

GRADUATION LITERACY ASSESSMENT 12

Grade 12 – November 1st and 2nd 2023



LITERACY IS...

The ability to:

critically analyze and **make meaning** from
diverse texts

and

communicate and **express oneself** in a
variety of modes and for a **variety of**
purposes in relevant contexts

LITERACY ASSESSMENT: **WHY?**

- To assess your level of literacy as a part of your **graduation program**
- To give you and your teachers **information** about your learning
- To help the **school, district, and province** understand how students are doing
- To meet your **grad requirements**
- To meet some **post-secondary requirements**
 - **All post-secondary institutions require you to complete the GLA. Some institutions have specific requirements (ie. UBC – Proficient)**

LITERACY ASSESSMENT: **HOW?**

- November 1st OR 2nd
- Up to 3 hours — 8:30–10:30 + 1 additional hour if necessary
- Up to 3 hours — 12:30–2:30 + 1 additional hour if necessary
- Computer-based
- Made up of:
 - Reading
 - Selected response
 - Extended response



- **Essential Question**

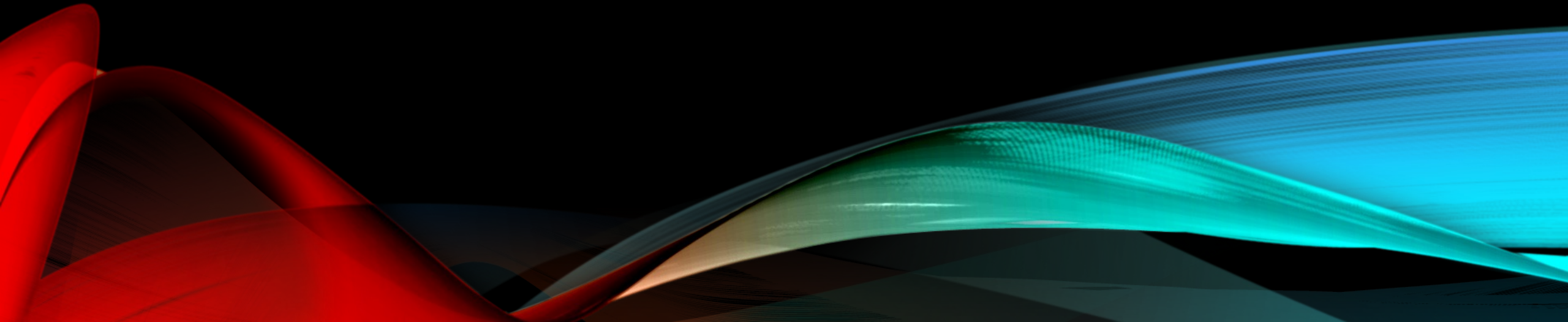
- **Part A**

- Thinking Critically About the Texts
- *Analyze texts and demonstrate critical and reflective thinking*

- **Part B – Two Choices for Writing Pathway**

- Going Beyond the Texts
- *Analyze texts and communicate personal connections to the essential question.*

WHAT IS A TEXT?



FORGET COLUMBUS

by Thomas King

WHEN I ANNOUNCED TO my family that I was going to tell them that **Indians** in North America, Helen said, "Just don't start with Columbus. It's not good advice. And I always give it my full consideration."

In October of 1492, Christopher Columbus came ashore somewhere in the Caribbean, a part of world geography with which Europeans were not familiar. As a consequence, he was given credit for discovering all of the Americas. You might argue that Columbus didn't discover anything, that he simply ran aground on an unexpected land mass, stumbled across a babel of languages, and gets the credit. And why not? It is, after all, one of history's jobs to credit the discoverer. If hadn't picked up the award, it would have been given to someone else.

The award could have gone to the Norse. They arrived on the eastern coast of North America before Columbus. There is even evidence to suggest that Asians had been sailing to the Americas as well.

But let's face it, Columbus sailing the ocean blue is the better story. It's the ships, none of them in showroom condition, bobbing their way across the ocean, the good captain keeping two journals so that his crew wouldn't get lost, the wet and sweaty, flag in hand, a letter of introduction to the Emperor of Spain from the King and Queen of Spain tucked in his tunic.

