English Language Arts

Senior 1
Standards of Student Performance

Standards of Student Performance

Background

The Manitoba English language arts standards for Grade 3, Grade 6, and Senior 1 were developed by teams of Manitoba educators in collaboration with consultants from Manitoba Education and Training.

Purpose of Standards

Standards describe the expected levels of student performance in relation to grade-specific English language arts learning outcomes (*A Foundation for Excellence*, 1995). They are based on combinations of specific learning outcomes. Standards assessment involves the evaluation of an individual's performance relative to identified outcomes that students are expected to meet. Evaluation of student performance is based on multiple measures, which may include common tests. The standards described in the ELA Framework form the basis for standards assessment in English language arts in Manitoba.

Standards are of value to students, teachers, and parents. They identify goals for students to strive to achieve. They assist teachers in planning instructional and learning strategies to help students achieve these learning goals. They also help parents and others in monitoring and assisting student progress.

Effective assessment assists learning. It helps to focus effort on the implementation of appropriate strategies to facilitate learning within the home, school, and community. Effective assessment is

- an integral part of instruction and learning
- continuous and ongoing
- authentic and reflective of meaningful language learning processes and contexts
- a collaborative and reflective process
- multidimensional, incorporating a variety of tasks
- developmentally and culturally appropriate
- focused on students' strengths

- based on how students learn
- supportive of learning by offering clear performance targets to students

(Refer to Appendix E: Skills, Strategies, and Tools for Instruction and Assessment.)

Although teachers are the primary assessors of student performance, they work with students to develop skills and strategies that promote effective self-monitoring. The ongoing

monitoring of student performance in a variety of contexts provides the information necessary to support teachers' assessment of student performance relative to the achievement of outcomes.

Levels of Student Performance

Levels of student performance at the end of Grade 3, Grade 6, and Senior 1 are identified by rubrics or performance indicators. The rubrics or indicators identify three performance levels: Above, At, and Below grade level.

Above Level	At Level	Below Level
The indicators identify the knowledge, skills and strategies, and attitudes that exceed the performance level the student is expected to demonstrate at the end of a grade.	The indicators identify the knowledge, skills and strategies, and attitudes that meet the performance level the student is expected to demonstrate at the end of a grade.	The indicators identify the knowledge, skills and strategies, and attitudes that are within range of, but do not yet meet, the performance level the student is expected to demonstrate at the end of a grade.

The student may vary in the level of performance in various standards. In addition, performance levels may vary within a particular standard. This uneven profile is characteristic of student development and learning and reflects the unique combination of strengths and weaknesses that comprise individual performance.

Below Level indicators frequently note that the student demonstrates performance "with assistance" or "with prompting." In these indicators, the difference between At Level and Below Level rests in the degree of independence reflected in student performance.

The ELA Standards of Performance

The seven English language arts standards of performance are based on the general and specific learning outcomes and are cumulative across all grades. Each standard has a particular and important focus:

- Preparing to Learn
- Making Meaning
- Responding to Oral, Literary, and Media Texts
- Managing and Organizing Ideas and Information
- Composing, Revising, and Presenting
- Working as a Community
- Monitoring Language Learning

These seven standards* combine and integrate specific outcomes from a number of general outcomes. The focus of the seven standards and the clusters within each standard remain constant across the grades. For example, *Standard 5: Composing, Revising, and Presenting* includes the same three clusters (Create, Revise and Edit, Present) at Grade 3, Grade 6, and Senior 1.

---

* The numbering of the standards and their order of presentation do not imply a hierarchy.

Standard 1: Preparing to Learn

As students prepare for purposeful learning, they select and use a variety of processes to activate and focus their language learning.

Students
- access prior knowledge and make connections and predictions
- ask questions
- focus topic

Preparing to Learn addresses the knowledge, skills and strategies, and attitudes required during the initial stages of learning. This standard is based on the need for students to relate new learning to what they already know. It focuses on the need for active engagement in the learning process. To meet this standard, students demonstrate the use of exploratory language, both individually and in interactions with others, as they establish a base and a focus for learning.

Standard 2: Making Meaning

As students interact with oral, literary, and media texts, they develop a repertoire of skills and strategies to construct meaning. These include the flexible use of syntactic, semantic, graphophonic, and textual cues.

