

## Appendix B

# Assessment Tools, Scoring Guides and Student Planning Forms





**General Outcome 1 Overview**

**EXPLORING THOUGHTS AND LANGUAGE:  
SELF-ASSESSMENT FORM**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Activity: \_\_\_\_\_

The 12 statements that follow describe the behaviours and attitudes of learners as they explore thoughts, feelings, ideas and experiences.

- Choose the five statements that best describe the ways in which you demonstrated your learning through this activity.
- Write a sentence or two to explain or give an example of the way in which each chosen statement represents your learning.
- If this activity was not a positive learning experience for you, use this form to reflect on what went wrong. Choose five statements and discuss the things that you could have done differently to make these statements true.

1. I tried to express ideas or feelings I had never expressed before.  
\_\_\_\_\_  
\_\_\_\_\_

2. I felt deeply involved in this activity.  
\_\_\_\_\_  
\_\_\_\_\_

3. I tried out several new ways of looking at this subject before I made up my mind.  
\_\_\_\_\_  
\_\_\_\_\_

4. I asked others what they thought, felt or experienced.  
\_\_\_\_\_  
\_\_\_\_\_

5. I explored a different form or genre in listening, reading and viewing.  
\_\_\_\_\_  
\_\_\_\_\_

*(continued)*

Exploring Thoughts and Language: Self-assessment Form: Reproduced with permission from Manitoba Education and Training, *Senior 2 English Language Arts: A Foundation for Implementation* (Winnipeg, MB: Manitoba Education and Training, 1998), pp. 17–18.

**General Outcome 1 Overview** *(continued)*

6. I experimented with a new form or new vocabulary in expressing my ideas.

---

---

---

7. I looked at ways in which new information fit with my old ideas.

---

---

---

8. I revised my own ideas in light of what I learned.

---

---

---

9. I developed reasons for my opinions.

---

---

---

10. I thought about ways in which the texts I listened to, read or viewed represented my own experience.

---

---

---

11. I took risks in this activity.

---

---

---

12. I learned something valuable about the way in which I learn or respond to others.

---

---

---

## Responding to Text and Context

# GRADE 12 GROWTH RUBRIC

Developed by students at Bowness High School, Calgary.

### 5 Excellent

- Eager to explore in unconventional areas
- Is excited/intrigued by ambiguity
- Values the importance of process rather than simply product
- Divergent thinker
- Leads and encourages others to consider alternatives
- Completes tasks with enthusiasm
- Student learning has taken him/her beyond expectations for final product
- Becomes leader as needed
- Deals with dissonance
- Fulfills obligations to group and class
- Makes outside connections

### 4 Proficient

- Comfortable with exploring in unconventional areas
- Comfortable with ambiguity
- Recognizes the importance of process rather than product
- Divergent thinker
- Works with others to find alternatives
- Approaches tasks purposefully
- Quality producer, carefully planned and executed work
- Is focused and prepared
- Fulfills obligations to class and group

### 3 Satisfactory

- Will attempt to explore if encouraged
- Will attempt to make sense of ambiguity
- Will participate in process with encouragement
- Accepts conventional interpretation or works toward an understanding of conventional interpretation
- Works to complete tasks/passive learner
- Is dependent on teacher leadership
- Meets required expectations for final product
- Is usually focused and prepared

*(continued)*

## Responding to Text and Context *(continued)*

### 2 Developing

- Is unwilling to explore unconventional areas
- Work is turned in on time but is incomplete *or* work is completed but generally comes in late
- Does not consider or is reluctant to participate in process
- Reluctant to work through conventional interpretation
- Reluctant learner
- Completes little without direct teacher involvement
- Does not bring material to class and is easily distracted

### 1 Limited

- Refuses to explore unconventional areas
- Unwilling to participate in process
- Interferes with own learning or the learning of others
- Does not complete work regardless of direct teacher intervention
- Work is not complete
- Misses due dates
- Work submitted does not reflect the time given
- Little pride in work is demonstrated
- Does not come to class prepared to learn; leaves books, homework, writing implements in locker, friend's car, at home ...

1.1.1 Anticipation Guide

# ANTICIPATION GUIDE

Topic: News Makers	Name:
1. Ordinary people are as likely to be news makers as rich and glamorous people.	Agree/disagree _____ Reason _____ _____ After _____ Why? _____ _____
2. Journalists decide who our heroes will be.	Agree/disagree _____ Reason _____ _____ After _____ Why? _____ _____
3. News makers often serve as role models for people.	Agree/disagree _____ Reason _____ _____ After _____ Why? _____ _____
4. What we think we know about news makers is constructed by the media.	Agree/disagree _____ Reason _____ _____ After _____ Why? _____ _____
5. The private lives of news makers are their own business.	Agree/disagree _____ Reason _____ _____ After _____ Why? _____ _____

Anticipation guides: Readence, Bean and Baldwin, *Content Area Reading: An Integrated Approach*, 1981.



