**Rubrics For The New BC Curriculum**

**Why were the rubrics created?**

1. As a service, support, and resource for teachers!
	1. Many teachers have expressed confusion around how to assess the curricular competencies in connection with the big ideas and content. Although the rubrics appear to be organized by the big ideas, this is because students need a topic to analyze, evaluate, inquire into, etc. The focus is on the competencies, not the content, but we are using the content as a vehicle for developing the competencies.
2. To support the inclusion of diverse learners
	1. The idea that all students will achieve the exact same competency standards is not realistic given the diversity of our learners. We need to understand the scope and sequence of development so that we can assess where students are, set goals for the next stage of their learning, and teach what our students are ready for.
	2. Competency based IEP’s are important, and at the same time, we still want students with disabilities to have access to general curriculum. The intent here is to show the early stages of competency and conceptual development, so we can see where to start with learners who are not yet ready for the complexity others may be ready for.

**How to Use the Rubrics**

1. The rubrics are for the unit. You do not need a rubric for every activity, that will exhaust teachers. You can use the same rubric all term long. One day you are drawing diagrams, another time completing a written activity, and a third you are having a class discussion. Regardless of how the student demonstrates their learning (i.e. visually, in writing, or orally), they can be assessed on the rubric.
2. Use different colors for each week to track student learning. So you might highlight a student in week one of the unit in the emerging column in yellow, then in week three they demonstrate developing level competencies so you use a blue highlighter, and then by the end of the unit they have achieved proficiency which you might highlight in pink. This tracks a student’s learning across the term. In the end, if they achieved proficiency – their mark reflects this level of mastery – i.e. they would get a B, or a percentage in the 73-85 range. We DO NOT average marks – it doesn’t matter where they started, it’s what they achieved that counts!
3. For students on I.E.P.s in the elementary years, IEP goals might say something like “Jennifer will develop emerging level competencies and understandings in Science”. In the high school years, where even the emerging level may be too complex for students with significant intellectual disabilities, the “Access Point” column has been added to support teachers in recognizing the entry points to learning these students may benefit from. In this case, an IEP goal might say something like “Jennifer will achieve access level competencies and understandings in science”, and the mark would then be related to their IEP, not course credit requirements. NOTE: Students with Learning Disabilities should NEVER be modified – they have the same cognitive abilities as their peers – they just need differentiated opportunities to learn and demonstrate their learning. Their goals should be the same as every one else’s – proficiency! The access point is for students with significant intellectual disabilities, not learning disabilities.

***NOTE: These rubrics are copyrighted. They may be used, adjusted, and reproduced, for classroom use freely. They MAY NOT be repackaged, sold, or substantially altered (e.g. to fit other province’s curricula) without written permission from Dr. Jennifer Katz,*** ***Jennifer.Katz@ubc.ca***

**KINDERGARTEN ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k>

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| --- | --- | --- | --- | --- |
| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and story can be a source of creativity and joy | Engages with texts during both whole-class and independent activities. | Explores story elements (character, setting, etc.) creatively. | Expresses joy and excitement related to language and stories | Creates own stories orally or pictorially for different purposes and audiences |
| Stories and other texts can help us learn about ourselves and our families | Can identify something they have learned from a story | Makes simple text-to-self connections from self-selected texts | Makes connections between stories read and their prior knowledge, personal experiences, culture, and family | Creates stories to share awareness of self, family and community. |
| Stories and other texts can be shared with pictures and words | Shows shared attention to pictures and oral stories | Uses age appropriate strategies to listen, read, and view texts and stories | Develops stories and other texts using both pictures and words (orally or written) | Combines pictures and stories in creative ways |
| Everyone has a unique story to share | Shares events from their life with others | Makes connections between events in their life and those others share | Reflects on the uniqueness of their own story | Appreciates the unique stories of others |
| Through listening and speaking we connect with others and share our world | Takes turns in discussions with peers | Recognizes that listening to others helps us make friends | Initiates personal interactions with others to build relationships | Shows leadership, initiates social interactions to learn about others and share themselves |
| Playing with language helps us discover how language works | Shows efforts at experimenting with language (including ASL, AAC, etc.) | Plays with language and discovers personal affinities | Creates jokes, rhymes, etc. to experiment with language | Shows insight and creativity in their language use and experimentation |
| Curiosity and wonder lead us to new discoveries about ourselves and the world around us | Poses simple questions about self and their environment | Demonstrates curiosity and wonder in exploring texts, their identity, and the world around them | Investigates wonderings and curiosities through questioning, viewing, and listening | Investigates wonderings and curiosities, evaluates resulting learning |

