

# The Teacher's Guides provide a comprehensive set of tools clearly matched to specific assessment purposes.

## Each lesson plan highlights opportunities for assessment

The challenge for the teacher from an assessment standpoint is to gather just enough evidence of learning to be able to say, with conviction, that each student has or has not learned what is essential in a given course. Why "just enough"? Because with more classes to teach and more students in each class, teachers cannot afford the time to do more than is necessary. To help plan and manage assessment, each lesson plan highlights the opportunities for assessment. Activities in the Student Books and Teacher's Guides are directly linked to assessment tasks and tools.

easy      moderate      challenging

### COMMON

Poem by Bronwe

#### BEFORE REA

- Predicting C**  
Have students d  
this poem is an  
dents to make p  
poem have the

#### READING AND

- Developing**  
Discuss with str  
ture before anal  
on to help them  
include:
  - Did I enjoy
  - What emot
  - Did I ident
  - Was some

Have students u  
responding to th

- Interpreting**

**Focus of Learning and Assessment**

Response Journal: TG #2; AR/SC 15  
Informal Group Discussion: TG #3, #4; SB #1, #2; AR/SC 4  
Short Position Paper: SB #2; AR/SC 18  
Literary Essay: TG #7; AR/SC 6  
Short Creative Piece: TG #5; SB #4; AR/SC 17  
Media Product: TG #6; AR/SC 8

ASSESSMENT RUBRIC 20

### REVIEW (BOOK OR FILM)

NAME: \_\_\_\_\_ TERM: \_\_\_\_\_

Record the date each time you use this checklist.  
Make a check mark under the date when you are able to reply "Yes" to the question.

	Date																	
Have I described several specific elements of the text?																		
Have I explained how key elements and/or techniques are used to achieve particular effects?																		
Is my focus clear and is my opinion as a reviewer evident?																		
Have I identified the explicit and implicit messages in the text?																		
Have I used specific examples from the text to support my personal interpretation?																		
Have I compared my personal ideas and values with those in found in the text?																		
Have I analyzed and synthesized ideas and information in the text, and communicated them in my own words?																		
Have I explained how culture influences the ideas and theme in the text?																		
Have I compared the elements of one media work with those of another?																		
Have I used a level of language that is appropriate to my purpose and audience?																		
Have I organized the sentences and paragraphs so that a clear focus and an overall impression are created?																		
Have I used language conventions correctly and effectively (e.g., grammar and usage)?																		

**Summary of Things I Need To Work On**

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## Assessment checklists help students self-assess the quality of their work

The Self- and Peer-Assessment Checklists enable students to ensure their own work or the work of their peers meets the expected requirements, before submitting it to the teacher. **By transferring this responsibility to the students, the teacher's time is spent marking only the students' best work.** The intent of the checklists is not to have students assign a numerical mark, or even a level, to their own work or the work of their peers. Rather, it is to encourage students to examine in a critical, objective way the extent to which the work they have produced meets the required criteria.

- ✓ A simple "yes/no" or check mark may be used in response to each question.
- ✓ Questions reflect the Level 3 indicators from a given rubric.
- ✓ Each checklist has room for 10 self/peer assessments.
- ✓ These same checklists can be used by teachers for observational assessment while students are working on a given task.