> </ol>	
<p><b>Important Knowledge and Skills:</b></p> <ol style="list-style-type: none"> <li>1.1 demonstrate an understanding of the elements of a range of literary, informational and media forms (novels, poems, plays, informational pieces) and genres</li> <li>1.2 use and identify stylistic devices, figurative expression and voice in literary and informational texts</li> <li>1.3 identify and apply literary and informational forms suited to various purposes and audiences</li> <li>2.1 use a level of language appropriate to the context and audience</li> <li>3.1 assess their own and their peers' written and oral products and identify goals for improvement</li> <li>3.2 use the writing process and the conventions of standard Canadian English</li> <li>3.3 use print and electronic resources to gather information and explore ideas for written work</li> <li>4.1 explain how the value and perspectives of readers influence responses and interpretations of texts</li> <li>4.2 explain how historical or cultural contexts shape information and ideas in a text</li> <li>5.1 apply patterns of organizing information and design elements to communicate ideas coherently and logically</li> <li>5.2 use evidence to support opinions and judgements in oral and written communication</li> <li>5.3 identify and analyse implicit and explicit messages in texts</li> <li>6.1 use listening techniques and oral communication skills effectively</li> <li>6.2 use knowledge of vocabulary and language conventions to speak, write, and read competently</li> <li>7.1 read and demonstrate understanding of a range of literary and informational texts from a variety of time periods</li> <li>7.2 use knowledge of a range of media forms, purposes, and audiences to create and assess media works</li> </ol>		

Culminating Activity(ies): Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Book Festival</b> Students demonstrate the wide range of skills and knowledge learned in the course by publicizing, practising and presenting a Book Festival. They display their written and media products about two “independent” books they have read and discuss their books with an invited audience.</p> <p><b>Products:</b></p> <p><b>1. Reading Response</b> Students prepare a polished best reading response journal from course, which demonstrates the growth in reading and communication of ideas.</p>	<p><b>Reading Response</b></p> <ul style="list-style-type: none"> <li>• use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>• edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;</li> <li>• use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>• use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>• consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work;</li> <li>• select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing;</li> <li>• edit and proofread their own and others’ writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below.</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> </ul>	<p>K/U</p> <p>T/I</p> <p>C</p> <p>A</p>

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

Culminating Activity(ies): Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>2. Book Review</b> Students prepare and complete a book review of one of their books not chosen for the reading response “best” piece.</p>	<p><b>Book Review</b></p> <ul style="list-style-type: none"> <li>• use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>• edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;</li> <li>• identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;</li> <li>• consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work;</li> <li>• select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing;</li> <li>• use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>• edit and proofread their own and others’ writing, correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below;</li> <li>• analyse information, ideas, and elements in texts and synthesize and communicate their findings.</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Culminating Activity(ies): Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>3. Oral Book Talk</b> Students prepare book talks about their two independently chosen books for presentation at the Book Festival.</p>	<p><b>Oral Book Talk</b></p> <ul style="list-style-type: none"> <li>• use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences;</li> <li>• analyse information, ideas, and elements in texts and synthesize and communicate their findings;</li> <li>• plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic;</li> <li>• use rhetorical questions, emotional appeals, gestures, intonation, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;</li> <li>• rehearse with visual aids and props, study audio and videotaped rehearsals, and use mnemonic devices and visualization techniques to ensure confident delivery in oral presentations;</li> <li>• read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;</li> <li>• describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a range of genres, including novels, plays, short stories, poetry, opinion pieces, reports, short essays, full-length non-fiction works, newspapers, magazines, and reference materials;</li> <li>• demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;</li> <li>• identify and explain the effect of specific elements of style in a range of literary and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">K/U</td> <td style="width: 25%; text-align: center;">T/I</td> <td style="width: 25%; text-align: center;">C</td> <td style="width: 25%; text-align: center;">A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

Culminating Activity(ies): Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>4. Media Display</b> Students prepare a media display showcasing their books. The teacher indicates the parameters and location. The display may include posters, quotations, illustrations, costumes, audiotape, computer presentations, etc.</p>	<p><b>Media Display</b></p> <ul style="list-style-type: none"> <li>• use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works;</li> <li>• select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;</li> <li>• adapt an idea, theme or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> </ul>	K/U	T/I	C	A

