Some information in this document may be subject to change due to COVID-19. See the Alberta Education website for updates.
This document was written primarily for:

<table>
<thead>
<tr>
<th>Category</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>✓</td>
</tr>
<tr>
<td>Teachers</td>
<td>✓</td>
</tr>
<tr>
<td>of English Language Arts 30–2</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>✓</td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>General Audience</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Alberta Education, Government of Alberta

2020–2021

*English Language Arts 30–2 Information Bulletin*

Distribution: This document is posted on the [Alberta Education website](#).

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Please note that if you cannot access one of the direct website links referred to in this document, you can find diploma examination-related materials on the Alberta Education website.
Introduction

The English Language Arts 30–2 Diploma Examination is designed to reflect the Programs of Study for Grades 10–12 English Language Arts, which outlines a variety of specific learning outcomes organized under five general outcomes in six language arts: listening, speaking, reading, writing, viewing, and representing. Because of the interconnected nature of the five general outcomes, both Part A and Part B of the diploma examination will assess, at least indirectly, all the general outcomes. The specific outcomes that will be assessed are indicated on the blueprints and scoring guides.
Examination Security

All diploma examinations will be held secure until they are released to the public by the Minister. No secure diploma examination is to be previewed until it is released to the public by the Minister. No secure diploma examination is to be previewed, discussed, copied, or removed from the room in which the examination is being written.

The perusal of diploma examinations is not permitted for any exam administration in 2021. Perusal copies will not be provided for the January 2021 or June 2021 administrations.

For mathematics and science diploma exams: All diploma examination booklets must be kept secure, without exception.

For humanities diploma exams: All diploma examination booklets, including humanities Part A: Written Response, must be kept secure, without exception.

All diploma exam booklets, including unused copies of all diploma exams, must be returned to Alberta Education as per the dates indicated in the Schedule of Significant Dates.

For more information about examination security, please refer to the General Information Bulletin.

Time Limits on Diploma Examinations

All students may use extra time to write diploma examinations. This means that all students have up to 6 hours to complete the English Language Arts 30–2 Diploma Examination, if they need it. The examination is nevertheless designed so that the majority of students can complete it within 3 hours. The examination instructions state both the designed time and the total time available.

Extra time is available for diploma examinations in all subjects, but the total time allowed is not the same in all subjects. For more information about accommodations and provisions for students, please refer to the General Information Bulletin.
Maintaining Consistent Standards over Time on Diploma Examinations

A goal of Alberta Education is to make scores achieved on examinations within the same subject directly comparable from session to session, to ensure fairness to students across administrations.

To achieve this goal, the examination has a number of questions in common with a previous examination. Common items are used to find out if the student population writing in one administration differs in achievement from the student population writing in another administration. Common items are also used to find out if the unique items (questions that have never appeared in a previous examination) differ in difficulty from the unique items on the baseline examination that sets the standard to which all students are held.

A statistical process called equating adjusts for differences in difficulty between examinations. Examination marks may be adjusted depending upon the difficulty of the examination written relative to the baseline examination. Therefore, the resulting equated examination scores have the same meaning regardless of when and to whom the examination was administered. Equated diploma examination marks are reported to students. More information about equating is available here.

Because of the security required to ensure fair and appropriate assessment of student achievement over time, English Language Arts 30–2 Diploma Examinations will be fully secured and will not be released at the time of writing.
Diploma Examinations: Multiple Forms

As part of Alberta Education’s commitment to fairness to students and flexibility in the writing of diploma examinations, there may be two distinct forms (versions) of diploma examinations in some subjects during major administrations (January and June). The two forms are equated to baseline examinations to ensure that the same standard applies to both forms. Both forms adhere to the established blueprint specifications and are reviewed by a technical review committee.

To facilitate the analysis of school-level results, each school receives only one examination form per subject. In subjects offering a translated French-language examination, both forms are administered in English and in French.

For more information, contact

Deanna Shostak
Director, Diploma Programs
780-422-5160 or Deanna.Shostak@gov.ab.ca

or

Pascal Couture
Director, Exam Administration
780-643-9157 or Pascal.Couture@gov.ab.ca
Field Testing

Field testing is an essential stage in the development of fair, valid, and reliable provincial examinations. Field testing is a process of collecting data on questions before they become part of a diploma examination. Potential diploma examination questions are administered to students in diploma courses throughout the province to determine the difficulty level and appropriateness of the questions. Each field test requires a large student sample to provide the examination developers with reliable information (statistical data and written validation comments from teachers and students).

