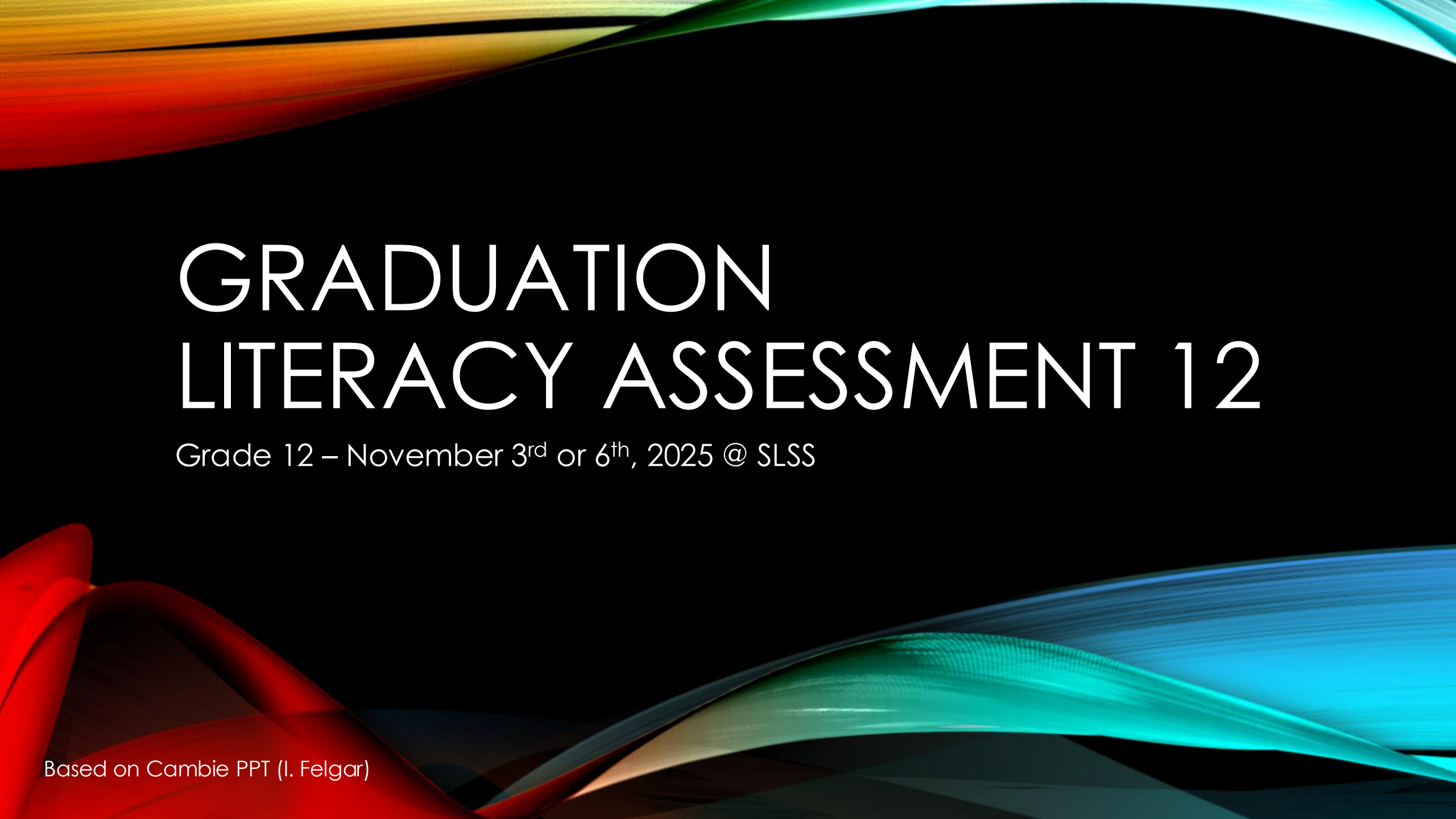
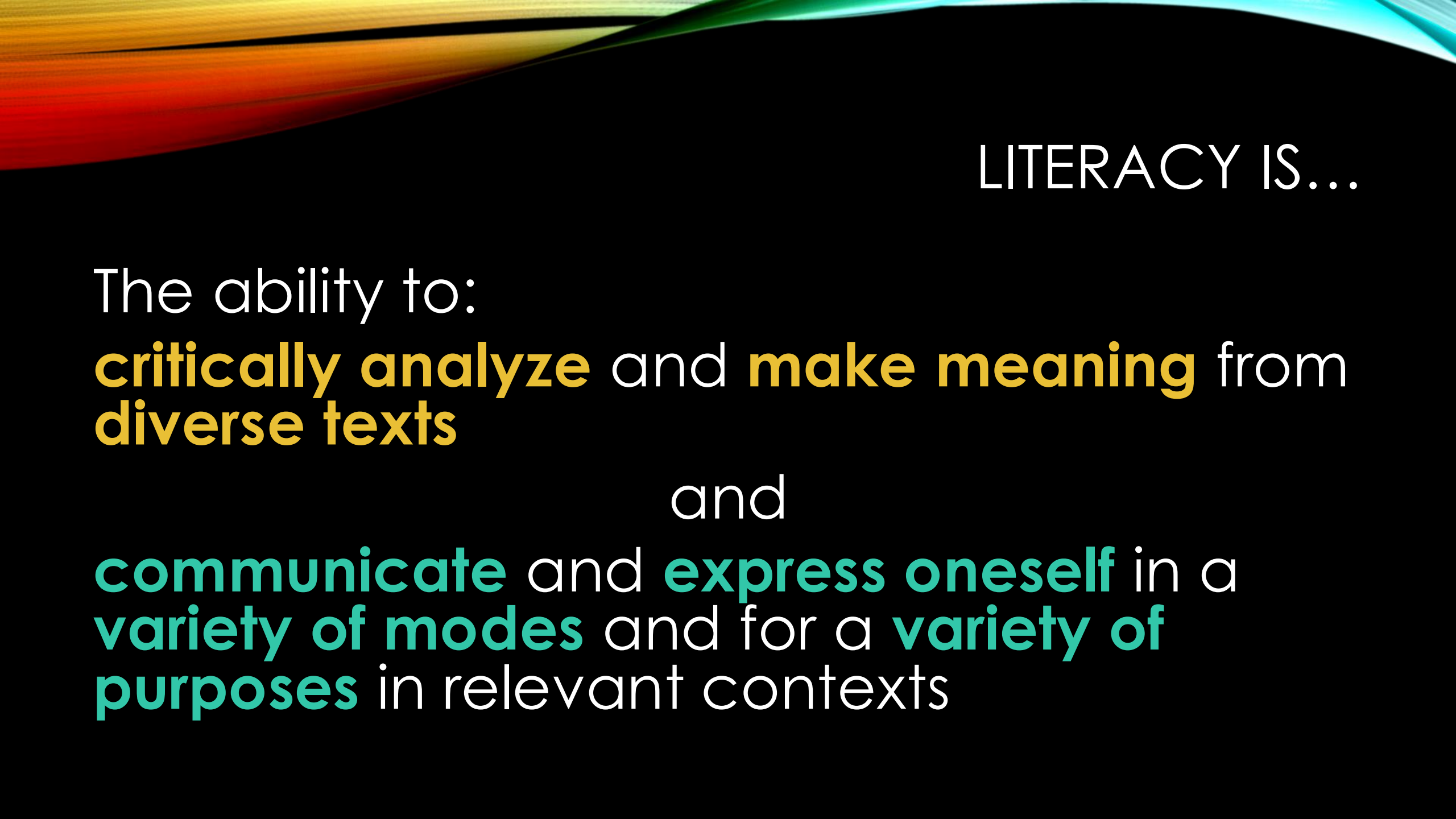




