

# GRADUATION LITERACY ASSESSMENT 10



Grade 10\* – January 17<sup>th</sup> & 18<sup>th</sup>, 2023

Grade 10\* – Also note IF you are grade 10 and not taking a Math 10 at SLSS this year, you must talk to your counsellor (re: Apr or Jun GNA 10)



## 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?**

- January 17<sup>th</sup> or 18<sup>th</sup>
- 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.*



## ESSENTIAL QUESTION:

What role does the natural world play in people's lives?

### PART A



To what extent do people impact the natural environment?

### PART B

Choose a path to complete the assessment.

#### PATH B1:

Literacy for Information



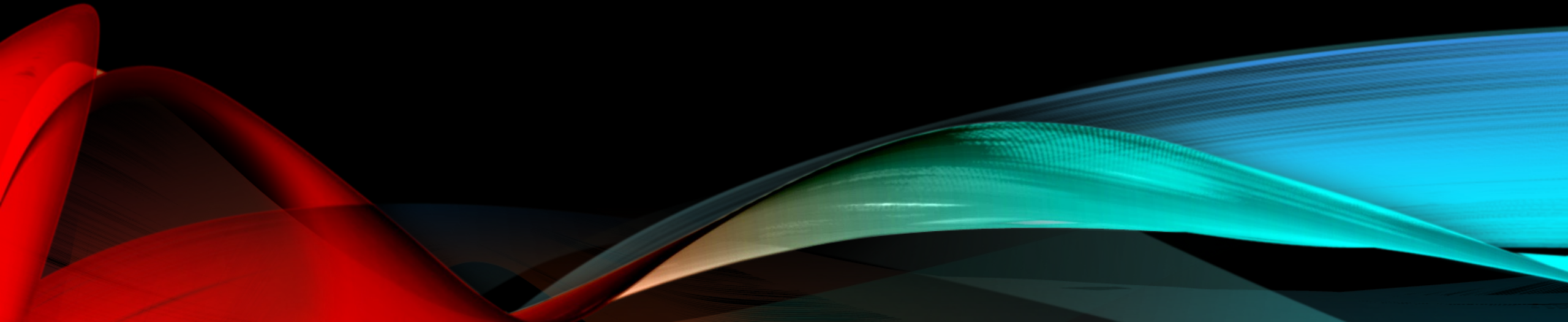
How can people feel connected to nature?

OR



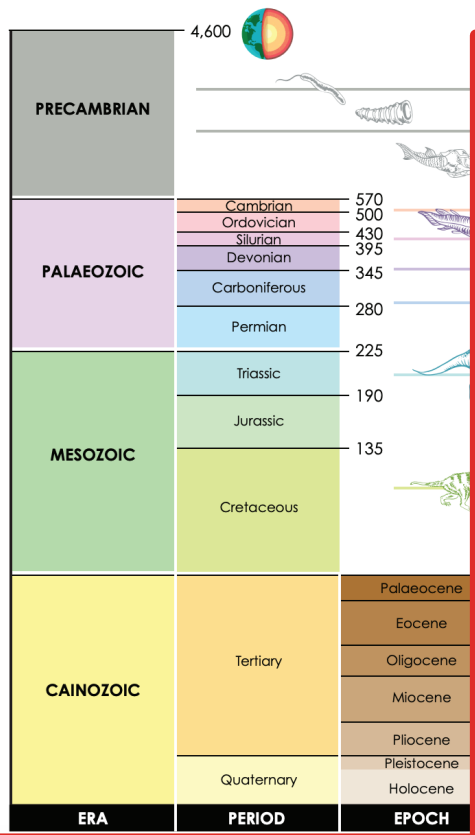
What responsibilities do humans have to other species?

**WHAT IS A TEXT?**



# Geological Column

Time, in millions of years before the present



## What Is the Anthropocene? Are We in It?

Efforts to label the human epoch have ignited a debate between geologists and environmentalists.



By Joseph Stromberg  
SMITHSONIAN MAGAZINE  
JANUARY 2013

Have human beings permanently changed the planet? The question has sparked a new battle between geologists and environmentalists over what to call the time period we live in.

