

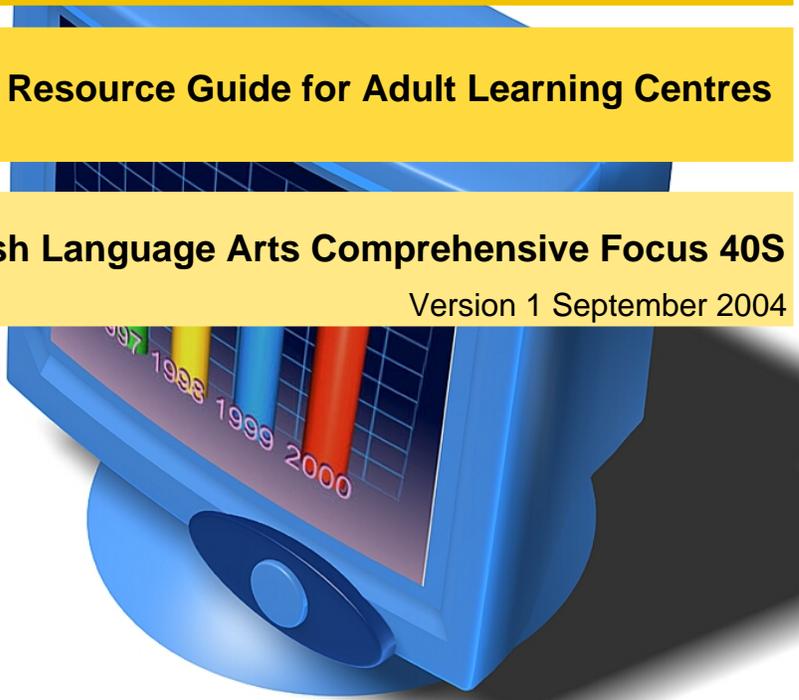
PLAR

Prior Learning Assessment and Recognition (PLAR)

PLAR Resource Guide for Adult Learning Centres

English Language Arts Comprehensive Focus 40S

Version 1 September 2004



PLAR Skills
Assessment
Learning
Knowledge
recognition
prior
Change Skills
Prior
Change Learning
Assessment
Prior Learning
knowledge
Change
skills recognition
Knowledge
prior
Learning
Assessment
recognition
Skills
PLAR

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INTRODUCTION

In the Comprehensive Focus, students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and that help them function more effectively in their private spheres and in the global community. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment.

Upon completion of the English Language Arts 40S Comprehensive Focus, students will have achieved a strong academic ability in English Language Arts.

General Learning Outcomes are:

1. Explore thoughts, ideas, feelings, and experiences.
2. Comprehend and respond personally and critically to oral, print, and other media texts.
3. Manage ideas and information.
4. Enhance the clarity and artistry of communication.
5. Celebrate and build community.

If you have sufficient skills in these areas, you may be able to obtain full or partial credit for the course through Prior Learning Assessment and Recognition (PLAR).

This document contains the general course learning outcomes for English Language Arts 40S Comprehensive Focus, along with a self-assessment checklist of all of the specific learning outcomes covered in the course. After completing the checklist, you will be able to determine if you have prior learning to go through the PLAR process for this course.

The PLAR process of English Language Arts 40S Comprehensive Focus is outlined in this document. By completing the PLAR process in its entirety and achieving the minimum standard, you could receive credit without taking the course



ENGLISH LANGUAGE ARTS 40S COMPREHENSIVE FOCUS COURSE LEARNING OUTCOMES

The Department of Education for the Province of Manitoba has designed a curriculum based on the following standards. The student learning outcomes of the Comprehensive Focus describe the knowledge, skills and strategies, and attitudes that students require to meet present and evolving literacy demands. The Self-Assessment questions contained in this document are essentially the outcomes expected at a Senior 4 level.

1. Preparing to Learn

- a. Access prior knowledge, makes connections and predictions
- b. Asks questions
- c. Focuses topic

2. Making Meaning

- a. Uses cues to read fluently
- b. Uses comprehension skills and strategies to construct meaning
- c. Develops vocabulary
- d. Identifies elements, techniques, and key characteristics of forms

3. Responding to Oral, Literary, and Media Texts

- a. Experiences and responds to a variety of oral, literary, and media texts
- b. Knows, understands and appreciates oral, literary, and media techniques
- c. Makes connections between self and text

4. Managing and Organizing Ideas and Information

- a. Plans
- b. Identifies, accesses and evaluates a variety of sources
- c. Collects and organizes
- d. Records ideas and information

5. Composing, Revising, and presenting

- a. Creates texts using a variety of forms for particular audiences and purposes
- b. Revises and edits
- c. Presents effectively

6. Working as a Community

- a. Considers others perspectives
- b. Participates in a variety of group settings
- c. Contributes to building community success

7. Monitoring Language Learning

- a. Monitoring language learning



PLAR CHALLENGE PROCESS

Course: English Language Arts
Course Number: 40S Comprehensive Focus

Self Assessment

The first step in the PLAR process is the filling out of the Self Assessment form. Consider each question carefully. The questions indicate the learning outcomes achieved in taking English Language Arts 40S Comprehensive Focus. The assessment will assist you in proving your abilities and help you decide if you should pursue PLAR or enrol in a course.

If you feel that your current skills and knowledge match or exceed what is being taught in the English Language Arts 40S course, you can move ahead with the PLAR process. The PLAR process can consist of any of the following methods of evaluating your knowledge of all or specific units of the course. These are examples of some of the assessment tools that can be used by PLAR assessors; individual learning centers may use various evaluation methods.