GRADUATION LITERACY ASSESSMENT 12

Grade 12 – November 3rd or 6th, 2025 @ SLSS



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*

LITERACY ASSESSMENT: **HOW?**

- November 3rd or 6th
- Up to 3 hours — 8:30–11:30 OR 12:00–3:00 (arrive 10-minutes early)
- Computer-based
- Made up of:
 - Reading
 - Selected response
 - Extended response

- Essential Question

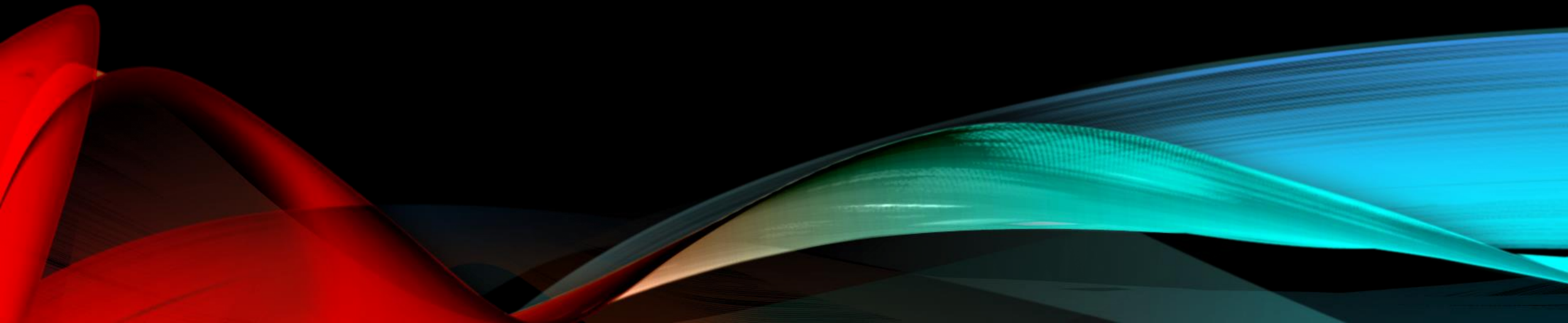
- Part A

- 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 visit the **Indians** in North America, Helen said, “Just don’t start with Columbus. He’s not a good advisor. I’ll give you 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. 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 found their way to the Americas as well.

But let’s face it, Columbus sailing the ocean blue is the better story. He was a ship’s captain, 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. He drifted away from the known world, the great man himself wading through the wet and sweaty, flag in hand, a letter of introduction to the Emperor. 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. I 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 Account of Native America*

SHAPE OF THE WORLD

Have you ever been surprised that accurate maps precede planes and satellites? Accurate world maps came 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

Horricus 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 arms race; 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, let's clear up some of the most common misunderstandings — let's clear up some of the most common myths.

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 the world	Fact: AI will take over the world

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 human on the assembly line

1966
SHAKY
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 with a voice interface into the iPhone

2014
ELIZA
First chatbot, ELIZA, simulates a human conversation

2014
ALBERT
DeepMind's AlphaGo defeats world champion Go player Lee Sedol

2016
ALBERT
DeepMind's AlphaGo defeats world champion Go player Lee Sedol

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
- And then, complete a written response