## 2.1.2 KWL Charts, Unit Planning

**Note:** Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the Learning Resources Centre.

## CREATING ASSESSMENT DEVICES IN COLLABORATION WITH STUDENTS

1. The task is presented and examined through whole-class discussion. A number of questions may be considered, including:
  - What is the ELA focus or emphases of the task?
  - What is the purpose of the task? Who is its audience? What is the situation in which it is being created? presented?
  - What sort of text form might best suit function? Through which medium/media?
  - What would be the characteristics of a good product/performance?
    - **What sort of content might be expected?**
    - **How might the content be organized best?**
  - What tone and register would be appropriate? What level of correctness is expected?
2. The purpose of assessment (formative feedback or summative evaluation) and who will be providing feedback (teacher and/or students) is discussed.
3. The form of the assessment device(s) is determined. Possibilities include:
  - personal checklist
  - peer feedback sheet
  - verbal or written comment
  - scoring guide/rubric.
4. Assessment focus and content is explored. For example, the class may brainstorm:
  - questions that would promote meaningful self-assessment, such as “Are my research sources current?” and “Does the information take me further into my topic/focus?”
  - prompts that could frame peer feedback, such as “What I liked best about your presentation was ...” and “Might I suggest that you try ...”
  - possible criteria and achievement indicators to include in a scoring guide.
5. The performance event is understood. For example, the created text may be an in-class essay or an oral presentation of a collage, a readers’ theatre performance, or a panel discussion.

Teachers may also want to include discussion of how information gathered from the assessment might be used. Such information could be shared with:

- individual students during teacher–student conferences
  - groups of students, if the created text was a group effort
  - the whole class as general observations about how well the class is meeting the learning outcomes
  - the whole class, through examination of examples of individual student work.
- Note:** Students must be asked if their work can be shared, told how it might be used for instruction and offered anonymity, if applicable.

# SCORING CRITERIA FOR COLLABORATION

## General Outcome 5 Overview 5.2.1 5.2.2

When marking collaboration, consider the:

- student's attitude, as revealed by involvement, responsibility, and focus
- student's skills, as demonstrated by listening and contributing to group discussion
- roles that the student assumes to assist the group process.

### *The student:*

- 5**
- is an effective, responsible group member who initiates action and becomes absorbed in the task
  - listens actively, contributes effectively, and builds on the ideas of others
  - assumes leading roles, providing direction, eliciting contributions, clarifying, and evaluating
- 4**
- is a hard-working group member who is an active, focused participant
  - listens closely, contributes constructively, and uses the ideas of others
  - assumes significant roles, organizing and encouraging others, and clarifying ideas
- 3**
- is an attentive, cooperative, contributing group member
  - listens, respects the ideas of others, and helps the group to make choices
  - assumes supportive roles, following purposefully but rarely leading
- 2**
- is often an observer and may stray from the task
  - listens initially, but loses focus or restricts focus to personal ideas
  - assumes supportive roles sporadically
- 1**
- is generally uninvolved, and may distract others or create conflict
  - is so focused on personal views that listening, when attempted, is focused on differences
  - rarely assumes constructive roles

### Insufficient

- makes no attempt to work with other students

---

Scoring Criteria for Collaboration: Reproduced from Alberta Education, *English 10* (Teacher Manual: Classroom Assessment Materials Project [CAMP]) (Edmonton, AB: Alberta Education, 1997), p. 20.

**3.1.2 Surveys and Questionnaires**  
**General Outcome 5 Overview**

## ASSESSING COLLABORATION

The following chart lists various options for assessing both group maintenance and task process/completion functions.

<b>Assessing Collaborative Work</b>		
<b>Type/Means of Assessment</b>	<b>Group Maintenance</b>	<b>Task Process/Completion</b>
Individuals assess themselves using: <ul style="list-style-type: none"> <li>• checklists</li> <li>• logs, journals, exit slips</li> <li>• rubrics</li> <li>• portfolio reflections</li> </ul>	✓ ✓ ✓	✓ ✓ ✓ ✓
Groups assess themselves using: <ul style="list-style-type: none"> <li>• checklists, rating scales</li> <li>• rubrics</li> </ul>	✓ ✓	✓ ✓
The teacher assesses individuals using: <ul style="list-style-type: none"> <li>• logs, exit slips, journals</li> <li>• observations: checklists, anecdotes</li> <li>• conferences</li> <li>• separate contributions to final products</li> <li>• individual drafts for collective products</li> <li>• content tests</li> </ul>	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
The teacher assesses groups using: <ul style="list-style-type: none"> <li>• observations: checklists, conferences, sociographics</li> <li>• proposals and other process pieces</li> <li>• rubrics assessing whole products or performances</li> </ul>	✓	✓ ✓ ✓
The class assesses groups using: <ul style="list-style-type: none"> <li>• inside–outside circle</li> <li>• checklists, rubrics or rating scales to review final products, e.g., publications, performances, presentations</li> </ul>	✓	✓ ✓

---

Assessing Collaboration: Reproduced with permission from Manitoba Education and Training, *Senior 2 English Language Arts: A Foundation for Implementation* (Winnipeg, MB: Manitoba Education and Training, 1998), p. 350.

