

# English 12- Post Provincial

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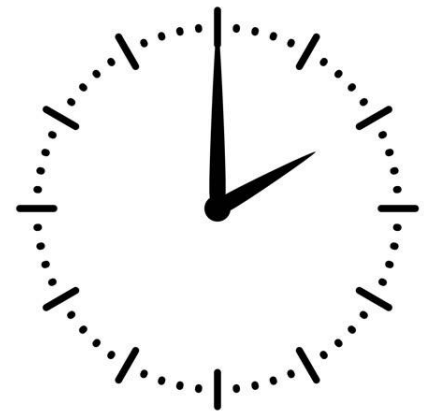




- SD36 Teacher - 7 Years
- English Grades 8-12
- Masters in Educational Leadership (SFU 2016)
  - Focus on Assessment
- Tamanawis Department Leader (2018-Present)
- SETA (Surrey English Teachers' Association) President
- Practicing gradeless assessment for 6 years

# The Run Down

- Old vs. New
- Scope and Sequence
- Assessment
- Hybrid Model
- TEAMS



# The Old Curriculum

## **Skill Development**

- 39 detailed PLO (Prescribed Learning Outcomes)
  - o Oral Language
  - o Reading and Viewing
  - o Writing and Representing

## **Province Wide Assessment = Provincial Exam**

- Reading Comprehension
- Three writing pieces: Literary Paragraph, Composition, Synthesis
- Graded on a (ambiguous) 6 point scale
- 40% of class grade

# “New” Curriculum

## Big Ideas

- A greater focus on the importance of **identity, place, culture, and multiple perspectives** and on the **appreciation of story and informational text**.

**First Peoples texts, worldviews, and Principles of Learning are embedded throughout.**

- Students learn to **contribute to Reconciliation in Canada** by building greater understanding of the theoretical underpinning of constructivism remains.

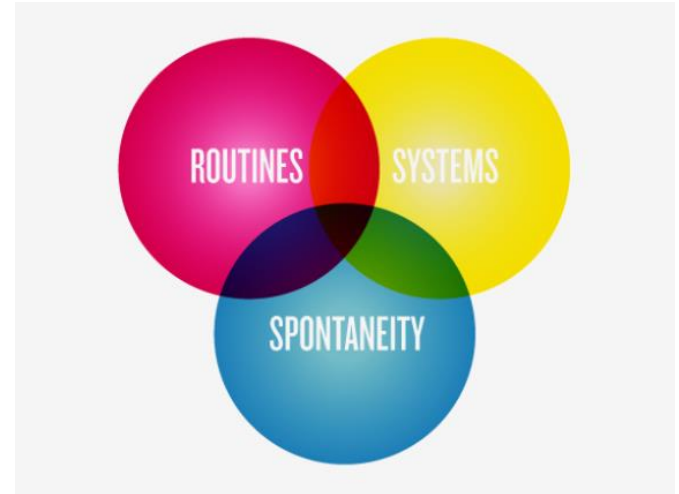
**24 high-level Curricular Competencies** arranged under two K–12 Curriculum Organizers:

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

The continuum of learning that takes place in earlier grades of the ELA curriculum continues and is completed in Grade 12

# The Set Up

- Seating promotes choices
  - Shapes, groups and sizes.
- Two week seating arrangements
- Weekly expectations throughout the semester support structure and independent learning
  - Monday: Discussions
  - Tuesdays: Silent Reading
  - Wednesday: Journals
  - Thursday: Silent Reading
  - Friday: Podcasts or TV Series
    - Dedicated time for the above is usually 30- 35 minutes- leaving the rest of the block for instructional teaching and spontaneity



# First Two Weeks

## Understanding the course:

- Expectations
- Structure
- Assessment
  - Activities to dissect language
    - Define what the proficiency scale means (Group Activity)
    - Identify levels of the scale with student examples (Group Activity)
      - Continue with this throughout the semester
  - Define the difference between formative and summative assessment