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

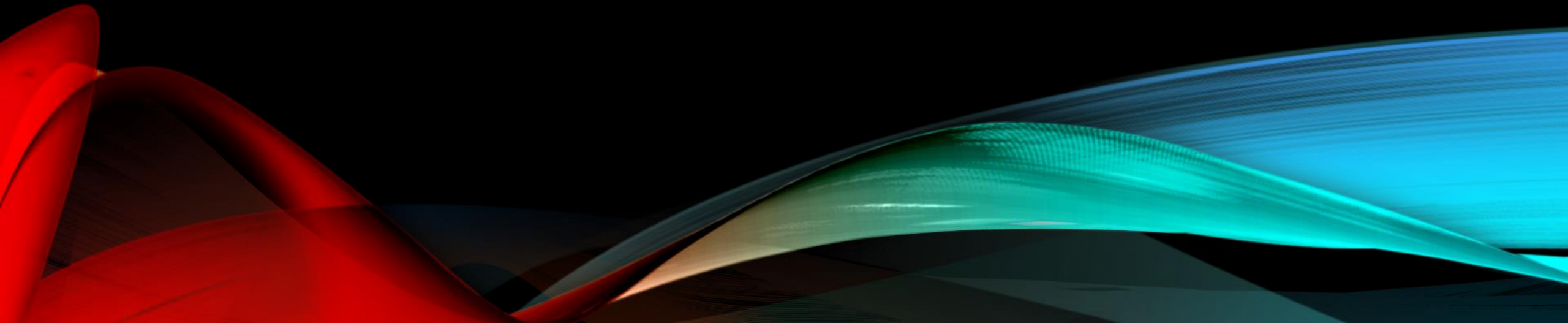
LITERACY ASSESSMENT: **PART B**

- 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.*

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. Referring to texts 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 3RD OR 6TH?**



Graduation Literacy Assessment

November 3rd, 2025

Graduation Literacy Assessment 12

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



Grade 12 Literacy Assessment Sample

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%



i



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 with the following elements:

- 1** Assessment overview sidebar on the left with a list of questions and sections.
- 2** Question A-4 (1 point) header with a "Flag this question" button.
- 3** Question text area containing a reading selection about the Anthropocene.
- 4** Navigation buttons at the bottom: Close, Split Screen, Full Screen, Prev, and Next.