A Kodak moment. And let's not forget all the sunny weather, the sandy beaches, the friendly **Natives**.

* * *

In 1492, Columbus sailed the ocean blue. On second thought, let's not start with Columbus. Helen was right. We know, now that I say it out loud, I even like the sound of it. Forget Columbus. Give it a try. Forget Columbus.

Excerpt from *The Inconvenient Indian: A Curious Case*

SHAPE OF THE WORLD

Have you ever been surprised that accurate maps precede planes and satellites? Accurate world maps come about earlier than many think, yet they were a long, long way coming.

150 AD

Claudius Ptolemy, Alexandria, Egypt
The first to use positions of latitude and longitude based on astronomical observations, Ptolemy's book "Geographia" listed the positions of 6,345 sites and probably also included maps.

Lost for centuries, but rediscovered and reconstructed from the list of coordinates in the 14th Century, we don't know the exact extent of the original maps.

1050

Unknown monk, Saint-Sever Monastery, France
A classic Medieval "T-O" map, this depicts Asia (right half), Europe (upper left) and Africa (lower left). Its main objective, however, was not to explain the world but the Bible. More prominently than continents, it features Jerusalem and Calvary (center), the biblical lands, the Red Sea, Sinai, the Garden of Eden and Paradise.

Originally oriented with east up, Eden was at top center, closest to the Heavens.

1375









Abraham Cresques, Majorca, Spain
This early chart was based on ships' logs, and is very accurate where distances and directions were well known. For areas outside the Mediterranean, the Black Sea and parts of the North Atlantic, however, it relies on hearsay and guesswork like earlier maps.

1489

Henricus Martellus, Florence, Italy
A milestone in depicting the Old World, Martellus' map used sources like Marco Polo's travels

THE TOP MYTHS ABOUT ADVANCED AI

A captivating conversation is taking place about the future of artificial intelligence and what it will/should mean for humanity. There are fascinating controversies where the world's leading experts disagree, such as: AI's future impact on the job market; if/when human-level AI will be developed; whether this will lead to an intelligence explosion; whether this is something we should welcome or fear. But there are also a lot of boring pseudo-controversies caused by people misunderstanding each other. To help ourselves focus on the interesting controversies and not on the misunderstandings — let's clear up some of the most common ones.

Myth: Superintelligence by 2100 is inevitable		Fact: It may happen in decades, centuries or never. AI experts disagree & we simply don't know
Myth: Superintelligence by 2100 is impossible		Fact: Many top AI researchers are concerned
Myth: Only Luddites worry about AI		Fact: Many top AI researchers are concerned
Mythical worry: AI turning evil		Actual worry: AI turning competent with goals misaligned with ours
Mythical worry: AI turning conscious		Fact: Misaligned intelligence is the main concern; it needs no body, only an internet connection
Myth: Robots are the main concern		Fact: Intelligence enables control: we control tigers by being smarter
Myth: AI can't control humans		Fact: Intelligence enables control: we control tigers by being smarter
Myth: AI will take over		Fact: Intelligence enables control: we control tigers by being smarter

A.I. TIMELINE

1950 TURING TEST
Computer scientist Alan Turing proposes a test for machine intelligence. If a machine can trick humans into thinking it is human, then it has intelligence.

1955 A.I. BORN
Term 'artificial intelligence' is coined by computer scientist, John McCarthy to describe "the science and engineering of making intelligent machines".

1961 UNIMATE
First industrial robot Unimate, goes to work at GM replacing humans on the assembly line.

1966 SHAKEY
The "first electronic person" from Stanford, Shakey is a general-purpose mobile robot that reasons about its own actions.

A.I. WINTER
Many false starts and dead-ends leave A.I. out in the cold.

1997 DEEP BLUE
Deep Blue, a chess-playing computer from IBM defeats world chess champion Garry Kasparov.

1999 AIBO
Sony launches first consumer robot pet dog AIBO (AI robot) with skills and personality that develop over time.

2002 ROOMBA
First mass produced autonomous robotic vacuum cleaner from iRobot learns to navigate and clean homes.

2011 SIRI
Apple integrates Siri, an intelligent virtual assistant that can interface with the iPhone.

2014
ELIZA

A Breakthrough for A.I. Technology: Passing an 8th-Grade Science Test

By Cade Metz
Sept. 4 2019

SAN FRANCISCO — Four years ago, more than 700 computer scientists competed in a contest to build artificial intelligence that could pass an eighth-grade science test. There was \$80,000 in prize money on the line.

