Student Learning Outcomes Ananlysis

Subject: ENGLISH

Grade: 09

SLOs for Assessment Key:

 Ambiguous
 Not assessable in Summitive 2. - (Grey)

- (Grey) - (Grey) 3. Repetitive (with in same grade) - (Grey)
4. Repetitive (with in same learning level) - (Grey)

S#	Domains/Competency	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-09-A1-01	Explore simple to complex ideas and issues in a two to three-act play	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
2					SLO: E-09-A1-02	Respond to text through discussion, short stories and plays	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
3			Comprehend, and respond to a variety of spoken discourse.		SLO: E-09-A2-01	Demonstrate attentive listening skills to repond orally with standard pronunciation n	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
4					SLO: E-09-A2-02	Ask and answer questions of personal relevance, information and a variety of communicative purposes	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
5					SLO: E-09-A2-03	Use rhetorical questions for a range of audiences	Analyse	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
6					SLO: E-09-A2-04	Perform a drama/ role play/ play script	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
7					SLO: E-09-A3-01	Speak confidently and fluently in a wide range of contexts, for example, (conflict resoultion, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.)	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
8					SLO: E-09-A3-02	Engage effectively in a wide range of collaborative discussions (onne-o-one, inn groups, and teacher-led) with diverse partners	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
9					SLO: E-09-A4-01	Engage in extended discussions	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
10	В-	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-09-B1-01	Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and non-fictional texts.	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-09-B1-02	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author say this right now? WHy did the author choose this word? HOw is this different from what I read somewhere else?)	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- 09-B2-01	Discuss how author's use language, including figurative language, considering the impact on the reader.	Understand	
13					SLO: E- 09-B2-02	Analyse that text comprises a group of paragraphs that develop the main idea addressed by the author throughout the text.	Apply	
14 15		<u> </u>			SLO: E- 09-B2-03 SLO: E- 09-B2-04	Make recommendations and develop an interest in fiction and poetry. Analyse organisational patterns in a text	Understand	
	В3	<u>+</u> ,	Examine a variety of text types	Reading for Meaning	SLO: E- 09-B2-04 [SLO: E-09-B3-01]	Provide an objective summary of fiction and poetry texts.	Understand Understand	
17					[SLO: E-09-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.	Apply	
18	<u> </u>		(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and					
19	-	 	autobiographies		[SLO: E-09-B3-03]	Explain whether predictions about the content of a text are acceptable or should be modified and why Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized	It-d	
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		[SLO: E-09-B3-04]	statements from evidence-based information with specific reference to informational texts. Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and	Understand Apply	
21			curifying, summarizing, reasoning and inference).		[SLO: E-09-B3-05]	intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. Examine how an author develops and contrasts the points of view of different characters or narrators in a text. Critique the plot	Analyse	
<u> </u>	L		1	<u> </u>	[SLO: E-09-B3-06]	development with respect to different aspects of the story.		