Students
- use cues to read fluently
- use comprehension skills and strategies to construct meaning
- develop and use vocabulary
- identify elements, techniques, and key characteristics of forms and genres

Making Meaning addresses the knowledge, skills and strategies, and attitudes that students demonstrate when constructing meaning from oral, literary, and media texts. Strategies for comprehending text are common to a variety of texts and situations. Effective comprehension depends on students' ability to use strategies flexibly and automatically.

The English language arts require students to construct meaning. Students develop and maintain fluency and comprehension as they read, view, and listen to texts at their appropriate independent and instructional levels. Factors such as density of content, vocabulary level, and student background, interest, and motivation affect comprehension of texts.

Standard 3: Responding to Oral, Literary, and Media Texts

As students interact with and respond to oral, literary, and media texts, they develop new understanding of themselves and others, and discover sources of insight and enjoyment.

Students
- experience and respond to a variety of oral, literary, and media texts, including texts by Canadian writers and creators
- know, understand, and appreciate oral, literary, and media techniques
- make connections between self and texts

Responding to Oral, Literary, and Media Texts addresses the knowledge, skills and strategies, and attitudes that are essential for students to make a variety of structured and creative responses to all types of texts. As students grow in their understanding of cultures, places, times, concepts, information, motives, and emotions, they enhance their understanding of the world and their participation within it.

Standard 4: Managing and Organizing Ideas and Information

As students encounter ideas and information, they learn to organize, assess, and process.

Students
- plan
- identify, access, and evaluate a variety of resources
- collect and organize
- record ideas and information

Managing and Organizing Ideas and Information addresses the knowledge, skills and strategies, and attitudes that students acquire as they learn to plan and complete research or inquiry projects. This standard focuses on processes for collecting and evaluating data, and includes skills for accessing and organizing information, citing references, and planning for sharing information.

Standard 5: Composing, Revising, and Presenting

As students communicate orally, visually, and in print, they focus on quality, clarity, and artistry.

Students
- create texts using a variety of forms for particular audiences and purposes
- revise and edit
- present effectively

Composing, Revising, and Presenting addresses the knowledge, skills and strategies, and attitudes that students use as they create original texts or adapt known text forms to compose oral, literary, and media texts. Whether composing oral, written, or representational forms, students use particular processes for focusing the topic, creating, revising, editing, and presenting.

Standard 6: Working as a Community

As students support and encourage each other and celebrate together, they build community and enhance their learning.

Students
- consider others' perspectives
- participate in a variety of group settings
- contribute to building community success

Working as a Community addresses the knowledge, skills and strategies, and attitudes that students require as they become involved, productive, and responsible community members.

This standard focuses on group interactive processes and appreciation for the larger community. To work together effectively, students need to evaluate their strengths and set goals for enhancing their individual contributions to the group and for enhancing group processes. As individuals within a group share their personal understanding, they refine their own view of the world and enrich the views of others.

Standard 7: Monitoring Language Learning

As students manage their own learning, they monitor their use of the language arts, reflect on achievements, and develop personal language learning goals.

Students
• monitor language learning

Monitoring Language Learning addresses the knowledge, skills and strategies, and attitudes that students require to review and consciously reflect on both the processes and products of learning. These experiences are metacognitive and encourage ownership and responsibility through goal setting. They are similar to those traditionally found in revising and editing but are expanded to include other areas of language arts and the interactive skills and strategies critical to learning.

Senior 1 — Standard 1
Preparing to Learn

As students prepare for purposeful learning, they select and use a variety of processes to activate and focus their language learning.

Students
• access prior knowledge and make connections and predictions
• ask questions
• focus topic

