

GRADE 12 ENGLISH STUDIES: Final Course Reflection

Summary of Learning Opportunity

Students write a multi-paragraph reflection to discuss all assignments, classes, novels, discussions and learning that they have done within the course. They can be creative and experimental with their approach. In their reflection, students need to discuss (1) what they did well, (2) what they need to improve on, and (3) their goals with respect to communication and life-long learning. The purpose of this assignment is for students to demonstrate how they can review a body of work and experiences while practicing key skills such as connecting ideas, drawing conclusions, and synthesizing ideas. This will culminate in a significant final demonstration of their learning.

English
Studies
12

Learning Standards

- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
 - Construct meaningful personal connections between self, text, and world
 - Respond to text in personal, creative, and critical ways
 - Express and support an opinion with evidence
 - Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- Strategies and Processes:
- Reading strategies
 - Making connections, synthesizing, and reflecting
 - Metacognitive strategies
 - Thinking about our own thinking, and reflecting on our processes and determining strengths and challenges
 - Students employ metacognitive strategies to gain increasing independence in learning
 - Presentation techniques

Literacy Connections

Instruction and Assessment

Competencies Developed, Practiced and/or Assessed

LITERACY: Applies
Understanding –
Synthesizes ideas and
information

LITERACY: Communicates –
Expresses ideas and
information; Presents ideas
and information

The focus for this assessment is for students to conceptualize and reflect on their learning in the course. Students critically analyze the big ideas and takeaways from the course and communicate how these themes have influenced their learning.

Students are also asked to reflect on how they learn and how the assessment practices of the course have helped their learning.

Students were given exemplars from previous students' final course reflections. Students are encouraged to use their strengths to demonstrate their learning in creative or artistic ways.

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Demonstration of Student Learning, Teacher Assessment and Reflection

Teacher's Observations and Assessment

Student A was able to look over all their work and learning to synthesize the biggest concepts and ideas from all units of study in the course. Identity and social justice were topics that were featured frequently in all the units, and Student A was able to make a personal connection to examine their privilege and innocence.

It was evident from our entire conversation that this student was proficient in synthesizing ideas. They referenced novels read in class and connected themes and characters with financial and social injustice struggles, and ideas from both history and modern times. Student A drew the conclusion that they could leverage their privilege to make a bigger difference in the lives of others who did not have the same advantages. By connecting ideas to make new ideas, Student A came up with and defended their own opinions and supported them with evidence from various course projects, readings and learning.

Excerpts from Student A's oral reflection:

Teacher: "What did you learn?"

Student A: "In what context?"

Teacher: "In terms of concepts, novels, content."

Student A: "I learned about racial and social injustice. I learned how to share and hear stories with an open mind. I learned about harsh realities that in my circle just aren't talked about but rather covered up."

Teacher: "What does that tell you about your identity?"

Student A: "I'm shielded and sheltered. I thought I lived in a progressive community, but I now realize I could be doing more. I feel I can have a voice. I have privilege and I acknowledge that I can pass on my new awareness and teach my family."