**General Outcome 5 Overview**

**5.2.2 Understand and evaluate group processes**

**DAILY REFLECTION ON GROUP PARTICIPATION**

Name: _____						
Group: _____						
Date: _____						
		Fully	Minimally			
		↓		↓		
	Scale	5	4	3	2	1
1. Did I contribute ideas today?		5	4	3	2	1
2. Did I invite someone else to contribute?		5	4	3	2	1
3. Did I listen to others?		5	4	3	2	1
4. Did I fulfill my responsibilities to the group?		5	4	3	2	1
5. Three things I did to encourage others to participate fully were?						
6. One problem our group had was: _____						
7. A possible solution to this problem is: _____						

Daily Reflection on Group Participation: Adapted with permission from Manitoba Education and Training, *Senior 2 English Language Arts: A Foundation for Implementation* (Winnipeg, MB: Manitoba Education and Training, 1998), p. 370.

# COOPERATIVE TEAMS SELF-EVALUATION GUIDE

Developed by Terry Susut and Corvin Uhrbach.

## TASK ACCOMPLISHMENT SKILLS – Circle appropriate response

	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
1. We set our own goals: Comments:	*	*	*	*
2. We tracked our performance: Comments:	*	*	*	*
3. We solved task related problems: Comments:	*	*	*	*
4. We implemented solutions: Comments:	*	*	*	*
5. We evaluated our results: Comments:	*	*	*	*
6. We completed tasks on time: Comments:	*	*	*	*
7. We shared responsibility for work: Comments:	*	*	*	*
8. We used our time productively: Comments:	*	*	*	*

## INTERPERSONAL SKILLS

1. We praised others' accomplishments: Comments:	*	*	*	*
2. We taught each other process skills: Comments:	*	*	*	*
3. We discussed and resolved conflicts: Comments:	*	*	*	*
4. We communicated openly: Comments:	*	*	*	*
5. We gave timely feedback: Comments:	*	*	*	*

*(continued)*

## Cooperative Teams Self-evaluation Guide *(continued)*

**Always                  Often                  Seldom                  Never**

### ATTITUDES

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. We shared responsibility for success:<br>Comments:            | * | * | * | * |
| 2. We developed a sense of team identity and pride:<br>Comments: | * | * | * | * |
| 3. We respected and trusted each other:<br>Comments:             | * | * | * | * |

### DIRECTIONS FOR GROWTH

Skills needed:	Behaviours needed to develop skills:

# SCORING GUIDE FOR VISUAL PRESENTATIONS

## **Content** 4.1.3 4.2.1

- 5** A unique and purposeful presentation that demonstrates an insightful understanding of the topic and/or text, with significant and relevant details selected for support.
- 4** A purposeful presentation that demonstrates a well-considered understanding of the topic and/or text, with pertinent details used effectively for support.
- 3** A straightforward presentation that demonstrates a defensible understanding of the topic and/or text, with relevant but generalized details used for support.
- 2** A presentation that may be sketchy or incomplete, demonstrating a limited or vague understanding of the topic and/or text.
- 1** A presentation that is confusing or contains a minimal amount of information, demonstrating an incomprehensible or indefensible understanding of the topic and/or text.

## **Communication** 4.1.1 4.1.2 4.2.2 4.2.3 4.2.4

- 5** Innovative and explicit use of visual elements and conventions of layout and language enhance the presentation. Demonstrates precise understanding of audience and purpose.
- 4** Effectively uses visual elements and conventions of layout and language to create a proficient, convincing presentation. Demonstrates a considered sense of audience and purpose.
- 3** Uses visual elements and conventions of layout and language to clearly communicate ideas. Demonstrates a general sense of audience and purpose.
- 2** Uses some visual elements and conventions of layout and language in a way that partially communicates ideas. Demonstrates a limited understanding of audience and purpose.
- 1** Uses few visual elements and uses conventions of layout and language ineffectively. Demonstrates little understanding of audience and purpose.



**Using Film in the Classroom Overview**

**2.2.1 Relate form, structure and medium to purpose, audience and content**

**2.2.2 Relate elements, devices and techniques to created effects**

**2.3.1 Connect self, text, culture and milieu**

**FILM ELEMENT ANALYSIS SHEET**

<b>Clip</b>	<b>Director</b>	<b>Element</b>	<b>Your Reaction</b>	<b>Purpose</b>	<b>Effect</b>
1.					
2.					
3.					
4.					

