



## EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BETWEEN 0-49%	LEVEL 1: 50-64%	LEVEL 2: 50-64%	LEVEL 3: 65-79%	LEVEL 4: 80-100%
<p><b>KNOWLEDGE/UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>KNOWLEDGE OF FORMS OF TEXTS AND STRATEGIES, PROCESSES AND CONVENTIONS</li> <li>UNDERSTANDING OF TEXTS READ (CONTENT, CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE</li> <li>UNDERSTANDING OF THE IMPORTANCE OF READING AND WRITING SKILLS</li> </ul>	<p>PERFORMANCE THAT SHOWS LIMITED READING AND WRITING SKILLS. THE STUDENT MAY BE APPROACHING THE LEVEL OF LITERACY REQUIRED FOR GRADUATION BUT CANNOT BE DEEMED TO HAVE MET THE REQUIREMENT AND DOES NOT EARN A CREDIT FOR THE COURSE.</p>	<p>PERFORMANCE THAT SHOWS MODERATE SKILL IN READING AND WRITING. THE STUDENT HAS ACHIEVED THE LEVEL OF LITERACY REQUIRED FOR GRADUATION, AND EARNS A CREDIT FOR THE COURSE.</p>	<p>A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.</p>	<p>PERFORMANCE THAT SHOWS CONSIDERABLE SKILL IN READING AND WRITING. THE STUDENT HAS EXCEEDED THE LEVEL OF LITERACY REQUIRED FOR GRADUATION, AND EARNS A CREDIT FOR THE COURSE.</p>	<p>A SKILFUL AND EFFECTIVE PERFORMANCE IN READING AND WRITING. THE STUDENT HAS SIGNIFICANTLY EXCEEDED THE LEVEL OF LITERACY REQUIRED FOR GRADUATION, AND EARNS A CREDIT FOR THE COURSE.</p>
<p><b>THINKING</b></p> <ul style="list-style-type: none"> <li>CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, ORGANIZING SKILLS, PROCESSING SKILLS, AND SELF-ASSESSMENT SKILLS</li> </ul>					
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>COMMUNICATING OF IDEAS AND INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS</li> <li>ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE, TONE AND STYLE FOR AUDIENCE AND PURPOSE</li> <li>GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION</li> </ul>					
<p><b>APPLICATION</b></p> <ul style="list-style-type: none"> <li>OF LITERACY SKILLS IN NEW CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS)</li> <li>APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS</li> <li>WRITING AND REWRITING (USE OF PROCESS)</li> <li>APPLYING CONCEPTS AND TERMS AND THE WRITING PROCESS AND READING STRATEGIES</li> </ul>					

## CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations in OLC 401 English curriculum are organized into three areas of learning: **Building Reading Skills, Building Writing Skills, and Understanding and Assessing Growth in Literacy.** Taken together, the Overall and Specific Expectations represent the mandated curriculum.

### Building Reading Skills

**OVERALL EXPECTATIONS** – By the end of this course, students will:

- demonstrate the ability to read and respond to a variety of texts;
- demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including information paragraphs, opinion pieces, textbooks, newspaper reports and magazine stories and short fiction;
- demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
- use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

### Building Writing Skills

**OVERALL EXPECTATIONS** – By the end of this course, students will:

- demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks;
- use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces, news reports, and personal reflections, incorporating graphic elements where necessary and appropriate

### Understanding and Assessing Growth in Literacy

**OVERALL EXPECTATIONS** – By the end of this course, students will:

- demonstrate understanding of the importance of communications skills in their everyday life-at school, at work, and at home;
- demonstrate understanding of their own roles and responsibilities in the learning process;
- demonstrate understanding of the reading and writing processes and of the roles of reading and writing in learning;
- demonstrate understanding of their own growth in literacy during the course.