**GRADE 1 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/1>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and story can be a source of creativity and joy | Engages with texts during both whole-class and independent activities. | Understands that stories elicit emotion. Explores story elements (character, setting, etc.) creatively. | Evaluates how language and stories can be a source of creativity and joy. | Elicits emotion through the creation and sharing of stories. |
| Stories and other texts can help us learn about ourselves and our families | Can identify something they have learned from a story | Engages actively as a listener, makes simple text-to-self connections from self-selected texts | Makes connections between stories read and their prior knowledge, personal experiences, culture, and family | Creates stories to deepen and share awareness of self, family and community. |
| Stories and other texts can be shared with pictures and words | Shows shared attention to pictures and oral stories | Uses age appropriate strategies to listen, read, and view texts and stories including foundational concepts of print, oral, and visual texts | Develops stories and other texts using both pictures and words (orally or written) | Creates stories with depth and descriptive language |
| Everyone has a unique story to share | Shares events from their life with others | Makes connections between events in their life and those others share | Compares and contrasts life stories between self and others, explores Indigenous storytelling as a means to making interpersonal connections | Appreciates the unique stories of others, shares their own as a means to build shared understandings |
| Through listening and speaking we connect with others and share our world | Takes turns in discussions with peers | Shares thoughts, values, beliefs with others to build connections | Listens with interest to others, identifies, organizes, and presents ideas in a variety of forms to connect with others | Shows leadership, initiates social interactions to learn about others and share themselves |
| Playing with language helps us discover how language works | Shows efforts at experimenting with language (including ASL, AAC, etc.) | Describes attempts they have made to use new words, structures, formats, etc., utilizes decoding and encoding strategies experimentally | Demonstrates how experimenting with language adds to language knowledge (e.g. plays with rhyming and notices word endings) | Shows insight and creativity in their language use and experimentation |
| Curiosity and wonder lead us to new discoveries about ourselves and the world around us | Poses simple questions about self and their environment | Demonstrates curiosity and wonder in exploring texts, their identity, and the world around them | Investigates wonderings and curiosities, selects appropriate strategies and sources to gather information | Investigates wonderings and curiosities, evaluates resulting learning |
| Conventions | Identifies and prints name | Connects consonant sounds to letters | Experiments with letters, spellings of familiar words, and basic conventions | Beginning to self-correct, edit |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 2 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/2>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and story can be a source of creativity and joy | Engages with texts during both whole-class and independent activities. | Understands that stories elicit emotion. Explores story elements (character, setting, etc.) creatively. | Evaluates how language and stories can be a source of creativity and joy. | Elicits emotion through the creation and sharing of stories. |
| Stories and other texts connect us to ourselves, our families, and our communities | Can identify something they have learned from a story | Makes simple text-to-self connections from self-selected texts | Makes connections between stories read and their prior knowledge, personal experiences, culture, and family | Creates stories to deepen and share awareness of self, family and community. |
| Recognizes that personal experience and knowledge can help one connect to stories and other texts to make meaning | Understands how to use personal experience and knowledge to connect to stories and other texts to make meaning | Analyzes how personal experience and knowledge, or the lack of it, can help or hinder the ability to connect to stories and other texts to make meaning | Can use personal experience and knowledge to critically analyze and connect to stories and other texts to make meaning |
| Everyone has a unique story to share | Shares events from their life with others | Makes connections between events in their life and those others share | Compares and contrasts life stories between self and others, explores Indigenous storytelling as a means to making interpersonal connections | Appreciates the unique stories of others |
| Through listening and speaking, we connect with others and share our world | Takes turns in discussions with peers | Explains ways in which having conversations supports friendships / relationships | Listens with interest to others, identifies, organizes, and presents ideas in a variety of forms to connect with others | Shows leadership, initiates social interactions to learn about others and share themselves |
| Playing with language helps us discover how language works | Shows efforts at experimenting with language (including ASL, AAC, etc.) | Describes attempts they have made to use new words, structures, formats, etc., utilizes decoding and encoding strategies experimentally | Demonstrates how experimenting with language adds to language knowledge (e.g. plays with rhyming and notices word endings) | Shows insight and creativity in their language use and experimentation |
| Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | Expresses curiosity and wonder about themselves and the world around them. | Poses questions, reflects on themselves and the world around them. | Analyzes how curiosity and wonder lead us to new discoveries about ourselves and the world around us. | Designs inquiries based on curiosity and wonder and explains the new discoveries about themself and the world discovered. |
| Comprehend and Connect | Makes personal connections to texts through reading, listening, and/or viewing | Uses developmentally appropriate strategies to make meaning from diverse forms of texts, including reading with attention to punctuation and phrasing | Selects sources of information and appropriate strategies for different forms of texts and purposes, demonstrates age appropriate comprehension | Synthesizes, infers, and shows insight in understandings of texts |
| Create and Communicate | Shares ideas orally and/or through drawings | Creates a variety of texts with basic elements of story, non-fiction, or visual forms | Selects appropriate strategies for creating a variety of forms of text depending on purpose and audience | Shows insight and creativity in expressive communication forms |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 3 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and story can be a source of creativity and joy | With scaffolding can understand that language and story are linked as a source of enjoyment and creativity. | Selects developmentally appropriate reading, listening and viewing strategies to make meaning - Describes emotional responses to language and story | Reads for comprehension, assesses stories for creativity and emotional impact | Creates stories for specific audiences to invoke joy |
| Identifies story elements (characters, setting, events) | Creates stories with major story elements | Infers underlying message and assesses choices of composers of texts | Creatively selects story elements, language, and themes |
| Stories and other texts help us learn about ourselves, our families and our communities. | Describes things they have learned from stories | Explains how stories and other texts connect us to our community, self and family. | Uses sources and prior knowledge to analyze how stories and other texts have shaped their identity and understanding of others | Creates stories to share their own identity, family, and/or community with others |
| Identifies fiction and non-fiction texts | Describes differing purposes for a variety of texts | Creates texts for a variety of purposes | Revises texts for specific purposes and audiences |
| Listens to Indigenous stories | Recognizes that stories in Indigenous cultures connect people to land, family, and community | Explains how and why stories in Indigenous cultures connect people to land, family, and community | Appreciates Indigenous people oral traditions and the significance of them to Canada |
| Stories can be understood from different perspectives | Participates in discussions about stories | Selects developmentally appropriate listening strategies to make meaning of others’ perspectives, shares their own | Makes connections between ideas from a variety of sources and prior knowledge to compare different perspectives and draw conclusions | Makes connections between individuals backgrounds and perspectives |
| Shares perspectives when asked | Exchanges ideas and perspectives to build shared understanding | Engages in reflective and insightful conversations to gain understanding |
| Using language in creative and playful ways helps us understand how language works | Plays language games with support | Engages in games with language, notices patterns | Composes texts using expanded word knowledge and literary devices in creative and playful ways | Creates texts with sophisticated literary elements and devices |
| Curiosity and wonder lead us to new discoveries about ourselves and the world around us | Expresses curiosity and wonder about themselves and the world around them. | Poses questions, inquires about themself and the world around them. | Analyzes how curiosity and wonder lead us to new discoveries about ourselves and the world around us. | Designs inquiries based on curiosity and wonder and explains the new discoveries about themself and the world discovered. |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 4 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/4>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and text can be a source of creativity and joy | With scaffolding can understand that language and story are linked as a source of enjoyment and creativity. | Selects developmentally appropriate reading, listening and viewing strategies to make meaning - Describes emotional responses to language and story | Selects appropriate comprehension strategies before, during, and after reading, assesses stories for creativity and emotional impact | Creates stories for specific audiences to invoke joy |
| Identifies story elements (characters, setting, events) | Creates stories with major story elements | Infers underlying message and assesses choices of composers of texts | Creatively selects story elements, language, and themes |
| Exploring stories and other texts helps us understand ourselves and make connections to others and to the world | Describes things they have learned from stories | Explains how stories and other texts connect us to our community, self and family. | Accesses and integrates prior knowledge to analyze how stories and other texts have shaped their identity and understanding of others | Creates stories to share their own identity, family, and/or community with others |
| Identifies fiction and non-fiction texts | Describes differing purposes for a variety of texts | Creates texts for a variety of purposes using a defined writing process | Revises texts for specific purposes and audiences |
| Listens to Indigenous stories | Recognizes that stories in Indigenous cultures connect people to land, family, and community | Explains how and why stories in Indigenous cultures connect people to land, family, and community | Appreciates Indigenous people oral traditions and the significance of them to Canada |
| Text can be understood from different perspectives | Shares perspectives when asked | Selects developmentally appropriate listening strategies to make meaning of others’ perspectives, shares their own | Infers reasons why people might interpret a text differently | Makes connections between individuals backgrounds and perspectives |
| Exchanges ideas and perspectives | Exchanges ideas and perspectives to build shared understanding and connection | Engages in reflective and insightful conversations to gain understanding |
| Using language in creative and playful ways helps us understand how language works | Plays language games with support | Engages in games with language, notices patterns | Composes texts using expanded word knowledge and literary devices in creative and playful ways | Creates texts with sophisticated literary elements and devices – has a personal style |
| Questioning what we hear, read, and review contributes to our ability to be educated and engaged citizens | Poses simple questions to texts | Questions and describes how authors and text forms influence our knowledge, beliefs, and behavior | Analyzes how questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens, (e.g. examining bias, propaganda, and media influence) | Argues points of view related to social issues |
| Conventions | Uses basic conventions of spelling and punctuation | Makes attempts to revise for conventions | Revises accurately for spelling and conventions | Innovatively uses conventions and spellings to create new works and a personal style |
|  | C-: 50-59 | C+: 67-72 C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 5 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/5>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Texts can be understood from different perspectives | Recognizes that there are many points of view possible for a given text | Appreciates and describes written, visual, and/or auditory materials’ perspectives surrounding a given text or theme | Questions written, visual, and/or auditory material’s perspective, motivation, and ideas surrounding a given text or theme, responds thoughtfully | Evaluates what in the story might be different if it had taken place in a different time and place |
| Listens to others perspectives with interest | Considers others perspectives and is open to changing thinking, shares their own respectfully | Synthesizes a variety of perspectives and sources to form an opinion, shares respectfully | Synthesizes a variety of perspectives and sources – creates a new, wholistic perspective |
| Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | Identifies fiction and non-fiction texts | Describes differing purposes for a variety of texts | Creates texts for a variety of purposes and audiences using a defined writing process | Revises texts for specific purposes and audiences |
| Describes things they have learned from stories | Explains how stories and other texts connect us to our community, self and family. | Accesses and integrates prior knowledge to analyze how stories and other texts have shaped their identity and understanding of others | Creates stories and responses to stories to share their own identity, family, and/or community with others |
| Listens to Indigenous stories | Recognizes that stories in Indigenous cultures connect people to land, family, and community | Explains how and why stories in Indigenous cultures connect people to land, family, and community | Appreciates Indigenous people oral traditions and the significance of them to Canada |
| Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens. | Poses simple questions to texts | Questions and describes how text forms, authors, voice, and context influence our knowledge, beliefs, and behavior | Examine how questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens, (e.g. examining bias, propaganda, and media influence) | Argues points of view related to social issues |
| Language and text can be a source of creativity and joy | With scaffolding can understand that language and story are linked as a source of enjoyment and creativity. | Selects developmentally appropriate reading, listening and viewing strategies to make meaning - Describes emotional responses to language and story | Selects appropriate comprehension strategies before, during, and after reading, assesses stories for creativity and emotional impact | Creates stories for specific audiences to invoke joy |
| Identifies story elements (characters, setting, events) | Creates stories with major story elements | Infers underlying message and assesses choices of composers of texts | Creatively selects story elements, language, and themes |
| Using language in creative and playful ways helps us understand how language works | Plays language games with support | Engages in games with language, notices patterns | Composes texts using expanded word knowledge and literary devices in creative and playful ways | Creates texts with sophisticated literary elements and devices – has a personal style |
| Organizes beginning, middle, end in sequence for texts | Organizes texts they create to support meaning | Organizes texts they create to support meaning and voice | Organizes texts in unique and creative ways to impact an audience |
| Conventions | Uses basic conventions of spelling and punctuation | Makes attempts to revise for conventions | Revises accurately for spelling and conventions | Innovatively uses conventions and spellings to create new works and a personal style |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 6 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/6>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and text can be a source of creativity and joy | Recognizes that language and text can be used for many different purposes and can express many different opinions. | Appreciates how different features, forms and genres of texts can be used creatively to impact an audience. | Analyzes how language and text can be a source of creativity and joy that help construct connections between self, text, and world. | Uses language and text to express creatively and critically their personal, social and cultural identity. |
| Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | Recognizes that stories and texts help us learn about ourselves. | Makes personal connections to others and to the world while exploring stories and texts, including Indigenous stories. | Reflects on texts, including Indigenous texts and perspectives in order to better understand influences on ourselves and others and how we are all connected | Critically reflects and makes connections between text, story, others and the world to shape personal identity both culturally and socially. |
| Uses basic strategies to support comprehension (questioning, summarizing) | Uses appropriate strategies to support comprehension, evaluates texts for relevance, reliability, and accuracy | Identifies personal strategies to support comprehension and evaluates bias in texts | Justifies selection of a variety of texts and forms for a given purpose |
| Exploring and sharing multiple perspectives extends our thinking | Recognizes that people have different perspectives on various issues | Describes more than one perspective of a specific issue | Synthesizes a variety of texts reflecting a variety of social, cultural, and personal perspectives, reflects on the transformation of their own understanding, beliefs, and values | Poses insightful questions, interprets worldviews and perspectives to gain understanding of others and enhance understanding and empathy |
| Developing our understanding of how language works allows us to use it purposefully | Identifies basic conventions of language use | Describes ways in which language use, including literary elements, techniques and devices varies for differing purposes | Evaluates features, forms and genres of texts created by others, and creates own texts with a variety of forms, features, genres and including literary elements, techniques and devices for specific purposes | Creates texts with unique / insightful / powerful use of language including literary elements, techniques and devices for specific purposes and audiences |
| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens | Poses questions to clarify meaning and develop understanding | Recognizes diversity inpersonal, social, andcultural perspectives, poses questions to develop understanding and reflect on personal beliefs and values | Interprets the relationship between social influences and citizens - evaluates importance of intellectual debate and recognition of multiple perspectives for developing an educated citizenry | Evaluates the influence of government, power and privilege on media and the development of an informed citizenry |
| Creates texts to share understandings with others | Creates texts to share understandings, viewpoints, and values with others | Creates, assesses and refine their own texts in a variety of forms for ability to educate and influence/persuade a variety of audiences | Justifies selection of texts format, literary elements, techniques and devices to contribute to educating an audience about a social issue |
| Conventions | Uses basic conventions of spelling and punctuation | Makes attempts to revise for conventions | Revises accurately for spelling and conventions | Innovatively uses conventions and spellings to create new works and a personal style |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