Performance Indicators

Above Level The student	At Level The student	Below Level The student
Connections • accesses prior knowledge and makes predictions using a variety of strategies • analyzes and explains meaningful connections between texts, experiences, and knowledge, exploring ambiguities and gaps in knowledge and assessing relevance	• questions and reflects on prior knowledge using a variety of strategies [such as webbing, listing, mapping, brainstorming...] to make predictions • analyzes and explains meaningful connections between texts, experiences, and knowledge, considering diverse opinions, recognizing ambiguities, identifying gaps in knowledge, and assessing relevance	• uses a limited number of strategies to access prior knowledge and make predictions • makes meaningful connections between texts and experiences, and knowledge, recognizing diverse opinions, and recognizing gaps in knowledge
Questions • develops and adjusts the use of focused and in-depth questions to establish and clarify purposes for learning • structures and restructures information, ideas, and own and others' opinions in a variety of ways to clarify understanding and to organize own thinking	• develops focused and in-depth questions to establish and clarify purposes for learning • structures and restructures information, ideas, and own and others' opinions to extend understanding and to broaden personal perspectives on the world	• develops focused questions to establish purposes for learning • structures and restructures information, ideas, and own and others' opinions to clarify and extend understanding
Focus Topic • determines the depth and breadth of personal and group knowledge of a topic to focus inquiry or research	• determines the depth and breadth of personal and group knowledge of a topic to establish an information base for inquiry or research	• determines personal and group knowledge of a topic to identify possible areas of inquiry or research

Senior 1 — Standard 2
Making Meaning

As students interact with oral, literary, and media texts, they develop a repertoire of skills and strategies to construct meaning. These include the flexible use of syntactic, semantic, graphophonic, and textual cues.

Students
- use cues to read fluently
- use comprehension skills and strategies to construct meaning
- develop and use vocabulary
- identify elements, techniques, and key characteristics of forms and genres

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Use Cues	• reads fluently (orally and silently); uses syntactic, semantic, graphophonic, and textual cues [including context clues; and structural analysis to identify foreign roots, prefixes, and suffixes] efficiently and strategically to predict and confirm meaning, identify specialized, technical, and complex vocabulary, and interpret texts	• reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, and textual cues[1] [including context clues; and structural analysis to identify foreign roots, prefixes, and suffixes] efficiently to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary and words with multiple meanings]	• reads with limited fluency or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, or textual cues
Comprehension	• selects and adapts comprehension skills and strategies to make meaning in a variety of oral, literary, and media texts	• selects and flexibly uses appropriate comprehension skills and strategies[2] to make meaning in oral, literary, and media texts	• demonstrates use of comprehension skills and strategies to make meaning in oral, literary, and media texts
Vocabulary	• extends vocabulary by analyzing the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions	• extends vocabulary by recognizing the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions	• extends vocabulary by using limited knowledge of the derivation and use of words, phrases, and jargon and the variations in language, accent, and dialect in Canadian communities and regions

Performance Indicators (Senior 1 — Standard 2 continued)

Above Level The student	At Level The student	Below Level The student
• integrates knowledge of form and genre characteristics to assist in making meaning and interpreting oral, literary, and media texts	• uses knowledge of form and genre characteristics to assist in making meaning and interpreting oral, literary, and media texts	• applies knowledge of form and genre characteristics to assist in making meaning in oral, literary, and media texts

(row label: Forms and Genres)
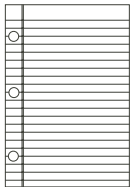
Notes on Making Meaning

1 **Textual cues:** features of text that assist in making meaning, such as glossaries, jacket covers, tables of contents, margin notes, end notes, footnotes, chapter headings, subtitles, forewords, prologues, epilogues, indices, page layouts, font styles, colour, voice-over, and camera angle.

2 **Comprehension skills and strategies:** recognizing and recording main ideas and significant supporting details; paraphrasing; rereading; discussing relevant passages; scanning to locate specific information quickly; summarizing; reporting; and using knowledge of prominent organizational patterns such as chronology, cause and effect, comparison and contrast, problem and solution, and others.

Additional Terms

Semantic cues: meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.

Syntactic cues: word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.

Graphophonic cues: refer to the sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.

Genre: a category used to classify literary works.

Form: a subcategory of genre (e.g., haiku is a form of the genre poetry; mystery is a form of the genre novel).

Senior 1 — Standard 3
Responding to Oral, Literary, and Media Texts

As students interact with and respond to oral, literary, and media texts, they develop new understanding of themselves and others and discover sources of insight and enjoyment.