They all flunked. Even the most sophisticated system couldn't do better than 60 percent on the test. A.I. couldn't match the language and logic skills that students are expected to have when they enter high school.

But on Wednesday, the Allen Institute for Artificial Intelligence, a prominent lab in Seattle, unveiled a new system that passed the test with room to spare. It correctly answered more than 90 percent of the questions on an eighth-grade science test and more than 80 percent on a 12th-grade exam.

The system, called Aristo, is an indication that in just the past several months researchers have made significant progress in developing A.I. that can understand languages and mimic the logic and decision-making of humans.

The world's top research labs are rapidly improving a machine's ability to understand and respond to natural language. Machines are getting better at analyzing documents, finding information, answering questions and even generating language of their own.

Aristo was built solely for multiple-choice tests. It took standard exams written for students in New York, though the Allen Institute removed all questions that included pictures and diagrams. Answering questions like that would have required additional skills that combine language understanding and logic with so-called computer vision.

Some test questions, like this one from the eighth-grade exam, required little more than

LITERACY ASSESSMENT: **PART A**

Thinking Critically About the Texts

- *Analyze texts and demonstrate critical and reflective thinking*
- Read and analyze a variety of texts
- Answer “selected response” questions
- Complete a graphic organizer
- Complete a written response
 - a well-developed **multi-paragraph composition**

PART A: **WRITTEN RESPONSE**

- Respond critically to this question in a well-developed **multi-paragraph composition**.
- Communicate an **argument that demonstrates your critical thinking skills**.
- Show your understanding of the information you have read in this section of the assessment by using **evidence from the texts**.
- **TIP: Use your answers to the graphic organizer to help you get started.**

Suggested time: 30 minutes

PART B: LITERACY ASSESSMENT

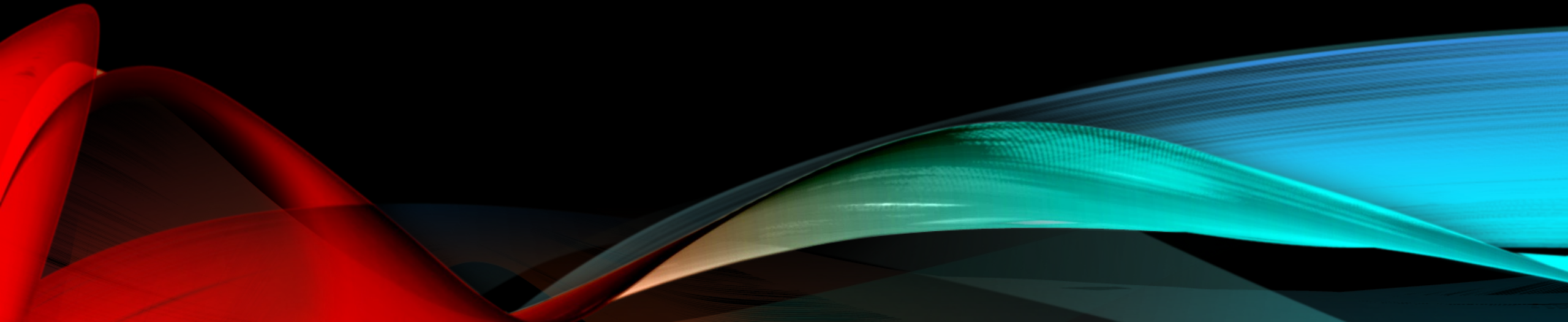
- Going Beyond the Texts
 - *Analyze texts and communicate personal connections to the essential question.*
- Read four related texts
- Answer “selected response” questions
- Complete a written response
 - *Choose ONE of two writing prompts.*
 - a well-developed **multi-paragraph composition**