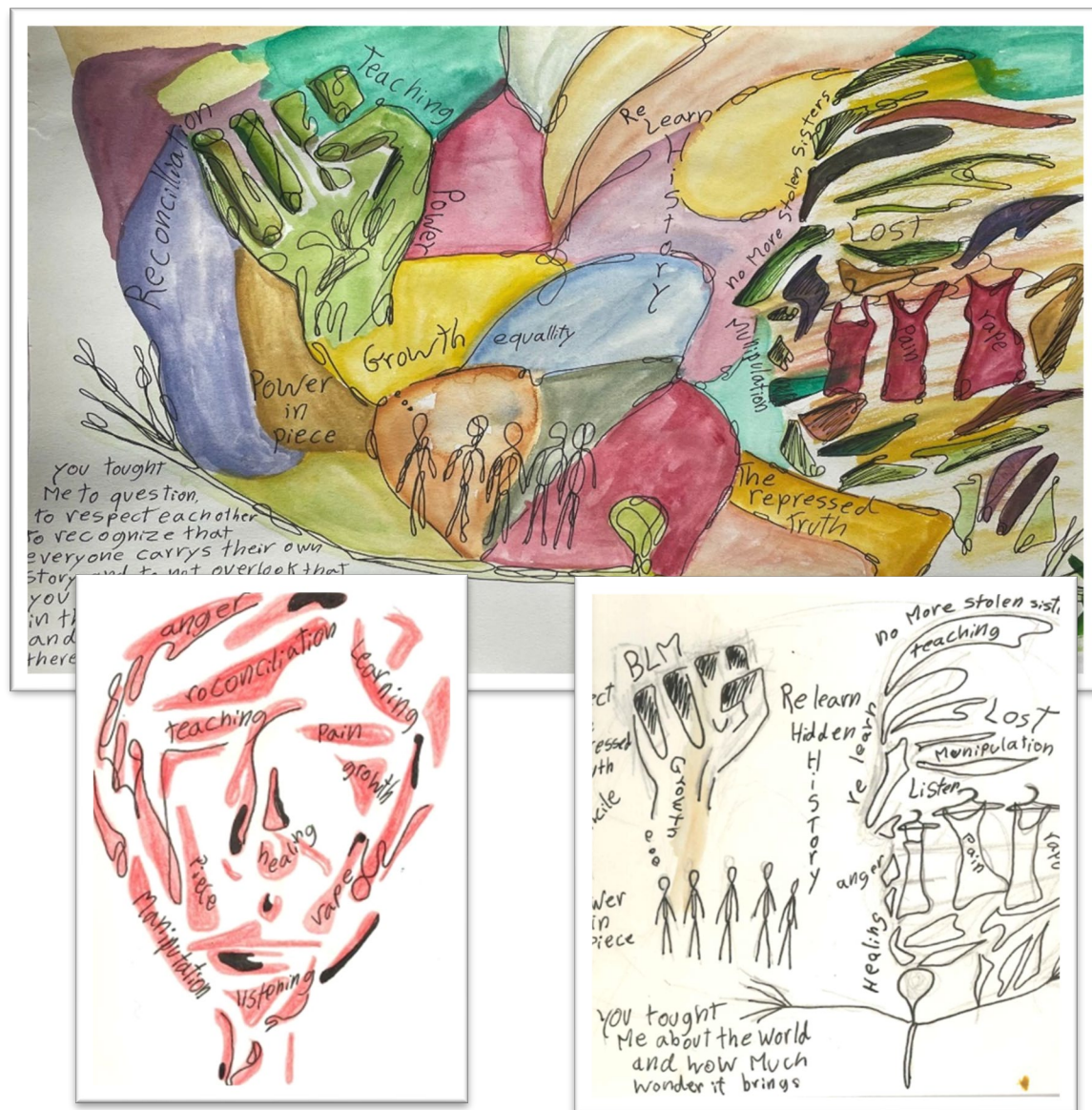
Teacher: "What skills have improved for you?"

Student A: "My reading. Absolutely. I read differently now. Faster. More in depth. I also have a process now to watch the movie versions to understand the plot and then I can grasp it better. It registers. Then I read it."

Teacher Reflection

The Literacy sub-skills of Synthesizing Ideas was an excellent focal point for the students. It pushed them to transcend simply reflecting back what they heard or were exposed to in the course but to rather think deeply on it, connect it to themselves and their values and then to push themselves to draw conclusions and come up with new ideas through intense and deep thinking. It was this extra step in the learning process that allowed students to truly take the time to digest all the influences on them from the course and determine their own thoughts and opinions on what they learned and how they sincerely thought and felt about it.

This focus on Literacy framework gave the students an opportunity to exceed expectations of the course through focusing more about the big questions of life (who am I, where did I come from, where am I going). This made the assignment not about marks, letter grades or achieving but rather about a transformative learning journey that explored the big ideas and questions of identity, self, community and the world. The products of learning truly demonstrated deep critical thinking, mature communication and lifelong learning.



Teacher's Observations and Assessment

Student B made a visual representation of what they learned throughout the course and presented their work in a private one-on-one interview. This student completed their reflection project with such insight, depth and detail. Accompanied was a profound verbal discussion which articulated their learning, global awareness and self-awareness.

Student B was beyond proficient in the Literacy sub-skills of synthesizing ideas and expressing and presenting their learning from the entire course. The visual art, alongside our oral discussion, surveyed all texts from the course as well as the key concepts and big ideas covered in the course. The student was able to take all these ideas and synthesize them to come up with their own new ideas, present them clearly and defend them in our conversation. The student created a visually stunning reflection through original pieces of art.