Students
- experience and respond to a variety of oral, literary, and media texts, including texts by Canadian writers and creators
- know, understand, and appreciate oral, literary, and media techniques
- make connections between self and texts

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Respond	• responds creatively, critically, and personally to a wide variety of forms and genres and cultural traditions represented in texts using textual references, and makes connections between texts • expands exposure to forms and genres by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • assesses ways in which the choices and motives of individuals in oral, literary, and media texts provide insight into those of self and others • evaluates information and ideas from a wide variety of information sources and perspectives for effectiveness, relevance, completeness, and bias	• responds creatively, critically, and personally to a variety of forms and genres and cultural traditions represented in texts using textual references • develops preferences for forms and genres by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • reflects on ways in which the choices and motives of individuals in oral, literary, and media texts provide insight into those of self and others • evaluates information and ideas from a variety of sources and perspectives for usefulness, relevance, completeness, and bias	• responds personally to a variety of forms and genres and cultural traditions represented in texts • demonstrates a narrow range of preferences for forms and genres and texts by particular writers, artists, storytellers, and filmmakers, and discusses preferences with peers • makes connections between the choices and motives of individuals in oral, literary, and media texts and those of self and others • reviews information and ideas for usefulness and reliability

Performance Indicators (Senior 1 — Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
Techniques	• analyzes and appreciates how oral, literary, and media techniques create a dominant impression, mood, tone, and style, and affect purpose and audience • examines, analyzes, and appreciates the effects and implications of media and literary portrayals of gender and cultural and socio-economic groups	• discusses how oral, literary,[1] and media[2] techniques create a dominant impression, mood, tone, and style, and affect purpose and audience • explains how media and literary portrayals of gender and cultural and socio-economic groups influence reader response	• identifies and explains the use of oral, literary, and media techniques • identifies textual portrayals of gender and cultural and socio-economic groups
Self and Texts	• explains, analyzes, and makes connections between the motives of individuals, community traditions, and Canadian perspectives in a variety of genres • analyzes various interpretations of the same text	• examines and makes connections between the motives of individuals, community traditions, and Canadian perspectives in a variety of texts • explains various interpretations of the same text	• identifies the motives of individuals, community traditions, and Canadian perspectives in texts • identifies different interpretations of the same text
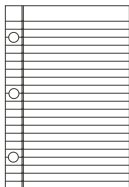
Notes on Responding to Oral, Literary, and Media Texts

[1] **Literary techniques:** setting, character, theme, plot, imagery, figurative language, and conflict.

[2] **Media techniques:** the manipulation of light, sound, space, and other elements for specific purposes and audiences.

Senior 1 — Standard 4
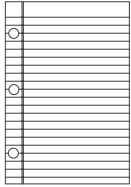## Managing and Organizing Ideas and Information

As students encounter ideas and information, they learn how to organize, assess, and process.

Students
• plan
• identify, access, and evaluate a variety of sources
• collect and organize
• record ideas and information

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Plan	• prepares, uses, and adjusts a plan for accessing, gathering, and appraising a range and diversity of information and ideas	• prepares, uses, and adjusts a plan for accessing, gathering, and appraising information and ideas	• prepares, uses, and adjusts a plan for accessing and gathering information from a limited variety of sources
Sources	• selects diverse information from a variety of sources and perspectives and adapts suitable organizational methods and forms to record information • separates fact from theory and recognizes the interaction between main and supporting information in assessing usefulness, relevance, and effectiveness; anticipates and addresses information gaps for particular forms, audiences, and purposes	• selects information[1] from a variety of sources[2] and perspectives and selects suitable organizational methods and forms to record information • distinguishes between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; addresses information gaps for particular forms, audiences, and purposes	• selects information from a variety of sources and perspectives and uses a limited repertoire of organizational methods and forms to record information • distinguishes between fact and theory and between main and supporting information to evaluate relevance and importance; addresses information gaps for particular forms, audiences, and purposes
Organize	• organizes and prioritizes information and ideas by selecting categories and organizational structures for effect	• organizes information and ideas by developing and selecting appropriate categories and organizational structures	• organizes information and ideas using categories and organizational structures
Record	• summarizes and records information and ideas in own words, paraphrasing and/or quoting relevant facts and opinions from diverse sources; references sources accurately	• summarizes and records information and ideas in own words and/or by quoting relevant facts and opinions; references sources accurately	• summarizes and records information and ideas using a limited range of sources; references sources inconsistently

Notes on Managing and Organizing Ideas and Information

1 **Visual and auditory cues to access information:** electronic catalogues, periodical indices, broadcast guides, film libraries, electronic databases, and other cues.