PART B: **WRITTEN RESPONSE**

- Express your **personal connections to the topic** in a way that demonstrates your **creative, reflective, and/or critical thinking skills**.
- You may respond **creatively or critically**, using any written format.
- Methods of development may include **narration, exposition, persuasion, description** or any combination of these.
- Your response should be **sufficiently detailed** to thoroughly demonstrate your thinking.
 - * You may refer to texts, but it is **not** a requirement.
- **TIP: Focus on explaining your own personal connection and ideas related to the texts.**

Suggested time: 25 minutes

**WHAT HAPPENS ON
NOVEMBER 1ST OR 2ND ?**



Graduation Literacy Assessment

November 2, 2023

Graduation Literacy Assessment 10

Nashlund, Mister

PEN: 123456789

Login Instructions

STEP ONE:

The screenshot shows a login form titled "Student Access: Graduation Assessments". It contains the following fields and instructions:

- School District (Includes Offshore and Yukon):** A dropdown menu with the text "Select your school district". An arrow points to this field with the instruction "1. Choose **Richmond (38)**".
- or, Independent Schools:** A dropdown menu with the text "Select your independent school". An arrow points to this field with the instruction "2. Leave Blank".
- Session Password:** A text input field with the placeholder "Enter password here". An arrow points to this field with the instruction "3. Password will be given".
- PEN:** A text input field with the placeholder "Enter PEN here". An arrow points to this field with the instruction "4. Enter **PEN** (from above)".
- Sign In:** A blue button with the text "Sign In". An arrow points to this button with the instruction "Click Log In".

STEP TWO:

You should see your name. If it is correct, you may continue.

STEP THREE:

Read through **TWO** screens of instructions.

WAIT for instructions before clicking **NEXT** to begin Part A.

Student Access: Graduation Assessments

School District (Includes Offshore and Yukon)

Select your school district 

or, **Independent Schools**

Select your independent school  **LEAVE THIS LINE BLANK**

Session Password

Enter password here

PEN

Enter PEN here

Sign In

Assessment Rules

- The time allotted for this assessment is two hours. You may, however, take up to one hour of additional time.
- A selection of students' written responses may be anonymously used as student exemplars on the Ministry website.

Rules and Instructions

- Assessment Rules
- Navigating the Assessment
- Navigating Results

[Continue to Part A](#)



Grade 12 Literacy Assessment Sample

Rules and Instructions

- Assessment Rules
- Navigating the Assessment

Continue to Part A

Navigating the Assessment

This diagram will explain how to navigate through the assessment, and point out some useful tools available to you.

The screenshot shows the assessment interface with several numbered callouts: 1 points to the 'Assessment overview' sidebar; 2 points to a hyperlink 'What is the Anthropocene and Are We in It?'; 3 points to the 'Close', 'Split Screen', and 'Full Screen' buttons; and 4 points to the 'Flag this question' button. The main content area displays a question about the 'Anthropocene' epoch with a list of four options to select two.

WAIT BEFORE CLICKING NEXT

1 Move between questions and parts.

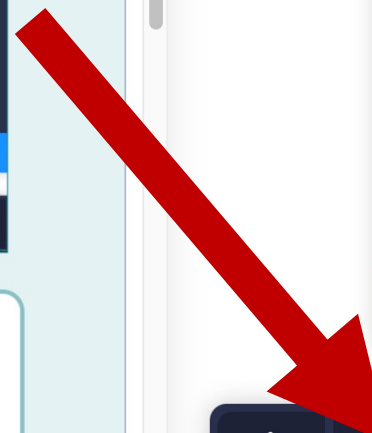
2 See the text for each question in the hyperlink.

3 See the text and question in a Split Screen.

4 Flag this question as a

5 High Contrast

← Prev → Next



PART A

"Thinking Critically About the Texts"

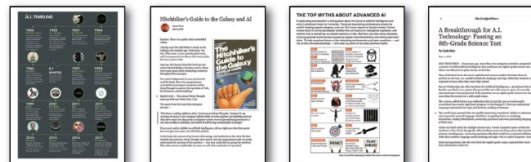
Suggested Time: 65 minutes



Context for Critical Thinking

Artificial Intelligence (AI) has come a long way since the first computers were developed, and technology has already surpassed human ability in many areas. There are self-driving cars and “smart” homes. AI’s algorithms allow it to draw on vast databases of human behaviour so that it can recommend books, music, movies, and apps tailored to specific preferences. AI can even write poems, novels, and symphonies. However, despite these advances, many experts, including Stephen Hawking and Elon Musk, have voiced concerns that missteps with powerful new technologies may have unforeseen consequences.