						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.		
22							Hadan ()	
22						Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)	Understand	
					[SLO: E-09-B3-07]	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.		
23					[SLO: E-09-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	
24					[SLO: E-09-B3-10]	Give an informed personal and analytical response to a descriptive and informative text.	Analyse	
25					[SLO: E-09-B3-11]		Understand	
						Reading to analyse descriptive/argumentative essays. Examine different points of view (e.g., first-person, third-person narrative)		
20					[SLO: E-09-B3-11]	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	
]	Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional		
2.						devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.	Understand	
1						a. contextual information b. writer's viewpoint	Chacistana	
<u> </u>					[SLO: E-09-B3-12]	c. implied information		
28					[SLO: E-09-B3-13]	Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Analyse	
25					[SLO: E-09-B3-14]	Analyze 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	
					[220, 2 0, D3-14]	story in print and multimedia), determining which details are emphasized in each type. 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)		
31						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)		
					[SLO: E-09-B3-15]	i. Expositions (e.g., reviews, arguments)		
31					[SLO: E-09-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		Use vocabulary accurately and						
		appropriately as well as understand how	Apply a range of strategies and resources to			Clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content,		
33	C1	speakers/writers put words together and use vocabulary to communicate meaning in	use vocabulary accurately and develop knowledge of linguistic conventions in reading,			choosing flexibly from a range of strategies.		
34		familiar and unfamiliar settings.	writing and spoken language.		SLO: E-09-C1-01] SLO: E-09-C1-02]	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Apply	
35					SLO: E-09-C1-021 SLO: E-09-C1-03]	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Apply Apply	
36					SLO: E-09-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.	Apply	
37					SLO: E-09-C1-05]	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when	Apply	
38					SLO: E-09-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.	Apply	
		Understand and use punctuation, syntax,	Use noun/adjectival/adverbial phrases and					
39	C2	grammatical functions, rules and applications	clauses in the immediate environment along with pronouns, prepositional phrases, verbs				Apply	
		spoken and written communication.	and conjunctions.		SLO: E-09-C2-01]	Demonstrate knowledge of different types of pronouns in oral and written communication in varying degrees of complexity.		
40					SLO: E-09-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.	Apply	
41					SLO: E-09-C2-03]	Identify and use compound prepositions and prepositional phrases in writing	Understand	
						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.	** .	
42					SLO: E-09-C2-04]		Understand	
						Recognize and use correlative conjunctions including pairs such as "both/and," either/or," neither/nor," not/but" and " not only/but also."		
			ı			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in		
	en.					different varieties of texts. Observe hyphenation conventions.	A 1	
43	СЗ					Spell correctly.	Apply	
			Use punctuation with reasonable accuracy.		SLO: E-09-C3-01]	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		
			Use concepts of time and tense in speech and writing; recognise different sentence patterns			Use all types of tenses correctly in speech and writing.		
44	C4		and structures; follow rules of subject-verb agreement, apply the concept and functions of			Use gerunds and participles.	Apply	
			voice and speech in reading and writing.		[SLO: E-09-C4-01]	Use the aspect of time correctly in speech and writing.		
45	C5				SLO: E-09-C5-01] SLO: E-09-C5-02]	Differentiate between a variety of phrases and clauses. Construct sentences using the sentence patterns and structures learnt in earlier classes.	Apply Apply	
47					SLO: E-09-C5-03]	Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct	Apply	
45						punctuation in varying degrees of complexity. Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions	Understand	
40		Create grade-level pieces of writing which are			SLO: E-09-C5-04]	and advice) in speech and writing.	Unicestand	
		focused, purposeful and show an insight into	Write legibly, consistently and with correct formation; apply word analysis, following					
49	D1	the writing process; expressing increased fluency, coherence and cohesion, correct	rules of grammar, stages of writing skills	Writing Readiness and Fluency				
		grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of	and structure to write coherently and cohesively.					
	1	purposes.	1	1	SLO: E-09-D1-01]	Apply editing and proofreading skills to a range of different texts and contexts		
50					SLO: E-09-D1-02]	Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.		

5	1 D2			Writing for Understanding		Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a		
	_				SLO: E-09-D2-01]	variety of graphic organizers, freewriting, and note-taking.		
5	2					Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use	Apply	
	-				SLO: E-09-D2-021	vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.	***	
5.	3				SLO: E-09-D2-031	Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.		
	_				3LO. E-09-D2-031	Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the		
-	4					main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences		
	•				SLO: E-09-D2-041	to develop the flow of thought.		
			Write compositions on various text types -					
			descriptive, narrative, expository,					
_	- na		persuasive/argumentative, formal and informal					
5.	5 D3	Apply skills and strategies for idea generation,	letters, summaries, stories, poems, and					
			dialogues; that are clear, coherent, cohesive					
		for a variety of writing purposes and text types.	and of creative value.		SLO: E-09-D3-01]	Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.		
5	6					Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-	Apply	
					SLO: E-09-D3-02]	structured event sequences.	Арріу	
5	7					Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through	Apply	
_					SLO: E-09-D3-03]	the effective selection, organization, and analysis of content.	- 41-7	
5	8				SLO: E-09-D3-04]	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Analyse	
						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		
5	9					first draft.	Apply	
					SLO: E-09-D3-05]			
6	0				SLO: E-09-D3-06]	Write formal letters to people in extended academic and professional environments for various purposes.	Apply	
						Conduct short as well as more sustained academic assignments to answer a question (including a self-generated question) or		
6	1					solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating		
					SLO: E-09-D3-07]	understanding of the subject under investigation.		
62						Examine the mechanics of developing a book review report		
					SLO: E-09-D3-08]	Write a book review report		
63					SLO: E-09-D3-091	Develop precis writing skills. Write precis effectively.	Analyse	
64	+				SLO: E-09-D3-091 SLO: E-09-D3-10]	Write precis effectively. Use paraphrasing skills to paraphrase a poem.	Apply	
65	-				SLO: E-09-D3-101 SLO: E-09-D3-111	Use summary skills to write an objective summary of the given text and poems.	Apply	
66	+				SLO: E-09-D3-11] SLO: E-09-D3-12]	Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.	Apply	
00	+				SLU: E-09-D3-12]	write multiple paragraphs or free writing for memcy, creativity, or anistorming or pleasure.		
-	+							
	- 1							