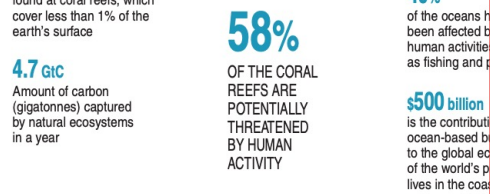
According to the International Union of Geological Sciences, an organization in charge of defining Earth's time scale, we live in the "entirely recent" epoch, which began 11,700 years ago.

But that label is outdated, some experts say. They argue from *anthropo*, for "man," and *cene*, for "new"—because mass extinctions of plant and animal species, polluted the atmosphere, among other lasting impacts.

Anthropocene has become an environmental buzzword. A chemist and Nobel laureate Paul Crutzen popularized it. It has picked up velocity in elite science circles: it appeared

# The Losing World

At a UN convention, experts from 193 countries agreed that the planet is staring at an imminent crisis.



## Living with Bears

by Richard Wagamese



The old ones say that humility is the foundation of everything without it. Humility is the ability to see yourself as an essential part of the earth. It is the act of living without grandiosity. Humility, in the context of the earth, is the epitome of a humble being, with the opportunity to grow, to become. Without the spirit of humility, there is only discord. Humility lets us work together to achieve our goals. There are no greater or lesser beings or things. There is only the great, grand clamour of our voices, our spirits, raised in prayer.

The bears start coming down from the high ground in late autumn. They are eating mountain-ash berries, rosehips, saskatoon berries, blackberries, and raspberries. We see them on the roadside or lumbercamps. As the days pass they become a fixture in our yard. We don't mind them. If you reside in bear country, you make a soul compact to coexist with them. You are watchful on your morning walks and to make sure your property is secure. You learn bear time. After all, this is their land. They were here long before you. You respect that statement, it's an Indian.

When you're out in the wild—or what's left of the wild in the world today—the palpable sense of the unseen. You get the feeling you're being watched. That can be eerie at first, but once you're used to it, it's just a part of life. It is the original condition of things. Long before our world was driven, noisy, overpopulated place it is now, many beings and people felt a natural connection to the land.

We can opt for the convenience of machinery today, using ATVs and bikes to get us deep into the back country, but nothing can

### ANIMALS GO VIRAL ON YOUTUBE

First we had...

- Fenton the Dog**: This Labrador sends his owner crazy as he chases deer in the park. 8.6m views, 39,928 likes.
- Golden Eagle Snatches Kid**: Golden eagle tries to snatch a baby in Montreal – real or a hoax? 42.3m views, 83,195 likes.
- Cat vs Toaster**: A cat learns the hard way not to mess with kitchen appliances. 3.4m views, 10,561 likes.

Then goats started to take over!!

- The Ultimate Goat Edition Supercut**: A compilation of some of the most popular songs interrupted by goats, inspired by the Taylor Swift original. 9.3m views, 86,000 likes.
- Laddergoat**: A virtual goat has the gamer in fits of laughter and leads him to say the famous line "oh laddergoat, you so random". 6m views, 57,423 likes.

They even sing Happy Birthday to you...

- Chipmunks – Happy Birthday to you!!!**: 65m views, 50,981 likes.