Evidence Collection

The student will provide a written collection of evidence that demonstrates prior learning in achieving the learning outcomes for this course. The evidence collection and/or assignments must be submitted to an assessor for marking. Students who choose this challenge option have a maximum of **90 days** from the time of registration for this course challenge to submit the required documentation.

To be successful in the course challenge, the student must meet the passing guidelines set out by the learning centre. If the student proves a solid case in all of the skill learning outcomes, a credit is granted. If the student is unsuccessful in this challenge, the opportunity to take the course is still available.

NOTE: Individual adult learning centres may have additional requirements. Speak to the PLAR advisor for more information.

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Listening Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Union Representative ▪ Parent Council ▪ Sales Opportunities ▪ Church or Community Work ▪ Seminar Involvement ▪ Planning Meetings – personal or business 				
1	1.1.1 Express Ideas	Can you demonstrate how you weigh and assess the validity of a range of ideas, observations, opinions, and emotions in order to reconsider and/or affirm your position and opinion?		
2	1.1.2 Consider Others, Ideas	Are you able to invite separate and challenging ideas and opinions through a variety of means for the re-examination of your own ideas and positions?		
3	3.1.2 Ask Questions	Have you ever created a focused inquiry or designed research questions and improved them through reflection and discussion of the topic, purpose, and content?		
4	3.3.1 Organize Information	Do you organize and reorganize information and ideas to clarify thinking and to achieve desired effect?		
5	4.4.3 Attentive Listening and Viewing	Are you able to demonstrate critical listening and viewing behaviours to make reference about presentations?		
6	5.1.4 Evaluate Group Process	Are you familiar with any process that evaluates the usefulness of a group process to achieve particular goals or tasks?		
7	5.2.1 Share and Compare Responses	Would you be able to describe and demonstrate the value of different ideas and viewpoints to deepen understanding of texts, others, and self?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Speaking Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Telemarketing ▪ Sales ▪ Presentations ▪ Toastmasters ▪ Lectures ▪ Group Discussions 				
8	1.2.2 Explain Opinions	Have you ever explored the strengths and limitations of various viewpoints on an issue or topic? If so, can you identify aspects for further consideration and then evaluate these viewpoints?		
9	2.1.1 Prior Knowledge	Do you analyze connections between personal experiences and prior knowledge to develop understanding of a variety of texts?		
10	2.3.3 Vocabulary	Do you analyze the impact of vocabulary and phrases in texts; identifying how word choice and sayings vary, and are used in different language communities?		
11	4.2.1 Appraise Own and Others Work	Can you appraise and discuss the effectiveness of your own and others' choices in relation to content, form, style, and presentation?		
12	4.3.1 Grammar and Usage	Are you able to select appropriate words, grammatical structures, and expression to achieve clarity, artistry, and effectiveness?		
13	4.4.2 Effective Oral and Visual Communication	Do you select and adjust appropriate voice and visual images that take into account audience knowledge, attitudes, and response?		
14	5.1.3 Use Language to Show Respect	Would you be able to show or explain how language choice, use, tone, and expression may agree or disagree with discriminatory situations?		
15	4.4.1 Share Ideas and Information	Do you share ideas and information to demonstrate confidence and flexibility in meeting audience needs? When presenting ideas and information, do you adjust presentation plan and pace according to purpose, topic, and audience feedback?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Reading Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Books, Novels, Poetry, Journals, Newspapers, Magazines, Internet ▪ Courses ▪ Manuals ▪ Instructional Materials 				
16	1.1.3 Experiment with Language and Forms	Can you vary language uses and types of expression to discover how they influence ideas and enhance the power of communication?		
17	1.2.4 Extend Understanding	Do you extend your range and depth of understanding by considering various experiences, viewpoints, and sources of knowledge when generating and responding to texts?		
18	2.1.2 Comprehension Strategies	Do you apply a broad selection of appropriate comprehension strategies, such as questioning what you have learned or note taking, to monitor understanding and develop understanding of a variety of texts?		
19	2.1.3 Textual Cues	Have you used titles, subtitles, pictures, diagrams, and page layouts to create and confirm meaning and explain texts?		
20	2.1.4 Cueing Systems	Are you able to use sentence structure, word choice, grammar rules, and practical approaches to create and confirm meaning and understand texts?		
21	2.2.1 Experience Various Texts	Have you experienced a variety of texts and cultural traditions; examined and analyzed various explanations of texts to revise or increase understanding?		
22	2.2.2 Connect Self, Texts and Culture	Do you respond personally and critically to perspectives and design of a variety of Canadian and international texts? What are they?		
23	2.3.2 Techniques and Element	Can you analyze how various techniques and factors are used in oral, print, and other media texts to accomplish a particular purpose?		
24	3.3.3 Evaluate Information	Do you evaluate information for completeness, accuracy, currency, historical circumstance, relevance, balance of standpoints, and unfairness?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Writing Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Letters to the Editor, Member of Parliament etc. ▪ Personal writing, e.g. Poetry, short stories ▪ Newsletters ▪ Proposals 				
25	1.2.1 Develop Understanding	Are you able to explain how new knowledge, ideas, experiences, and view reshape knowledge, ideas, and beliefs?		
26	1.2.3 Combine Ideas	Do you consider ways in which the relationship between ideas provides insight when creating and responding to texts?		
27	2.3.1 Forms and Genres	Have you ever evaluated the effect variety and type of writing have on subject matter and purpose?		
28	2.3.5 Create Original Texts	Do you create original texts to communicate ideas and enhance understanding of types of writing and techniques?		
29	3.1.1 Use Personal Knowledge	Are you in the practice of considering your own and others' expertise to explore coverage and depth of knowledge?		
30	3.1.4 Create and Follow a Plan	Are you able to develop and select from a collection of research strategies, and then adjust your plan according to changes in audience, purpose, and subject matter?		
31	3.2.2 Identify Sources	Can you identify and discuss different information sources relevant to particular inquiry or research needs?		
32	3.3.2 Record Information	When researching, are you familiar with combining and recording information, ideas, and viewpoints from a variety of sources; plus document sources accurately? (Bibliography and notation)		
33	4.1.1 Generate Ideas	Are you able to evaluate, and select ideas to focus and clarify a topic and view appropriate for audience, purpose, and situation?		
34	4.1.3 Organize Ideas	Do you evaluate the possible impact of different organizational structures, techniques, and transitions in oral, written, and visual texts, for the goal of achieving a specific purpose for specific audiences?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Writing Skills Continued			Yes ✓	No ✓
35	4.2.2 Revise Content	Do you engage in proof reading to evaluate and revise drafts to ensure appropriate subject and language use, and to enhance correctness and unity?		
36	4.2.3 Enhance Legibility	Are your writing skills proficient in selecting text characteristics to enhance legibility and artistry for particular audiences, purposes, and situations?		
37	4.2.4 Enhance Artistry	Do you keep in mind how effective language, visuals, and sounds, and the arrangement of ideas impact the balance, effect, and originality of your writing?		
38	4.2.5 Enhance Presentation	Can you devise appropriate strategies and plans to increase the impact of presentations?		
39	4.3.1 & 4.3.2 Grammar Usage and Spelling	Do you know and apply Canadian spelling conventions for a broad range of words and check for correctness; and do you analyze and edit texts for appropriate grammatical structures?		
40	4.3.3 Capitalization and Punctuation	Are you capable of knowing and applying capitalization and punctuation rules to clarify intended meaning, referring to appropriate style manuals and other resources?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Viewing Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Scrap booking ▪ Photography ▪ Home Design and Redecorating ▪ PowerPoint Presentations ▪ Artistic Talent ▪ Live Theatre 				
41	2.2.3 Appreciate the Artistry of Texts	Are you able to analyze how language and artistic choices in oral, print, and other media texts communicate intended meaning and create effect?		
42	2.3.4 Experiment with Language	Do you experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour?		
43	3.2.5 Make Sense of Information	Do you have knowledge of page layouts, and insight and emotional appeals to gain understanding; then adjust reading and viewing rates according to purpose, content, and situation?		
44	5.1.2 Work in Groups	When working with a group, do you demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals?		
45	5.2.3 Appreciate Diversity	Do you try to analyze ways in which languages and texts reflect and influence the beliefs and behaviours of people and different communities?		
46	5.2.4 Celebrate Special Occasions	Have you used language and texts to celebrate important occasions and accomplishments and to develop and strengthen a sense of community?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

