

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	Status of SLOs	SLOs for Assessment	Cognitive Domain	Remarks
1	A- Oral Communication Skills	Develop competence in listening and speaking. Respond to a variety of spoken discourse.	Respond to a variety of spoken discourse.	Oral Communication Skills	SLO: E-11-A1-01	Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play.	Current SLO / Not included	Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
2					SLO: E-11-A1-02	Respond to texts for different purposes (including arguments and discussions).		Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
3					SLO: E-11-A2-01	Demonstrate attentive listening' skills while working in groups and taking turns to speak.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
4					SLO: E-11-A2-02	Respond to questions on a range of communicative purposes.		Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
5					SLO: E-11-A2-03	Use complex questions for a range of audiences.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
6					SLO: E-11-A2-04	Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.		Not assessable in summative	Create	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
7					SLO: E-11-A3-01	Use dialogues, panel discussions, and presentations on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
8					SLO: E-11-A3-02	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues: Follow the rules for discussions, set specific goals and deadlines, and define individual roles as needed come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion present their work to various audiences using mechanics of presentation skills.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
9					SLO: E-11-A4-01	Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
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 (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).	Examine the literal and contextual meaning of words and phrases. Analyse patterns of text organization and functions of various devices used in a paragraph and text.	Reading for Understanding							
12					SLO: E- 09-B2-01	Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.	Current SLO	Not assessable in summative	Understand	
13					SLO: E- 09-B2-02	Analyse how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Current SLO	Assessable	Understand	

14					SLO: E-09-B2-03	Critique reading interpretations.	Current SLO	Not assessable in summative		
16	B3		Critique a variety of text types (a) literary texts which include novels, short stories, poetry, plays, essays and autobiographies (b) informational text types to persuade and explain by interpreting information.	Reading for Meaning		Provide an objective summary of a range of texts including fiction, non-fiction and other types of text.	Current SLO	Assessable	Understand	
					[SLO: E-11-B3-01]					
17					[SLO: E-11-B3-02]	Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.	Current SLO	Assessable	Apply	
18					[SLO: E-11-B3-03]	Explain whether predictions about the content of a text are acceptable or should be modified and why	Current SLO	Not assessable in summative		
19					[SLO: E-11-B3-04]	Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.	Current SLO	Assessable	Understand	
20					[SLO: E-11-B3-05]	Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	Current SLO	Not assessable in summative	Apply	
21					[SLO: E-11-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.	Current SLO	Assessable	Analyse	
22					[SLO: E-11-B3-07]	Evaluate 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. Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) Examine 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.	Current SLO	Assessable	Understand	
23					[SLO: E-11-B3-08]	Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis	Current SLO	Assessable	Understand	
					[SLO: E-11-B3-09]	Practice precis writing	Grade 10 SLO	Assessable		Recommended to be assessed in Grade 10
24					[SLO: E-11-B3-10]	Give an informed personal and analytical response to a text and provide some textual reference in support.	Current SLO	Assessable	Analyse	
25					[SLO: E-11-B3-11]	Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography	Current SLO	Assessable	Understand	Recommended to be assessed in Grade 11
26					[SLO: E-11-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.	Current SLO	Assessable	Apply	Recommended to be assessed in Grade 10
27					[SLO: E-11-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	Current SLO	Assessable	Understand	
28					[SLO: E-11-B3-13]	Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Current SLO	Assessable	Analyse	
29					[SLO: E-11-B3-14]	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Current SLO	Assessable	Understand	

30					(SLO: E-11-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)	Current SLO	Not assessable in summative	
31					(SLO: E-11-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.	Current SLO	Not assessable in summative	
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-11-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.	Modified SLO	Not assessable in summative	
34					(SLO: E-11-C1-02)	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Current SLO	Assessable	Apply
35					(SLO: E-11-C1-03)	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Current SLO	Assessable	Understand
36					(SLO: E-11-C1-04)	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.	Current SLO	Assessable	Apply
37					(SLO: E-11-C1-05)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Current SLO	Ambiguous	Apply
38					(SLO: E-11-C1-06)	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.	Current SLO	Ambiguous	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-11-C2-01)	Demonstrate knowledge of different types of pronouns in oral and written communication in varying degrees of complexity.	Current SLO	Assessable	Apply
40					(SLO: E-11-C2-02)	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.	Current SLO	Assessable	Understand
41					(SLO: E-11-C2-03)	Identify and use compound prepositions and prepositional phrases in writing	Current SLO	Assessable	Understand
42					(SLO: E-11-C2-04)	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."	Current SLO	Assessable	Apply
43	C3		Use punctuation with reasonable accuracy.		(SLO: E-11-C3-01)	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.	Current SLO	Assessable	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-11-C4-01)	Use all types of tenses correctly in speech and writing. Use gerunds and participles. Use the aspect of time correctly in speech and writing.	Current SLO	Assessable	Apply
45	C5				(SLO: E-11-C5-01)	Differentiate between a variety of phrases and clauses.	Current SLO	Assessable	Understand
46					(SLO: E-11-C5-02)	Construct sentences using the sentence patterns and structures learnt in earlier classes.	Current SLO	Assessable	Apply
47					(SLO: E-11-C5-03)	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	Current SLO	Assessable	Apply
48					(SLO: E-11-C5-04)	Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.	Current SLO	Assessable	Understand
49	D1	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.	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	(SLO: E-11-D1-01)	Apply editing and proofreading skills to a range of different texts and contexts	Current SLO	Not assessable in summative	

