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| **6**  **Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.** | **7** | **8** | **9** |
| ***AR6.1***  **Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.**  ***AR 6.2***  **Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.**  ***AR6.3***  **Appraise own and others’ work for clarity.**   * reflect on speaking, writing, and other representing strategies used including relating work to criteria (e.g. a rubric), identifying what worked during the process, responding to feedback, setting realistic goals, and taking steps toward achieving goals. * assess personal language use, and set personal goals to enhance language learning and use. * use criteria and relevant vocabulary to assess viewing, listening, and reading activities, and set goal for each (e.g. What behaviors do I exhibit that tell others that I am a good viewer, listener, or reader?) * reflect on the role of technology in learning and communicating. * review own and other’s work for clarity, and give concrete suggestions for improvement. * assess own contributions to group process, and set goals for enhancing group work. * identify and analyze effectiveness of a variety of language strategies. Identify competency level of self as a viewer, representer, listener, speaker, reader, and writer. * state appropriate and achievable improvement goals based on self-analysis; choose and apply strategies appropriate to improvement goals, and reflect on progress in achieving those goals. | ***AR7.1***  **Set and achieve short-term and long-term goals to improve viewing, listening, reading representing, speaking, and writing strategies.**  ***AR7.2***  **Appraise own and others’ work for clarity and correctness.**   * recognize speaking, listening, representing, viewing, writing, and reading as useful tools for clarifying thinking, communicating, and understanding. * assess the success of oral language skills and strategies including applying specific criteria to assess oral language interactions, analyzing the effectiveness of oral language strategies, and setting goals for oral language improvement. * participate in the developments and use of a rubric for assessing language skills and strategies. * evaluate group process and personal contributions according to pre-established criteria. * discuss developing abilities in personal language learning and use. * contribute to and use scoring guides, rubrics, and other criteria to reflect on and analyze clarity of work. * act on feedback. * reflect on and assess viewing, listening, and reading experiences; and set goals for improvement. * reflect on, analyze, and assess writing and other representing behaviors, and formulate goals for improvement. | ***AR8.1***  **Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.**  ***AR8.2***  **Appraise own and others’ work for clarity, correctness, and variety.**   * evaluate the quality of own contributions to group process, and set goals and plans for development. * develop and use criteria for evaluating self, goals, and projects. * appraise own and others’ work to determine the appropriateness of resource choices, language use, organization, and communication forms. * assess own and others’ work for clarity, correctness, and variety. * reflect on and assess viewing, listening, and reading experiences and the strategies selected; use relevant criteria to assess viewing, listening, and reading activities; and set goals for each. * contribute to and use criteria to self-assess and set goals. * identify and analyze effectiveness of a variety of language strategies and competency level of self as a representer, speaker, and writer. * collect materials for a portfolio or e-portfolio that reflect language achievement in relation to career choices. | ***AR9.1a/b***  **Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them.**  ***AR9.2a/b***  **Assess own and others’ work for clarity, correctness, and impact.**   * evaluate and modify own roles in group interactions in a variety of contexts. * establish and use relevant criteria and relevant vocabulary to evaluate group process and personal contributions and propose suggestions for development. * use criteria/rubric to evaluate oral presentations including purpose, delivery techniques, content, visual aids, body language, and facial expressions. * monitor progress in achieving language communication goals. * reflect on attainment of personal goals for effective language learning and use. * review and refine speaking, writing, and other representing skills and strategies, through reflection, feedback, and self-assessment. * determine personal language strengths. * determine personal language learning goals. * articulate performance related to viewing, listening, and reading processes and strategies and reflect on growth as viewer, listener, and reader of texts of increasing complexity. * state appropriate and achievable improvement goals base on self-analysis; choose and apply strategies appropriate to improvement goals and reflect on progress in achieving those goals. * use criteria to examine qualities of own and others’ work. |

**PLEASE NOTE:**

**The suggested activities in this document are examples of activities/strategies/teachings that could be done. Refer to the expanded indicators in the curriculum documents for more details.**

**Each outcome at each grade level is supported by indicators which provide the breadth and depth of the expectations for the outcomes. The outcomes and their indicators are listed starting on page 33 of each grade level document. Teachers are encouraged to build upon outcomes in the previous grades and provide scaffolding to support student achievement of the outcomes at each grade level.**