Check the appropriate box to indicate skill. Consider how you would prove this ability.

Representing Skills			Yes ✓	No ✓
Examples of experiences to draw on. <ul style="list-style-type: none"> ▪ Training Another Individual ▪ Recording and Displaying e.g. Scrap book, portfolio ▪ Visual Representation of Knowledge e.g. Gardening, Art ▪ Letters of Opinion 				
47	1.1.4 Express Preferences	Have you explored how personal experiences influence the selection of particular texts and how texts influence outlook?		
48	1.1.5 Set Goals	Do you reflect on personal growth and successes in language learning? If so, does the consideration of the importance of language learning play a role when developing personal goals?		
49	3.1.3 Participate in Group Inquiry	Are you able to work together and support group members in changing procedures to achieve or research goals?		
50	3.2.1 Identify Personal and Peer Knowledge	Do you evaluate and select ideas and information from prior knowledge of research topic, and adapt them appropriately for audience, purpose, and personal standpoint?		
51	3.2.3 Evaluate Sources	Do you attempt to evaluate factors that affect the credibility, accuracy, and prejudice of information sources for research?		
52	3.2.4 Access Information	Are you able to access information to accomplish a certain purpose within the topic limit and time available?		
53	3.3.4 Develop New Understanding	Do you assess the effect of new understanding on self and others, and then evaluate the effect of research plans and procedures on conclusions?		
54	5.1.1 Cooperate with Others	Are you able to use language to demonstrate flexibility in working with others; plus encourage differing viewpoints to develop coverage and depth of individual and group thought?		
55	5.2.2 Relate Texts to Culture	Can you identify and analyze ways in which culture, society, and history influences texts and how texts, in turn, influence understanding of self and others?		

SELF-ASSESSMENT CHECKLIST (based on Manitoba Language Arts Curriculum 2000)

SCORING

Total number of **yes** checkmarks from your self-assessment.

✓ = _____

Total possible number of checkmarks is **56**.

Keep in mind that the assessor will request documentation to verify these skills.

SUGGESTED COURSE OF ACTION

42 – or more ✓	36 - 41 ✓	Less than 36 ✓
You have a good chance of succeeding in the PLAR process	You could proceed with the challenge process after self study to improve in weak areas	English Language Arts 40S Comprehensive course. It is unlikely that you would be successful in the PLAR process.