## Competencies (Curricular & Core)

- Activities to dissect language
  - Define what each means, what it looks like in the classroom

# Language & Proficiency Scale

**Consistent language** must be used when communicating with students

| <i>Assessment Language</i> | - | Emerging  | + | - | Developing  | + | - | Proficient   | + | - | Extending  | + |
|----------------------------|---|---|---|---|---|---|---|--|---|---|--|---|
| <i>Description</i>         |   | Student is not demonstrating competencies at the required standard. |   |   | Student is demonstrating some competencies at the required standard with support. |   |   | Student is independently demonstrating most competencies at the required standard. |   |   | Student is independently demonstrating most or all competencies at a refined level |   |

English Department Proficiency Scale and Grade Range

2019/2020

| Assessment Language | -    | Emerging | +   | -   | Developing | +   | -   | Proficient | +   | -   | Extending | +    |
|---------------------|------|----------|-----|-----|------------|-----|-----|------------|-----|-----|-----------|------|
| Grade Range         | ←40% | 45%      | 50% | 57% | 63%        | 68% | 73% | 78%        | 83% | 86% | 90%       | 95%→ |



# Formative VS Summative

## Formative: For Learning

- Verbal or Written feedback from teacher or peer
- Self Assessment (Single Point Rubric or Reflection Questions)
- Generalized classroom observations
- Formative assessment is only effective if its followed up on
  - I.e. Have student provide proof of the applied feedback before moving forward
- Check Mark Scale: [-] [✓-] [✓] [✓+]

## Summative: For Evaluation

- Rubric is used to communicate skill level and achievement
- Proficiency Scale is highlighted

**60% Formative and 40% Summative**

# Formative: The Single Point Rubric

- I. Must include the Criteria Category + Competency Category
- I. Proficient column which includes curricular competencies turned into “I can statements”
  - You must be clear on the terms you use to describe proficiency – they must be the same for all skills
- II. Room to provide evidence

# Teacher Sample

## Memoir Rubric

☐ Self  
☒ Peer  
☐ Teacher

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Teacher Sample

| Criteria Category       | Competencies I Am Still Developing (Provide Examples)  | Proficient   | Competencies I Am Extending In (Provide Examples)  |
|-------------------------|--|--|--|
| Constructing & Creating | <p>1) You need to edit for Active and passive voice, along with present and past tense, be consistent.</p> <p>3) There are places where you have listed information with telling sentences, look over and change them - use active verbs.</p> <p>6) Good use of Fig language in places, but try not to use cliché comparisons</p> <p>7) stronger word choice or Imagery need to show emotions clearly.</p> | <ol style="list-style-type: none"> <li>I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>I can transform ideas and information to create meaningful original texts</li> <li>I can clearly maintain focus on a specific event or experience and present an engaging picture of the action and people involved</li> <li>I can proficiently incorporate internal and external dialogue where appropriate to develop plot.</li> <li>I can write a memoir of an experience that uses an appropriate combination of action, description, and/or dialogue proficiently</li> <li>The Memoir proficiently uses several instances of sensory detail, description, and/or figurative language throughout the scene.</li> <li>Either the conclusion OR the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li> </ol> | <p>2) You had a strong message at the end, it was insightful</p> <p>Message was strong and clear</p> |

Provide Feedback and steps to be followed to improve writing.

