

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 spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.	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-12-A1-01	Apply dramatic approaches with confidence, especially in a drama.	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-12-A1-02	Listen to texts and critically analyse the situations/events		Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
3					SLO: E-12-A2-01	Demonstrate attentive listening' skills while working in a whole class setting 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-12-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-12-A2-03	Use complex questions for a range of audiences.		Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
6					SLO: E-12-A2-04	Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.		Not assessable in summative	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
7			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.		SLO: E-12-A3-01	Speak confidently and fluently in a wide range of contexts to fulfil different purposes. For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).		Not assessable in summative	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
8					SLO: E-12-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-12-A4-01	Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.		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. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.	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, taking account of others' views on reading.	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.	Current SLO	Assessable	Understand	
					[SLO: E-12-B3-01]					
17					[SLO: E-12-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-12-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-12-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-12-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-12-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	Understand	
22					[SLO: E-12-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-12-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-12-B3-09]	Practice précis writing	Grade 10 SLO	Assessable	Understand	Recommended to be assessed in Grade 10
24					[SLO: E-12-B3-10]	Give an informed personal and analytical response to a variety of texts and provide textual reference in support.	Current SLO	Assessable	Analyse	
25					[SLO: E-12-B3-11]	Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography/reviews	Current SLO	Assessable	Understand	Recommended to be assessed in Grade 11
26					[SLO: E-12-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 12
27					[SLO: E-12-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-12-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-12-B3-14]	Analyse 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-12-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-12-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-12-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-12-C1-02]	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Current SLO	Assessable	Apply	
35					[SLO: E-12-C1-03]	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Current SLO	Assessable	Apply	
36					[SLO: E-12-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-12-C1-05]	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Current SLO	Ambiguous	Apply	
38					[SLO: E-12-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 nom/adjetival/adverbial phrases and clauses in the immediate environment along with pronouns, prepositional phrases, verbs and conjunctions.		SLO: E-12-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-12-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-12-C2-03]	Identify and use compound prepositions and prepositional phrases in writing	Current SLO	Assessable	Understand
42					SLO: E-12-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-12-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	Understand
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-12-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	Understand
45	C5				SLO: E-12-C5-01]	Differentiate between a variety of phrases and clauses.	Current SLO	Assessable	Understand
46					SLO: E-12-C5-02]	Construct sentences using the sentence patterns and structures learnt in earlier classes.	Current SLO	Assessable	Apply
47					SLO: E-12-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	Understand
48					SLO: E-12-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	Apply
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	SLO: E-12-D1-01]	Apply editing and proofreading skills to a range of different texts and contexts	Current SLO	Not assessable in summative	
50					SLO: E-12-D1-02]	Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.	Current SLO	Ambiguous	
51	D2			Writing for Understanding	SLO: E-12-D2-01]	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.	Current SLO	Not assessable in summative	
52					SLO: E-12-D2-02]	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.	Current SLO	Assessable	Apply
53					SLO: E-12-D2-03]	Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.	Current SLO	Not assessable in summative	
54					SLO: E-12-D2-04]	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.	Current SLO	Not assessable in summative	
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.		SLO: E-12-D3-01]	Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.	Current SLO	Ambiguous	
56					SLO: E-12-D3-02]	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Current SLO	Assessable	Apply
57					SLO: E-12-D3-03]	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Current SLO	Assessable	Apply
58					SLO: E-12-D3-04]	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Current SLO	Assessable	Apply
59					SLO: E-12-D3-05]	Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.	Current SLO	Assessable	Apply
60					SLO: E-12-D3-06]	Write formal letters to people in extended academic and professional environments for various purposes.	Current SLO	Assessable	Apply
61					SLO: E-12-D3-07]	Conduct short as well as more sustained academic assignments to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesise multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Current SLO	Not assessable in summative	
62					SLO: E-12-D3-08]	Write a book review report	Current SLO	Not assessable in summative	
63					SLO: E-12-D3-09]	Develop precis writing skills. Write precis effectively.	Current SLO	Assessable	Apply