 \*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 7 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/7>

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| **Big Idea** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and text can be a source of creativity and joy | Recognizes that language and text can be used for many different purposes and can express many different opinions. | Appreciates how different features, forms and genres of texts can be used creatively to impact an audience. | Analyzes how language and text can be a source of creativity and joy that help construct connections between self, text, and world. | Uses language and text to express creatively and critically their personal, social and cultural identity. |
| Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | Recognizes that stories and texts help us learn about ourselves. | Makes personal connections to others and to the world while exploring stories and texts, including Indigenous stories. | Reflects on texts, including Indigenous texts and perspectives in order to better understand influences on ourselves and others and how we are all connected | Critically reflects and makes connections between text, story, others and the world to shape personal identity both culturally and socially. |
| Uses basic strategies to support comprehension (questioning, summarizing) | Uses appropriate strategies to support comprehension, evaluates texts for relevance, reliability, and accuracy | Identifies personal strategies to support comprehension and evaluates bias in texts | Justifies selection of a variety of texts and forms for a given purpose |
| Exploring and sharing multiple perspectives extends our thinking | Recognizes that people have different perspectives on various issues | Describes more than one perspective of a specific issue | Synthesizes a variety of texts reflecting a variety of social, cultural, and personal perspectives, reflects on the transformation of their own understanding, beliefs, and values | Poses insightful questions, interprets worldviews and perspectives to gain understanding of others and enhance understanding and empathy |
| Developing our understanding of how language works allows us to use it purposefully | Identifies basic conventions of language use | Describes ways in which language use, including literary elements, techniques and devices varies for differing purposes | Evaluates features, forms and genres of texts created by others, and creates own texts with a variety of forms, features, genres using literary elements, techniques and devices for specific purposes | Creates texts with unique / insightful / powerful use of language including literary elements, techniques and devices for specific purposes and audiences |
| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens | Poses questions to clarify meaning and develop understanding | Recognizes diversity inpersonal, social, andcultural perspectives, poses questions to develop understanding and reflect on personal beliefs and values | Interprets the relationship between social influences and citizens - evaluates importance of intellectual debate and recognition of multiple perspectives for developing an educated citizenry | Evaluates the influence of government, power and privilege on media and the development of an informed citizenry |
| Creates texts to share understandings with others | Creates texts to share understandings, viewpoints, and values with others | Creates, assesses and refine their own texts in a variety of forms for ability to educate and influence/persuade a variety of audiences | Justifies selection of texts format, literary elements, techniques and devices to contribute to educating an audience about a social issue |
| Conventions | Uses basic conventions of spelling and punctuation | Makes attempts to revise for conventions | Revises accurately for spelling and conventions | Innovatively uses conventions and spellings to create new works and a personal style |
|  | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 8 & 9 ELA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/8> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/9>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Language and text can be a source of creativity and joy | Identifies personal preferences and reasons for them related to texts | Recognizes that language and text can be used for many different purposes | Appreciates how different features, forms and genres of texts reflect different purposes, audiences and messages; Uses appropriate strategies to support comprehension | Infers how language and text can be a source of creativity and joy that help construct connections between self, text, and world. | Uses language and text to express creatively and critically their personal, social and cultural identity. |
| Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. | Makes text to self connections | Identifies key motifs and tropes in stories and other texts, makes connections to personal experiences | Understands links between stories and the real world and interprets their meaning; Uses appropriate strategies to support comprehension | Analyzes and evaluates different perspectives in stories, connects to the realworld and uses these perspectives to comment on societal issues, formulate a stance and transform ideas and information | Represents a perspective through stories and/or text in order to makecommentary on the world and society |
| People understand text differently depending on their worldviews and perspectives | Describes how a text could be interpreted in more than one way | Recognizes that their personal background and experiences influences how they interpret texts | Describes ways in which individual’s worldviews and perspectives might influence their interpretation of text | Evaluates texts for worldviews and perspectives of the creators, infers how diverse audiences may interpret the text | Creates texts, including stories that express their own worldview and perspective, justifies choices of forms, elements, techniques and devices related to their intended message and audience |
| Texts are socially, culturally, and historically constructed | Identifies influences on a text (e.g. who it was written by, when it was written) | Identifies diversity in social, cultural and historical perspectives. | Interprets the relationship between social, cultural and historical perspectives and text formats, messages, elements, techniques, and devices | Evaluates the influence of social, cultural and historical contexts, values, and perspectives on texts, and their relevance to modern times | Creates texts that reflect a particular social, cultural, and historical perspective with insight |
| Appreciates stories from Indigenous peoples traditions | Recognizes that Indigenous peoples have an oral tradition | Describes how storytelling has been used to communicate social values, culture, and history for Indigenous peoples | Appreciates the importance of ownership of stories for Indigenous peoples | Appreciates the importance of ownership of stories for Indigenous peoples, relates to cultural preservation and worldviews |
| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens | Poses questions to clarify meaning and develop understanding | Identifies diversity inpersonal, social, andcultural perspectives. | Interprets the relationship between social influences andcitizens. | Evaluates the influence of personal, social, and cultural contexts, values, and perspectives on self. | Defends conflicting personal, social, and cultural contexts, values, and perspectives. |
| Comprehend and Connect | Identifies fiction and non-fiction texts and describes possible uses (e.g. leisure, learning, etc.) | Identifies a range of forms of texts, and possible purposes for their use | Utilizes a variety of forms of texts to develop understanding related to inquiry | Justifies selection of a variety of texts and forms for a given purpose, evaluates for relevance, reliability, and accuracy | Evaluates the importance of diverse texts related to worldviews, forms, and perspectives for personal development and citizenship |
| Create and Communicate | Creates texts for designated purposes and audiences | Follows a sequenced writing or design process | Uses a writing / design process to create texts, considers purpose and audience | Justifies choices related to elements, styles, features, forms, and genres for a given purpose and audience | Effectively, and in sophisticated ways, revises texts for power and impact, analyzes the role audience and purpose play in the process with insight |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 10-12 Literary Studies**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world | Interprets texts and stories with diverse ideas about identity, others, and the world, describes transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world. | Respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| People understand text differently depending on their worldviews and perspectives | Takes turns in discussions regarding their understanding of texts | Recognizes that people have differing interpretations of text | Describes connections between peoples background knowledge / experience and their interpretation of text | Analyzes how and why people understand text differently depending on their worldviews and perspectives | Composes texts intentionally designed to shift worldviews or perspectives with power |
| Poses questions to deepen understanding | Recognize the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view | Understand how different strategies are used to comprehend texts, using reading, oral and metacognitive strategies | Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts, including poems, plays, novels, and graphic novels | Respond to written, oral, visual and multimodal texts in personal, creative, and critical ways, in ways included but not limited to: listening to and responding to constructive feedback, inviting others to share ideas. Demonstrate willingness to support personal perspectives, and willing to shift perspectives. |
| Text are socially, culturally, geographically, and historically constructed | Reads texts from different cultures, places, and historical periods | Recognize the importance of land and place in First Peoples’ and other Canadian texts. | Explains why land and place are of cultural and historical significance in First Peoples’ and other Canadian texts. | Analyzes how the cultural and historical significance of land and place are represented in First Peoples’ and other Canadian texts. | Evaluates and connects contemporary issues of land and place in Indigenous and other Canadian societies with their portrayals in First Peoples’ and other Canadian texts. |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, and extends thinking by adopting alternate viewpoints. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| Language shapes ideas and influences others | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess choices the creators made in order to influence/shape understanding an audience | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique |
| Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for power and influence | Compares versions of their own expression (oral or written), for their ability to influence and shape ideas / understanding | Insightfully combines genre specific techniques with content to create persuasive communications |