How do field tests help teachers and students?

Teachers obtain each student’s score promptly, gaining useful information about their students’ performance. Students benefit from writing a test that duplicates some of the experience of writing a diploma examination. Field tests provide students and teachers with examples of the format and content of questions that may appear on diploma examinations. Finally, because of field testing, students, teachers, and parents can be reassured that the questions on diploma examinations have undergone a rigorous process of development, improvement, and validation.

How are field-test data used?

The data received from field tests indicate the validity, reliability, and fairness of each question. Questions that meet specific standards are selected for use on future diploma examinations.

Some questions or sets of questions may not initially perform as well as we require. These questions may be revised and field tested again. Revisions are influenced by the written comments of students and teachers, who provide valuable advice about the appropriateness of the questions, adequacy of writing-time limits, test length, text readability, artwork/graphics clarity and suitability, and question difficulty.

Humanities field tests

While most field tests in humanities subjects are in conventional paper form, some field tests are partially online (“hybrids”). Hybrid field tests combine a paper copy of sources or readings with questions read and answered online using Alberta Education’s Quest A+ system.

Teachers have a 24-hour period to peruse hybrid field tests and are provided with data on how their students performed. These data include the proportion of students who chose each alternative. Test items are blueprinted to program of studies outcomes, which allows teachers to use field-test results to learn more about their students’ strengths and areas for improvement.

Once logged into the hybrid field test on the online delivery system, teachers have the same length of time to peruse the test as their students did to write it. Teachers might choose to log into the field test, submit the confidentiality form, and then log out of the test, so that they can finish perusing the test after receiving their students’ data.
It is important to note that the security of field-test items remains vital to the administration of diploma examinations. Participating teachers must commit to maintaining the security of field-test items. In the case of hybrid field tests, paper copies of sources or readings are mailed to schools. Prior to the test, the paper copies must be kept secure by the school principal, and after the administration of the test, all paper copies must be mailed back to Alberta Education.

More information about field-test registration deadlines, administration, and security is available [here](#).

**How can teachers request field tests?**

Teachers requesting field tests must have a Public Authentication System (PAS) account. All requests are made through the [Field Test Request System](#). Further information, including the closing dates to request and administer a field test, may be obtained [here](#), or by contacting [Field.Test@gov.ab.ca](mailto:Field.Test@gov.ab.ca).

**For more information, contact**

Deanna Shostak  
Director, Diploma Programs  
780-422-5160 or [Deanna.Shostak@gov.ab.ca](mailto:Deanna.Shostak@gov.ab.ca)

or

Pascal Couture  
Director, Exam Administration  
780-643-9157 or [Pascal.Couture@gov.ab.ca](mailto:Pascal.Couture@gov.ab.ca)
Practice Tests

To give students an opportunity to practise diploma examination-style questions and content, Alberta Education produces practice tests for most subjects that have a diploma examination. Students can access these practice tests using Alberta Education’s online test delivery system.

Special-format Practice Tests

To give students an opportunity to practise diploma examination-style questions and content in Braille, audio, large print, or coloured print versions, Alberta Education produces special-format practice tests for all subjects that have a diploma examination. Alberta schools with registered Alberta K–12 students may place orders for these tests. Braille versions are available in English and, by request, in French. All tests are provided free of charge, but limits may be placed on order volumes to ensure access for all students.

For the greatest benefit, special-format practice tests should be written under conditions similar to those of the corresponding diploma examination. The same rules regarding the use of resources and devices should be followed.

Braille versions must be returned to Alberta Education after use.

For more information or to place an order, contact

Laura LaFramboise
Distribution Coordinator, Examination Administration
780-492-1644
Laura.LaFramboise@gov.ab.ca

Audio Descriptions

Examples of Descriptions Used in Audio Versions of Humanities Diploma Exams has been developed to assist teachers and students planning to use an audio version during the administration of a diploma examination.
## Assessment Standards and Practices for English Language Arts 30–2

### Weightings

The diploma examination mark constitutes 30% of a student’s final mark while the **school-awarded mark** constitutes 70% of a student’s final mark in English Language Arts 30-2.