Do the possible benefits of Artificial Intelligence outweigh the potential risks it poses?



In this section you will:

- read and analyze a variety of texts
- answer selected response questions worth ten points
- complete a graphic organizer
- respond critically to the texts in a multi-paragraph composition

Context Statement

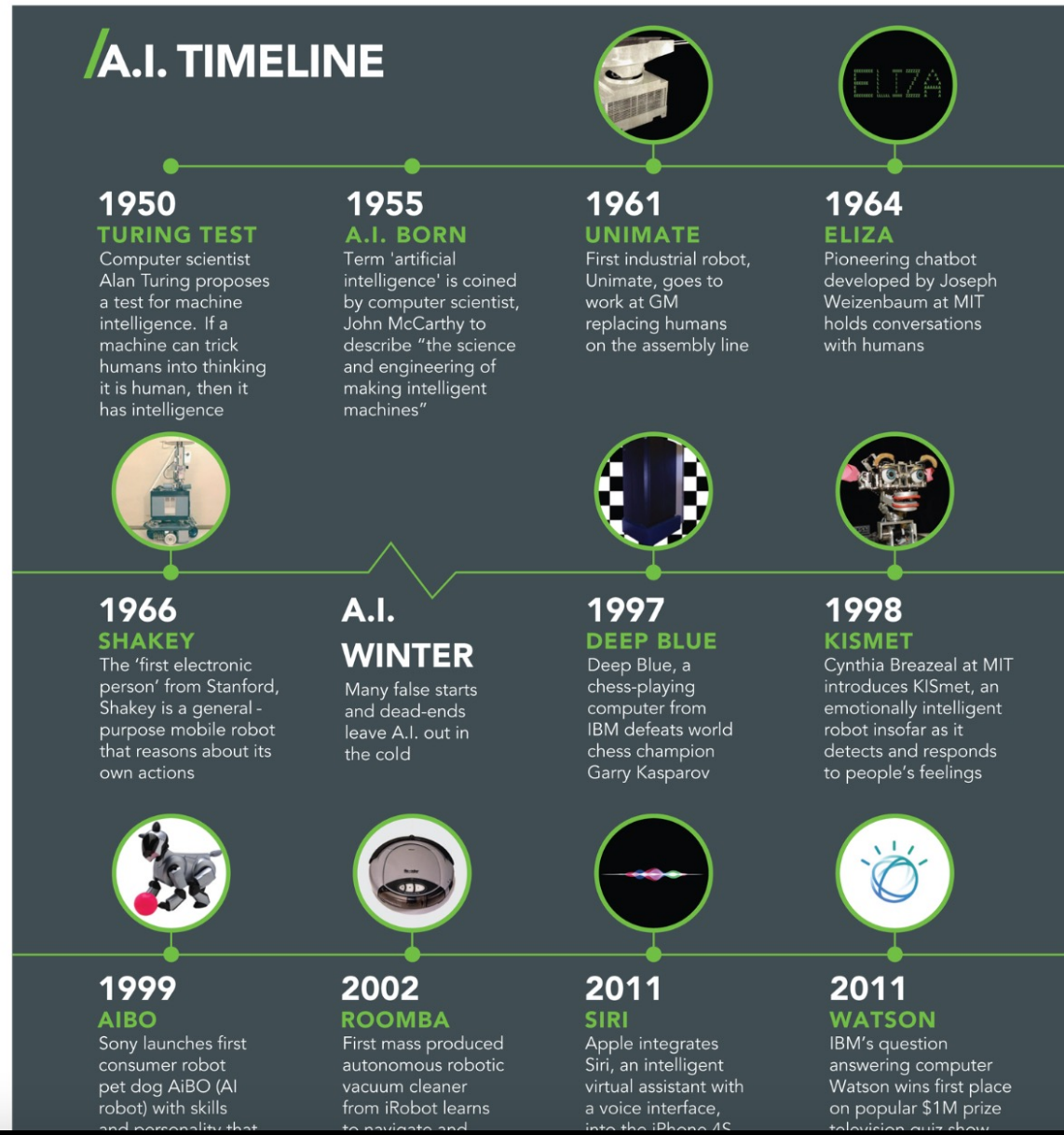


In the following text:



For decades, researchers have sought to develop machines that imitate human behaviours.

