

## Grade 11 Planning Organizer

		<u>Defining</u>	
<b>Essentials</b>	<b>New Skills</b>	4 = Exemplary    3 = Proficient    2 = Developing    1 = Minimal Evidence    0 = No Evidence	<b>Teacher notes</b>
		<b>Defining:</b> The student formulates a question, analyzes, and clarifies the requirements of the problem / task.	
		<b>DEFINING.</b> Through planned learning activities the student:	
<b>x</b>		refines requirements of task	
		selects from a range of topics	
		draws on prior knowledge to brainstorm and cluster ideas	
		identifies and interprets key words in task	
	<b>x</b>	develops questions and responds to a task with guidance which may require:	
<b>x</b>		identification of trends, analysis, critical evaluation, survey, cause and effect	
<b>x</b>		devises a time-management strategy to meet given deadlines	
<b>x</b>		selects an appropriate strategy to record headings and subheadings	
		makes predictions about likely sources of information	
<b>x</b>		refines research questions	
	<b>x</b>	uses reference sources to explore a topic and identify issues and subtopics with guidance	
<b>x</b>		re-defines problem when alternative solutions are exhausted	
		negotiates and justifies alternative tasks as appropriate	
<b>x</b>		formulates a hypothesis/thesis	

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		<u>Locating</u>	
Essentials	New Skills	4 = Exemplary    3 = Proficient    2 = Developing    1 = Minimal Evidence    0 = No Evidence	Teacher notes
		Locating: The student identifies, locates, and accesses text and non-text resources appropriate to the problem / task.	
		LOCATING. Through planned learning activities the student	
x		accesses all types of text and information technologies	
x		understands organization of resources in school and local libraries	
x		surveys all aspects of a resource and recognizing the significance of cross-references and subtopics	
	x	searches appropriate databases within the school and wider community	
x	x	uses advanced search techniques to refine search results	
x		selectively prints information from electronic sources	
x		uses electronic resources with guidance to locate current information	
		accesses community and government information sources	
x		recognizes when topics require current information	
x		recognizes the need to locate a variety of resources representing a range of views	
x		recognizes when resources represent different perspectives with assistance	
		identifies and locates information from both primary and secondary sources	
		recognizes difference in purpose of magazines, newspapers, pamphlets	
x	x	uses knowledge of coverage and purpose of resources to refine the scope of the search	
x		uses special print and non-print reference resources	

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		<u>Selecting/Analyzing</u>	
<b>Essentials</b>	<b>New Skills</b>	4 = Exemplary    3 = Proficient    2 = Developing    1 = Minimal Evidence    0 = No Evidence	<b>Teacher notes</b>
		Selecting / Analyzing: The student analyzes, selects, and rejects information from the located resources appropriate to the problem / task.	
		SELECTING/ANALYZING. Through planned learning activities the student	
<b>x</b>	<b>x</b>	interprets, compares and selects information with guidance after:	
<b>x</b>	<b>x</b>	evaluating information for accuracy, bias and omission	
<b>x</b>	<b>x</b>	evaluating an argument for logic	
<b>x</b>	<b>x</b>	examining reasons for contradictions or seeming contradictions in evidence	
<b>x</b>		records information by:	
		devising note-making strategies to ensure information is collected consistently and accurately	
		modifying note-making formats as appropriate to the task and information source	
<b>x</b>		records bibliographic sources and completes correct textual citations of information using District 207 approved style manual	
<b>x</b>		understands and complies with copyright law	
		views and downloads files from Internet sites	
		analyzes statistical data with guidance	
		uses a variety of primary and secondary sources	
<b>x</b>		using prior knowledge, proposes problem-solving strategies for real-life situations	

## Grade 11 Planning Organizer

		<u>Organizing/Synthesizing</u>	
<b>Essentials</b>	<b>New Skills</b>	4 = Exemplary    3 = Proficient    2 = Developing    1 = Minimal Evidence    0 = No Evidence	<b>Teacher notes</b>
		Organizing / Synthesizing: The student analyzes, organizes, and synthesizes gathered information to make generalizations, build arguments, and apply problem-solving strategies.	
		ORGANIZING/SYNTHESIZING. Through planned learning activities the student	
	<b>x</b>	tests hypotheses/thesis statistically using modeled examples	
<b>x</b>		combines selected information connecting similar ideas	
<b>x</b>		synthesizes information, makes generalizations, builds arguments and applies problem-solving strategies	
<b>x</b>		makes inferences and deductions and critiques solutions	
		verifies results of experiments	
<b>x</b>		categorizes information according to a framework of headings, subheadings or database fields	
<b>x</b>	<b>x</b>	refines use of appropriate writing requirements of project	
<b>x</b>	<b>x</b>	evaluates different perspectives and formulates own opinion	
<b>x</b>	<b>x</b>	applies ethical principles to the use of note-taking	
<b>x</b>		uses appropriate note-taking strategies, e.g., written bulleted points, computer-generated note-taking, clipboards, etc.	
<b>x</b>		gathers specific additional information to support a hypothesis, thesis or problem-solving task	
<b>x</b>		refines word processing skills to organize information and create new ideas	

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		<u>Creating/Presenting &amp; Evaluating</u>	
<b>Essentials</b>	<b>New Skills</b>	4 = Exemplary    3 = Proficient    2 = Developing    1 = Minimal Evidence    0 = No Evidence	<b>Teacher notes</b>
		<b>Creating/Presenting:</b> The student creates an original, logical, and well-organized response to the problem / task and presents the solution to an appropriate audience.	
		CREATING/PRESENTING. Through planned learning activities the student	
<b>x</b>		creates an original response to a problem or task which:	
		is analytical and persuasive, elaborating and justifying ideas where appropriate	
		demonstrates objectivity and consideration of more than one viewpoint	
		sustains subject-specific vocabulary throughout the task	
<b>x</b>		creates written and oral reports, graphic, pictorial and dramatic presentations	
		refines desktop publishing skills	
		creates multimedia presentations	
		uses special software appropriate to the task	
		designs Web pages with guidance	
		creates original spreadsheets, databases	
		generates electronic charts, tables and graphs	
<b>x</b>		presents information, selecting a form and organizing framework which demonstrates control over a variety of text structures	
		<b>Evaluating:</b> The student critically evaluates the effectiveness of his/her ability to complete the requirements of the task, reflect on new learnings, and identifies future teaching needs.	
		EVALUATING. Through analysis of outcomes-based criteria the student	
<b>x</b>		identifies skills that require practice and refinement and reflect on new learnings	
<b>x</b>		responds to assessment by teachers	
<b>x</b>		accepts feedback from peers and appropriate others	
<b>x</b>		analyzes audience response to presentation	
<b>x</b>		uses a variety of evaluative strategies with guidance to assess and determine future learning pathways, e.g., learning logs, reflective journals	
<b>x</b>		evaluates his/her understanding and implementation of the projects requirements	
<b>x</b>		acknowledges personal and group achievements	