### Examination Format and Weightings

The *English Language Arts 30–2 Diploma Examination* is made up of two parts:

- **Part A: Written Response (50%)**
- **Part B: Multiple Choice (50%)**

### Part A: Written Response Assignments, Scoring Categories, and Weightings

<table>
<thead>
<tr>
<th>Visual Reflection (10%)</th>
<th>Literary Exploration (25%)</th>
<th>Persuasive Writing in Context (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ideas and Impressions 5%</td>
<td>• Thought and Understanding 10%</td>
<td>• Thought and Support 10%</td>
</tr>
<tr>
<td>• Presentation 5%</td>
<td>• Form and Structure 5%</td>
<td>• Writing Skills 5%</td>
</tr>
<tr>
<td></td>
<td>• Matters of Choice 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Matters of Correctness 5%</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Readings

The **Part B: Reading** component is an assessment of students’ abilities to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone, figurative language, and rhetorical devices; understanding of the purposes and effects of writers’ choices; and appreciation of human experience and values reflected in literature will be assessed. **Text types** include excerpts from **extended texts**—novels, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays)—and **shorter texts**—poetry (may include songs), short stories, visual texts (including photographs, advertisements, posters, cartoons, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, technical writing). Some questions will be linked to more than one reading selection; that is, they will ask students to consider two or more readings connected by technique, context, and/or theme.
Suggested word count range

All Part A humanities written-response assignments contain a suggested word count range. Students can use the suggested word count range, along with the suggested time limit, as a guideline when responding to the assignment. The range is not a cap, and students who handwrite will not be expected to hand-count their words.

The suggested word count ranges below are based on various sources, including the student exemplars chosen for the Examples of the Standards for Students’ Writing (available at Writing diploma exams), and on discussions with psychometricians and curriculum staff. They also reflect discussions with teachers during exam development regarding the expectations for each written-response assignment.

Written-response assignment suggested word count range

- English Language Arts 30–2 Assignment 1: 300–700 words
- English Language Arts 30–2 Assignment 2: 400–900 words
- English Language Arts 30–2 Assignment 3: 300–600 words

Note: There are approximately 300 words per page, depending on the font size used and other factors. The expectations for student responses, including written responses, are unchanged.

Release of examination materials

For the January 2004 diploma examination administration only, both parts of the English Language Arts 30–2 Diploma Examination were released for teacher and student use following administration. Releasing this diploma examination in its entirety was the best way to demonstrate how these examinations have been designed to support the new programs of study for grades 10–12 English Language Arts.

Part A: Written Response of both the January 2019 and June 2019 English Language Arts 30–2 Diploma Examinations will be released following administration; however, Part B: Reading will be fully secured for both the January and June administrations.

Part A: Written Response and Part B: Multiple Choice will be secured, without exception, for the November 2020 and January, April, June, and August 2021 administrations.
Classroom assessment

Because many types of assessment are suited to classroom situations only, teachers should ensure that their assessment of student progress reflects the full English Language Arts 10–12 Program of Studies.

Other support documents

A Guide for Students Preparing to Write the English Language Arts 30–2 Diploma Examination and Examples of the Standards for Students’ Writing from recent English Language Arts 30–2 Diploma Examinations are posted on the Alberta Education website.

Blueprints

The blueprints for Part A and Part B of the English Language Arts 30–2 Diploma Examination are on pages 15 and 38, respectively.
Part A: Written Response

Description

Part A: Written Response, worth 50% of the total diploma examination mark, consists of three assignments:

- Visual Reflection
- Literary Exploration
- Persuasive Writing in Context

Part A: Written Response allows students to demonstrate reading, thinking, and writing skills in response to these three distinct writing tasks. See pages 20 and 21, 24 to 26, and 32 to 34 for sample assignments.

Lined pages

Lined pages for handwritten student responses are not included in Part A diploma examination booklets. A template lined page (Written-Response Bilingual Lined Page) can be downloaded for printing from the Alberta Education website.

Authorized reference

Students writing Part A: Written Response are allowed to use the following print references:

- an English and/or a bilingual dictionary
- a thesaurus
- an authorized writing handbook

Seven writing handbooks are authorized by Provincial Assessment Sector at this time for use during the administration of Part A:

- A Canadian Writer’s Guide (J. Finnbogason and A. Valleau), second edition only
- A Canadian Writer’s Reference (D. Hacker)
- Checkmate: A Writing Reference for Canadians (J. Buckley)
- English Language Arts Handbook for Secondary Students (Alberta Education)
- Fit to Print: The Canadian Student’s Guide to Essay Writing (J. Buckley)
- The St. Martin’s Handbook for Canadians (A. Lunsford et al.)
- The Writing Process (Q. Gehle et al.)