**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 problem

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

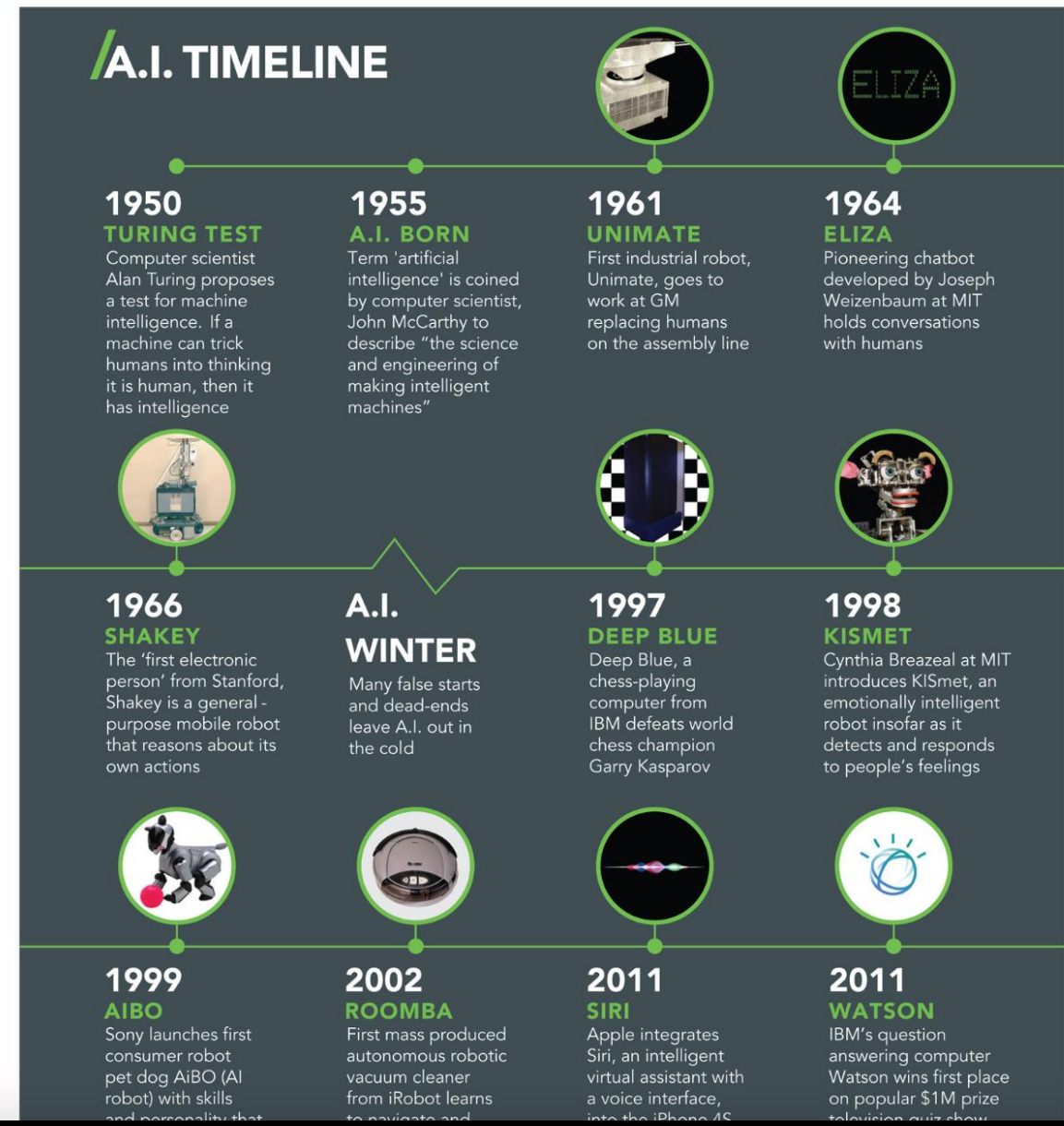


In the following text:



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

