Supporting the Interpretation of the Prioritized Learning from MEQ
Secondary

http://www.education.gouv.qc.ca/en/teachers/learning-to-be-prioritized/

Guidelines for Using These Documents

These documents are designed to offer support in interpreting the Prioritized Learning provided by the MEQ. Consultants have curated the highlighted elements of these documents. This resource does not replace the Prioritized Learning; rather, it serves to focus in on foundational skills and offers concrete suggestions for how one might collect this data and assess the evidence. The use of these documents is optional; they are not prescriptive, nor are they the "be all and end all".

Keep in mind:

* These are Cycle documents, therefore if a student has not achieved a target in the first year of the Cycle, then it carries over into year two as a goal.
* This is not intended to replace any plans that you may already have in place at your school, e.g. curriculum mapping, vertical planning, etc.
* Some targets/goals have been rephrased for clarification purposes
* In the case of Talk, the *Progression of Learning* offers very little. We have taken some guidelines from the MEQ Program in order to provide a concrete foundation for making judgments on student achievement.
* Ongoing assessment and evaluation of the student's development is based on a collection of representations over time rather than on one or two pieces of information. (QEP)

You might use these documents to:

1) Identify goals/learning targets for your students based on the data you already have, e.g. formative assessments, recent report card, etc.
2) Verify that your priorities support the vertical plan at your school.

Ask yourself: Do you feel there are gaps?

Reminder: Backwards design is a useful strategy. For example, you might begin by looking at the assessment tools linked to each document to assist you in identifying targets.

Should you find that you need support beyond the suggestions in these documents, please do not hesitate to reach out to your consultant.

Secondary Cycle One

Created by a subcommittee of DEEN's Languages Network in response to the Prioritized Learning provided by the MEQ, summer 2021, working document

Talk - Secondary Cycle One

- **Selecting from a repertoire of strategies to support and extend communication and collaboration, such as listening critically and calling on prior knowledge**
- **Engaging in collaborative inquiry through talk, problem solving and action research to explore issues of personal and social interest**
- **Producing spoken texts for a familiar audience to communicate information, experiences and personal responses**

Possible Ways to Collect Evidence:
While presentations and recitations have a place in establishing certain aspects of talk such as voice, etc., it is essential to include exploratory and academic talk:
- Whole or small group discussion (live or recorded)
- Collaborative learning activities (e.g. Socratic Circles, jigsaw, etc.)
- Digital discussions (e.g. video, chat, etc.)
- Individual talk productions (e.g. speech, presentation, spoken word, etc.)
- Tuning into observable behaviours: Checklist for Talk Observations.pdf
- **For other ideas visit the MEQ's Literacy Today Site: Talk Strategies**

Possible ways to weigh the evidence:

- MEQ Secondary Talk Rubric
- MEQ Secondary Scales of Competency for Talk - Cycle One
- MEQ Talk to Learn Profiles
- The Inclusive Schools Network's Oral Communication (Talk) - Teaching with Purpose

What success looks like: (Scales of Competency Cycle One)
Thorough competency development:
Uses appropriate language to communicate meaning to a specific audience and asks focused questions to enhance learning. Organizes material effectively and uses talk to clearly express a specific viewpoint. Detects instances of bias in spoken text. Collaborates verbally: shares viewpoint within a group, seeks verbal feedback during discussions, inquires in order to understand and modifies perspective in light of discussion. Assumes roles and responsibilities when working in groups. Discusses own performance when reflecting on learning.

*The Scales of Competency is a non-prescriptive MEQ document.

- **Reading, viewing and listening to the prioritized genres:**
  - **Planning texts ⇢ Reflective texts ⇢ Narrative texts**
- **Considering the social functions of texts and the context in which they were produced, as well as their own reading context, to determine appropriate reading stance**
- **Adjusting reading stance and strategies to determine possible meaning(s) or message(s) in texts**
- **Using cues conveyed by the structures, features, codes and conventions of texts to determine possible meaning(s) or message(s)**
- **Citing evidence from texts to substantiate own ideas, statements, questions and opinions**
- **Talking about (discussing) their responses to negotiate meaning of texts**

Possible ways to collect evidence:

- Written text and multi-modal texts (e.g. response, storyboards, one pagers, quickwrites, etc.)
- An audio/video recording (e.g. Flipgrid, Screencast, reaction videos, etc.)
- A reader's journal (e.g. digital reader notebook)
- A teacher-student conference (e.g. interview)
- A small group conversation - recorded or otherwise (e.g. peer to peer using collaborative note-taking or anecdotal observation/ recordings, MEQ Literacy Today Section: Literature Circles)
- A whole group discussion
- **For other ideas visit the MEQ Literacy Today Website: Reading Section**

Possible ways to weigh the evidence:

- MEQ Reader Response Rubric
- MEQ Secondary Scales of Competency for Reading - Cycle One
- MEQ Reader Response Learning Continuum

What success looks like: (Scales of Competency Cycle One)
Thorough competency development:
Discusses structures, codes and conventions in familiar texts. Detects inferred messages and explains and clarifies meanings through discussion in class. Recognizes obvious bias in familiar texts. Supports ideas through specific quotations from the text when responding, and expresses meaningful connections between own experiences and text. Uses reliable strategies and the help of peers when working with different text types. Discusses preferences as a reader and is willing to try texts recommended by others.

