ENGLISH 11 – FINAL EXAM Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This exam has THREE parts. You have several days to complete this exam. It may be completed in advance.

**PART A:\_ Article Annotation and Information Circle.**

**June 19th – ½ class to work on Annotation**

**June 20th – 8:46-9:10 – Information Circle Discussion of your Article.**

June 19th - You have 30 minutes to read and annotate, then 10 minutes to write up questions, comments or a preparation sheet for your information circle

*-Students would submit their annotations (12 marks)*

*-Students would receive a lit circle grade (6 Marks) – Rubric we’ve used throughout the year*

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**PART B. Written Reflection On Learning (Can be done at home and in class at specific times):**

June 14th – 30 Minutes of time. Then you have the weekend to add to your assignment.

June 17th - Due

Students will reflect on their learning journey throughout the entire course and on their journey in the passion project. Please respond to ALL three questions below on the page or on a separate lined paper if you prefer. This response will be graded on the six-point English scale. Please ensure that you use **specific and detailed responses**. Quotes, details, specifics, depth of discussion and level of insight are necessary to achieve a high-level grade. /36



**PART C. Passion Project Science Fair**

-June 20th (TIME 9:20am-9:50) ½ of the class stand by their projects and present to those that come to them. This is an informal chance to hear about what students have learned.

-9:50-10:10 – Food Break and “Appreciations Activity” – Students will provide appreciations for presenters.

-10:10-10:40 – Second ½ of class stands at their projects. Please engage in a thoughtful discussion and ask great questions.

-10:40-11:00 – Food Break and Appreciations

- Students will be evaluated using the MYP rubrics CRITERION A and CRITERION C

Criterion A (Knowing/Understanding) /16

Criterion C (Communicating) /16

1. Using specific examples, in proper English, what did you learn about yourself this year in English 11 during the Passion Project? (You may wish to discuss personal growth, academic growth, skills/abilities or academic abilities, your ability to manage time, yourself as a learner, etc) /12

2. Which areas have you grown and improved in throughout the year? Which areas do you need to work on in English? (Give specific examples of skills / learning / accomplishments / areas for improvement. Refer to specific assignments, activities, skills.)

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3. How will you act/think differently after taking this course? Use examples of discussions, experiences, the units of study, activities, classroom structures, the works we’ve read / viewed / studied, the projects we’ve done. Once again, use specific references to works/discussions/units of study, etc.)

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**Passion Project Rubrics**

**Criterion A: Knowing & Understanding**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. uses limited relevant terminology, 2. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. uses some terminology accurately and appropriately, 2. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. uses a range of terminology accurately and appropriately, 2. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. consistently uses a wide range of terminology effectively, 2. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion C: Communicating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. | **Add your own expectations here!** |
| 1-2 | The student:   1. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, 2. structures information and ideas according to the specified format in a limited way, 3. documents sources of information in a limited way. |  |
| 3-4 | The student:   1. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, 2. structures information and ideas in a way that is somewhat appropriate to the specified format, 3. sometimes documents sources of information using a recognized convention. |  |
| 5-6 | The student:   1. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, 2. structures information and ideas in a way that is mostly appropriate to the specified format, 3. often documents sources of information using a recognized convention. |  |
| 7-8 | The student:   1. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, 2. structures information and ideas in a way that is completely appropriate to the specified format, 3. consistently documents sources of information using a recognized convention. |  |