2 **Information sources:** expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams, and other sources.

Senior 1 — Standard 5
Composing, Revising, and Presenting

As students communicate orally, visually, and in print, they focus on quality, clarity, and artistry.

Students
- create texts using a variety of forms for particular audiences and purposes
- revise and edit
- present effectively

Performance Indicators

Above Level The student	At Level The student	Below Level The student
Create - uses and adapts various text forms to create particular effects for specific audiences and purposes - creates original texts to communicate and demonstrate appreciation for the effects of forms and techniques - selects powerful and relevant details to support and enhance ideas - uses appropriate organizational patterns and a range of effective transitional devices	- uses and adapts various text forms[1] appropriate for audience and purpose - creates original texts[2] to communicate and demonstrate understanding of forms and techniques - selects appropriate details to support ideas - knows and uses organizational patterns[3] and effective transitional devices	- uses various text forms with limited consideration for audience and purpose - creates original texts to communicate and demonstrate understanding of a limited number of forms and techniques - selects details that generally support ideas - knows and uses a limited number of organizational patterns and transitional devices
Revise and Edit - uses a variety of sentence patterns, precise vocabulary, and effective figurative language to enhance the clarity and artistry of compositions and presentations - enhances the clarity and effectiveness of ideas and organization using pre-established criteria - revises, edits, and proofreads for parallel sentence structure, use of transitional devices, wording for effect, accurate spelling, and punctuation, using a variety of resources	- uses sentence patterns, vocabulary, and figurative language to enhance the clarity and artistry of compositions and presentations - enhances the clarity of ideas and organization using pre-established criteria - revises, edits,[4] and proofreads for parallel sentence structure, use of transitional devices, accurate spelling, and punctuation, using a variety of resources	- uses familiar sentence patterns, vocabulary, and figurative language to enhance the clarity and artistry of compositions and presentations - reviews for clarity of ideas and organization using pre-established criteria - revises, edits, and proofreads for parallel sentence structure, use of transitional devices, accurate spelling, and punctuation, using a variety of resources with assistance

64

Performance Indicators (Senior 1 — Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Present	• formats for legibility and demonstrates optimal use of word processing skills and media and display techniques • plans, organizes, and participates in complex presentations of group findings • communicates clearly and effectively to a variety of audiences using voice production factors, body language, and visuals in group and individual presentations • accepts, integrates, and provides constructive suggestions for revising work	• formats for legibility and makes effective and efficient use of word processing skills and media and display techniques • plans, organizes, and participates in presentations of group findings • communicates to a variety of audiences using voice production factors, body language, and visuals • accepts and provides constructive suggestions for revising work	• formats for legibility and makes effective use of word processing skills and media and display techniques • plans, organizes, and participates in presentations of group findings with prompting • communicates to familiar audiences using voice production factors, body language, and visuals • accepts and provides constructive suggestions for revising work with assistance
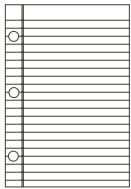
Notes on Composing, Revising, and Presenting

[1] **Text forms:** book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, and prose. (See Appendix C for additional forms.)

[2] **Original texts:** autobiographies, narrative articles, journals, play scripts, interviews, video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, business and personal letters, advertisements, poetry, short stories, news items, obituaries, summaries, and reports.

[3] **Organizational patterns:** problem and solution, flashbacks, cause and effect, comparison and contrast, and others.

[4] **Revising, editing, and proofreading:** Revision refers to the processes students use when revising work to make improvements. Students revise for content [including relevance], clarity [including word choice, word order, and sentences], and organization. They edit for
• usage including verb tense, subject-verb agreement, pronoun reference, and parallel structure
• conventions of spelling, capitalization, and punctuation in dialogues, quotations, footnotes, endnotes, and references
• neatness
• formatting
Revising and editing involve the use of sources [such as dictionary, thesaurus, electronic spell-check functions, classroom resources...]. Proofreading refers to re-reading texts after the revising and editing process to check for any remaining errors, inconsistencies, or omissions.