| Questioning what we hear, read, and review contributes to our ability to be educated and engaged citizens | Poses simple questions to texts | Questions and describes how authors and text forms influence our knowledge, beliefs, and behavior | Describes what it means to be an educated and engaged citizen | Examine how questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens, (e.g. examining bias, propaganda, and media influence) | Evaluates the influence of government, power and privilege on media and the development of an informed citizenry and connects to current events and issues of systemic racism |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 10-12 COMPOSITION**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world from a variety of sources | Interprets texts and stories with diverse ideas about identity, others, and the world, describes connections and transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world -reflects on bias, contradictions and distortions of language as tools of influence | Respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| Texts are socially, culturally, geographically, and historically constructed. | Reads texts from different cultures, places, and historical periods | Recognizes stories play a significant role in cultural transmission | Describes the role of story, narrative, land, and place, and oral tradition in expressing Indigenous perspectives, values, beliefs, and points of view | Differentiates across, and appreciates, the diversity within and across Indigenous societies are represented in First Peoples’ and other Canadian texts. | Draws inferences, makes connections related to Indigenous stories and historical events |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, and extends thinking by adopting alternate viewpoints. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| Language shapes ideas and influences others. | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives reflects on bias, contradictions and distortions of language as tools of influence | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess accuracy, and reliability and choices the creators made in order to influence / shape understanding in an audience (including literary elements, techniques, and devices) | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique |
| Engagement with writing processes can support creativity and enhance clarity of expression (10&11 only) | Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for power and influence | Compares versions of their own expression for their ability to influence and shape ideas / understanding, selects appropriate voice for specific audiences and purposes | Insightfully combines genre specific techniques with content to create persuasive communications |
| People are empowered by being able to communicate effectively (11 Only) | Communicates to express choices, interests, and make connections | Identifies reasons for communication in personal and professional life | Describes the importance of effective communication for well-being – across multiple aspects of life | Analyzes the impact of effective communication in specific contexts, makes connections to both local/personal life, and global impacts | Innovates, experiments with unique methods, perspectives, and worldviews, including Indigenous to communicate effectively |
| People understand text differently depending on their worldviews and perspectives (11&12 Only) | Takes turns in discussions regarding their understanding of texts | Recognizes that people have differing interpretations of text | Describes connections between peoples background knowledge / experience and their interpretation of text, | Analyzes how and why people understand text differently depending on their worldviews and perspectives | Composes texts intentionally designed to shift worldviews or perspectives with power |
| Poses questions to deepen understanding | Recognize the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view | Understand how different strategies are used to comprehend texts, using reading, oral and metacognitive strategies, makes connections to self, text, and world | Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts, including poems, plays, novels, and graphic novels | Respond to written, oral, visual and multimodal texts in personal, creative, and critical ways, in ways included but not limited to: listening to and responding to constructive feedback, inviting others to share ideas. Demonstrate willingness to support personal perspectives, and willing to shift perspectives. |
| Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens (11&12 Only) | Poses simple questions to texts | Questions and describes how authors and text forms influence our knowledge, beliefs, and behavior | Describes what it means to be an educated and engaged citizen, explores the relevance, accuracy, and reliability of texts for education | Examine how questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens, (e.g. examining bias, propaganda, and media influence) | Evaluates the influence of government, power and privilege on media and the development of an informed citizenry and connects to current events and issues of systemic racism |
| Conventions | Compositions are understandable to an audience | Uses basic conventions of spelling and punctuation | Revises accurately for spelling and conventions, uses appropriate citations | Analyzes unique use of spelling and conventions in specific genres, interprets reasons and relates to impact (e.g. “poetic license”) | Innovatively uses conventions and spellings to create new works and a personal style |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 10-12 CREATIVE WRITING**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world | Interprets texts and stories with diverse ideas about identity, others, and the world, describes transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world – reflects on bias, contradictions and distortions as tools of influence | Respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| Texts are socially, culturally, geographically, and historically constructed. | Reads texts from different cultures, places, and historical periods | Recognizes stories play a significant role in cultural transmission | Describes the role of story, narrative, land and place, and oral tradition in expressing Indigenous perspectives, values, beliefs, and points of view | Differentiates across, and appreciates, the diversity within and across Indigenous societies as represented in texts | Draws inferences, makes connections related to Indigenous stories and historical events |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, extends thinking by adopting alternate viewpoints and relates to identity. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| Language shapes ideas and influences others. | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives reflects on bias, contradictions and distortions of language as tools of influence | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess accuracy, and reliability, and choices the creators made in order to influence/shape understanding an audience (including literary elements, techniques, and devices) | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique, draws information from a variety of sources to inform their communication |
| Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for clarity, power and influence | Compares versions of their own expression (oral or written), for their ability to influence and shape ideas / understanding | Insightfully combines genre specific techniques with content drawn from a variety of sources to create persuasive communications |
| Creative writers take risks and persevere | Engages in novel tasks | Follows templates and instructions for creative tasks | Pursues interests, seeks support when challenges are encountered | Takes risks, perseveres through challenges, refines texts for clarity and impact | Innovates, experiments with unique methods, perspectives, and worldviews, including Indigenous |
| Creative writers are observant of the world. | Writes about personal observations and experiences | Writes about personal observations and experiences | Makes direct observations of events and phenomena in the world | Draws inferences about observations, seeks information from a variety of sources and for various purposes, communicates effectively | Draws inferences, writes with insight and passion |
| Writers write for authentic audiences and real-world purposes. (11 & 12 only) | Selects audience for communications | Selects audience, creates a variety of communications | Creates communications for specific purposes | Composes with purpose, selects appropriate voice for specific audiences and purposes | Composes with power and purpose, selects unique and creative voice for specific audiences and purposes |
| Conventions | Compositions are understandable to an audience | Uses basic conventions of spelling and punctuation | Revises accurately for spelling and conventions, uses appropriate citations | Analyzes unique use of spelling and conventions in specific genres, interprets reasons and relates to impact (e.g. “poetic license”) | Innovatively uses conventions and spellings to create new works and a personal style |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 10-12 NEW MEDIA**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world | Interprets texts and stories with diverse ideas about identity, others, and the world, describes transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world – reflects on bias, contradictions and distortions as tools of influence | Uses digital media to collaborate and communicate both within the classroom and beyond its walls to respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| Texts are socially, culturally, geographically, and historically constructed. | Reads texts from different cultures, places, and historical periods | Recognizes stories play a significant role in cultural transmission | Describes the role of story, narrative, land and place, and oral tradition in expressing Indigenous perspectives, values, beliefs, and points of view | Differentiates across, and appreciates, the diversity within and across Indigenous societies as represented in texts | Draws inferences, makes connections related to Indigenous stories and historical events |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, extends thinking by adopting alternate viewpoints and relates to identity. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| People understand text differently depending on their worldviews and perspectives | Takes turns in discussions regarding their understanding of texts | Recognizes that people have differing interpretations of text | Describes connections between peoples’ background knowledge / experience and their interpretation of text, | Analyzes how and why people understand text differently depending on their worldviews and perspectives | Composes texts intentionally designed to shift worldviews or perspectives with power |
| Poses questions to deepen understanding | Recognize the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view | Understand how different strategies are used to comprehend texts, using reading, oral and metacognitive strategies, makes connections to self, text, and world | Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts, including poems, plays, novels, and graphic novels | Respond to written, oral, visual and multimodal texts in personal, creative, and critical ways, in ways included but not limited to: listening to and responding to constructive feedback, inviting others to share ideas. Demonstrate willingness to support personal perspectives, and willing to shift perspectives. |