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

<b>Summative Activity(ies): Unit #1</b>						
<b>Name &amp; Description</b>	<b>Learning Expectations</b>	<b>Assessment Tools &amp; Strategies</b>	<b>Categories</b>			
<p><b>Chapter Presentation</b> Students prepare an oral presentation on a chapter of a novel to demonstrate the interwoven themes of the novel and the author's use of stylistic devices. During the presentation, the students provide a topic web for the class that outlines the important topics from the chapter. Students select a song or poem and demonstrate its connection to the chapter.</p> <p><b>Creative Writing Anthology</b> Students submit a writing anthology that contains creative pieces including a character analysis and a dialogue. These are written, edited, and revised during the unit and published as the culminating activity.</p>	<p><b>Chapter Presentation</b></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays and opinion pieces;</li> <li>identify and explain the effect of specific elements of style in a range of literary and informational texts;</li> <li>use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences;</li> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>analyse information, ideas, and elements in texts and synthesize and communicate their findings.</li> </ul> <p><b>Creative Writing Anthology</b></p> <ul style="list-style-type: none"> <li>identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;</li> <li>revise their written work independently and collaboratively with a focus on support for ideas and opinions, accuracy, clarity, coherence and effective use of stylistic devices;</li> <li>edit and proofread to produce final drafts, using correct grammar, spelling and punctuation according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources;</li> <li>select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;</li> <li>demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;</li> <li>use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul> <ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	K/U	T/I	C	A

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Summative Activity(ies):Unit #2							
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Debate</b> Students prepare and present an oral debate on a controversial issue to demonstrate their proficiency with oral argumentation.</p>	<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• use relevant, significant and explicit information from texts to support interpretations;</li> <li>• present sufficient, significant evidence from a text to support opinions and judgements;</li> <li>• use knowledge of elements of opinion pieces, such as overt statement of a position or opinion, type of diction, tone, paragraphing, transition words and phrases, selective supporting detail, allusions, and appeals to authority, to understand and interpret examples of the genre;</li> <li>• use a range of print and electronic sources to gather information and explore ideas for written work;</li> <li>• sort and label information, ideas, and data; evaluate the accuracy, ambiguity and completeness of the information; and make judgements and draw conclusions based on the research;</li> <li>• select words and figurative expressions with understanding and sensitivity to enhance the persuasive or expressive power of their speech and writing;</li> <li>• select words and phrases consistent with the particular voice and tone required for a variety of informal and formal situations;</li> <li>• apply techniques of effective listening and demonstrate an understanding of oral presentations by summarizing presenters' arguments and explaining how vocabulary, body language, tone and visual aids enhance presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• checklist</li> <li>• rubric</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Summative Activity(ies): Unit #2							
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Persuasive Essay</b> Students discuss ideas, read informational texts, and extend developed arguments to produce a persuasive essay that demonstrates their writing skills and text analysis.</p>	<p><b>Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>use the information and ideas generated, researched and evaluated to develop the content of written work;</li> <li>produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes and issues and supporting opinions with convincing evidence;</li> <li>select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing;</li> <li>present sufficient, significant evidence from a text to support opinions and judgements;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a devise to engage the reader's interest and an overview of the main points to be covered;</li> <li>recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

<b>Summative Activity(ies): Unit #3</b>		<b>Assessment Tools &amp; Strategies</b>	<b>Categories</b>
<b>Name &amp; Description</b>	<b>Learning Expectations</b>		K/U T/I C A
<p><b>Television Show Review</b> Students watch a television show at home that uses a mythic motif. Students write a 500- to 600-word review, including an attention-grabbing title. The purpose of the review is to persuade readers to view or not to view the television show and to give opinions about the quality and value of that show.</p>	<p><b>Television Show Review</b></p> <ul style="list-style-type: none"> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate;</li> <li>identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;</li> <li>consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work;</li> <li>select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>analyse information, ideas, and elements in texts and synthesize and communicate their findings;</li> <li>demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Summative Activity(ies): Unit #3**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories	
<p><b>Public Service Announcement</b> Students create a media work that informs their audience about an issue.</p>	<p><b>Public Service Announcement</b></p> <ul style="list-style-type: none"> <li>● use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works;</li> <li>● select the publication method or vehicle most accessible or appealing to the intended audience, using technology in a variety of ways where appropriate;</li> <li>● adapt an idea, theme, or issue from a work of literature for presentation in two related media forms, and assess the presentations to determine what aspects of the original have been strengthened and/or weakened by the adaptations;</li> <li>● create media works for different purposes and explain how the design decisions for each were shaped by purpose;</li> <li>● identify key elements and techniques used to create media works in a variety of forms and analyse how these elements and techniques contribute to the theme or message.</li> </ul>	<ul style="list-style-type: none"> <li>● checklist</li> <li>● rubric</li> </ul>	K/U T/I	C A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