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Production - Secondary Cycle One

- **Consolidating knowledge of prioritized genres:**
    - **Planning texts ⇢ Reflective texts ⇢ Narrative texts (for a familiar audience)**
- **Selecting genres with awareness of context, purpose, meaning(s)/message(s) and intended audience**
- **Applying the writing/production process for the prioritized genres**
    - **Planning texts ⇢ Reflective texts ⇢ Narrative texts i.e. planning, drafting, conferring, revising, editing (final draft if necessary)**
- **Revising drafts critically, considering peer/teacher feedback and making relevant adjustments to enhance clarity and meaning/message**
- **Editing for errors in language (i.e. spelling, usage conventions, grammar and syntax)**

Possible ways to collect evidence:

- Varied written texts (e.g. planning tools, drafts, and published pieces)
- An audio/video recorded reading of written work (e.g. Flipgrid, Screencast, Apple Clips, etc.)
- A writer's notebook, digital or paper (e.g. digital notebook)
- Portfolio, digital or paper (e.g. website, blog, etc.)
- Writing conference (e.g. peer feedback, teacher-student conference, etc.)
- Shared writing experiences (e.g. collaborative documents, collaborative online whiteboards, etc.)
- **For other ideas visit: [MEQ Literacy Today Production/Writing Section](#)**
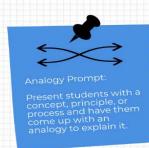
Possible ways to weigh the evidence:
- [MEQ Cycle One Narrative Writing Rubric](#)
- [MEQ Profiles for Scoring Language Conventions](#)
- [MEQ Secondary Scales of Competency for Production - Cycle One](#)
- The Inclusive Schools Network's [Writing Continuum](#)

What success looks like: ([Scales of Compotency Cycle One](#))
Thorough competency development:
Recognizes and utilizes codes and conventions of different text types when writing for different audiences. Demonstrates and justifies own viewpoint while considering those of others. Consults a variety of appropriate sources to support the writing process and the revision of ideas and texts. Collaborates at all stages of the writing process. Incorporates helpful feedback when revising. Discusses own development as a writer.
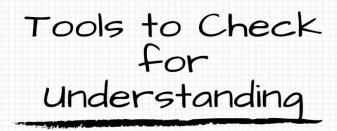
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Tools to Check for Understanding

Analogy Prompt:

Present students with a concept, principle, or process and have them come up with an analogy to explain it.

Hand Signals:

Ask students to display a designated hand signal to indicate understanding. Example: thumb up/down

Concept Map:

Use a graphic organizer to make connections between concepts by diagramming key words that represent those concepts.

Misconception Check:

Ask students to agree or disagree and explain their thinking about common misconceptions and ideas around a specific concept.

Observation:

Circulate in the classroom and check in with and observe students as they work. Use checklists and anecdotal notes.

Self-Assessment:

Have students collect information about their own learning, analyze what it reveals about their progress and plan their next steps.

Inside Outside Circle:

Organize students into concentric circles that face each other. Each pair of facing students quiz one another using prepared questions. The outside circle moves to create new pairs. Repeat.

Quickwrite:

Share an excerpt from a text (ie, a line of poetry, a quotation, etc.) for students to write about for three minutes continuously.

ABC Summaries:

Assign each student a letter of the alphabet. Ask them to select a word that starts with that letter and that is related to the topic being studied.

Exit Card:

Have students respond to questions at the conclusion of a class or learning activity. Use the responses to plan next steps.

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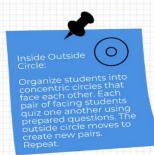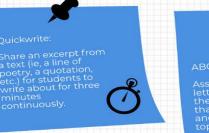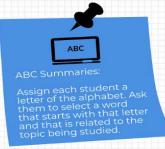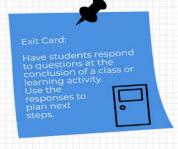
Secondary Cycle Two

Created by a subcommittee of DEEN's Languages Network in response to the Prioritized Learning provided by the MEQ, summer 2021, working document

- **Engaging in collaborative inquiry through talk, and participating in problem solving, action research and activities to explore cultural and political worlds including issues that present more intellectual challenges**
- **Contributing to discussions in an increasingly confident and autonomous manner (i.e. negotiating, raising questions, articulating thoughts and making critical judgments in their own voice)**
- **Producing spoken texts for an increasingly unfamiliar audience to communicate information, experiences and personal responses**
- **Adapting aspects of spoken and non-verbal language to context, purpose, intended audience (i.e. register, stylistic features and other rhetorical strategies)**