Discuss your results with your PLAR Advisor

If you feel that your current skills and knowledge match or exceed what is being taught in the ELA Comprehensive Focus 40S course, you may move ahead with the PLAR process.

The PLAR assessment process can consist of a variety of methods to assess your knowledge, skills, and judgements. Examples of assessment tools that can be used by PLAR assessors are provided to assist you in the assessment of learning. (Individual learning centres may use other evaluation methods.)

ELA STANDARDS ASSESSMENT SUMMARY SHEET

English Language Arts Standards Assessment Summary Sheet

Date	
Student Name:	

This form is for the assessor to evaluate the student's ability. It can be used as both a formative and a summative assessment form. It is designed to be used along with the assignments included in this package but can be useful in all documents used in evidence collection.

Skill Assignment	Standard 1 Preparing to learn			Standard 2 Making Meaning			Standard 3 Responding to oral, literacy and media texts			Standard 4 Managing and organizing ideas and information			Standard 5 Composing, revising and presenting			Standard 6 Working as a community			Standard 7 Monitoring language learning	
	Access prior knowledge, makes connections and predictions	Asks questions	Focuses topic	Uses cues to read fluently	Uses comprehension skills and strategies to construct meaning	Develops and uses vocabulary	Identifies elements, techniques and key characteristics of forms and genres	Experiences and responds to a variety of oral, literacy and media techniques	Knows, understands and appreciates oral, literacy and media techniques	Makes connections between self and texts	Plans	Identifies, accesses and evaluates a variety of sources	Collects and organizes	Records ideas and information	Creates texts using a variety of forms for particular audiences and purposes	Revises and edits	Presents effectively	Considers others perspectives	Participates in a variety of group settings	Contributes to building community success
1 = Below level 2 = At level 3 = Above Level																				
Listening																				
Speaking																				
Reading																				
Writing																				
Viewing																				
Representing																				

Reading

Writing

Listening

Viewing

Speaking

Representing



THE CHALLENGE OF LISTENING TO A LECTURE (Student Information)

This part of the PLAR skills package is designed to help you to develop your listening skills. You will need effective critical listening skills throughout your school and work life. If you go on to post secondary studies, you will be expected to listen carefully and critically to complex lectures. When you enter the workforce, employers, coworkers, and clients will expect courteous and focused listening from you. Therefore, it is worth spending some time with this lecture, not only for the important issues raised, but also for the opportunity to practice your listening.

In 1993, author Toni Morrison was awarded the Nobel Prize for Literature. She gave her acceptance speech and lecture in Stockholm, Sweden on December 8 of that year.

This lecture is not an easy listen. Morrison takes her responsibility to the audience before her and to all future audiences very seriously and tries to express her deep concerns about **the ways we use language**, which is the tool of her trade. She challenges her audience on various levels using several techniques, including the use of extended metaphor and the inclusion of multiple reading of text. **She brings assumptions into the conscious mind when she discusses issues of power and the ways it is misused**, which are uncomfortable topics both for those who feel they have no power, and for those who know they do. She challenges her audience to think carefully about how power and language are used.

In addition, the audience she is speaking before is not a group of high school students, but rather members of the distinguished Nobel Foundation. **You may find her vocabulary, style, and organizational patterns challenging.** Although the form is a lecture, Morrison is famous as a creative and poetic writer of fiction, so she uses **aesthetic techniques** more than a purely pragmatic lecturer would. For example, she may move around and through ideas more fluidly and in a more narrative form than a traditionally organized lecture of “main point/supporting details/explanation.” For these reasons, we will examine this text slowly and carefully, listening to the first half of the tape, then responding and the second half with responding again. It is a text that requires a number of careful readings/listenings.

Prepare to Listen

- Approach the listening task with an open mind about the speaker and the topic
- Think or read about the topic
 - What do I know about the topic?
 - What do I expect to hear about the topic?
 - What am I going to listen for and how can I note this?
- Have a purpose and decide what can be gained by listening
 - Am I listening to understand, learn, and remember important information or to follow instructions?
 - Am I listening to evaluate and judge information?
 - Am I listening to identify the speaker's feelings and to empathize with the speaker?
 - Am I listening for my own pleasure?

Get the Message

- Keep minds focused on the speaker
- Concentrate on what is being said
- Listen for major points and supporting details
 - What are the key and supporting ideas?
 - How are these ideas organized and presented?
- Take notes in a purposeful and thoughtful manner
- Work to understand the message that is being sent
- Keep an open-minded attitude

Follow Up on What is Heard

- Review and think about the message
 - Can I restate the main points in my own words?
- Ask questions for clarification
 - Did I miss anything important?
 - What questions do I need to ask to clarify my understanding?
- Ask themselves “How can I use the information?” and “How does this relate to me?”
- Decide what they need to do next
 - What else do I need to know about the topic?



LISTENING SKILL ASSESSMENT

Morrison’s Nobel Lecture – For this skill assignment, the audiotape can be obtained through the Department of Education. In order to do this section to the best of your ability, some handouts are included plus some forms that help you to listen actively and organize your work. Before you begin, review the information sheet on *Preparing to Listen, Get the Message* and *Follow-up on What is Heard*. Keep all of the suggestions in mind while you listen to the tape.

Before Listening

1. **Language Opinionnaire:** This form needs to be filled out first. Read each statement carefully and write whether you agree or disagree with it in the space beneath the “My Response” heading.