<b>Summative Activity(ies): Unit #4</b>		<b>Assessment Tools &amp; Strategies</b>		<b>Categories</b>	
<b>Name &amp; Description</b>	<b>Learning Expectations</b>				
<p><b>Scene Dramatization</b> Students demonstrate their understanding of the characters and their relationships of a play by dramatizing key scenes. They enhance their presentation through skilful use of voice, movement, and gesture.</p> <p><b>Scene Analysis</b> Students present an oral commentary to the class on the scene that they dramatized. They analyse the dramatic purposes of the scene and the changes in relationships. They provide an analysis of the poetic devices of a passage of poetry from the scene. They use visual aids to emphasize key points of their commentary.</p>	<p><b>Scene Dramatization</b></p> <ul style="list-style-type: none"> <li>read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;</li> <li>analyse information, ideas, and elements in texts and synthesize and communicate their findings;</li> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences.</li> </ul> <p><b>Scene Analysis</b></p> <ul style="list-style-type: none"> <li>identify and explain the effect of specific elements of style in a range of literary and informational texts;</li> <li>demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;</li> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences;</li> <li>use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works.</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	<ul style="list-style-type: none"> <li>checklist</li> <li>rubric</li> </ul>	K/U	T/I C A
<p><b>K/U</b> – Knowledge/Understanding</p>		<p><b>T/I</b> – Thinking/Inquiry</p>		<p><b>C</b> – Communication</p>	
				<p><b>A</b> – Application</p>	

<b>Formative/Diagnostic Activity(ies): Unit #1</b>		<b>Assessment Tools &amp; Strategies</b>		<b>Categories</b>	
<b>Name &amp; Description</b>	<b>Learning Expectations</b>			K/U	T/I C A
<p><b>Personal Responses</b> Students make several personal responses to informational and literary texts incorporating connections to personal experiences, other texts, and the world around them.</p>	<p><b>Personal Responses</b></p> <ul style="list-style-type: none"> <li>produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence;</li> <li>assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>revise their written work independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices.</li> </ul> <p><b>Short Speech</b></p> <ul style="list-style-type: none"> <li>use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences;</li> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>analyse information, ideas, and elements in texts and synthesize and communicate their findings;</li> <li>use relevant, significant, and explicit information and ideas from texts to support interpretations;</li> <li>plan and make oral presentations independently, adapting vocabulary and using methods of delivery to suit audience, purpose, and topic.</li> </ul>	<ul style="list-style-type: none"> <li>rubric or rating scale</li> </ul>			
<p><b>Short Speech</b> Students present a short speech to the class as a character from the novel. This character uses rhetorical devices and figurative language to persuade the identified audience to do something.</p>		<ul style="list-style-type: none"> <li>oral presentation</li> <li>rubric</li> </ul>			

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

Formative/Diagnostic Activity(ies): Unit #1							
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Letter</b> Students write a letter from the point of view of one of the characters in the novel and discuss themes.</p>	<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>• use plot structure and character portrayal to develop themes in short stories;</li> <li>• consider the characteristics of the intended audience in selecting an appropriate form and developing the content of written work;</li> <li>• use knowledge of elements of the novel, such as plot and subplot, characterization, setting, conflict, theme, point of view, and cultural and historical contexts, to understand and interpret examples of the genre;</li> <li>• use relevant, significant, and explicit information and ideas from texts to support interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>• rating scale</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

**Formative/Diagnostic Activity(ies): Unit #2**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>Essay Outline</b> Students will research an issue relevant to their lives and prepare an essay outline using a template.</p> <p><b>Works Cited</b> Individually, students prepare a works cited for their essay, apply MLA format.</p>	<p><b>Essay Outline</b></p> <ul style="list-style-type: none"> <li>present sufficient, significant evidence from a text to support opinions and judgements;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a devise to engage the reader's interest and an overview of the main points to be covered;</li> <li>use a pattern such as comparison and contrast, cause and effect, or classification to structure short essays;</li> <li>investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data;</li> <li>locate and summarize information and ideas from print and electronic sources, including surveys, statistical data banks, reports, periodicals, and news groups.</li> </ul> <p><b>Works Cited</b></p> <ul style="list-style-type: none"> <li>identify borrowed information, ideas, and quotations and use a variety of techniques to incorporate them smoothly into written work and independent research projects.</li> </ul>	<ul style="list-style-type: none"> <li>anecdotal commentary/conferencing</li> <li>anecdotal comments</li> </ul>	K/U	T/I	C	A

