

Section 2: Table of Specifications and Description of Exam

About This Section:

The purpose of the English 3201 Table of Specifications (Revised 2015) is to delineate the criteria by which students of English 3201 will be assessed on the English 3201 Public Exam. These criteria reflect the examinable outcomes of the English 3201 curriculum as outlined in English Language Arts 3201 - Curriculum Guide (2015). This document will take effect for all English 3201 Public Exams beginning in June 2016.

Table of Specifications:

Curriculum Strand	Examination Part	Type of Response	Weighting
Listening	Listening	4 selected response (1% each), 1 constructed response (6%)	10%
Reading and Viewing	Viewing: Media	3 selected response (1% each), 1 constructed response	9%
	Viewing: Artistic	1 constructed response	6%
	Poetic Study	8 selected response (1% each), 2 constructed response (6% each)	20%
	Prose Study	13 selected response (1% each), 2 constructed response (6% each)	25%
Writing	Analytical Essay Construction	1 constructed essay response	20%
Writing	Personal Response Construction	1 constructed response	10%

- Actual number of selected response questions within the Reading and Viewing strand section may fluctuate between pieces in any given year.

Table of Specifications Cognitive Levels					
	Level 1 knowledge and understanding	Level 2 application		Level 3 analysis, evaluation and integration	Totals
listening	selected response: 1%-3%	selected response: 1%-3%	constructed response: 6%	-	10%
reading and viewing	selected response: 9%-12%	selected response: 11%-15%	constructed response: 36%	-	60%
writing (analytical essay construction)	-	-		20%	20%
writing (personal response construction)	-	-		10%	10%
Totals	10%-15%	54%-60%		30%	100%

- Percentage ranges within Cognitive Level 1 (i.e. 10%-15%) and Cognitive Level 2 (i.e. 54%-60%) are due to the number of selected response questions under each level. For example, in any given year, the number of Level 1 questions under the Listening section will range between 1% and 3%. All 6 point valued questions (constructed response) on the exam are deemed to be Level 2 (application) in nature.

Description of Exam:

The provincial exam is divided into four sections:

Section A: Listening (GCO 1, GCO 2, GCO 3)

- The Listening section is designed to assess students' ability to listen critically to a spoken word text. The text may be fiction or non-fiction, from media, prose or poetic sources. Students will be expected to complete four selected response (four marks) and one constructed response question (six marks).
- The listening component will be completed outside of the three hour sitting of the English 3201 exam, at a time designated by the Department of Education and Early Childhood Development.
- The selected text will normally not exceed three minutes in duration. Students will be given the questions at the beginning of the session. They will have two minutes to read over the questions. They will then hear the text for the first time. Following the first listening, students will be given two minutes to make notes and/or respond to any questions they choose. The text will then be heard for a second time. Following the second listening, students will complete the assigned questions. The total time (from start to finish) allowed for this assessment will be 40 minutes.

Section B: Reading and Viewing (GCO 4, GCO 5, GCO 6, GCO 7)

- The Reading and Viewing section of the exam is made up of four parts: visual (both artistic and media), poetry and prose. Students will be required to complete selected and constructed response questions. There will be a total of 24 selected response questions and six constructed response questions in this part of the exam.

Part I: Viewing (Media)

- This sub-section is designed to assess students' ability to read and view media texts and to apply their understanding of media terms and strategies. It will consist of a visual, three selected response questions (three marks), and one constructed response question (six marks). Students are cautioned that while there may be media strategies beyond those listed in the curriculum guide, reference to such strategies in a response would require particular justification.

Part II: Viewing (Artistic)

- This sub-section is designed to assess students' ability to read and view visual texts and to apply their understanding of visual forms and elements. The sub-section will consist of a visual and one constructed response question (six marks). Students are encouraged to pay particular attention to the visual forms and elements as identified in the curriculum guide.

Part III: Poetic Study

- This sub-section is designed to assess students' ability to respond critically to poetic texts, applying their understanding of language, form and technique. The sub-section will consist of a poem, eight selected response questions (eight marks), and two constructed response questions (12 marks). Note: although the number of selected response questions is given as eight, this number may fluctuate in any given year in relation to the number of selected response questions on the prose study (see below).

Part IV: Prose Study

- This sub-section is designed to assess students' ability to respond critically to a range of texts, applying their understanding of language, form, and genre. It will consist of a prose piece, 13 selected response questions (13 marks), and two constructed response questions (12 marks). The prose piece may be an essay, short story, an excerpt from drama or a longer work, and may be fiction or non-fiction. Note: although the number of selected response questions is given as 13, this number may fluctuate in any given year in relation to the number of selected response questions on the poetic study (see above).

Section C: Writing (Analytical Essay) (GCO 8, GCO 9, GCO 10)

- This section is designed to assess students' ability to use a range of strategies to develop formalized writing and to enhance their clarity, precision, and effectiveness. Students will be required to write one well-developed, multi-paragraph essay analyzing a given prompt as it applies to a text given on the exam form (i.e. prose or poetic text separate from those in Section B). Prompts may address universal themes, characterization, or literary elements such as those identified in the curriculum guide. The Analytical Essay Scoring Scale (see p. 34) will be used to assess this writing.
- A statement providing context may appear above the passage to be read if relevant information about the passage is deemed necessary. Where excerpts from longer works are used, context may offer some information regarding action or events that preceded the passage. Students should therefore read the context statement carefully, if it appears.
- The level of complexity of the piece to be analyzed will be deemed appropriate for English 3201 students by item writers. The scoring of the essay will be equally weighted between content and composition. The question will be explicit in nature and therefore allow all students the opportunity to respond, no matter what their level of comprehension of the text may be.

- Prompts in this section will contain the phrase “you may consider”. The intention of this phrase is to allow students choice in how they decide to develop a thesis. See the Sample Analytical Essay Prompts section (p. 37) for explanation.

Section D: Writing (Personal Response) (GCO 8, GCO 9, GCO 10)

- Students will respond personally as they explore in writing their own thoughts, feelings, experiences, and learning in relation to a given prompt. The following categories will be assessed through a holistic rubric: content with support, diction, mechanics, organization and voice. This should be an organized, detailed response, but not necessarily multi-paragraph. The Personal Response Scoring Scale (see p. 35) will be used to assess this writing.