In her lecture, Morrison chooses her words very carefully for maximum effect. As a result, her vocabulary is not necessarily made up of words you typically hear in your day-to-day life. Even if the particular words are all familiar to you, the combination of them may strike you as unusual

2. Complete the **Exclusion Brainstorming** form and the **Predict –O-Gram** form since this should give you a good preview of some of the vocabulary and related concepts in Morrison’s lecture. As you know, making predictions is an excellent comprehension strategy, and it will help you to think about what you will be listening for. Be sure to complete the added further directions on the **Exclusion Brainstorming** form.

During Listening

Morrison’s Nobel Lecture can be divided into parts. After her introductory greetings to the audience and acknowledgement of the honour she had received, Morrison begins her lecture with the telling of a folktale. She then provides an interpretation of what the folktale could mean to people today, and follows that with an alternate interpretation. Listen for:

*Finally, she speaks and her voice is soft but stern. “I don’t know,” she says.
“I don’t know whether the bird you are holding is dead or alive,
but what I do know is that it is in our hands. It is in **your** hands.”*

1. At this point, **stop the tape**. Reflect on what the woman means when she says the bird is “*in your hands*.” Is that a satisfactory answer to the question the young people ask? Why or why not? Record your rationale by writing at least two thirds to a full-page reflection on the meaning you constructed.

2. Complete the **Ideas/Thoughts Two-Column Chart** as you continue to listen to Morrison's Nobel Lecture in Literature, note the key ideas that you think Morrison is making in the **first column**. Listen up to and including the following passage:

*"We die. That may be the meaning of life But we do language
That may be the measure of our lives."*

Note: This next part of the lecture is very dense with ideas, so you should listen to it more than once to determine what the key ideas might be. Add ideas to your two-column chart each time you listen.

3. After you have listened to the second part of the lecture, write your thoughts and any questions you have about the key ideas of Morrison in the **second column** of the two-column chart.
4. Make notes on loose leaf in response to the following points:
 - How is Morrison stretching and stimulating your mind to think about language in different ways? If you feel she hasn't stretched your mind then how do you think you came to similar ideas about language as Morrison?
 - Are Morrison's ideas as you understand them reasonable, or do you disagree? Explain.
 - Do you feel that Morrison is stating her case too strongly or not strongly enough? Why?
 - How do you respond to the style (including the vocabulary and sentence structures) and organization of the lecture? Is it easy to follow, or is it something of a challenge? Explain.
5. Fill out the **Question/Thoughts Two column Chart** as you listen to the rest of Toni Morrison's Lecture in Literature. Record in the **first column** of the chart the key questions that the young people ask the old woman, at least as you understand them. Again, you should listen to this part of the lecture more than once.
6. When you have finished listening to the tape and recording questions, read the questions you have noted and write your thoughts about each question in the **second column**. Was this a good question? Why did they ask this question? What does the



LISTENING SKILL ASSESSMENT

asking say about the young question? Were they right to expect answers from the old woman?

At the end of the second interpretation, the young people stop asking questions. Instead, they demand a story and then proceed to tell such a story.

7. Listen carefully again to this part of the lecture, from the passage: “*You trivialize us and trivialize the bird that is not in our hands*” until the end. As you listen, make sketches and notes on a blank piece of paper, outlining how the story develops, sketching the images created and the events that take place. Listen to the tape as often as you need to.



LISTENING ASSESSMENT FORM

Language Opinionnaire

Directions: Write **Agree** or **Disagree** in the space provided. Be prepared to explain your response.

	My response	Partner's Response
1. Sticks and stones may break my bones, but names can never hurt me.		
2. Languages live and die.		
3. Language represents reality.		
4. Language influences reality.		
5. Language is reality.		
6. Misusing language leads to the death of the language.		
7. People in power use language to oppress people without power.		
8. Language must be used carefully.		
9. Language itself has no power; it is just a tool.		
10. Language always communicates ideas; there is no such thing as "empty" language.		

LISTENING ASSESSMENT FORM

Exclusion Brainstorming (Blachowicz, 1986 in Allen, 1999, 47)

**Toni Morrison Lecture
Pre-Listening Vocabulary**

Topic: Language

Directions: Cross out the words you don't think will be found in this lecture and circle those you are likely to find. Look up any unfamiliar words in your dictionary.

agency	iterate
calcified	life-sustaining
censored	limn
clairvoyance	mercenary
demagogue	monolithic
despots	mutant
discourses	oppressive
eloquence	privilege
generative	sanction
ineffable	transgressive

Further Directions: Briefly explain why you excluded and included the words you did.

Predict-o-Gram (Blachowicz, 1986 in Allen, 1999, 48)

Toni Morrison Lecture

Pre-Listening Vocabulary

Directions: Predict how you think Toni Morrison will use these words to discuss her concerns about language. You may want to begin by sorting the words into groups and /or combining them into sentences. Look up any unfamiliar words in your dictionary.

You could also try answering questions using the following formula:

- What is (adjective)? Example – What is imperilled?
- Who or what (verb)s? Example – Who or what suppresses?
- What does/do (noun)? Example – What do assertions do?

Assertions	Interrogative	Sexist
Cognition	Languishing	Speculation
Exclusion	Monumentalize	Statist
Fascist	Potentia	Subjugation
Faux	Rationalizations	Suppresses
Genocide	Salvageable	Surveillance
Imperiled	Sanctify	



LISTENING ASSESSMENT FORM

Ideas/Thoughts	
Speaker's Key Ideas	My Thoughts on These Ideas



LISTENING ASSESSMENT FORM

Questions/Thoughts	
Key Questions	My Thoughts on These Ideas

Part A

Next, speculate about the possible meaning of this story. Consider the following questions and **record your answers**.