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

**Formative/Diagnostic Activity(ies): Unit #2**

Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories			
<p><b>Timed Writing - Persuasive Essay</b> Students extend developed arguments to produce a persuasive essay to demonstrate their writing skills and text analysis based on their outline.</p>	<p><b>Timed Writing - Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>● use the information and ideas generated, researched, and evaluated to develop the content of written work;</li> <li>● produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes and issues and supporting opinions with convincing evidence;</li> <li>● select a voice and an appropriate level of language to suit the form, purpose, and audience of their writing;</li> <li>● present sufficient, significant evidence from a text to support opinions and judgements;</li> <li>● use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>● structure the introductory paragraphs of short essays using a clear statement of the topic or thesis, a devise to engage the reader's interest and an overview of the main points to be covered;</li> <li>● recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>● rubric</li> </ul>	K/U	T/I	C	A

**K/U** – Knowledge/Understanding

**T/I** – Thinking/Inquiry

**C** – Communication

**A** – Application

Formative/Diagnostic Activity(ies): Unit #3							
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories				
<p><b>Personal Responses</b> Students make several personal responses to informational and literary texts incorporating connections to personal experiences, other texts, and the world around them.</p>	<p><b>Personal Responses</b></p> <ul style="list-style-type: none"> <li>produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes, and issues and supporting opinions with convincing evidence;</li> <li>assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>revise their written work independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices.</li> </ul>	<ul style="list-style-type: none"> <li>rubric</li> </ul>	<table border="1"> <tr> <td>K/U</td> <td>T/I</td> <td>C</td> <td>A</td> </tr> </table>	K/U	T/I	C	A
K/U	T/I	C	A				
<p><b>Group Short Story</b> Students create a short story version of another text (media work, poem, novel, play, etc.) in order to highlight conflict and theme.</p>	<p><b>Group Short Story</b></p> <ul style="list-style-type: none"> <li>use plot structure and character portrayal to present conflicts in short stories;</li> <li>use plot structure and character portrayal to develop themes in short stories.</li> </ul>	<ul style="list-style-type: none"> <li>peer assessment</li> <li>anecdotal comments</li> </ul>					

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

Formative/Diagnostic Activity(ies): Unit #4			
Name & Description	Learning Expectations	Assessment Tools & Strategies	Categories
<p><b>Scene Excerpt Dramatization</b> Students demonstrate their understanding of the characters and their relationships in a play by dramatizing key scenes. They enhance their presentation through skilful use of voice, movement, and gesture.</p> <p><b>Personal Responses</b> Students make several personal responses to informational and literary texts, incorporating connections to personal experiences, other texts, and the world around them.</p>	<p><b>Scene Excerpt Dramatization</b></p> <ul style="list-style-type: none"> <li>read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;</li> <li>analyse information, ideas, and elements in texts and synthesize and communicate their findings;</li> <li>use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;</li> <li>use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences.</li> </ul> <p><b>Personal Responses</b></p> <ul style="list-style-type: none"> <li>produce written work for a variety of purposes, with a focus on interpreting and analysing information, ideas, themes and issues and supporting opinions with convincing evidence;</li> <li>assess their facility with the writing process, documenting their use of genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;</li> <li>use a variety of organizational techniques to present ideas and information logically and coherently in written work;</li> <li>revise their written work independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices.</li> </ul>	<ul style="list-style-type: none"> <li>rubric</li> <li>peer assessment</li> </ul> <ul style="list-style-type: none"> <li>rubric</li> </ul>	<p>K/U</p> <p>T/I</p> <p>C</p> <p>A</p>

K/U – Knowledge/Understanding

T/I – Thinking/Inquiry

C – Communication

A – Application

## G. Reading Assessment Plan (Sample)

<b>Grade 3</b>	<b>Subject: Language</b>
<b>Unit: Reading</b>	
<p><b>Enduring Understandings</b> The student will:</p> <ul style="list-style-type: none"> <li>• read a variety of fiction and non-fiction materials for different purposes;</li> <li>• read independently using a variety of reading strategies;</li> <li>• express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas and other materials that they have read;</li> <li>• identify and describe different forms of writing (e.g., poems, stories, plays);</li> <li>• understand the vocabulary and language structures appropriate for this grade;</li> <li>• use conventions of written materials to help them understand and use the materials.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the main idea in a piece of writing and what are the supporting details?</li> <li>• What are the elements of stories (e.g., plot, central idea, character, setting)?</li> <li>• What is the difference between fact and fiction?</li> <li>• How does a reader make inferences while reading?</li> <li>• How does a reader determine the meaning of a passage that contains unfamiliar words?</li> <li>• How do readers develop their own opinions by considering ideas from various written materials?</li> <li>• What reading strategies help us read independently?</li> <li>• How do we read aloud clearly and with expression?</li> <li>• What vocabulary and language structures do we need to know for this grade level?</li> <li>• How can readers use conventions of written materials to help them understand and use the materials?</li> </ul>

