

HALIBURTON HIGHLANDS SECONDARY SCHOOL



Modern Languages Department

Evaluation Policy

for the Grade Twelve Literacy Course



Course Code: **OSSLC 40 (OLC 40)**
Level: **Grade 12 Open**
Credit Value: **1.0**
Period: **1 (on a week 1)**
Department Head: **Mr. Dobson**
Room Number: **1**

Teacher Contact Information:

Teacher: **Mr. Flatman**
By Phone: **(705) 457-2950 ext. 507**
By E-mail: **m.flatman@sympatico.ca**

Course Description:

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Strands of Study and Overall Expectations include:

The course is divided into the following **three strands**:

1. Building Reading Skills: Students need to be able to read and understand a variety of texts accurately for a variety of school and other real-life purposes. The competent reader is able to:

- Read informational, narrative, and graphical texts with reasonable accuracy and proficiency;
- Understand directly and indirectly stated ideas and information;
- Make connections between texts and personal experiences and knowledge;
- Read for a variety of purposes;
- Understand text of varying levels of challenge.

2. Building Writing Skills: Students need to be able to write competently for a variety of school and other real-life purposes. The competent writer, as defined by the OSSLT criteria, states and supports main ideas, organizes writing clearly and coherently, and uses the conventions of standard Canadian English. The OSSLC requires students to:

- Produce a variety of forms of writing for school and other real-life purposes, including summaries, information paragraphs, opinion pieces, and news reports;
- Organize ideas for writing, to develop main ideas and provide supporting details, to match tone and language to purpose and audience, and to use grammar, punctuation, and spelling correctly.

3. Understanding and Assessing Growth in Literacy: This strand requires students to assess their growth in literacy. Students will:

- Set learning goals, monitor their improvement in literacy throughout the course, and confer with their teachers about their progress at regular intervals;
- Maintain and manage a literacy portfolio containing their reading responses, pieces of writing, and a learning journal in which they record their goal-setting and self-monitoring activities during the course;
- Review this portfolio, both during the course and at its end, in order to assess their growth in literacy.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

- | | |
|---|--|
| 1. Reading and Writing for Personal Success | 3. Reading and Writing for Success in Employment |
| 2. Community Voices through Reading and Writing | 4. Demonstrating Success in Reading and Writing |

Evaluation Structure:

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activity (worth 30% of the final mark).

Resources:

Textbook/Workbook:

Break Away (both text and workbook)

Policy Document:

The Ontario Curriculum English
The Ontario Secondary School Literacy Course, Grade 12

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.

Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding ➤ Knowledge of facts & terms ➤ Understanding of concepts & relationships	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry ➤ Critical thinking skills ➤ Creative thinking skills ➤ Inquiry Skills				
Communication ➤ Communication of ideas & information ➤ Use of symbols & visuals ➤ Oral & written communication				
Application ➤ Applications in familiar contexts ➤ Transfer of concepts to new contexts ➤ Making logical conclusions and predictions ➤ Use of technology ➤ Making connections				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

- Responsibility:** Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
- Organization:** Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
- Independent Work:** Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
- Collaboration:** Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
- Initiative:** Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
- Self-Regulation:** Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY



Welcome to OLC 40

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher beforehand of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher before the period in which the test is to be written. Students who miss a test for any valid reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **OLC 40**.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:

Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:

I give permission for my teacher to contact my parents/guardians with regard to this course: _____