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| Language shapes ideas and influences others. | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives reflects on bias, contradictions and distortions of language as tools of influence | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess accuracy, and reliability, and choices the creators made in order to influence/shape understanding an audience (including literary elements, techniques, and devices) | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique, draws information from a variety of sources to inform their communication |
| Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for clarity, power and influence | Compares versions of their own expression (oral or written), for their ability to influence and shape ideas / understanding | Insightfully combines genre specific techniques with content drawn from a variety of sources to create persuasive communications |
| Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society. (11 ONLY) | Uses technology to support learning and communication | Recognizes that digital tech has an impact on individuals and society | Describes how and why digital tech has an impact on individuals and society, uses digital media to collaborate and communicate both within the classroom and beyond its walls | Recognizes how and why digital tech has an impact on individuals and society – suggests ways in which its’ use should be implemented for safety, ethics, and well-being | Proposes new technologies, or policies related to technology, to improve the impact of tech on individuals and society |
| Digital citizens have rights and responsibilities in an increasingly globalized society. (10 & 12 ONLY) | Appropriately uses technology to support learning and communication – understands when, where, and how to use safely | Appropriately uses technology to support learning and communication – understands when, where, and how to use for their own and others well-being | Describes rights and responsibilities related to digital citizenship | Analyzes rights and responsibilities related to digital citizenship in a global context | Proposes new technologies, or policies related to technology, to protect or enhance the rights, well-being, and respect of people around the world |
| Conventions | Compositions are understandable to an audience | Uses basic conventions of spelling and punctuation | Revises accurately for spelling and conventions, uses appropriate citations | Analyzes unique use of spelling and conventions in specific genres, interprets reasons and relates to impact (e.g. “poetic license”) | Innovatively uses conventions and spellings to create new works and a personal style |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!