Figure 1



Flag this question

OPEN THE TEXT
ON THE SIDE→

FLAG TO COME
BACK TO QUESTION

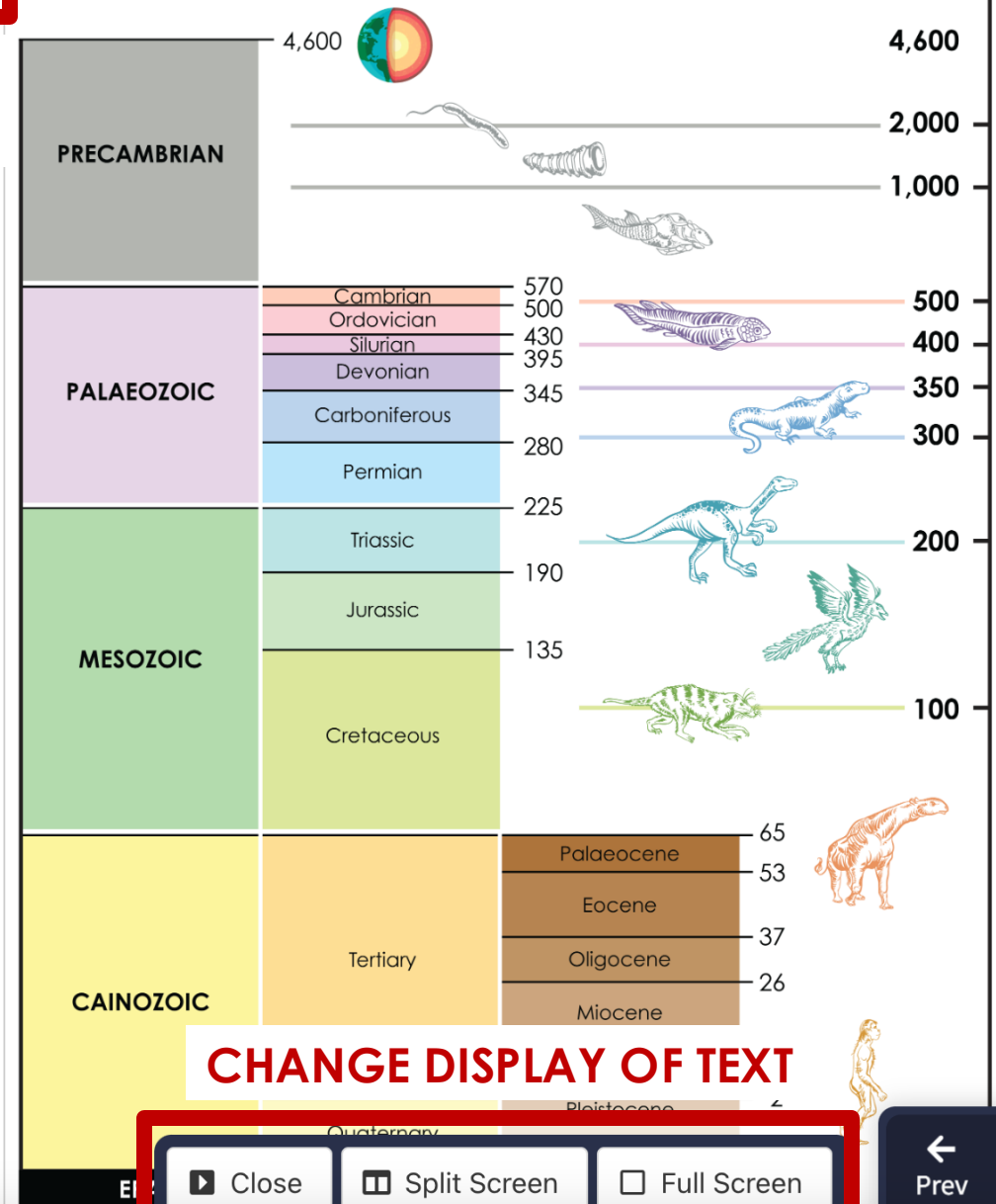
Scientists discover a human jaw bone in Ethiopia dating back 2.8 million years.

