

ENGLISH 10

TABLE OF SPECIFICATIONS

CURRICULUM ORGANIZERS	DOMAINS	READING CATEGORIES	LITERARY PROSE	POETRY	INFORMATIONAL	MULTI-GENRE	WEIGHTINGS
READING AND VIEWING	Reading	Retrieve Information (RI)	3 MC	3 MC	3 MC	—	14%
		Recognize Meaning (RM)	3 MC	3 MC	3 MC	—	14%
		Interpret Texts (IT)	3 MC	3 MC	3 MC	—	14%
		Analyze Texts (AT)	—	—	—	2 MC 1 WR	21%
WRITING AND REPRESENTING	Writing	1 WT					37%
MC = Multiple-choice question / WR = Written-response question / WT = Writing							

Examination Configuration: Multiple-choice format — 29 questions
Written-response format — 2 questions

The time allotted for the provincial examination is **two hours**. *Students may, however, take up to 60 minutes of additional time to finish.*

Reading Categories provides a description of what each Reading Category means and shows relationships among the Reading Categories of the examination, the BC Performance Standards and some Prescribed Learning Outcomes.

While the overall number of items in each reading category will remain constant, their distribution among the genres may vary.

Acknowledgement

The Ministry of Education wishes to acknowledge the contribution of British Columbia teachers in the preparation and review of this document.

ENGLISH 10

DESCRIPTION OF THE PROVINCIAL EXAMINATION

Definitions of the Domains of Reading and Writing

Reading

The Grade 10 English examination takes its definition of reading from the National Council of Teachers of English, (NCTE) 1997.

“Reading is the process of constructing meaning from a written text. It is an active process involving the constant interaction between the mind of the reader, the text, and the context.”

The definition reflects numerous current theories, which define reading as a constructive, interpretive, and interactive process. Meaning is constructed in the interaction between reader and text in the context of a particular reading experience, and culturally and socially derived expectations. The reader brings a repertoire of skills, cognitive, and metacognitive strategies, dispositions, and background knowledge to the task of reading. Texts are broadly defined to include print, graphic, and digital forms. This understanding of reading corresponds to that used in the English Language Arts curriculum and the BC Performance Standards for Reading.

Writing

The definition of writing in the Grade 10 English examination is taken from *Support for Learning and Teaching of English* (SLATE Vol. 4, No. 2. April 1979)

“Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development*, (narrating, explaining, describing, reporting, persuading); *tone* (from very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal ‘business’ of everyday life); *possible audiences* (oneself, classmates, a teacher, ‘the world’). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language appropriate to the age of the writer and to the form, purpose and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in the world. Thus, writing serves both public and personal needs of students.”

National Council of Teachers of English

Writing is defined as a constructive, interpretive, and interactive process. Meaning is constructed in the context of a particular writing experience, and culturally and socially derived expectations. This understanding of writing corresponds to that used in the English Language Arts curriculum and the BC Performance Standards for Writing.

