

English 3201 Outcome Report, June 2011

Question	Reporting Category	Curricular Concept	Level *	Description
1.	Visual	Purpose of a visual's feature	1	Students interpreted the specific purpose of a visual's feature by selecting a descriptive term.
2.	Visual	Purpose of a visual element	1	Students interpreted the purpose of a feature in the visual by selecting a visual element.
3.	Visual	Impression conveyed	3	Students assessed the dominant impression conveyed in the visual by selecting a descriptive term.
4.	Visual	Use of visual elements	2	Students applied knowledge of two visual elements to determine the mood of the visual.
5.	Prose	Purpose of a specific paragraph	2	Students demonstrated the specific function of a paragraph by selecting a statement.
6.	Prose	Point of view	2	Students determined the point of view of the selection.
7.	Prose	Author's purpose	1	Students interpreted the author's purpose by selecting a statement.
8.	Prose	Writing structure	2	Students determined the method used by the author in relation to a stated writing structure.
9.	Prose	Literary terminology	2	Students determined the literary term that applied to a sentence.
10.	Prose	Purpose of punctuation	2	Students demonstrated knowledge of the appropriate usage of punctuation by selecting a statement.
11.	Prose	Theme	1	Students interpreted the theme of the prose by selecting a thematic statement.

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12.	Prose	Contextual meaning/diction	1	Students interpreted the meaning of a word within a paragraph by selecting a statement.
13.	Prose	Methods of creating unity in an essay.	2	Students demonstrated an understanding of the selection's development and unification through specific references to the prose.
14.	Prose	Author's opinion	3	Students connected a literary term to an author's viewpoint through use of references to the prose.
15.	Poetry	Types of poetry	2	Students identified the type of poem.
16.	Poetry	Understanding of mood	1	Students interpreted the mood created by the diction in a specific line of the poem.
17.	Poetry	Use of a literary term	2	Students determined the appropriate literary term by analyzing a specific line of the poem.
18.	Poetry	Theme	3	Students connected the diction in the line of the poem to the poet's intended message.
19.	Poetry	Use of a literary term	2	Students determined the appropriate literary term by analyzing a specific line of the poem.
20.	Poetry	Use of a literary term	2	Students determined the appropriate literary term by analyzing a specific line of the poem.

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21.	Poetry	Use of a literary term	2	Students determined the appropriate literary term by analyzing a specific line of the poem.
22.	Poetry	Use of characterization	3	Students determined a character trait by assessing a specific line of the poem.
23.	Poetry	Use of characterization	3	Students assessed a specific line of the poem to determine the subject's character.
24. (a)	Poetry	Use of diction	3	Students demonstrated an understanding of the poet's effective use of diction by examining a line of the poem.
24. (b)	Poetry	Use of diction	3	Students demonstrated an understanding of the poet's effective use of diction by examining a line of the poem.
25.	Poetry	Use of imagery	3	Students connected the function of imagery to the theme of the poem through the use of specific examples.
26.	Connections	Contrast viewpoint of two selections	3	Students contrasted the viewpoints of the prose and poetry selections.
27.	Comparative Study	Analysis of two longer works	3	<p>Students connected a specific statement to a longer play and a prescribed text.</p> <p>A holistic rating scale was used to assess:</p> <ul style="list-style-type: none">• knowledge of subject matter• choice of content• detailed / specific references• compelling introduction• conclusion• structure• mechanics

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28.	Personal Response	Creation of an expository essay	3	<p>Students constructed an expository essay from a specific visual and written prompt.</p> <p>A holistic rating scale was used to assess:</p> <ul style="list-style-type: none">• knowledge of the written form• awareness of audience, purpose and tone• voice• mechanics• content• organization and structure

***For a description of the cognitive levels in relation to the processes and activities see the Examination Specifications (2006) at:**

http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201/eng3201_tos.pdf

Marking Board’s Qualitative Comments

1) Difficulty stating and applying visual elements

(i.e. contrast, scale, facial expression, perspective, etc.)

2) Paraphrasing instead of referencing

“There was a tendency towards paraphrasing and specific referencing was often ignored.”

“Some students knew the concept but could not apply references and reasoning to the concept.”

“Many students did not explain their references.”

“Many students paraphrased the line instead of specifically answering the questions.”

3) Important to understand the basic literary concepts contained in the table of specifications

(i.e. coherence, analogy, diction, thematic statement, etc.)

4) Connections Question

“Some students assumed that the Connection question was a discussion of the similarities and had difficulty with the concept of contrast.”

“Students illustrated knowledge of contrast within a specific piece but not between the two pieces of writing.”

“Students simply summarized the individual writing pieces.”

5) Comparative Study Question

“Many answers were too generalized lacking specific details from the texts.”

“Many essays lacked a clear introduction and/or conclusion.”

“... many students have not read the texts and are referring (often incorrectly) to Sparks Notes and other online sites.”

6) Personal Response

“Most students understood how to structure their personal response with an introduction body and conclusion and used transitional devices; however, vocabulary was generally limited.”