

Grade 12 Planning Organizer

		0 = No Evidence 1 = Minimal Evidence 2 = Developing 3 = Proficient 4 = Exemplary	Teacher Note
		DEFINING: The student formulates a question, analyzes, and clarifies the requirements of the problem / task.	
		DEFINING. Through planned learning activities the student:	
X		refines requirements of task	
		selects from a range of topics	
		draws on prior knowledge to brainstorm and cluster ideas	
		identifies and interprets key words in task	
X		develops focus questions and responds to a task which may require identification of trends, analysis, critical evaluation, survey, cause and effect	
X		devises a time-management strategy to meet given deadlines	
		selects an appropriate strategy to record heading and subheadings	
		makes predictions about likely sources of information	
		refines research questions	
X		uses reference sources to explore a topic and identify issues and subtopics	
X		re-defines problem when alternative solutions are exhausted	
		negotiates and justifies alternative tasks as appropriate	
X		formulates a hypothesis	

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	LOCATING: The student identifies, locates, and accesses text and non-text resources appropriate to the problem / task.	
	LOCATING. Through planned learning activities the student:	
X	accesses all types of text and information technologies	
X	understands organization of resources in school and local libraries	
X	surveys all aspects of a resource and recognizing the significance of cross-references and subtopics	
X	searches appropriate databases within the school and wider community	
X	uses advanced search techniques to refine search results	
X	selectively prints information from electronic sources	
X	uses electronic resources to locate current information	
	accesses community and government information sources	
X	recognizes when topic required current information	
X	recognizes when resources represent different perspectives	
	identifies and locates information from both primary and secondary sources	
X	recognizes difference in purpose of magazines, newspapers, pamphlets	
	uses special print and non-print reference resources	

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	SELECTING / ANALYSING: The students analyzes, selects, and rejects information from the located resources appropriate to the problem/ task.	
	SELECTING/ANALYZING. Through planned learning activities the student:	
X	interprets, compares and selects information after:	
X	evaluating information for accuracy, bias and omission	
X	evaluating an argument for logic	
X	examining reasons for contradictions or seeming contradictions in evidence	
X	records information by:	
X	devising note-making strategies to ensure information is collected consistently and accurately	
X	modifying note-making formats as appropriate to the task and information source	
X	records bibliographic source and completes correct textual citations of information using District 88 approved style manual	
X	understands and complies with copyright laws	
	Views and downloads files from Internet sites	
	analyzes statistical data	
	uses a variety of primary and secondary sources	
X	using prior knowledge, proposes problem-solving strategies for real-life situations	

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	ORGANIZING / SYNTHASIZING: The student analyzes, organizes, and synthesizes gathered information to make generalizations, build arguments, and apply problem-solving strategies.	
	ORGANIZING/SYNTHESIZING. Through planned learning activities the student:	
	tests hypotheses statistically	
X	combines selected information connecting similar ideas	
X	synthesizes information, makes generalizations, builds arguments and applies problem-solving strategies	
X	makes inferences and deductions and critiques solutions	
	verifies results of experiments	
X	categorizes information appropriately	
X	refines use of appropriate writing requirements of project	
X	evaluates different perspectives and formulates own opinion	
X	applies ethical principles to the use of electronic note-taking	
X	uses appropriate note-taking strategies, e.g., written bulleted points, computer-generated note-taking, clipboards, etc.	
X	gathers specific additional information to support a hypothesis, thesis or problem-solving task	
X	refines word processing skills to organize information and create new ideas	

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	CREATING / PRESENTING: The student creates an original, logical and well-organized response to the problem / task and presents the solution to an appropriate audience.	
	CREATING/PRESENTING. Through planned learning activities the student:	
X	creates an original response to a problem or task which:	
X	is analytical and persuasive, elaborating and justifying ideas where appropriate	
X	demonstrates objectivity and consideration of more than one viewpoint	
X	sustains subject-specific vocabulary throughout the task	
X	creates oral reports, graphic, pictorial and dramatic presentations	
	refines desktop publishing skills	
	creates multimedia presentations	
	uses special software appropriate to the task	
	designs Web pages	
	creates original spreadsheets, databases	
	generates electronic charts, tables and graphs	
X	presents information, selecting a form and organizing framework which demonstrates control over a variety of text structures	

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		EVALUATING: The student critically evaluates the effectiveness of his/her ability to complete the requirements of the task, reflect on new learnings.	
		EVALUATING. Through analysis of outcomes-based criteria the student:	
X		identifies skills that require practice and refinement and reflect on new learnings	
X		responds to assessment by teachers	
X		accepts feedback from peers and appropriate others	
X		analyzes audience response to presentation	
X		uses a variety of evaluative strategies with guidance to assess and determine future learning pathways, e.g., learning logs, reflective journals	
X		Evaluates his/her understanding and implementation of the project requirements	
X		acknowledges personal and group achievements	