1. Why did the young people demand and tell such a story?
2. What connection is there between the questions asked and the story told?
3. Why did the old woman trust them at the end?
4. What did she mean by saying they had “*truly caught*” the bird?

There are no right or wrong answers here, but you need to demonstrate that you have thought deeply about the parts of the text and how they relate to each other.

Part B

Using all the notes and charts that you have been completing and by answering the following questions, you are required to present your conclusions on an audiotape. To aid in your discussion and to follow up on what you heard, consider the following questions before you tape your discussion.

1. Can I restate the main points in my own words?
2. Did I miss anything important?
3. What questions do I need to ask to clarify my understanding?
4. How can I use the ideas presented?
5. How does this relate to me?
6. What else do I need to know about this topic?

Your audiotape needs to be at least 5 minutes in length. You are not to read a script for this exercise. Prepare the points you want to make and discuss them in a natural speaking voice.

BEFORE AND DURING LISTENING ASSESSMENT MARKING RUBRIC

Student Name			
Before & During Listening Activities	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
112 Consider others' ideas 212 Comprehension strategies	Few ideas listed or specifically noted, thus responses are brief.	Captures the essence of the material and responds generally to meaning and context.	Itemizes each idea and responds critically to each concept. Strong opinions present.
Mark			
223 Appreciate the artistry of texts 233 Vocabulary (impact analysis) 331 Organize information (to clarify thinking)	Attempt to decipher word choice is not thorough. Discussion on impact is brief and clarity of subject is questionable.	Discussion on intended meaning and effect of words is brought forward in an obvious way.	Analysis of words and style clearly show how these impact meaning. Strong arguments expressed.
Marks			
443 Critical listening 521 Value of diverse ideas and viewpoints to deepen understanding	A lack of questioning to developing understanding as well as a need for clarity to establish new understanding.	Evidence of questions that have been answered and connections established between prior learning and new material.	Profound insight into new ideas and what they mean along with enlightened associations of old and new ideas.
Mark			
522 Examine how cultural, societal and historical factors influence 523 Analyze how language influences values and behaviours	Brief discussion on society, culture or history and how these connect to the formation of our values and behaviour, language analysis is weak.	Evidence of clear connections between culture and values indicating word use as a factor of influence. Examples or support is eluded to.	Strong argument on cultural influence and its use of language values and behaviours. Applicable textual support and examples given.
Mark			

Comments

AFTER LISTENING ASSESSMENT MARKING RUBRIC

Student Name			
After Listening Activity	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
111 Weigh and assess a range of ideas, opinions and emotions	Little consideration or lack of understanding of others ideas.	Ideas understood and explained with comparisons to own views.	Strong insight into other's views and opinions with supported argument.
Mark			
121 and 122 Explain how perspectives reshape knowledge <u>and</u> explore various viewpoints and their implications	Brief or lack of discussion on learning, implications of viewpoints lightly dealt with.	Understands how learning is reshaped and how viewpoints vary. Implications touched on but not dealt with.	Well-developed discussion on perspectives, views, and their affect on knowledge.
Mark			
212 Apply broad comprehensions strategies to extend interpretations.	Basic understanding has taken place with general interpretations.	Indication of using techniques that allow for a broader understanding.	Interpretations of text are open and flexible showing broadmindedness.
Mark			
233 Analyze vocabulary and word choice and their impact	Some reference to how words and phrases affect different readers.	Intelligent response referring to specific words and phrases that sway readers.	Identify how words and idioms vary and are used in language communities to impact the reader.
Mark			

Comments

SPEAKING ASSESSMENT MARKING RUBRIC

Student Name			
Audio Tape Assignment	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
111 Weigh and assess a range of ideas to affirm or reconsider position	Little discussion on the varying ideas which oppose/agree with own ideas.	Consideration evident toward other ideas and how they compare to own.	Broad minded discussion on the various ideas and how they have value.
Mark			
214 Syntactic, semantic, and graph phonic use to construct meaning	General language with little use to enhance clarity, sound or meaning.	Varied word selection to aid expression. Sentences precise.	Mature expression using vocabulary to enhance clarity paying attention to sound and structure.
Mark			
222 Respond personally and critically to perspective and style of text	A basic retelling of message with no real depth toward how the piece was created.	Understands the perspective of the text and is able to apply personal viewpoints.	A strong balance of personal interpretation along with a critique on other perspectives & style (viewpoint).
Mark			
235 and 235 Experiment with language while creating original texts	No real risks taken to express meaning.	Good measure of experimentation in language to extend meaning and provide interest.	Use of various literary devices to emphasize text being created involving risk and experimentation.
Mark			
332 Synthesize, record and express information, ideas and perspectives	Somewhat disorganized and unrelated between points.	Logical order of points in information with little complexity.	Complex points laid out in a manner that is tied together and is philosophical in nature.
Mark			
513 and 523 Appreciate the diversity of ideas using language to show your respect	No reference to why ideas differ while using language that is too familiar.	Diversity is noted and described with explanation and thoughtfulness. Stereotypes present.	Careful detail to avoiding cultural stereotyping while celebrating its cultural uniqueness
Mark			

Comments

READING SKILL ASSESSMENT

Novel Study – Choose one of the following novels (**or a novel of your choosing approved by your assessor**) to complete your choice of 3 out of the 4 activities assigned in this section.