# 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**

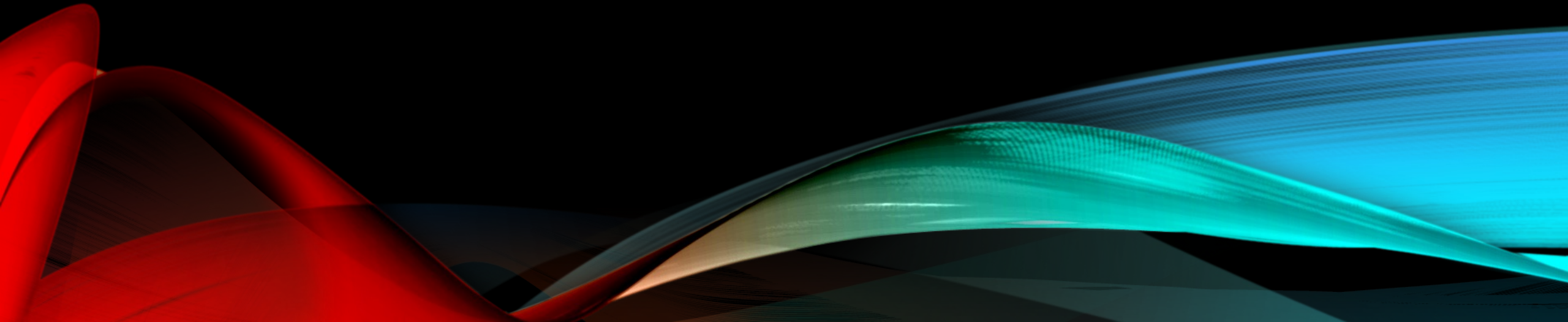
I A I I R

## 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  
JANUARY 17<sup>TH</sup>/18<sup>TH</sup>**





# Graduation Literacy Assessment

January 17, 2024

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**



Rules and Instructions

- Assessment Rules
- Navigating the Assessment
- Navigating Results

[Continue to Part A](#)

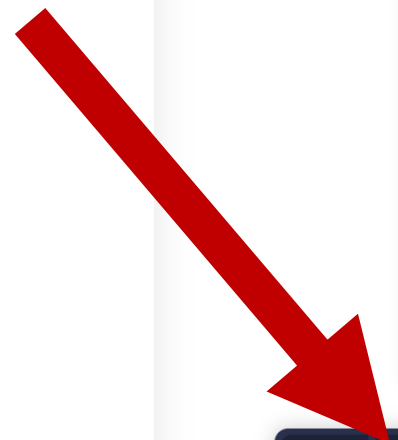
## Assessment Rules

- 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.

100%



← Prev    Next →





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. On the left is a table of contents with 'Question A-4' selected. The main area displays 'Question A-4 (1 point)' with a 'Flag this question' button. Below the question is a list of four options to select two. To the right is a text passage about the Anthropocene epoch. At the bottom of the screenshot are navigation buttons: 'Close', 'Split Screen', 'Full Screen', 'Prev', and 'Next'. A red arrow points from the 'Next' button in the screenshot to the 'Next' button in the bottom right corner of the slide.