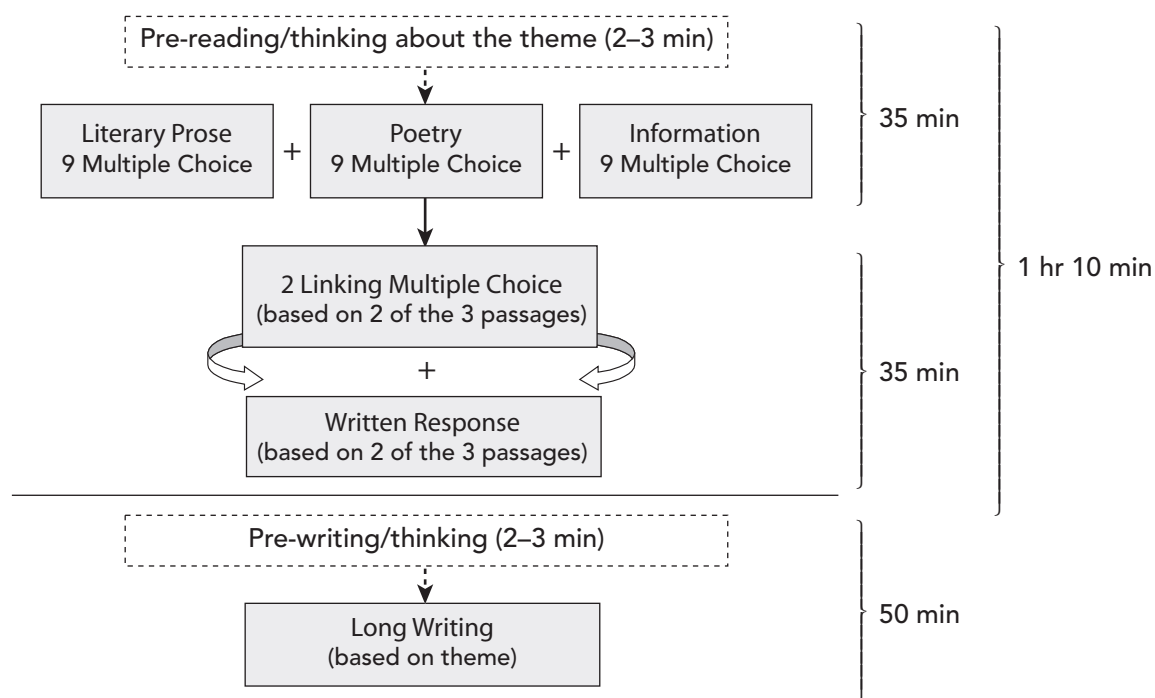
Focus of the Provincial Examination

The Grade 10 English examination is a provincial large-scale assessment which is based on the English Language Arts curriculum. It includes computer-marked and written-response questions. While the curriculum addresses many aspects of English Language Arts, the Grade 10 English examination addresses only reading and writing. The other aspects of the curriculum are better served through classroom assessment.

The Grade 10 English examination passages include informational texts and literary texts, both prose and poetry. The informational passages may contain discontinuous text (e.g., timetables, recipes) and material presented in visual or graphical formats (e.g., charts, maps, diagrams, schedules, numerical data, cartoons, web pages).

Test Design

The examination design includes some “process” aspects of both reading and writing, and reading/writing connections. The examination booklet is based on a broad theme. In Part A, students are introduced to the theme. Students read three passages and answer nine multiple-choice questions on each passage. In Part B, students answer two multiple-choice questions based on two of the passages and a “synthesis” written-response question. In Part C, students read a short section “Getting Ready to Write” and a writing prompt based on the broad theme. Students do not need to refer to the reading passages when writing the composition.



Relationship of the Grade 10 English Examination (Reading) with the BC Curriculum and Performance Standards

In British Columbia, the learning outcomes of the curriculum are presented in the form of Integrated Resource Packages (IRPs). Learning outcomes, or content standards, describe the knowledge, attitudes and skills students are expected to learn in each grade level. Performance Standards describe levels of achievement in key areas of learning. Performance Standards support teachers in making consistent and accurate judgments about how well students are performing in relation to the prescribed learning outcomes.

The table below summarizes the relationship of the Grade 10 English Examination (Reading) with the BC Curriculum and Performance Standards.

BC Language Arts IRP	BC Performance Standards	Grade 10 English Examination Specifications
Oral Language: Purposes; Strategies	Strategies	Not appropriate for large-scale testing
Reading and Viewing: Purposes; Strategies; Features	Comprehension	<ul style="list-style-type: none"> • Retrieve Information • Recognize Meaning • Interpret Texts
Reading and Viewing: Thinking	Response and Analysis	<ul style="list-style-type: none"> • Analyze Texts

Connections Among the Four Reading Categories

The following diagram (Figure 1) illustrates the connections among the four categories in the reading component of the Table of Specifications. Subsequent categories subsume the preceding categories. For example, although closely related, “retrieving information” is generally a prerequisite to “recognizing meaning.” The diagram serves to illustrate that the categories are interconnected and overlapping, rather than discrete constructs.

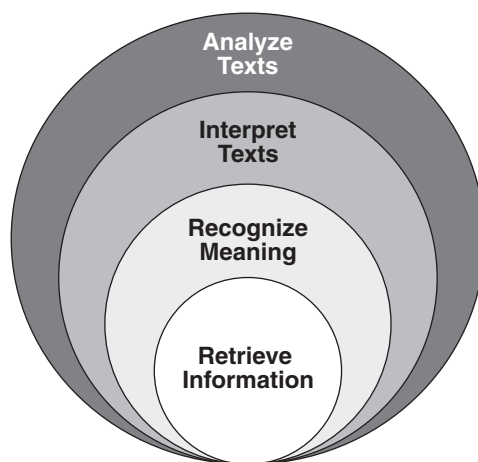


Figure 1