# ORAL ASSESSMENT

## Content 4.1.3 4.2.1 4.2.2

When marking **Content**, consider the quality of:

- understanding the topic
- ideas that unify the presentation
- support provided by the selection of details
- making connections.

### *The student or group:*

- 5**
- reveals a comprehensive understanding of the topic
  - provides specific, carefully chosen details
  - develops ideas effectively
  - makes insightful personal or contextual connections with the topic
- 4**
- reveals a thoughtful understanding of the topic
  - provides well-defined, appropriate details
  - develops ideas directly and supports them clearly
  - makes revealing personal or contextual connections with the topic
- 3**
- reveals a conventional understanding of the topic
  - provides adequate details
  - develops relevant ideas and supports them functionally
  - makes straightforward personal or contextual connections with the topic
- 2**
- reveals a partial or limited understanding of the topic
  - provides few details
  - develops ideas inadequately
  - makes superficial personal or contextual connections with the topic
- 1**
- reveals misunderstanding of the topic
  - provides so few details that the main ideas seem unsupported
  - develops unclear or irrelevant ideas
  - makes limited or no personal or contextual connections with the topic

*(continued)*

---

Oral Assessment: Adapted from Alberta Education, *English 20* (Teacher Manual: Classroom Assessment Materials Project [CAMP]) (Edmonton, AB: Alberta Education, 1997), pp. 21–22.

## Oral Assessment *(continued)*

### Presentation 4.1.1 4.1.2 4.1.4

When marking the **Presentation**, consider the:

- effectiveness of language and speaking style
- degree of interest created for the audience
- quality of the student's preparation for the presentation
- quality of the conclusion.

#### *The student:*

- 5**
- speaks precisely and skillfully, and uses language, tone, pacing, eye contact and gestures persuasively and emphatically
  - successfully involves the audience through an imaginative method of presenting ideas, details and/or visuals
  - is fully prepared, so the presentation is effective
  - concludes effectively, creating the desired effect
- 4**
- speaks clearly and fluently, and uses language, tone, pacing, eye contact and gestures purposefully
  - generally involves the audience through frequently inventive methods of presenting ideas, detail and/or visuals
  - is competently prepared, so the presentation is made with confidence
  - concludes effectively
- 3**
- speaks clearly, though perhaps with hesitations, and uses language, tone, eye contact and gestures to communicate meaningfully
  - sometimes involves the audience through an occasionally original method of presenting ideas, details and/or visuals
  - is adequately prepared, so the presentation establishes a basic view
  - concludes adequately
- 2**
- speaks hesitantly, and may use some language or pace that is ineffective for the purpose
  - rarely involves the audience due to a frequently unimaginative method of presenting ideas, details and/or visuals
  - falters due to flaws in preparation
  - concludes unclearly
- 1**
- speaks unclearly, so that listeners strain to understand, and uses ineffective language and pace
  - demonstrates no attempt to involve the audience
  - is generally unprepared
  - draws no conclusion

**Note:** Teachers need to be sensitive to Aboriginal cultural differences involving persuasion, emphasis and eye contact.



### 1.2.1 Exploring an Issue

## PLANNING SHEET FOR EXPLORING AN ISSUE

The issue I am dealing with is \_\_\_\_\_

I plan to deal with \_\_\_\_\_ (number of) different examples in my presentation.

My presentation will probably take the form of \_\_\_\_\_

Name of text and type of text:	what this example says about the issue of _____	Ideas for my presentation:
Name of text and type of text:	what this example says about the issue of _____	Ideas for my presentation:
Name of text and type of text:	what this example says about the issue of _____	Ideas for my presentation:
Name of text and type of text:	what this example says about the issue of _____	Ideas for my presentation:

Other ideas for presentation from teacher and classmates:

## 2.1.2 Overview, Unit Planning

# SELF-ASSESSMENT OF READING STRATEGIES

The following strategies have been shown to increase reading comprehension. Students can summarize their use of reading strategies independently or in a conference with a teacher or peer, by placing the letter **F** beside the strategies they frequently use, an **S** beside the ones they sometimes use and an **N** beside the ones they never use.

### Strategies

Use text features to set a purpose for reading and revise predictions

- \_\_\_\_\_ Headings and titles
- \_\_\_\_\_ Summary paragraphs
- \_\_\_\_\_ Visuals (colour, angles, shadow, background, foreground)
- \_\_\_\_\_ Boldface type
- \_\_\_\_\_ Other features of the text (specify) \_\_\_\_\_

- \_\_\_\_\_ Make up titles and subtitles if they do not exist in the text
- \_\_\_\_\_ Note words that seem important or whose meaning is unclear
- \_\_\_\_\_ Formulate questions
- \_\_\_\_\_ Predict the direction of arguments
- \_\_\_\_\_ Paraphrase central ideas
- \_\_\_\_\_ Relate the text to what you already know or have experienced
- \_\_\_\_\_ Visualize characters' scenes and situations
- \_\_\_\_\_ Look for relationships of ideas within the text or to other texts
- \_\_\_\_\_ Reject or revise predictions
- \_\_\_\_\_ Draw pictures or create graphs or tables
- \_\_\_\_\_ Seek further examples, and apply principles to new situations