- 1) Re-read for grammatical errors
- 2) try to use synonyms for areas of description - help avoid repetitive word use.
- 3) Look over your device notes and pick two more devices to add into your writing, I think an understatement or irony will work with your story.
- 4) Remember to number pages - use MLA
- 5) Look over our examples of "telling vs showing" notes to help edit your writing

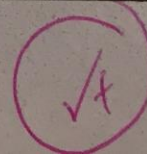


| Criteria Category       | Competencies I Am Still Developing (Provide Examples) | Proficient  | Competencies I Am Extending In (Provide Examples)  |
|-------------------------|---|---|--|
| Engaging & Questioning  |   | <ol style="list-style-type: none"> <li>1. I can make <b>detailed and relevant</b> connections with self, text, and world</li> <li>2. I can <b>clearly</b> respond to text in personal, creative, and critical ways</li> <li>3. I can <b>consistently</b> contribute <b>relevant</b> ideas</li> <li>4. I can <b>consistently</b> ask questions to clarify and extend</li> </ol>  | <p>I contributed by making relations about human behaviour and how individuals react to loss of a person. I talked about society and how it only focused on the bad things that happen.</p> <p>I contributed my idea about Alice's relationship with Keisha and how it's toxic to let someone <del>argue</del> <u>argue</u> your life. She's obsessed with her rather than loving her.</p> |
| Constructing & Creating |   | <ol style="list-style-type: none"> <li>1. I can <b>respectfully</b> exchange ideas and viewpoints from diverse perspectives to build shared understandings and <b>extend</b> thinking</li> <li>2. I can <b>clearly</b> demonstrate speaking and listening skills in a formal context</li> <li>3. I can <b>consistently</b> connect too and acknowledge others' ideas</li> </ol> | <p>I carefully listened to my group members and paraphrased concepts to fully develop them. I spoke when I had something contradictory to say.</p> <p>I add my personal opinion on why I don't think Keisha is actually a loving wife and more of a stalker, connecting to her last dialogue spoken.</p>   |

Pick **one** of the Core Competency areas (Creative Thinking, Critical Thinking, Communication, Social Responsibility, Personal Awareness or Cultural Identity) and provide **examples** of how you demonstrated that particular competency during your discussion.

Social responsibility was what I worked on today by thoroughly examining what others had to say and responding respectfully. When Tanvir said that she thinks it's absurd that Keisha is going through all this effort to find Alice, I took a couple seconds to understand her point of view and projected my side of the argument that supported Keisha's love for her wife and why she felt concerned. Even though I knew I disagreed with Tanvir, I allowed myself to be open-minded and respect what others are trying to say.

good





Oral Discussion Rubric

Topic: A.I.D Episode 2

Name: [REDACTED]

Block: A

| Criteria Category                  | Competencies I Am Still Developing<br>(Provide Examples)   | Proficient  | Competencies I Am Extending In<br>(Provide Examples) |
|------------------------------------|--|---|--|
| <b>Engaging &amp; Questioning</b>  | Talked off the start but then stopped toward the middle/end<br>need to talk for the whole time<br>- communicate more give more ideas <i>How?</i> | <ol style="list-style-type: none"> <li>1. I can make <b>detailed and relevant</b> connections with self, text, and world</li> <li>2. I can <b>clearly</b> respond to text in personal, creative, and critical ways</li> <li>3. I can <b>consistently</b> contribute <b>relevant</b> ideas</li> <li>④ I can <b>consistently</b> ask questions to clarify and extend <i>→ you stopped talking!</i></li> </ol> |  |
| <b>Constructing &amp; Creating</b> | Have some ideas<br>- Was listening the whole time<br>I need to connect on other people ideas and work  | <ol style="list-style-type: none"> <li>1. I can <b>respectfully</b> exchange ideas and viewpoints from diverse perspectives to build shared understandings and <b>extend</b> thinking</li> <li>② <i>✓</i> I can <b>clearly</b> demonstrate speaking and listening skills in a formal context</li> <li>3. I can <b>consistently</b> connect too and acknowledge others' ideas</li> </ol>                     |  |

Pick **one** of the Core Competency areas (Creative Thinking, Critical Thinking, Communication, Social Responsibility, Personal Awareness or Cultural Identity) and provide **examples** of how you demonstrated that particular competency during your discussion.