# 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"

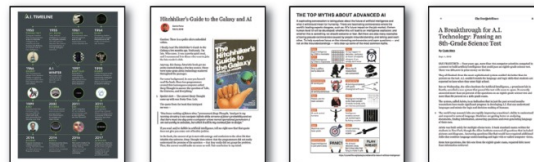
Suggested Time: 65 minutes



### 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

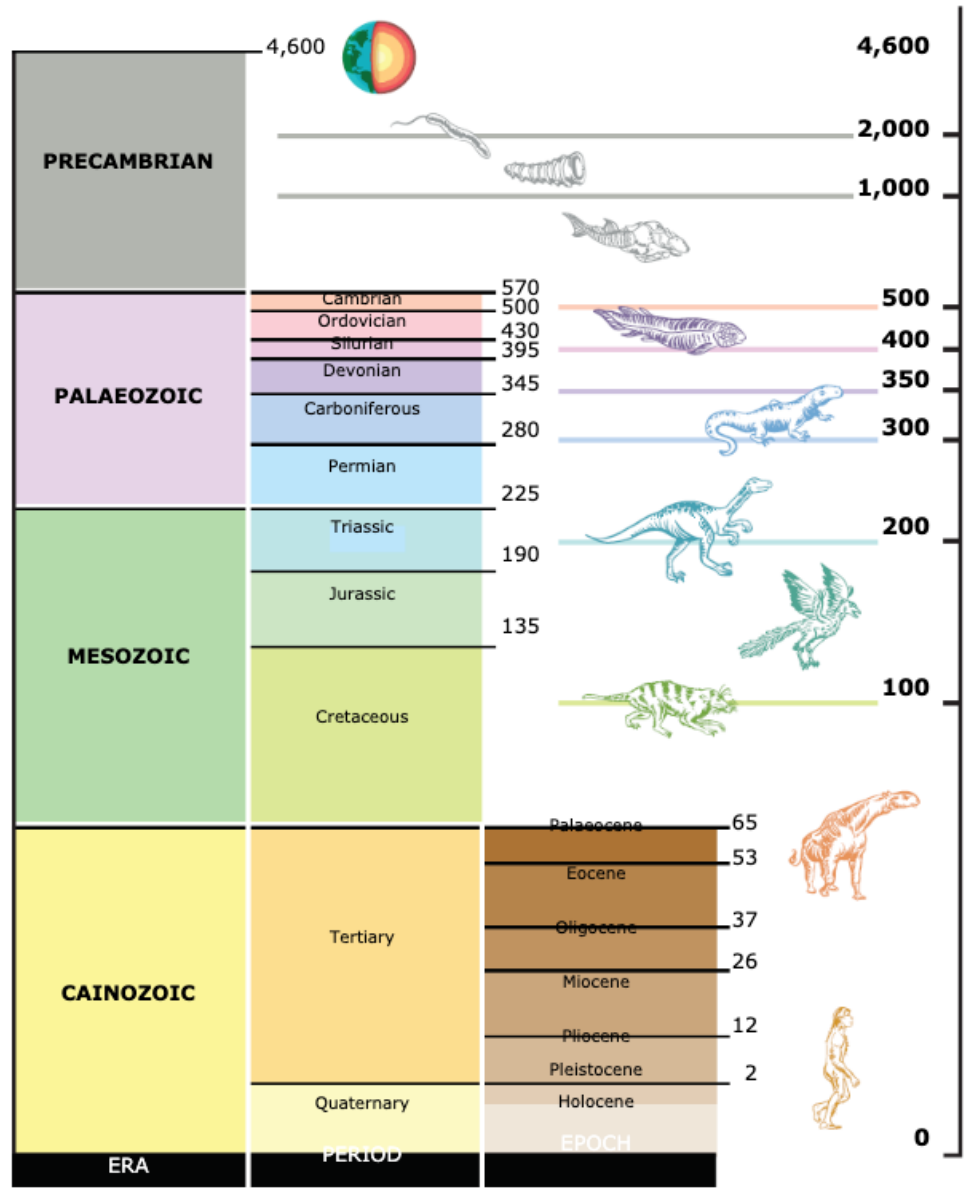


Scientists are examining the human impact on Earth's geological periods.

A  
A

# Geological Column

Time, in millions of years before the present





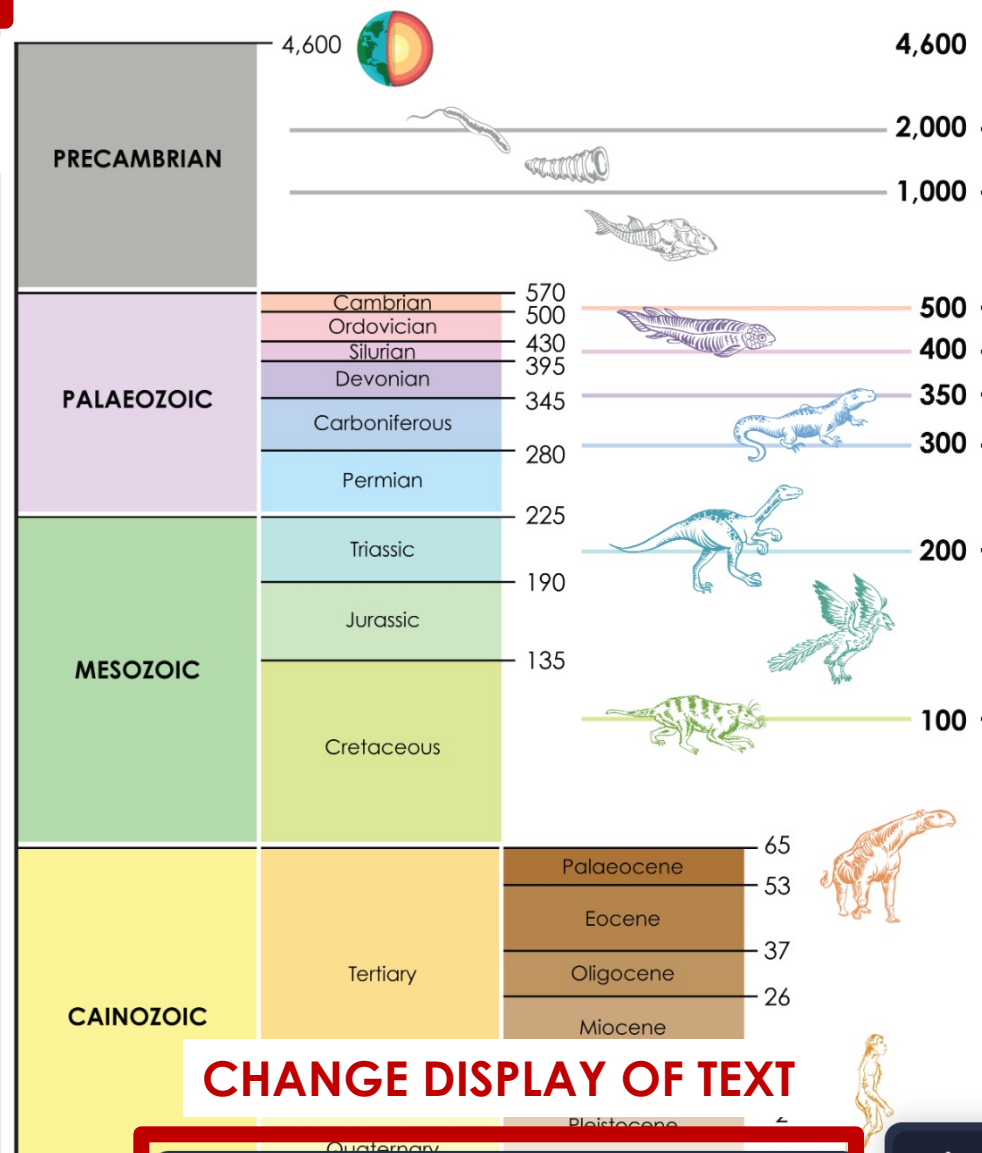
Question A-1 (1 point)