Use strategies when texts stop making sense

- \_\_\_\_\_ Go back to reread a sentence or passage
- \_\_\_\_\_ Check for meanings of unfamiliar terms
- \_\_\_\_\_ Ask questions or discuss unfamiliar concepts with others
- \_\_\_\_\_ Reflect on and summarize sentences or passages



2.1.1 Discerning Contexts, 4.1.1 Assess text creation context

## ASSESSING TEXT FOR PURPOSE, AUDIENCE AND SITUATION

	Text A	Text B	Text C
	Title:	Title:	Title:
	Form or Genre:	Form or Genre:	Form or Genre:
Purpose			
Intended audience			
Needs and background of the audience (may be assumed or tacit knowledge about audience)			
Situation <i>from</i> which the text was created			
Situation <i>for</i> which the text was created			
Subject matter			
Layout/Style			

---

Assessing Text for Purpose, Audience and Situation: Adapted with permission from Nova Scotia Department of Education (English Program Services), *Technical Reading and Writing 11* (Draft, March 2000), p. 11.



1.2.2 Reading Profile, Journal or Scrapbook

## REFLECTION CHART FOR READING PROFILE, JOURNAL OR SCRAPBOOK

Date of entry:
Name and kind of reading, e.g., poem, fiction, nonfiction, visual, textbook material:
Difficulty level from 1 (low) to 5 (high) and a comment about what made the reading easy or difficult for me:
What I understood from my reading:
Strategies I used to approach my reading of this text:
Date I revisited this reading, comments on new understanding and new strategies for reading:

## 2.1.2 Approaching Expository Texts

### FACT-BASED ARTICLE ANALYSIS

When you read the article, did it present a certain point of view about an issue under dispute? If so, use the other side of this sheet. If the article informed you but did not raise any concerns, use this side.

Key concept (written in a sentence).

Draw a figurative representation.

What are the facts? List at least five.

Write an article summary or definition in your own words.  
Do not list facts. Give an overview.

List your questions (at least two).

List at least five key words.

Relevance to today: This is important or not important because ...

*(continued)*

**Note:** The Fact-based and Issue-based Article Analysis sheets should be copied back-to-back.

---

Copyright ©1994 by Lynda Matchullis and Bette Mueller, Nellie McClung Collegiate, Pembina Valley S.D. No. 27, Manitoba.  
Reproduced with permission.

## 2.1.2 Approaching Expository Texts *(continued)*

### ISSUE-BASED ARTICLE ANALYSIS

When you read the article, did it inform you by presenting facts about a topic? If so, use the other side of this sheet. If the article presented a certain point of view about an issue under dispute, use this side.

Issue (written as a question).

Draw a figurative representation.

What is the author's opinion?  
Give one piece of evidence.

Relevance to today: This is important or not important because ...

Write a summary in your own words (paraphrase).

List your questions (at least two).

List at least five key words.

**Note:** The Fact-based and Issue-based Article Analysis sheets should be copied back-to-back.

---

Copyright ©1994 by Lynda Matchullis and Bette Mueller, Nellie McClung Collegiate, Pembina Valley S. D. No. 27, Manitoba. Adapted with permission.



### 3.1.2 Preliminary Bibliography

## IDENTIFYING, ACCESSING AND EVALUATING SOURCES

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Area of inquiry: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

<b>Source (Bibliographic Citation)</b>	<b>Form/Genre</b>	<b>Value/Credibility/ Relevance</b>	<b>Annotation</b>

### 3.2.2 Overview

## EVALUATION OF SOURCES: PERSPECTIVE AND BIAS

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_  
 Program/Article: \_\_\_\_\_ Source: \_\_\_\_\_  
 Author/Host: \_\_\_\_\_ Producer: \_\_\_\_\_

Who/What?	Authority/ Association/ Affiliation	Position/ Stance	Quotations

Author's/host's introductory remarks, commentary, concluding remarks:	Layout and design/video or film techniques, e.g., lighting, camera angle, close-ups, pans:
--	---

What is the purpose of this communication?