Figure 1





Question A-1 (1 point)

[Geological Column](#)

Flag this question

Grade 10 Literacy Assessment Sample

Part A



Analyzing Texts and Communicating Understanding

- Context Statement
- Text
- Question A-1
- Question A-2
- Text
- Question A-3
- Question A-4
- Question A-5
- Question A-6
- Context Statement
- Text

FLAG TO COME BACK TO QUESTION

OPEN THE TEXT ON THE SIDE →

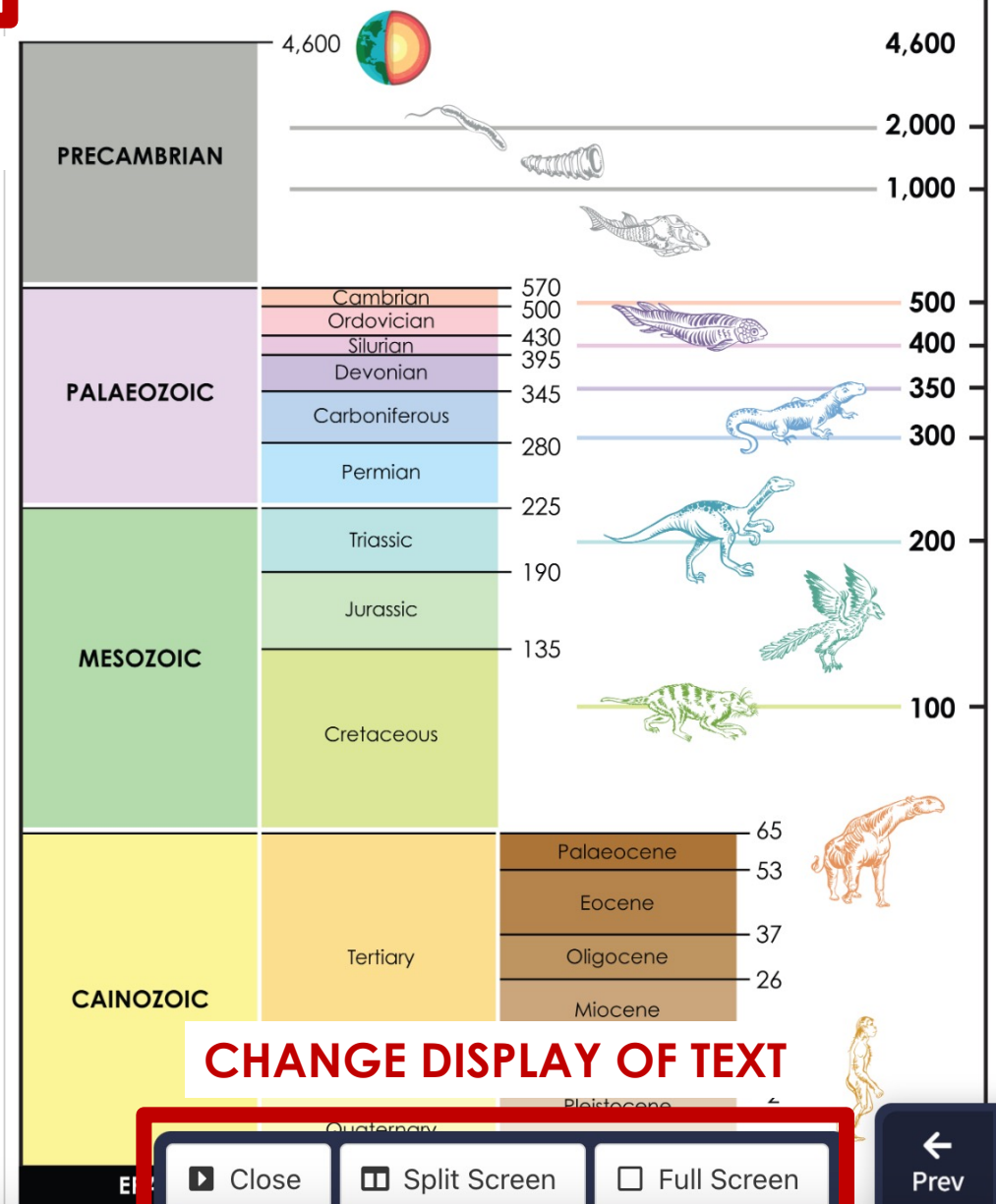
Scientists discover a human jaw bone in Ethiopia dating back 2.8 million years.