Summative Evaluations				
Name & Description	Learning Expectations	Categories	Assessment Tools & Strategies	
<p><b>Running Record and Miscue Analysis</b> The teacher sits and listens to the student read a grade-specific/levelled text. The teacher records everything the child says and does while reading aloud and then analyses the reading skills, recording errors, self-corrections, and strategies.</p> <p><b>Reading Comprehension Test</b> Previously unseen instructional level text is read independently by students who write answers to questions based on achievement categories or provide answers orally.</p>	<p><b>Running Record and Miscue Analysis</b></p> <ul style="list-style-type: none"> <li>• read independently using a variety of reading strategies;</li> <li>• read aloud speaking clearly and with expression;</li> <li>• understand the vocabulary and language structures appropriate for this grade;</li> <li>• use the conventions of written materials to help them understand and use the materials.</li> </ul> <p><b>Reading Comprehension Test</b></p> <ul style="list-style-type: none"> <li>• express clear responses to written materials relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;</li> <li>• identify and restate the main idea and cite supporting details;</li> <li>• identify and describe elements of stories;</li> <li>• distinguish between fact and fiction;</li> <li>• make inferences;</li> <li>• identify and describe different forms of writing;</li> <li>• understand the vocabulary and language structures appropriate for this grade level;</li> <li>• use conventions of written materials to help them understand and use the materials;</li> <li>• state opinions by considering ideas from written material.</li> </ul>	<p>R</p> <p>C</p> <p>O</p> <p>A</p>	<p>Paper-and-pencil</p> <p>Oral Communication</p>	<p>Performance Task</p>

R – Reasoning

C – Communication

O – Organization of Ideas

A – Application of Language Conventions

Summative Evaluations						
Diagnostic/Formative Assessments:	Learning Expectations	Categories			Assessment Tools & Strategies	
		R	C	O	A	
<b>Running Record and Miscue Analysis</b>	<p><b>Running Record and Miscue Analysis</b></p> <ul style="list-style-type: none"> <li>express clear responses to written materials relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;</li> <li>identify and restate the main idea and cite supporting details;</li> <li>identify and describe elements of stories;</li> <li>distinguish between fact and fiction;</li> <li>make inferences;</li> <li>identify and describe different forms of writing;</li> <li>understand the vocabulary and language structures appropriate for this grade level;</li> <li>use conventions of written materials to help them understand and use the materials;</li> <li>state opinions by considering ideas from written material.</li> </ul>					

**R** – Reasoning

**C** – Communication

**O** – Organization of Ideas

**A** – Application of Language Conventions

Diagnostic/Formative Assessments					
Name & Description	Learning Expectations	Categories			Assessment Tools & Strategies
<p><b>Reading Comprehension Tests</b> Focus on a limited number of expectations and use a variety of texts. (Assessment focuses on specific expectations, instruction and type of writing genre.)</p>	<p><b>Reading Comprehension Tests</b></p> <ul style="list-style-type: none"> <li>express clear responses to written materials relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read;</li> <li>identify and restate the main idea and cite supporting details;</li> <li>identify and describe elements of stories;</li> <li>distinguish between fact and fiction;</li> <li>make inferences;</li> <li>identify and describe different forms of writing;</li> <li>understand the vocabulary and language structures appropriate for this grade level;</li> <li>use conventions of written materials to help them understand and use the materials;</li> <li>state opinions by considering ideas from written material.</li> </ul>	R	C	O	A
<p><b>Reading Response Journal Writing</b> Students read a particular text and create a response that retells, relates and reflects on the text.</p>	<p><b>Reading Response Journal Writing</b></p> <ul style="list-style-type: none"> <li>express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas and other materials that they have read;</li> <li>read independently using a variety of reading strategies.</li> </ul>				
<p><b>Resources and Materials</b></p> <p>Reading materials, levelled by grade, in a variety of genres (including fiction and non-fiction).</p>					

R – Reasoning

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