**GRADE 10-12 SPOKEN LANGUAGE**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses> <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world | Interprets texts and stories with diverse ideas about identity, others, and the world, describes transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world – reflects on bias, contradictions and distortions as tools of influence | Respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| Texts are socially, culturally, geographically, and historically constructed. | Reads texts from different cultures, places, and historical periods | Recognizes stories play a significant role in cultural transmission | Describes the role of story, narrative, land and place, and oral tradition in expressing Indigenous perspectives, values, beliefs, and points of view | Differentiates across, and appreciates, the diversity within and across Indigenous societies as represented in texts | Draws inferences, makes connections related to Indigenous stories and historical events |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, extends thinking by adopting alternate viewpoints and relates to identity. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| People understand text differently depending on their worldviews and perspectives | Takes turns in discussions regarding their understanding of texts | Recognizes that people have differing interpretations of text | Describes connections between peoples’ background knowledge / experience and their interpretation of text, | Analyzes how and why people understand text differently depending on their worldviews and perspectives | Composes texts intentionally designed to shift worldviews or perspectives with power |
| Poses questions to deepen understanding | Recognize the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view | Understand how different strategies are used to comprehend texts, using reading, oral and metacognitive strategies, makes connections to self, text, and world | Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts, including poems, plays, novels, and graphic novels | Respond to written, oral, visual and multimodal texts in personal, creative, and critical ways, in ways included but not limited to: listening to and responding to constructive feedback, inviting others to share ideas. Demonstrate willingness to support personal perspectives, and willing to shift perspectives. |