Flag this question

Geological Column

# Geological Column

Time, in millions of years before the present



OPEN THE TEXT ON THE SIDE →

FLAG TO COME BACK TO QUESTION

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

CHANGE DISPLAY OF TEXT

Close Split Screen Full Screen

Prev

Next

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



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 reminder to return to it as needed.

5

High Contrast Mode makes everywhere easier to read.

6

Line Reader helps focus on one line at a time when reading.

7

Notepad helps you jot down notes and ideas as you complete the assessment.

## Graphic Organizer (A-15) (6 points)

Flag this question

[What is the Anthropocene and Are We in it?](#)

[The Losing World](#)

[Living with Bears](#)

**Suggested time: 10 minutes**

Based on these texts, write a statement that summarizes the relationship between humans and the natural world.

**B** *I* U     

Start writing here...

Identify a key idea from each of the texts listed below and briefly explain how it supports your statement about the relationship between humans and the natural world.

***What is the Anthropocene and Are We in it?***



Key idea and brief explanation:

**B** *I* U     

Start writing here...

***The Losing World***



Key idea and brief explanation:

**B** *I* U     

Start writing here...

Key idea and brief explanation:

Written Response (A-16) (12 points)

Flag this question

[Geological Column](#)

[What is the Anthropocene and Are We in it?](#)

[The Losing World](#)

[Living with Bears](#)

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.

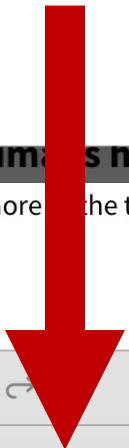
I want to continue to Part B.

to what extent do humans have control over the natural world?

- You must refer to one or more of the texts.

**Suggested time: 25 minutes**

**B** *I* U



# PART B

Suggested Time: 55 minutes

Choose a path to complete the assessment.

## PATH B1: Literacy for Information

How can people feel connected to nature?

If you choose this path you will read and analyze

- two infographics
- two articles

You will also express yourself in writing.



SELECT

## PATH B2: Literacy for Expression

What responsibilities do humans have to other species?

If you choose this path you will read and analyze

- an article
- a story

You will also express yourself in writing.



SELECT

## 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.

At this point, please flag down a teacher to ensure that you are FULLY completing/submitting the 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](mailto: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 10 JAN SCHEDULE

- Space and available laptops are limited.
- The schedule is being finalized and will be posted on the library window by the end of this week, Jan. 12<sup>th</sup> (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 REMINDERS:

- Attendance, participation, & completing assignments are required for the 7 Connections Days and 2 Conference Days.
- Daily, aim for 8:15am (or earlier) to avoid traffic chaos and lates. There are so many benefits to walking/biking to school and being on-time.
- You are at the start of your 3-year Graduation Program. Being responsible for your academic success, attendance/lates, and behaviour is very important, as scholarship potential can be affected.



THANK YOU for coming and listening!

We appreciate you, the Class of 2026!