Senior 1 — Standard 6
Working as a Community

As students support and encourage each other and celebrate together, they build community and enhance their learning.

Students
· consider others' perspectives
· participate in a variety of group settings
· contribute to building community success

Performance Indicators

Above Level The student	At Level The student	Below Level The student
Consider Others · recognizes social context and acknowledges, considers, and appreciates others' ideas and opinions · uses inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities in personal situations and other contexts · makes connections between personal roles and responsibilities in a variety of communities	· recognizes social context and acknowledges and considers others' ideas and opinions · uses inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities · discusses personal roles and responsibilities in a variety of communities	· acknowledges social context and others' ideas and opinions · demonstrates limited use of inclusive language and actions supportive of people across races, cultures, genders, ages, and abilities · discusses personal roles and responsibilities in a variety of communities with prompting
Group Participation · furthers group process by working collaboratively and cooperatively in developing ideas, planning, and organizing to meet common goals · adapts to a variety of group roles and responsibilities	· works collaboratively and cooperatively in sharing ideas, planning, and organizing to meet common goals · demonstrates willingness to assume group roles and responsibilities	· works collaboratively and cooperatively to meet common goals with prompting · demonstrates limited willingness to assume group roles and responsibilities

Performance Indicators (Senior 1 — Standard 6 continued)

	Above Level The student	At Level The student	Below Level The student
Build Community	• monitors personal contributions to group process, establishes criteria to assess the effectiveness of group process, and implements suggestions for development • plans and effectively conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic • uses appropriate audience response skills and strategies indicating engagement and respect for the presenter(s)	• establishes and uses criteria to assess the effectiveness of and personal contributions to group process, and proposes suggestions for development • plans and conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic • uses audience response skills and strategies[1] indicating engagement and respect for the presenter(s)	• assists in establishing and using criteria to assess the effectiveness of and personal contributions to group process • plans and conducts peer-involved class activities to share individual inquiry or research on and understanding of a topic with assistance • uses audience response skills and strategies inconsistently indicating engagement and respect for the presenter(s)
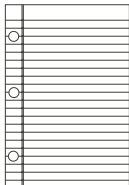
Notes on Working as a Community

[1] **Audience response skills and strategies:** active listening skills and strategies, such as being attentive and encouraging the presenter(s) with non-verbal cues; critical listening and viewing skills and strategies, such as following the train of thought and noting main points and details. (See Appendix A: Supporting Development of Interactive Processes.)

Senior 1 — Standard 7
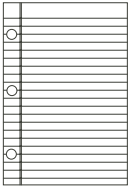## Monitoring Language Learning

As students manage their own learning, they monitor their use of the language arts, reflect on achievements, and develop personal language learning goals.

Students
• monitor language learning

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Monitor	• monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality; sets personally challenging language learning goals • uses sustained critical listening, reading, and viewing skills and strategies to evaluate the train of thought, note main points and details, and evaluate presentation techniques • sustains interactive processes appropriately and consistently	• monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality using checklists[1] and conferences; sets and reflects on language learning goals • uses critical listening, reading, and viewing skills and strategies to follow the train of thought, note main points and details, and evaluate presentation techniques • uses a combination of interactive processes[2] [such as active listening, group facilitation, reflection...]	• monitors own listening, speaking, reading, writing, viewing, and representing for effort, productivity, and quality with assistance; sets language learning goals with assistance • uses critical listening, reading, and viewing skills and strategies to follow the train of thought, note main points and details, and evaluate presentation techniques with prompting • uses a variety of interactive processes

Notes on Monitoring Language Learning

1   **Self-monitoring:** The SMART (Self-Monitoring Approach to Reading and Thinking) protocol is an example of a suitable self-monitoring strategy to check understanding and reflect on thinking.

2   **Interactive processes:** To work successfully with others, students monitor and adjust their interactions during learning. They monitor and adjust active listening, discussion, group participation, group facilitation, reflection, and presentation skills and strategies. (For a more detailed explanation and suggestions for monitoring interactive processes, refer to Appendix A: Supporting Development of Interactive Processes.)

Reference: Buehl, Doug. *Classroom Strategies for Interactive Learning.* Schofield, WI: Wisconsin State Reading Association, 1995. 99.