

Student Learning Outcomes Analysis

Subject

Grade

SLOs for Assessment Key:

- 1. Ambiguous - (Grey)
- 2. Not assessable in Summative - (Grey)
- 3. Repetitive (with in same grade) - (Grey)
- 4. Repetitive (with in same learning level) - (Grey)

S #	Domains	Standards	Benchmarks	Topic/ Title	NCP-SLO No.	NCP (2022)-SLOs description	Cognitive Domain	Remarks
1	A- Oral Communication Skills	Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.	Listen to and respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret information.	Oral Communication Skills	SLO: E-10-A1-01	Inspect complex ideas and issues in a short drama.	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
2	SLO: E-10-A1-02				Respond to the text by giving arguments and opinions.	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
3	SLO: E-10-A2-01				Demonstrate attentive listening' skills while working in pairs and taking turns to speak.	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
4	SLO: E-10-A2-02				Ask and answer questions of personal relevance, information and a variety of con	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
5	SLO: E-10-A2-03				Apply the use of rhetorical questions for a range of audiences.	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
6	SLO: E-10-A2-04				Perform a drama/ role play/play script showing different roles and scenarios.	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
7	SLO: E-10-A3-01				Speak confidently and fluently in a wide range of contexts to fulfil different purposes. Fo	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
8	SLO: E-10-A3-02				Engage effectively in a wide range of collaborative discussions (onne-o-one, inn	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
9	SLO: E-10-A4-01				Engage in extended discussions and critique taking into account others' viewpoint	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
10	B-	Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.	Read a wide range of unfamiliar texts with fluency, correct expression, comprehension and pleasure.	Reading and Critical Thinking	SLO: E-10-B1-01	Read with accurate pronunciation, appropriate pitch and voice variation suitable	Understand	This SLO cannot be part of summative assessment as there's no mechanism to assess reading fluency. Hence, this remains a part of formative assessment.
11					SLO: E-10-B1-02	Ask and answer higher-order questions to guide/assess reading (e.g., Why is the	Apply	This SLO talks more about the explicit and implicit meanings of a text and is covered in two other SLOs
	B2	Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text. The purpose is to comprehend and analyse a range of literary ()	Discover the literal and contextual meaning of words and phrases. Analyse patterns of text organisation and functions of various devices used in a paragraph and text.	Reading for Understanding				
12					SLO: E- 10-B2-01	Discuss and evaluate how authors use language, including figurative language, c	Understand	
13					SLO: E- 10-B2-02	Analyse that text comprises a group of paragraphs that develop the main idea add	Understand	
14					SLO: E- 10-B2-03	Make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.		
15					SLO: E- 10-B2-04	Analyse organisational patterns in a text	Understand	
16	B3		Examine a variety of text types	Reading for Meaning	[SLO: E-10-B3-01]	Provide an objective summary of fiction, non-fiction and poetry texts	Understand	
17					[SLO: E-10-B3-02]	Read and use inference and deduction to recognise implicit meaning (e.g. look for suppo	Apply	
18			(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies		[SLO: E-10-B3-03]	Explain whether predictions about the content of a text are acceptable or should be modified and why		
19					[SLO: E-10-B3-04]	Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal com	Understand	

20			(b) informational text types to inform, persuade and explain by interpreting information (for example, visual cues, graphic organisers, time order, simple processes and procedures and cause and effect relationships) to analyse the explicit and implicit meaning using a range of reading strategies.(for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference).		[SLO: E-10-B3-05]	Apply skimming and scanning strategies for relevant information and main points in text	Apply	
21					[SLO: E-10-B3-06]	Examine how an author develops and contrasts the points of view of different characters or narrators in a text. Critique the plot development with respect to different aspects of the story.	Analyse	
22					[SLO: E-10-B3-07]	Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems. Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Understand	
23					[SLO: E-10-B3-08]	Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Understand	
					[SLO: E-10-B3-09]	Examine the mechanics of precis writing		Recommended to be assessed in Grade 10
24					[SLO: E-10-B3-10]	Give an informed personal and analytical response to descriptive, informative texts and poetry.	Analyse	
25					[SLO: E-10-B3-11]	Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography.	Understand	
26					[SLO: E-10-B3-11]	Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others.	Apply	Recommended to be assessed in Grade 10
27					[SLO: E-10-B3-12]	Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. a. contextual information b. writer's viewpoint c. implied information	Understand	
28					[SLO: E-10-B3-13]	Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Analyse	
29					[SLO: E-10-B3-14]	Analyse various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type.	Understand	
30					[SLO: E-10-B3-15]	Read, view and analyse a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures) f. Interpersonal texts (e.g. informal and formal letter, notices, emails) g. Factual recounts (e.g., eye-witness accounts, news bulletins) h. Drama (play scripts) i. Explanations (e.g., how something works) j. Expositions (e.g., reviews, arguments)		
31					[SLO: E-10-B3-16]	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
32								
33	C1	Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.	Apply a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.		[SLO: E-10-C1-01]	Clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies.		
34					[SLO: E-10-C1-02]	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Apply	
35					[SLO: E-10-C1-03]	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Apply	

36					SLO: E-10-C1-041	Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Apply	
37					SLO: E-10-C1-051	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Apply	
38					SLO: E-10-C1-061	Acquire and use accurate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Apply	
39	C2	Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.	Use noun/adjectival/adverbial phrases and clauses in the immediate environment along with pronouns, prepositional phrases, verbs and conjunctions.		SLO: E-10-C2-011	Demonstrate knowledge of different types of pronouns in oral and written communication	Apply	
40					SLO: E-10-C2-021	Apply parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Analyse	
41					SLO: E-10-C2-031	Identify and use compound prepositions and prepositional phrases in writing	Apply	
42					SLO: E-10-C2-041	Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and " not only/but also."	Analyse	
43	C3		Use punctuation with reasonable accuracy.		SLO: E-10-C3-011	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. Observe hyphenation conventions. Spell correctly. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Apply	
44	C4			Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing.		[SLO: E-10-C4-011]	Use all types of tenses correctly in speech and writing. Use gerunds and participles. Use the aspect of time correctly in speech and writing.	Apply
45	C5				SLO: E-10-C5-011	Differentiate between a variety of phrases and clauses.	Understand	
46					SLO: E-10-C5-021	Construct sentences using the sentence patterns and structures learnt in earlier classes.	Apply	
47					SLO: E-10-C5-031	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	Apply	
48					SLO: E-10-C5-041	Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.	Understand	
49	D1	<i>Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.</i>	Write legibly, consistently and with correct formation; apply word analysis, following rules of grammar, stages of writing skills and structure to write coherently and cohesively.	Writing Readiness and Fluency		Apply editing and proofreading skills to a range of different texts and contexts		
50							SLO: E-10-D1-021	Use hyphens (hyphenated nouns and adjectives) in words, letter string –ough words.
51	D2			Writing for Understanding		Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.		
52					SLO: E-10-D2-021		Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	Apply
53					SLO: E-10-D2-031	Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.		
54					SLO: E-10-D2-041	Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.		
55	D3	Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.	Write compositions on various text types - descriptive, narrative, expository, persuasive/argumentative, formal and informal letters, summaries, stories, poems, and dialogues; that are clear, coherent, cohesive and of creative value.			Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.		
56					SLO: E-10-D3-021		Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Apply

