

Assessment and Evaluation

Assessment tasks address clusters of curriculum expectations.

Rich, high-quality, purposeful assessment tasks address clusters of curriculum expectations. Hence, by marking one assessment task, you're gathering evidence of learning and achievement for a number of expectations.

For example...

The evaluation of a formal speech provides evidence of achievement for the following expectations from the University English course:

Language

Develop Vocabulary and Knowledge of Language Structures and Conventions

- Apply knowledge of the development of the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write and speak effectively
- Recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course

Develop Listening and Speaking Skills

- Plan and prepare presentations by researching information and ideas; organizing material; selecting language appropriate to the topic, purpose, audience; and rehearsing and revising
- Use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdotes, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology

Writing

Organizing Ideas and Information in Written Work

- Use a variety of organizational structures and patterns to produce coherent and effective written work

Revising Drafts

- Revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice
- Revise drafts to refine voice in written work

The Nelson English 11 assessment solution identifies assessment tasks, which will provide evidence of learning for all curriculum expectations. The identification of these critical tasks provides a road map to help you focus on the essential learning in the grade 11 courses.

The assessment tasks have been organized into major tasks and enabling tasks. Major tasks are more complex, open-ended tasks. Enabling tasks are the building blocks that give students the prerequisite skills needed to complete the major task. For example, a literary essay is a major task. The enabling task could include:

- response journal entries to provide practice in responding critically to literature and supporting their ideas with evidence from a text
- a short position paper to provide practice in formulating a thesis and developing logical argument to support it
- a shorter personal or persuasive essay to provide practice in mastering the essay form, without having to worry about textual references
- a research and writing plan to provide practice in identifying the steps in gathering information from various sources and the key stages in the writing process.

The chart below summarizes the suggested major and enabling tasks:

Major Task	Enabling Task
Formal Speech	-
Letter	-
Literary Essay	Research and Writing Plan Response Journal Short Position Paper Writing Conference
Media Product	Analysis of Media Campaign
Multimedia Presentation	-
Panel Discussion/Debate	Informal Group Discussion
Personal/Persuasive Essay	Research and Writing Plan Short Position Paper Writing Conference
Report	Business Communication
Review (book or film)	Media Critique Article
Short Creative Piece	Poem
The Research Process	-
The Writing Process	-