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| Language shapes ideas and influences others. | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives reflects on bias, contradictions and distortions of language as tools of influence | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess accuracy, and reliability, and choices the creators made in order to influence/shape understanding an audience (including literary elements, techniques, and devices) | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique, draws information from a variety of sources to inform their communication |
| Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for clarity, power and influence | Compares versions of their own expression (oral or written), for their ability to influence and shape ideas / understanding | Insightfully combines genre specific techniques with content drawn from a variety of sources to create persuasive communications |
| Voice is powerful and evocative | Appropriately uses spoken language to support learning and communication | Recognizes that speaking skills contribute to effective communication | Selects and applies speaking and listening skills in a variety of formal and informal contexts for a range of purposes | Select and apply appropriate spoken language formats for an intended purpose | Creates spoken language pieces that are innovative, evocative, and powerful |
| Changes voice depending on communication partner and social context | Recognizes that voice can change depending on communication partners and social context | Intentionally selects voice depending on communication partner, social context, and purpose of communication | Refines voice depending on communication partner, social context, and purpose of communication to evoke response and impact audience |
| Conventions | Compositions are understandable to an audience | Uses basic conventions of spelling, punctuation, and non-verbal language | Revises for spelling, conventions, and non-verbal language uses appropriate citations | Analyzes unique use of spelling, conventions, and non-verbal language in specific genres and pieces, interprets reasons and relates to impact (e.g. “poetic license”) | Innovatively uses conventions, spellings, and non-verbal language to create new works and a personal style |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

