

Final Summative Options



Final “Exit” Conference

Criteria	Conference
The Focus	A conversation about the competencies and progression, Where the student started and where they ended for each criteria category
Role of the Student	Talk about progress towards specific competencies, provide a plan and reflect on the journey.
Role of the Teacher	Ask questions about the progress and share information based on evidence of work. Discuss strengths and weaknesses.
Further Application	Student figures out what competencies are proficient and what still need work.
Growth Mindset	Student provides a holistic evaluation of their journey in the course after assessing all criteria categories and indicates their learning on a proficiency scale. Student also sets a goal for next year (put into comment section on MyEd)

Portfolio Sample Sections (5 Sections in Total)

Portfolio Evidence

English 12 Studies

Name: _____

Comprehend and Connect	Criteria Category
	<ul style="list-style-type: none"> Listen and Respond Evaluate and synthesize information from multiple sources for purpose Make connections and use background knowledge to show understanding Question, speculate, and problem solve to extend thinking



Curricular Competencies	Assessment	Assignment
A1 I can read for enjoyment and to achieve personal goals		
A2 I can make detailed and relevant connections with self, text, and world		
A3 I can clearly respond to text in personal, creative, and critical ways		



Analyzing	Criteria Category
	<ul style="list-style-type: none"> Use multiple strategies to assess ideas that are relevant to purpose Synthesize ideas and information from a variety of sources to build understanding



Curricular Competencies	Assessment	Assignment
C1 I can clearly identify bias, contradictions, distortions and omissions		
C2 I can thoroughly evaluate the relevance, accuracy, and reliability of texts		
C3 I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts		
C4 I can recognize and identify personal, social, cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors		





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Sample Midterm Report

English 12
Midterm Report
Teacher: Ms. Kalsi
2019/2020



<i>Criteria</i>	<i>Student is not demonstrating competencies at the required standard.</i>	<i>Student is demonstrating some competencies at the required standard with support.</i>	<i>Student is independently demonstrating most competencies at the required standard.</i>	<i>Student is independently demonstrating most or all competencies at a refined level</i>
Engaging & Questioning	Emerging	Developing	Proficient	Extending
Analyzing	Emerging	Developing	Proficient	Extending
Processing	Emerging	Developing	Proficient	Extending
Recognizing identity & Voice	Emerging	Developing	Proficient	Extending
Constructing & Creating	Emerging	Developing	Proficient	Extending

Number of Incomplete Summative Assessments (NHI's): ____ / 5

Number of Incomplete Formative Assessments: ____ / 10

Number of Missed Homework Checks: ____ / 13 (Prior to Spring Break)

Work Habit: Good Needs Improvement Satisfactory

Student Projection: Failing At Risk of Failing Passing

Formative Assignments	Summative Assignments
Intro Reflection	Memoir
Identity Wheel	Literary Device Quiz
Memory Time Line	Journals 1-5
Photo Memory	Selfie Synthesis
Selfie Outline	Fractured Fairy Tale
Selfie Draft	
Interim Report Reflection	
Indigenous Images	
Truth About Stories	
Survivor Accounts/Sugar Girl	

<i>Holistic Assessment</i>	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
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Holistic Evaluation

Holistic Project/Assessment

Criteria Category	Skills To Be Assessed
Engaging & Questioning	<ul style="list-style-type: none">• Listen and Respond• Evaluate and synthesize information from multiple sources for purpose• Make connections and use background knowledge to show understanding• Question, speculate, and problem solve to extend thinking
Processing	<ul style="list-style-type: none">• Use strategies to access text and expand knowledge• Understand authors choice of format, style, language and representation of a text
Analyzing	<ul style="list-style-type: none">• Use multiple strategies to assess ideas that are relevant to purposeful• Synthesize ideas and information from a variety of sources to build understanding
Recognizing Identity & Voice	<ul style="list-style-type: none">• Recognize how language and personal, social, and cultural identity are connected• Understand and appreciate multiple contexts, values, and perspectives• Adjust format of communication for purpose and audience• Exchange ideas and perspectives to extend thinking beyond self and community
Constructing & Creating	<ul style="list-style-type: none">• Plan and refine original text to increase engagement, clarity, and impact• Express reactions and opinions and provide evidence to support them• Use effective oral communication skills• Use elements and formats of text to create meaning

Possible “Final” Assessment

Criteria Category	Assessment
Engaging & Questioning	<ul style="list-style-type: none">• Listen to a singular episode on a specific topic from NPR and have students complete an in class response to it or watch a stand alone episode of a series and have students write an in class response to it.
Processing	<ul style="list-style-type: none">• Have students complete in class close reading/annotations/glossing of a text
Analyzing	<ul style="list-style-type: none">• Have students complete an in class synthesis on a topic of your choice, but with texts already examined in class
Recognizing Identity & Voice	<ul style="list-style-type: none">• Deliver a presentation (Ted Talk Style) centered around one of the courses big ideas or essential questions.
Constructing & Creating	<ul style="list-style-type: none">• Deliver a presentation (Ted Talk Style) centered around one of the courses big ideas or essential questions.

Hybrid Model

Week 1 (July 6-10)		Monday July 6 th	Tuesday July 7 th	Wednesday July 8 th	Thursday July 9 th	Friday July 8 th
AM 8:15am - 9:15 am		1. Attendance 2. Course Outline/Calendar/Netflix	1. Attendance 2. Podcast Schedule 3. Lesson: Online Discussion Etiquette + Rubric	1. Attendance 2. Review "Power of a Like" 3. Lesson: Journals + Review Sample	1. Attendance 2. Review "Black Mirror" 3. Lesson: Quote Integration/Citation/Works Cited	1. Attendance 2. Review "Anti Social Networks" 3. Lesson: Literary Response Assignment + Outline
PM 12:10am -1:10pm		3. TEAMS Review 4. Plagiarism 5. Intro Reflection/Email + MLA format				
AM 9:15am - 10:15 am		1. Intro Reflection Assignment DUE 10:30AM + "Turn In"	1. Read "Power of A Like" and watch "Instalife"+ questions DUE 10:30AM/2:10PM	1. Write Journal #1 + rubric DUE 10:30AM/2:10PM	1. Read "Anti-Social Networks" + watch "Filter Bubbles" + Questions DUE 10:30AM/2:10PM	1. Literary Response outline DUE 10:30AM/2:10PM
PM 1:10pm- 2:10pm						
AM 10:15am - 10:30am PM 2:10pm- 2:25pm	Break					Break
AM 10:30am: - 11:20am		1. Lesson: "Finding Cleo" (Questions to be answered on a word doc.)	1. "Finding Cleo" - Ep.2 (PPT+ Listen + Questions)	1. Watch "Black Mirror" - Nosedive + Questions	1. "Finding Cleo" - Ep.3 (PPT+ Listen + Questions)	1. Podcast Discussion #1 - Submit Questions/Notes (One Document) + Rubric DUE 11:20AM/2:25PM
PM 2:25pm -3:15pm		2. "Finding Cleo" - Ep.1 (PPT+ Listen + Questions)				
AM 11:20am: - 11:36 am		Homework: 1. 2:30pm indicate partner interest for podcast groups	Homework: 1. "Finding Cleo" - Ep.1 (PPT+ Listen + Questions)	Homework: 1. "Black Mirror" DUE 12:30pm/4:30pm	Homework: 1. Podcast Discussion 1 (Ep. 1-3) tomorrow	Homework: 1. "Finding Cleo" - Ep.4 (PPT+ Listen + Questions)
PM 3:15pm - 3:31pm		2. Course Outline Signed			2. Pick one of the three optional texts to read/view	