Era	Period	Epoch
Precambrian	Cambrian	Palaeocene
Palaeozoic	Devonian	Oligocene
Mesozoic	Tertiary	Pliocene
Cainozoic	Quaternary	Pleistocene

MOVE BETWEEN QUESTIONS

Geological Column

Time, in millions of years before the present



CHANGE DISPLAY OF TEXT

Close Split Screen Full Screen

Prev Next

100%

Navigation icons: zoom in, zoom out, home, search, etc.

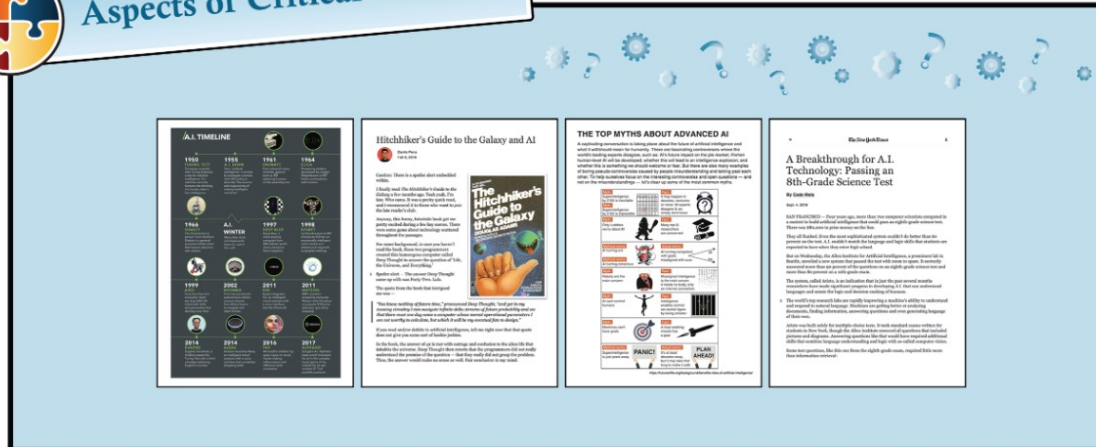
Graphic Organizer (A-10) (6 points)

Flag this question

- [Figure 1: A.I. Timeline](#)
- [Hitchhiker's Guide to the Galaxy and AI](#)
- [Top Myths About Advanced AI](#)
- [A Breakthrough for AI Technology...](#)

Suggested time: 10 minutes







Aspects of Critical Thinking

The graphic organizer displays four text excerpts related to Artificial Intelligence (AI):

- A.I. TIMELINE:** A vertical timeline showing key milestones in AI from 1950 to 2017, including the Turing Test, the first AI program, and the development of deep learning.
- Hitchhiker's Guide to the Galaxy and AI:** An excerpt discussing the implications of AI, comparing it to the concept of a 'hitchhiker' in space, and highlighting the potential for AI to become a self-aware entity.
- THE TOP MYTHS ABOUT ADVANCED AI:** A list of common misconceptions about AI, such as the idea that AI will become sentient or that it will take over the world.
- A Breakthrough for A.I. Technology: Passing an 8th-Grade Science Test:** An article reporting on a recent achievement where an AI system successfully passed a standardized 8th-grade science test.

