**ELA B10 – Compose and Create**

**Knowledge and Use of Strategies**

**(Representing, Speaking, and Writing)**

**Strategies Checklist**

* I can *select* before, during, and after strategies to construct and communicate meaning when creating visual, multimedia, oral and written (or print) texts.
* I can *use* these strategies.
* I can *reflect* on the effectiveness of these strategies.

|  |  |  |
| --- | --- | --- |
| **Score** | **Teacher-Friendly** | **Student-Friendly** |
| **5**  **% range** | **Thorough/advanced knowledge and use of strategies**  - demonstrates knowledge of strategies  - effectively controls appropriate basic strategies  - can explain why these strategies are being used – where (evidence)  - models strategies for others (optional – representing and speaking) |  |
| **4** | **Comprehensive knowledge and use of strategies**  - demonstrates knowledge of strategies (evidence)  - consistently uses basic strategies  - is self-directed when using strategies |  |
| **3** | **Basic knowledge and use of strategies**  - some knowledge of strategies  - uses basic strategies  - requires practice and teacher support to use |  |
| **2** | **Incomplete knowledge and use of strategies**  - limited knowledge of strategies  - uses only some of the basic strategies  - requires teacher direction and/or continual coaching to use |  |
| **1** | **Inadequate knowledge; little use**  - in adequate or no knowledge of strategies; makes little or no use of strategies |  |

Comments:

Adapted from ELA 10 Curriculum, pp. 70-71

|  |  |  |
| --- | --- | --- |
| **Score** | **Teacher-Friendly** | **Student-Friendly** |
| **5** | **Thorough/advanced**  - identifies own strengths and learning goals  - explains what to do when composing and creating  - explains own strategies for improvement |  |
| **4** | **Comprehensive**  - identifies own strengths and possible learning goals  - uses strategies of the process after careful reflection |  |
| **3** | **Basic**  - understands some own strengths and can identify learning goals  - may not always implement improvements  - is developing strengths |  |
| **2** | **Incomplete**  - struggles to determine own needs  - may or may not make improvements from feedback |  |
| **1** | **Inadequate**  - requires coaching and prompting to identify learning goals |  |

**Using Strategies Assessment**

1. Effective readers consistently use different strategies to help them make sense of their reading. Listeners and viewers use the same strategies to help them understand what they are hearing and seeing.

List any strategies you use when reading, listening or viewing.

2. Find a place in the selection where you used a before, during or after strategy to help you understand the content.

Explain what you did.

Explain how you think it helped your understanding.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Thinking** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| Metacognition Describes strategies; explains how well a specific strategy worked  - I can *select* before, during, and after strategies to construct and communicate meaning when creating visual, multimedia, oral and written (or print) texts.  - I can *use* these strategies.  - I can *reflect* on the effectiveness of these strategies. | **Inadequate knowledge; little use**  - in adequate or no knowledge of strategies; makes little or no use of strategies | **Incomplete knowledge and use of strategies**  - limited knowledge of strategies  - uses only some of the basic strategies  - requires teacher direction and/or continual coaching to use | **Basic knowledge and use of strategies**  - some knowledge of strategies  - uses basic strategies  - requires practice and teacher support to use | **Comprehensive knowledge and use of strategies**  - demonstrates knowledge of strategies (evidence)  - consistently uses basic strategies  - is self-directed when using strategies | **Thorough or advanced know-ledge and use of strategies**  - demonstrates knowledge of strategies  - effectively controls appropriate basic strategies  - can explain why these strategies are being used – where (evidence)  - models strategies for others (optional – representing and speaking) |

• Reflect on strategies (Metacognition) from the Grade 10 Reading Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Thinking | Level 1 | Level 2 | Level 3 | Level 4 |
| Metacognition Describes strategies; explains how well a specific strategy worked | Limited: lacks awareness of own reading processes and comprehension strategies; does not provide an appropriate example and explanation | Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; provides an example with some explanation | Considerably effective: shows awareness of own reading processes and comprehension strategies; provides a specific example with a reasonable explanation | Highly effective: shows insight into own reading processes and comprehension strategies; provides an appropriate example and a clearly articulated explanation |