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

MOVE BETWEEN
QUESTIONS

Geological Column

Time, in millions of years before the present



CHANGE DISPLAY OF TEXT

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



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 with 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.

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.

Geological Column

Time in millions of years before the present

4000 Ma

3500 Ma

3000 Ma

2500 Ma

2000 Ma

1500 Ma

1000 Ma

500 Ma

0 Ma

Eons: Hadaean, Archaean, Proterozoic

Eras: Precambrian, Paleozoic, Mesozoic, Cenozoic

Periods: Hadaean, Archaean, Proterozoic, Cambrian, Ordovician, Silurian, Devonian, Carboniferous, Permian, Triassic, Jurassic, Cretaceous, Paleogene, Neogene, Quaternary

What Is the Anthropocene and Are We In It?

By David Grinspoon and Paul Voosen

What is the Anthropocene? It's the new geological epoch that began around 1950, when human activity became the dominant force shaping the Earth's environment. It's a time of rapid climate change, mass extinctions, and the creation of new species. It's a time when we are no longer just observing the Earth, but actively changing it.

The Losing World

By David Grinspoon and Paul Voosen

The world is losing its biodiversity at an alarming rate. In the last 50 years, we have lost more than 100,000 species of plants and animals. This is a loss of genetic diversity that could have led to the development of new medicines, crops, and technologies. It's a loss of the natural world that we all depend on for our survival.

Losing the World

By David Grinspoon and Paul Voosen

The world is losing its biodiversity at an alarming rate. In the last 50 years, we have lost more than 100,000 species of plants and animals. This is a loss of genetic diversity that could have led to the development of new medicines, crops, and technologies. It's a loss of the natural world that we all depend on for our survival.

Most Interesting

Second Most Interesting

Third Most Interesting

Least Interesting

Graduation Literacy Assessment Development Team:



Thank you for your responses.