Personal awareness

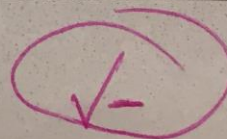
I was paying attention the whole time *> example*  
 I was kind and respectful when other group members were sharing their ideas *> example*  
 Didn't infer or be rude when we were discussing *} How do others know you were!*

☐ Self

☐ Peer

☒ Teacher

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# Summative: Rubric

- Highlight skill level
- Limited /no written feedback
- Includes students self reflection
- Assessment includes proficiency scale indicator anywhere between Emerging to Extending
  - You may have students in between categories such as Proficient +

# Oral Language: Discussion

Check assessment type: ☐ Self ☐ Peer ☐ Teacher

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

Topic: \_\_\_\_\_

| Criteria Category                  | Beginning  | Developing   | Proficient  | Exemplary  |
|------------------------------------|--|--|---|--|
| <b>Engaging &amp; Questioning</b>  | <ol style="list-style-type: none"> <li>1. I can make <b>connections</b> with self, text, and world.</li> <li>2. I can respond to text in <b>one</b> of the following ways: personal, creative, or critical</li> <li>3. I can <b>contribute</b> ideas</li> <li>4. I can <b>ask</b> questions</li> </ol> | <ol style="list-style-type: none"> <li>1. I can make <b>relevant</b> connections with self, text, and world.</li> <li>2. I can respond to text in <b>one or more</b> of the following ways: personal, creative, or critical</li> <li>3. I can contribute relevant ideas</li> <li>4. I can ask questions to clarify and <b>extend</b>.</li> </ol> | <ol style="list-style-type: none"> <li>1. I can make <b>detailed and relevant</b> connections with self, text, and world.</li> <li>2. I can <b>clearly</b> respond to text in personal, creative, and critical ways.</li> <li>3. I can <b>consistently</b> contribute <b>relevant</b> ideas</li> <li>4. I can <b>consistently</b> ask questions to clarify and <b>extend</b>.</li> </ol>  | <ol style="list-style-type: none"> <li>1. I can make <b>detailed, insightful and relevant</b> connections with self, text, and world.</li> <li>2. I can <b>clearly and insightfully</b> respond to text in personal, creative, and critical ways.</li> <li>3. I can <b>consistently</b> contribute <b>new</b> and <b>relevant</b> ideas</li> <li>4. I can <b>consistently</b> ask <b>insightful</b> questions to clarify and <b>extend</b>.</li> </ol> |
| <b>Constructing &amp; Creating</b> | <ol style="list-style-type: none"> <li>1. I can <b>exchange</b> ideas and viewpoints</li> <li>2. I can <b>demonstrate</b> speaking and listening skills in a formal context</li> <li>3. I can <b>acknowledge</b> others' ideas</li> </ol>  | <ol style="list-style-type: none"> <li>1. I can <b>respectfully</b> exchange ideas and viewpoints</li> <li>2. I can <b>clearly</b> demonstrate speaking and listening skills in a formal context.</li> <li>3. I can <b>connect</b> too and <b>acknowledge</b> others' ideas.</li> </ol>  | <ol style="list-style-type: none"> <li>1. I can <b>respectfully</b> exchange ideas and viewpoints from <b>diverse</b> perspectives to build shared understandings and <b>extend</b> thinking.</li> <li>2. I can <b>clearly</b> demonstrate speaking and listening skills in a formal context.</li> <li>3. I can <b>consistently</b> connect too and acknowledge others' ideas.</li> </ol> | <ol style="list-style-type: none"> <li>1. I can <b>respectfully</b> exchange ideas and viewpoints from <b>diverse</b> perspectives to build <b>complex</b> shared understandings and <b>extend</b> thinking.</li> <li>2. I can <b>clearly</b> demonstrate speaking and listening skills with <b>maturity</b> in a formal context.</li> <li>3. I can <b>consistently</b> connect <b>meaningfully</b> too and acknowledge others' ideas.</li> </ol>      |

Self-reflection:

Holistic Range

Assessor's comments / suggestions: