

Outcome Correlation: My Dragon is Lost! Kindergarten English Language Arts

ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task is designed to gather assessment evidence for the following learner outcomes (shown in Times New Roman font) from the Alberta English Language Arts Program of Studies (2000).

Note: Where text is grey, that portion of the outcome is not specifically addressed in this task.

Learner Outcomes		Criteria for Evaluation *
<p>General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<p>1.1</p> <p>1.1.3</p> <p>2.4</p> <p>2.4.3</p> <p>4.3</p> <p>4.3.2</p>	<p><i>Discover and Explore</i> Experiment with language and forms</p> <ul style="list-style-type: none"> talk and represent to explore, express and share stories, ideas and experiences <p><i>Create Original Text</i> Structure texts</p> <ul style="list-style-type: none"> draw, record or tell about ideas and experiences <p><i>Present and Share</i> Enhance presentation</p> <ul style="list-style-type: none"> use drawings to illustrate ideas and information, and talk about them 	<ul style="list-style-type: none"> draw dragon
<p>1.1</p> <p>1.1.3</p> <p>2.4</p> <p>2.4.3</p> <p>2.4.4</p> <p>4.3</p> <p>4.3.1</p> <p>4.3.2</p>	<p><i>Discover and Explore</i> Experiment with language and forms</p> <ul style="list-style-type: none"> talk and represent to explore, express and share stories, ideas and experiences <p><i>Create Original Text</i> Structure texts</p> <ul style="list-style-type: none"> draw, record or tell about ideas and experiences talk about and explain the meaning of own pictures and print <p><i>Present and Share</i> Present information</p> <ul style="list-style-type: none"> share ideas and information about own drawings and topics of personal interest <p>Enhance presentation</p> <ul style="list-style-type: none"> use drawings to illustrate ideas and information, and talk about them 	<ul style="list-style-type: none"> describe dragon
<p>2.1</p> <p>2.1.16</p> <p>2.4</p> <p>2.4.4</p> <p>4.1</p> <p>4.1.3</p> <p>4.1.7</p>	<p><i>Use Strategies and Cues</i> Use references</p> <ul style="list-style-type: none"> copy scribed words and print texts to assist with writing <p><i>Create Original Text</i> Structure texts</p> <ul style="list-style-type: none"> talk about and explain the meaning of own pictures and print <p><i>Enhance and Improve</i> Enhance legibility</p> <ul style="list-style-type: none"> form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner <p>Enhance artistry</p> <ul style="list-style-type: none"> experiment with sounds, colours, print and pictures to express ideas and feelings 	<ul style="list-style-type: none"> create and share print text

* Criteria statements appear again in the first column of the evaluation tools (checklists, rating scales and/or rubrics) and are the basis on which student evaluation is made relative to the learner outcomes.