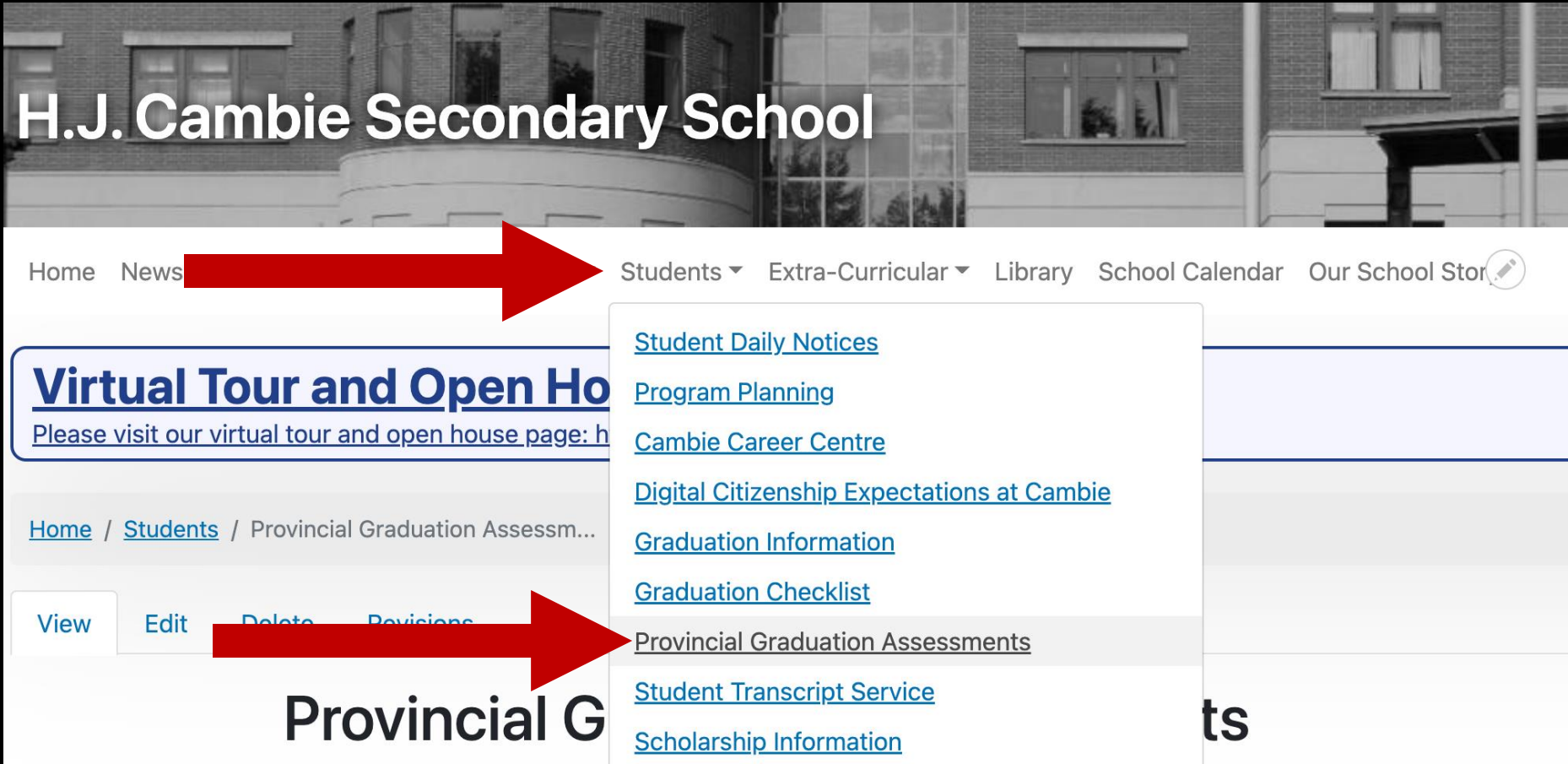
Are you sure you want to submit the assessment? Once submitted you cannot return to the questions.

What do you want to do?

I want to go back to the questions.

I want to submit my assessment.

SAMPLE ASSESSMENT



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