Possible Ways to Collect Evidence:
While presentations and recitations have a place in establishing certain aspects of talk such as voice, etc., it is essential to include exploratory and academic talk:
- Whole or small group discussion (live or recorded)
- Collaborative learning activities (e.g. Socratic Circles, jigsaw, etc.)
- Collaborative inquiry (e.g. Ethnography, Action Research, etc.)
- Digital discussions (e.g. video, chat, etc.)
- Individual talk productions (e.g. speech, presentation, spoken word, etc.)
- Tuning into observable behaviours: Checklist for Talk Observations.pdf
- **For other ideas visit the MEQ's Literacy Today Site: Talk Strategies**

Possible ways to weigh the evidence:

- MEQ Secondary Talk Rubric
- MEQ Secondary Scales of Competency for Talk - Cycle Two
- The Inclusive Schools Network's Oral Communication (Talk) - Teaching with Purpose

What success looks like: (Scales of Competency Cycle Two)
Thorough competency development:
Uses appropriate vocabulary to communicate meaning to a specific audience. Asks focused questions to enhance learning. Uses talk to express and defend a specific point of view. Organizes material to effectively communicate a spoken message. Focuses talk to address a specific inquiry or problem when working in groups. Detects instances of bias in spoken text. Applies communication and language conventions in conjunction with audience and purpose. Negotiates and constructs meaning through talk. Defends own perspective and/or production processes with evidence. Collaborates verbally and assumes roles and responsibilities when working in groups. Discusses own learning based on personal goals. Offers and uses feedback to encourage and extend personal and group thinking.

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- **Reading, viewing and listening to the prioritized genres:**
  - **Explanatory Texts ⇢ Reports ⇢ Expository Texts**
- **Establishing interrelationships between the structures and features of the genre, the context in which the text is produced, and the impact of the text on self as reader**
- **Locating evidence in the text of how an author creates a relationship between the text and its reader**
- **Talking about (discussing) their responses with increased clarity and confidence**
- **Producing a coherent initial response to a text**
- **Keeping track of changes in own initial response while working toward a more considered interpretation of the text**
- **Drawing inferences, generalizations and conclusions based on evidence in the text**

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Possible ways to collect evidence:
- Written text and multi-modal texts (e.g. response, storyboards, one pagers, quickwrites, etc.)
- An audio/video recording (e.g. Flipgrid, Screencast, reaction videos, etc.)
- A reader's journal (e.g. digital reader notebook)
- A teacher-student conference (e.g. interview)
- A small group conversation - recorded or otherwise (e.g. peer to peer using collaborative note-taking or anecdotal observation/ recordings, MEQ Literacy Today Section: Literature Circles)
- A whole group discussion
- **For other ideas visit the MEQ Literacy Today Website: Reading Section**

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Possible ways to weigh the evidence:
- MEQ Reader Response Rubric
- MEQ Secondary Scales of Competency for Reading - Cycle Two
- MEQ Reader Response Learning Continuum

What success looks like: (Scales of Competency Cycle Two)
Thorough competency development:
Interprets meanings embedded in text. Elaborates meaning with textual details. Compares texts and synthesizes related ideas to extend understanding and interpretation. Supports ideas through specific quotations from the text when responding. Expresses meaningful connections between own experience and text. Detects instances of author's bias and stereotyping in texts. Communicates understanding of processes and strategies of own reading development. Considers feedback when setting goals and choosing texts.

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- **Consolidating knowledge of prioritized genres:**
  - **Explanatory Texts⇢ Reports⇢ Expository Texts for an increasingly unfamiliar audience**
- **Using appropriate organizational devices with an awareness of context, purpose, intended audience and meaning(s)/message(s)**
- **Revising and editing drafts critically, using precise details and information, structures, features, codes and conventions of the text and stylistic conventions for specific effect**
- **Consolidating the writing/production process for the prioritized genres:**
  - **Explanatory Texts⇢ Reports⇢ Expository Texts**

Possible ways to collect evidence:

- Varied written texts (e.g. planning tools, drafts, and published pieces)
- An audio/video recorded reading of written work (e.g. Flipgrid, Screencast, Apple Clips, etc.)
- A writer's notebook, digital or paper (e.g. digital notebook)
- Portfolio, digital or paper (e.g. website, blog, etc.)
- Writing conference (e.g. peer feedback, teacher-student conference, etc.)
- Shared writing experiences (e.g. collaborative documents, collaborative online whiteboards, etc.)
- **For other ideas visit: MEQ Literacy Today Production/Writing Section**

Possible ways to weigh the evidence:
- MEQ Production Rubric (Article)
- MEQ Production Rubric (Opinion)
- MEQ Production Rubric (Commentary or Position Paper)
- MEQ Rubric for Scoring Language Conventions
- MEQ Secondary Scales of Competency for Production - Cycle Two
- The Inclusive Schools Network's Writing Continuum

What success looks like: (Scales of Competency Cycle Two)
Thorough competency development:
Uses specific characteristics of target audience, such as age, interests and knowledge to craft a production. Uses suitable codes and conventions of form for different written and media texts that clearly meet the intended purpose. Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. Respects language conventions and media conventions to develop a quality production. Consults a variety of appropriate sources to support production process and revision. Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. Evaluates own work with reference to criteria stipulated, such as the use of rubrics. Explains own use of strategies when producing written and media texts.

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