## 2.1.2 Text Annotations

# SCORING GUIDE FOR ANNOTATION OF PRINT TEXT

Name: \_\_\_\_\_

*Effective annotation of a print text contributes to one’s “ownership,” understanding and appreciation of that text. The following criteria and standards have been used to assess your annotation.*

Assessment Standards	5	4	3
<b>CRITERIA</b>			
<b>PREDICTIONS AND INTERPRETATIONS</b>	Predictions demonstrate awareness of theme(s).  Interpretations are plausible, clear and thoughtful.	Predictions demonstrate growing awareness of theme(s).  Interpretations are plausible, clear and, at times, thoughtful.	Predictions are plausible, but may suggest limited awareness of theme(s).  Interpretations are evident, and mostly plausible and clear.
<b>OBSERVATIONS</b>	Observations demonstrate: <ul style="list-style-type: none"> <li>• strong attentiveness</li> <li>• focused and insightful understanding.</li> </ul>	Observations demonstrate: <ul style="list-style-type: none"> <li>• frequent awareness</li> <li>• focused understanding.</li> </ul>	Observations demonstrate: <ul style="list-style-type: none"> <li>• occasional awareness</li> <li>• some understanding.</li> </ul>
<b>SIGNIFICANCE</b>	Explanations of “so what?": <ul style="list-style-type: none"> <li>• are perceptive and impressive</li> <li>• connect strongly with theme.</li> </ul>	Explanations of “so what?": <ul style="list-style-type: none"> <li>• are detailed and meaningful</li> <li>• connect with theme.</li> </ul>	Explanations of “so what?” are general or limited.
<b>QUESTIONS</b>	Questions are engaging and reveal strong understanding.	Questions are relevant and suggest meaningful connections with the text.	Questions are relevant but suggest limited understanding of the text.
<b>OVERALL IMPRESSION</b>	Annotations demonstrate strong ownership and impressive understanding.	Annotations demonstrate fairly strong ownership and understanding.	Annotations demonstrate some ownership and understanding.

<p><b>Marker:</b> _____</p> <p><b>Scoring:</b> _____</p> <p>I liked ...</p>   <p>Might I suggest ...</p>	<p><b>Marker:</b> _____</p> <p><b>Scoring:</b> _____</p> <p>I liked ...</p>   <p>Might I suggest ...</p>
---	---

### General Outcome 3

## ASSESSING RESEARCH PROCESS

Developed by Wendy Laird.

1. Developed a list of guiding questions: What level of question did student ask? General _____ Higher Level _____	1	2	3	4	5
2. Generated focus statement for research:	1	2	3	4	5
3. Selected, recorded, and organized data:	1	2	3	4	5
4. Utilized minimum of 4 different sources: (encyclopedia, Internet, magazine, newspaper, interview, questionnaire, reference book)	1	2	3	4	5
5. Annotated bibliography:	1	2	3	4	5
6. Analyzed context, purpose and audience:	1	2	3	4	5
7. Representation (form of research product)					
Control of compositional elements:	1	2	3	4	5
Integrated form and content of work:	1	2	3	4	5
Communicated a clear idea:	1	2	3	4	5
				Total:	/45

Comments:



### 4.1.3 Create a Character

## MAIN CHARACTER: PLANNING CHART AND COMMENT SHEET★

Create your main character and get to know him or her by completing the following:

- Physical Characteristics: age, appearance, possible name(s)

my ideas:	ideas from others:
-----------	--------------------

- Family and Details of Daily Life: where does character live, school, job, etc.

my ideas:	ideas from others:
-----------	--------------------

- Emotional and/or Mental Characteristics: happy/sad memories, fears, hopes and dreams, etc.

my ideas:	ideas from others:
-----------	--------------------

- More Detail: important possessions, other people in the character's life, how he/she speaks, etc. (including a few sample lines of dialogue)

my ideas:	ideas from others:
-----------	--------------------

- What conflict(s) is this character likely to encounter? How might he/she change by the end of the story?

my ideas:	ideas from others:
-----------	--------------------

★ could be adapted to describe characters in texts studied

4.1.1 Overview

## ANALYZING CONTEXT\*

My Purpose	My Audience	Situation for Creation
	age and gender:	
	predilections:	
	expectations:	<b>Situation for Presentation</b>
	prior knowledge:	
	possible misunderstandings:	

\* could be adapted to analyze context when studying a text

# SCORING GUIDE FOR CRITICAL RESPONSE

## Thought 2.1.2 2.3.1 2.3.2

- 5 Literary interpretations are perceptive, and an insightful understanding and appreciation of the author's/filmmaker's choices are effectively demonstrated.
- 4 Literary interpretations are sensible, and a thoughtful understanding of the author's/filmmaker's choices is demonstrated.
- 3 Literary interpretations are straightforward and defensible, and a clear understanding of the author's/filmmaker's choices is demonstrated.
- 2 Literary interpretations are incomplete, and a limited understanding of the author's/filmmaker's choices is demonstrated.
- 1 Literary interpretations may not be defensible, and little understanding of the author's/filmmaker's choices is evident.

## Support/Detail 3.2.3 4.1.3 4.2.1

- 5 Well-defined, carefully chosen examples with precise explanations.
- 4 Well-defined, accurate examples with relevant explanations.
- 3 Appropriately chosen but conventional examples with general explanations.
- 2 Inappropriately chosen examples with underdeveloped explanations.
- 1 Irrelevant examples with misleading explanations or no explanations.