Based on your understanding of the texts, write a statement that identifies your perspective on the potential implications of AI:

B *I* U      

Start writing here...

Provide evidence from at least one text that **supports** your perspective:

Written Response (A-11) (12 points)

Flag this question

[Figure 1: A.I. Timeline](#)

[Hitchhiker's Guide to the Galaxy and AI](#)

[Top Myths About Advanced AI](#)

[A Breakthrough for AI Technology...](#)

You have 2 question(s) that you have not yet completed, and 1 question(s) that you have flagged.

What do you want to do?

I want to go back to the questions in Part A.

I want to continue to Part B.

To what extent do humans have control over the natural world?
outweigh the potential risks it poses?

- You must respond to this question in a multi-paragraph composition.
- You must communicate an argument that demonstrates your critical thinking skills.
- You must support your argument using evidence from the texts.

Suggested time: 30 minutes

PART B

"Going Beyond the Texts"

Suggested Time: 55 minutes



Essential Question

To what extent does the desire to explore and discover affect humans?



In this section you will:

- read and analyze a variety of texts
- answer selected response questions worth fifteen points
- select a Writing Pathway to complete your extended written response



Writing Pathway

People have responsibilities as they explore and discover.

The urge to explore and discover reveals aspects of human nature.

Graduation Literacy Assessment Self-Reflection

1. Reflect on your work on this assessment. Think about what you did well.





Select all that apply.

- I read each question carefully.
- I reviewed my answers before I submitted my assessment.
- In the student-choice component, I thought carefully about my choice.

2. This assessment allowed me to demonstrate my ability in literacy.



3. Order the readings in Part A from most interesting to least interesting.

			
Most Interesting	Second Most Interesting	Third Most Interesting	Least Interesting

4. Part B, the student-choice section, allowed me to make a choice that worked best for me.



5. Do you have any comments or recommendations on the assessment for the Graduation Literacy Assessment Development Team?

Thank you for your responses.

Are you sure you want to submit the assessment? Once submitted you cannot return to the questions.

What do you want to do?

I want to go back to the questions.

I want to submit my assessment.

SAMPLE ASSESSMENT

Steveston-London Secondary School
Home of the Sharks

Home News Alumni News Extracurricular Library Our School Story Parent **Students** Subscribe to the SLSS Web

Early Warning Line: Reporting Student Absences or Early Dismissals
Please email steveston-london@sd38.bc.ca OR leave a message on the Early Warning Line at 604-668-6670.
Please state your child's first and last name, student # and the reason they are excused.

Latest News
Daily Announcements - Wednesday, October 11, 2023
[Read more](#)

Homestay Program Needs More
Be a host for an international student for a month, semester or year. Richmond International Education (RIE) Homestay Program is looking for local families to

DAILY ANNOUNCEMENTS

- Career Centre
- Counselling Centre
- General Information for Students
- Grad News
- Grad Write Ups and Baby Photos
- Grade 8 Camp
- Online Resources
- Program Planning Guide 2023-24
- Provincial Graduation Assessments
- SLSS Grade 12 Post-Secondary Information
- Scholarship Information

Social Media

RICHMOND INTERNATIONAL EDUCATION
ENRICHING GLOBAL WAYS

THE GLA 12 NOV SCHEDULE

- Space and available laptops are limited.
- The schedule is being finalized and will be posted on the library window by the middle of next week, Oct. 25th (an email will also be sent to signal this).
 - You **MUST** check this schedule so that you attend the correct day and sit in the correct location.

OTHER IMPORTANT GRAD REMINDERS:

- Baby Photos and Yearbook Grad Write-Ups due November 10th
 - Complete your submission on our SLSS website > Students
- Attendance, participation, & completing assignments are required for the 7 Connections Days and 2 Conference Days.
- Grade 12 **TRAX Assembly** at the end of Day on Dec. 12th Conference Day.
 - To check if you are on the graduation track.
- **Student Transcript Service (STS)**
 - It is up to **YOU** to sign-up in order for your marks/transcripts to be sent to your chosen Post-Secondary Institutions. Info on our website too. See Ms. Digeso for help, if needed.



THANK YOU for coming and listening!

We appreciate you, the Class of 2024!