**GRADE 12 ENGLISH STUDIES**

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

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| **Big Idea** | **Access** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world | Gives examples of things they have learned from text | Describes knowledge gained about identity and others around the world | Interprets texts and stories with diverse ideas about identity, others, and the world, describes transformations in personal thoughts, feelings, and beliefs. | Infers how the creators of texts consider how to influence the understanding of diverse, complex ideas about identity, others, and the world – reflects on bias, contradictions and distortions as tools of influence | Respectfully exchanges ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking |
| Text are socially, culturally, geographically, and historically constructed | Reads texts from different cultures, places, and historical periods | Recognizes stories play a significant role in cultural transmission | Describes the role of story, narrative, land and place, and oral tradition in expressing Indigenous perspectives, values, beliefs, and points of view | Differentiates across, and appreciates, the diversity within and across Indigenous societies as represented in texts | Draws inferences, makes connections related to Indigenous stories and historical events |
| Identifies differences in texts based on culture, place, or time period | Recognizes the use of perspective within and without texts. | Explore and understand how language constructs personal and cultural identities through exploration of elements of style and voice | Independently analyzes a text, identifies its underlying perspectives, extends thinking by adopting alternate viewpoints and relates to identity. | Composes and respectfully communicates a holistic understanding of a given topic through a use of multiple perspectives. |
| Language shapes ideas and influences others | Identifies words and images used to evoke emotion | Defines the concept of persuasion | Describes ways in which language choice can persuade others of ideas, interpretations, or perspectives reflects on bias, contradictions and distortions of language as tools of influence | Analyzes texts of various formats (images, websites, novel, poems, etc.) to assess accuracy, and reliability, and choices the creators made in order to influence/shape understanding an audience (including literary elements, techniques, and devices) | Compares and contrasts pieces (eg two photos, or a speech and a photo) for power and technique, draws information from a variety of sources to inform their communication |
| Uses descriptive vocabulary and emotion words to express ideas | Communicates ideas, beliefs, values about a specific issue | Applies basic techniques of a genre to revise for clarity, power and influence | Compares versions of their own expression (oral, visual, or written), for their ability to influence and shape ideas / understanding | Insightfully combines genre specific techniques with content drawn from a variety of sources to create persuasive communications |
| Questioning what we hear, read, and review contributes to our ability to be educated and engaged citizens | Poses simple questions to texts | Questions and describes how authors and text forms influence our knowledge, beliefs, and behavior | Describes what it means to be an educated and engaged citizen, explores the relevance, accuracy, and reliability of texts for education | Examine how questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens, (e.g. examining bias, propaganda, and media influence) | Evaluates the influence of government, power and privilege on media and the development of an informed citizenry and connects to current events and issues of systemic racism |

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| People understand text differently depending on their worldviews and perspectives | Takes turns in discussions regarding their understanding of texts | Recognizes that people have differing interpretations of text | Describes connections between peoples’ background knowledge / experience and their interpretation of text, | Analyzes how and why people understand text differently depending on their worldviews and perspectives | Composes texts intentionally designed to shift worldviews or perspectives with power |
| Poses questions to deepen understanding | Recognize the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view | Understand how different strategies are used to comprehend texts, using reading, oral and metacognitive strategies, makes connections to self, text, and world | Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts, including poems, plays, novels, and graphic novels | Respond to written, oral, visual and multimodal texts in personal, creative, and critical ways, in ways included but not limited to: listening to and responding to constructive feedback, inviting others to share ideas. Demonstrate willingness to support personal perspectives, and willing to shift perspectives. |
| The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation. | Listens and responds to stories from Indigenous cultures | Recognizes that Canadians have responsibilities in relation to Reconciliation. | Explains how and why the examination of First Peoples cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation. | Argues why the examination of First Peoples cultures and lived experiences through text should be a responsibility of all Canadians, relates to Reconciliation | Creates informational works to support the examination of First Peoples cultures and lived experiences through text for all Canadians to support reconciliation |
|  | \*IEP Based Assessment | C-: 50-59 | C+: 67-72C: 60-66 | B: 73-85 | A: 86-100 |

\*\*Note: all sections should be applied to speaking and listening, viewing and representing, equally to reading and writing!