- Brave New World
- As For Me and My House
- Wild Geese
- The Diviners
- Who Has Seen the Wind
- 1984

Activity #1

Write a **diary** that the main character would keep throughout the plot of the novel. This diary must maintain the personality of the character and have the appearance of a diary that would come from this person in the novel's setting. (Minimum 25 entries of various lengths)

Activity #2

A visual representation of the major setting of the book is required. This can be **hand drawn**, or, be in **collage** form. An interesting way to represent setting is creating a **Diorama**. See instructor for details.

Activity #3

A **personal letter** from one of the minor characters to the main character representing a possible continuance of the story. This should be a lengthy letter with a minimum of 500 words.

Activity #4

An **essay** on one the themes that arise in the novel. All novels have topics that are part of the conflict facing the characters. Examples of these are alcoholism, loneliness, poverty, power/control, and many others. A discussion on your theme of choice regarding how it contributes to the plot is required plus your opinion on how well the issue is resolved. This assignment needs to be approximately 1000 words in length. (3-4 double-spaced pages in 12 font)

READING SKILL ASSESSMENT MARKING RUBRIC

Student Name			
Activity 1: Diary	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
212 Comprehension	Retells story and states the obvious with simple thoughts.	Comprehends plot and issues and displays thoughts with some insightful perceptions.	Extends understanding with predictions and insights of advanced consequences.
Mark			
222 Connects self, text and culture	No significant connections or comparisons.	Connects relationships with some examples given.	Clearly notes connections and justifies opinions backed up with examples.
Mark			
411 Generate Ideas	Lacks creativity with no emotional content, new information or insights on character.	Ideas are clearly stated with some new and fresh connections to character.	Original depiction of character that extends understanding giving new life to character.
Mark			

Activity 2: Setting	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
324 Assess Information	Undefined theme, some reference but not consistent.	General appearance acceptable with considerable insight toward subject matter.	Obvious adaptation, clearly visible and specific indication to subject matter.
Mark			
211 Prior Knowledge	Very general reference to novel.	Refers only to novel's setting adding some personal detail.	Added features that develop setting and convey association.
Mark			
425 Enhance Presentation (and) 333 Evaluate Information	Basically displayed.	Organized and balanced, some insight and creativity evident.	Clearly evident, artistically laid and unique.
Mark			

Comments

READING SKILL ASSESSMENT MARKING RUBRIC

Student Name			
Activity 3: Personal Letter	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
124 Extended Understanding	Plausible continuance, brief and/or disjointed.	Predicts a typical extension to story but is clearly understood.	Insightful and unmatched enhancement to plot and character.
Mark			
113 Form (and) 431 Grammar and usage	Disjointed and difficult to make sense of with clear errors.	Planned and understandable with few errors, little ownership or insight.	Organized and flowing, logical and personal, error free.
Mark			
Character Development 222 Connect self, text and culture	Basic understand but displays little character understanding.	Clear insight, some character extension but loosely tied and vague specifics.	Personality evident with voice and language specific to character and setting.
Mark			

Activity 4: Essay	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
Content 122 Explain opinions 123 Combine Ideas 425 Presentation	No central idea or central idea not clearly stated.	Thesis statement clear but predictable.	Central idea is fresh and specific, well supported containing concrete details.
Mark			
Organization 413 Organize Ideas	Points unclear, details weak or unsupported, not fully developed.	Writing has organizational plan but loses focus through wordiness.	Central idea well developed and logical, ideas well tied together.
Mark			
Style 411 Generate Ideas 412 Choose forms 423 Enhance legibility	Confusing, with typical ideas, words are repetitive, point of view shifting.	Sentences correct ideas insightful, language is general but not always clear and concise.	Clear, accurate word choice, variety of sentence length ideas expressed in interesting ways.
Mark			
Usage and Mechanics 431 Grammar 432 Spelling 433 Punctuation	Mechanical errors causing confusing sentence fragments, punctuation absent or incorrect.	Occasional mechanical errors interfere in writing.	Grammar usage, punctuation and spelling not present.
Mark			



WRITING SKILL ASSESSMENT

This section requires you to chart/follow the change in an on-going situation. To clarify, you are to find an activity that requires you to monitor it on a regular basis. The routine would depend on what is being observed. (Daily or 3 times per week for example) Suggestions for this can be: a) the construction of building b) the development of a newborn child c) a patient's progress after surgery d) car repairs. *Approximate duration - 6 weeks*

Part 1 Observation Report

You are to keep a log of the change taking place including a description of any procedures that initiate the change. Only the facts are needed here, not your insight or assumptions. It is important to mention in any observation, factors that occur without the aid of intentional outside influence. Your log only describes the **facts** and what you observe:

- Patient slept well
- Weather conditions
- Measurement re-adjusted to allow room
- Plastic sheeting laid to prevent weeds from growing through stones
- Loom is re-threaded to add floral design along outer edge
- Carburetor parts are soaked in cleaning solution

Part 2 Summary and Conclusion

Your summary would include all the factors that helped or hindered in the progress of the situation. Your notations must **include your thoughts and considerations** of the factors, and would conclude with your deduction of the success or failure of the situation and the reasons why.

Note – Additional information and/or clarification for the instructor is often helpful, such as before and after photos, a background on the situation before the change begins, or a glossary of terms and definitions. Charts or graphs are also helpful.