## Organization 4.2.2

- 5 Purposeful organization provides coherence and direction. Effective beginnings and endings provide clear direction and skillfully conclude the ideas.
- 4 A controlled organization provides coherence and direction. Competent beginnings and endings introduce and conclude the ideas.
- 3 Organization is generally clear, but coherence may falter. Beginnings and endings are functional.
- 2 Faltering organization leaves the relationship between ideas unclear. Beginnings and/or endings are ineffective.
- 1 Nonfunctional organization leaves the purpose unclear. Beginnings and/or endings are vague and unfocused.

(continued)

---

Scoring Guide for Critical Response: Adapted from Alberta Education, *English 20* (Teacher Manual: Classroom Assessment Materials Project [CAMP]) (Edmonton, AB: Alberta Education, 1997), pp. 28–30, 33–35.

## Scoring Guide for Critical Response *(continued)*

### Matters of Choice 4.2.3

- 5 Confident and purposeful use of diction and syntax with a confident voice that may be controlled for effect.
- 4 Carefully chosen diction and syntax with an appropriate and generally effective voice.
- 3 Clear but general diction and syntax with an appropriate voice.
- 2 Imprecise diction and awkward or unclear syntax with an uncontrolled or inappropriate voice.
- 1 Inaccurate diction and uncontrolled, confusing syntax with a lack of voice.

### Correctness 4.2.4

- 5 Confident control of mechanics, punctuation, grammar and word usage with a relative absence of errors, considering the complexity and length of the student's writing.
- 4 Competent control of mechanics, punctuation, grammar and word usage with a relative absence of errors, considering the complexity and length of the student's writing.
- 3 General control of mechanics, punctuation, grammar and word usage with occasional lapses in correctness that do not interfere with the meaning.
- 2 Limited control of mechanics, punctuation, grammar and word usage with a range of errors that blur the clarity of meaning.
- 1 A lack of control of mechanics, punctuation, grammar and word usage with a range of frequent and jarring errors that impede communication.

# SCORING GUIDE FOR PERSONAL RESPONSE

## Thought 2.1.2 2.3.1 2.3.2

- 5 An insightful understanding of the text is effectively demonstrated. Ideas are perceptive.
- 4 A well-considered understanding of the text is appropriately demonstrated. Ideas are thoughtful.
- 3 A defensible understanding of the text is clearly demonstrated. Ideas are straightforward.
- 2 An understanding of the text may be evident but is vaguely demonstrated or not always defensible or sustained. Ideas are overgeneralized and/or incomplete.
- 1 An implausible conjecture regarding the text is suggested. Ideas are incomprehensible or indefensible.

## Support/Detail 3.2.1 3.2.3 4.1.3 4.2.1

- 5 Significant, precise and deliberately chosen details enhance the ideas.
- 4 Relevant and purposeful details clarify the ideas.
- 3 Adequate but generalized details support the ideas.
- 2 Few details that are vaguely related to the ideas.
- 1 Irrelevant details or no details to support the ideas.

## Organization 4.2.2

- 5 Skillful organization provides coherence and direction. Effective beginnings and endings provide clear direction and proficiently conclude the ideas.
- 4 A controlled organization provides coherence and direction. Logical beginnings and endings introduce and conclude the ideas.
- 3 Organization is generally clear, but coherence may falter. Beginnings and endings are functional.
- 2 Faltering organization leaves the relationship between ideas unclear. Beginnings and/or endings are ineffective.
- 1 Nonfunctional organization leaves the purpose unclear. Beginnings and/or endings are vague and unfocused.

(continued)

---

Scoring Guide for Personal Response: Adapted from Alberta Education, *English 20* (Teacher Manual: Classroom Assessment Materials Project [CAMP]) (Edmonton, AB: Alberta Education, 1997), pp. 28–30, 33–35.

## Scoring Guide for Personal Response *(continued)*

### Language Use 4.2.3

- 5 Precise and effective use of diction and syntax with a confident voice that may be controlled for effect.
- 4 Carefully chosen diction and syntax with a specific and generally effective voice.
- 3 Clear but general diction with an appropriate voice.
- 2 Imprecise diction and awkward or unclear syntax with an uncontrolled or inappropriate voice.
- 1 Inaccurate diction and uncontrolled, confusing syntax with a lack of voice.

### Correctness 4.2.4

- 5 Confident control of mechanics, punctuation, grammar and word usage with a relative absence of errors, considering the complexity and length of the student's writing.
- 4 Competent control of mechanics, punctuation, grammar and word usage with a relative absence of errors, considering the complexity and length of the student's writing.
- 3 General control of mechanics, punctuation, grammar and word usage with occasional lapses in correctness that do not interfere with the meaning.
- 2 Limited control of mechanics, punctuation, grammar and word usage with a range of errors that blur the clarity of meaning.
- 1 A lack of control of mechanics, punctuation, grammar and word usage with a range of frequent and jarring errors that impede communication.

## Assessment Overview

# RUBRIC: READING RESPONSE TO LITERATURE

ASSESSMENT OUTCOMES	Strong	Capable	Basic/Emerging	Weak/Incomplete
PRESENCE OF REQUIRED ENTRIES	All entries are present, are highly detailed and demonstrate a commitment to growth through consistently diligent, articulate responses.	All entries, including initial and second look entries, are present and demonstrate detailed, complete responses.	All entries are mainly complete but may tend to be brief.	Entries are incomplete and/or missing. ( <i>see teacher</i> )
CLOSE READING OF TEXT <i>PART 1: SEEING THE WRITER'S PURPOSE</i>	Insightful and carefully considered recognition of author's idea(s); support from the text is precise and thoughtfully selected; a perceptive response.	Expression of thoughtful understanding about author's ideas; support is relevant and purposeful; a competent response.	Clear evidence that the text has been read; ideas expressed are appropriate to the text; support is straightforward though general; a satisfactory response.	Ideas are confused, underdeveloped and/or may lack relevance; support is vague and/or repetitive. ( <i>see teacher</i> )
ISSUES ARISING OUT OF READING <i>PARTS 2, 3: CONNECTING AND THINKING BEYOND THE TEXT</i>	Comments and/or questions demonstrate insight and maturity and probe toward greater understanding of the human condition; a carefully considered connection to the text.	Thought-provoking comments and/or questions are posed about significant issues arising from the text; interpretations are sensible.	Comments are made or questions are raised about issues arising from or meaningfully related to the text.	Comments or questions if posed do not meaningfully connect with the experience of the text. ( <i>see teacher</i> )
SECOND LOOK RESPONSES ... <i>(FOLLOWING CLASSROOM DISCUSSION)</i>	... demonstrate an observed and detailed development in the depth or breadth of thought or insight about the text.	... demonstrate evidence of increased understanding of or connection to the text.	... inconsistently demonstrate evidence of increased understanding of or connection to the text.	... do not demonstrate increased understanding of the text. ( <i>see teacher</i> )

**PRESENCE OF REQUIRED ENTRIES**—This outcome is useful with students new to response process learning, while they are still gaining familiarity and fluency. The outcome serves to encourage students to express their thinking as fully as they can. At the same time, it honours students' efforts while they are developing their skill in response. In time, as students become used to the process, the teacher may choose to omit this outcome as a criterion of response.

**CLOSE READING OF TEXT**—This outcome focuses on Part 1 of the response. Students are expected to demonstrate that they have been attentive to the text—that they have given careful consideration to the idea(s) the author develops and to the significant details of the text that support the author's idea(s).

**ISSUES ARISING OUT OF READING**—This outcome focuses on Parts 2 and 3 of the response. Students are expected to explore the author's meaning by extrapolating beyond the text, first inwardly into themselves and their own lived experience and then outside of themselves with a more universal observation regarding the world at large.

**SECOND LOOK RESPONSES**—This outcome asks that students demonstrate that they have considered others' opinions and have responded in relevant terms. Typically, this outcome would be applied following classroom discussion wherein the teacher has observed that students have not done justice to the text. At some point the teacher may decide to assume a more active role in leading the discussion. A second look would then be assigned to follow.

The scoring guide can be applied using either a straightforward 1–4 marking scale or a scale of 1–10. The second would offer the teacher some flexibility:

- A **Strong** response is scored 9 or 10 out of 10
- Capable** scores 7 or 8
- Basic/Emerging** scores 5 or 6
- Weak/Incomplete** is scored 4 or less out of 10.

1.1.1 Journals

## JOURNAL ASSESSMENT AND EVALUATION FORM

Name: _____		
Room: _____ Evaluation period: from _____ to _____		
	Student	Teacher
<b>Review the journal and decide to what extent the entries:</b>		
• are complete records	___/10	___/10
• display thoughtful and reflective responses	___/10	___/10
• contain supporting details	___/20	___/20
• indicate review of previous work and teacher feedback	___/10	___/10
Totals	___/50	___/50
Student comments:		
Teacher comments:		
Conference notes:		



4.1.2 Portfolios

## PORTFOLIO ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

5	4	3	2	1
Outstanding	Good	Competent	Limited	Needs further work

Self-assessment	This portfolio ...	Teacher Assessment
Yes ____ No ____	includes all required pieces	Yes ____ No ____
Yes ____ No ____	includes a table of contents	Yes ____ No ____
5 4 3 2 1	is visually appealing	5 4 3 2 1
5 4 3 2 1	is organized	5 4 3 2 1
5 4 3 2 1	contains an interesting variety of pieces	5 4 3 2 1
5 4 3 2 1	shows progress in literacy skills	5 4 3 2 1
5 4 3 2 1	shows self-reflection on progress	5 4 3 2 1
Comments: _____		
_____		
_____		
_____		
_____		
Final mark: _____		