WRITING SKILL ASSESSMENT MARKING RUBRIC

Student Name			
Observation Report	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
332 Record Information (and) 325 Make sense of Information	Disorganized or difficult to follow, progress unclear.	Laid out in an ordered plan, general word choice, presents well.	Orderly and clear, vocabulary is explicit, logical order arrangement.
Mark			
314 Create and follow a plan	Vague direction, difficult to follow.	General and wide focus, some confusion but generally logical.	Layout and focus very directed, transparent guidelines.
Mark			
232 Techniques and elements	General record keeping – no expression or quality.	Clarity in information, outline techniques weak.	Combination of forms (charts and journal) distinct clarity.
Mark			

Summary/Conclusion	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
121 Develop Understanding	Too many loose ends, conclusions not supported.	Obvious conclusions, general word use, most points covered.	Conclusions clearly stated and justified with insight.
Mark			
111 Express Ideas 122 Explain Opinions	Opinions not solid with little imagination, justification or support.	Strong ideas and opinions with support generally stated.	Original ideas clearly stated in mature language.
Mark			
123 Combine Ideas 413 Organize Ideas	Presentation confusing and difficult to understand.	Some ideas connect to one another but comparisons are strained or ineffective.	Connection of ideas bring conclusions out in orderly manner.
Mark			
431 Grammar 432 Spelling 433 Punctuation	Unintentional sentence fragments, punctuation marks absent or incorrect, frequent spelling errors.	Writing is often correct and careful and mostly uses commas and periods.	Correctly punctuated, makes use of more complex punctuation marks, no serious sentence errors.
Mark			

Comments



VIEWING SKILL ASSESSMENT

Viewing is an essential skill that comes into play with language. Language allows us to express meaning of our world and when we view art, nature, situations, activities or even text, we learn and grow. The real skills of view are in observing, questioning and coming to logical predictions and conclusions.

To complete this section you are required to view some artwork (several Pieces) that causes on to learn and gain knowledge. **The artwork that you choose will need to be verified by the instructor.** Some suggestions are provided below. In order to help you gain insight into your experience, read the questions below.

1. What are your interpretations of the meaning of this work?
2. What does the piece tell us about history?
3. Are there any subliminal messages?
4. Is there a message within a message?
5. What makes the piece appropriate to its audience?
6. What artistic techniques are used to make the piece come to life?
7. Does the piece break boundaries otherwise accepted by the norm?
8. If controversial, then why?
9. Are there lines or contours that compel or manipulate the viewer?
10. What emotions does the piece evoke?
11. Could the piece be changed in some way to make it more effective? Why not?

Your task is to provide a written commentary on the prices of art you have critiqued. The questions above will assist you, but you are expected to respond with insights of your own as well. (Two double-spaced pages, 12 font for each piece of artwork)

Suggestions

Galleries and Museums

A walk through an art gallery would give you access to both paintings and sculptures. Often there is a guided tour that would help in your understanding. In order to mark the work, your assignment would need to include the pictures you viewed. This is not always possible in a gallery or museum but sometimes a booklet is provided. It is also possible to get copies in books or on the internet.



VIEWING SKILL ASSESSMENT

Coffee Table Books

Many Coffee Table Books are theme based. The photographs in them often help to convey the theme. Two examples are The Look Book and Karsh Portfolio, by a famous portrait photographer.

Artist's Biographies

Libraries and bookstores have books that display the art of famous artists. These books often provide some history of the artist along with many of their paintings. The reading will help you to form opinions and insights about the artwork and I that you take care to form **your own impressions** from the reading. It is sometimes very easy to adopt the opinions of the author of these books. Please provide me with the book when you turn in your assignment.

Children's Books

Well-illustrated children's books are an excellent resource to exercise your viewing skills. Children observe the pictures in books with an open mind, and learn a multitude of things far before they are able to read. What do they really see and think about? Why are some books more appealing than others? Why do some books sell more than others? What draws a child to a particular book? If you choose to do this exercise on children's books, then you are required to do two publications. A comparison is sometimes a good way to go about it. One is perhaps better than the other or the different techniques and what they accomplish can make the difference.

VIEWING SKILL ASSESSMENT MARKING RUBRIC

Student Name			
Critique	Below Level 0 - 3	At Level 4 - 7	Above Level 8 - 10
223 Appreciate the Artistry of Text	Unable to draw attention to the uniqueness of piece.	Generally descriptive in appreciating the piece.	Specifically points out elements that make the piece distinctive.
Mark			
222 Connect Self, Text and culture (and) 513 Appreciate Diversity	Only alludes slightly to message in discussing the range and society.	The obvious is pointed out with pragmatic connections but lacking insight.	Clear connections to meaning, message, culture and personal identity.
Mark			
323 Assess Sources 324 Assess Information	Underdeveloped critique stating the obvious.	Accurate assessments choosing language appropriate to average audience.	Intellectual response to source using concise words and knowledgeable vocabulary.
Mark			
443 Attentive viewing	Obvious is stated lacking insight or query.	Response indicates awareness of elements and depth of feel.	Extensive response to in-depth questions, cause and effects considerations.
Mark			

Comments



THE NEXT STEP

Now that you are confident in proceeding with the challenge process for **English Comprehensive Focus 40S**, it is time to apply for and complete the challenge assessment.

- 1** Complete an application at your adult learning center.
- 2** After your application has been processed, you will be contacted with the date and time available for you to complete your PLAR assessment.
- 3** Once you have committed to that date, you are responsible for completing your evaluation/testing.
- 4** You will receive written notification of your PLAR results.