With the exception of A Canadian Writer’s Guide, any edition of these texts is acceptable for use. Students and supervising examiners must remove any extraneous material from print references.
Assignment I: Visual Reflection

This assignment requires students to read visual text(s) and then respond to the question, “What ideas and impressions does the visual text suggest to you?”

Students are required to choose a prose form that enables them to clearly communicate and effectively develop their ideas and impressions.

Value: 10% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

- Ideas and Impressions: 5%
- Presentation: 5%

Assignment II: Literary Exploration

This assignment directs students to read a text selection and respond to a given thematic topic. Students are required to discuss a character from a literary text studied in class.

Students should write well-supported, carefully constructed compositions. They must develop their responses by exploring how the experiences of the chosen character relate to their ideas regarding the assigned topic. Students should reflect upon their own prior knowledge and/or experience and/or the reading selection provided in the examination.

The Personal Reflection on Choice of Character(s) from Literary Text(s) provides students the opportunity to explore their reasons for choosing to discuss a particular character (or characters) in order to clarify their ideas prior to beginning the Literary Exploration Assignment.

Value: 25% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

- Thought and Support: 10%
- Form and Structure: 5%
- Matters of Choice: 5%
- Matters of Correctness: 5%
Assignment III: Persuasive Writing in Context
This assignment requires students to write a letter or speech in order to persuade a given audience to accept or reject a hypothetical proposal.

As students have the choice to write either a letter or a speech in each administration, the first page for written work does not include an inside address or salutation. Students are expected to provide the introduction appropriate to their use of form.

This complex assignment tests students’ skills in choosing relevant data, synthesizing information, organizing effectively, and adjusting tone and diction to fit a specific purpose, audience, and situation.

Value: 15% of total examination mark (Part A and Part B combined)

Scoring: Scores contribute to the total examination mark in the following proportions:

Thought and Support  10%
Writing Skills  5%

Blueprint purpose
The English Language Arts 30–2 Diploma Examinations are designed to reflect the full English Language Arts 10–12 Program of Study. The blueprint on the following page outlines the design of Part A. It presents the relationship between the requirements of the writing assignment and the scoring of assignments as well as the headings and subheadings that are used to organize specific learning outcomes in the program of studies.

As well, the blueprint delineates the categories that will be used to report summary data to school authorities and high schools and the percentage that each section contributes to the total examination mark.
**English Language Arts 30–2 Diploma Examination**  
*Part A: Written Response Blueprint*

<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Reflection</strong></td>
<td><strong>Ideas and Impressions</strong></td>
<td>2.1 2.2 2.3 4.1</td>
<td>5% 10%</td>
</tr>
<tr>
<td>The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.</td>
<td>The student is required to consider the context of the visual text(s) and to provide support for ideas that explore and for impressions that reflect upon the visual text(s).</td>
<td>Presentation</td>
<td>The student is required to select an appropriate and effective prose form—to convey impressions, to explore ideas, and to create a strong unifying effect and voice—and to communicate clearly.</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation</strong></td>
<td>3.1 3.2 4.1 4.2</td>
<td>5%</td>
</tr>
</tbody>
</table>

(Continued on the next page)
<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Exploration</td>
<td>Thought and Support</td>
<td>2.1 2.2 2.3 3.2 4.1 4.2</td>
<td>10% 25%</td>
</tr>
<tr>
<td></td>
<td>The student is required to develop relevant and supported ideas by reflecting upon prior knowledge and/or experience in order to explore the choices and motives of a character (or characters) in literature.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form and Structure</td>
<td></td>
<td>2.2 3.1 4.1 4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to develop a coherent, unified composition by choosing an appropriate method and shaping the discussion to create a unifying effect. A controlling idea may be presented either implicitly or explicitly within the composition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matters of Choice</td>
<td></td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matters of Correctness</td>
<td></td>
<td>4.2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on the next page)
<table>
<thead>
<tr>
<th>Description of Writing Assignment</th>
<th>Reporting Category (Scoring Category)</th>
<th>Cross-reference to Program of Studies</th>
<th>Proportion of Total Examination Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Writing in Context</td>
<td>Thought and Support</td>
<td>2.1 2.2 2.3 3.1 3.2 4.1 4.2</td>
<td>10% 15%</td>
</tr>
<tr>
<td></td>
<td>Writing Skills</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50% 50%</td>
</tr>
</tbody>
</table>
Description

Time: 3 hours. This examination was developed to be completed in 3 hours; however, you may take up to 6 hours to complete the examination, should you need it.

Plan your time carefully.

Part A: Written Response contributes 50% of the total English Language Arts 30–2 Diploma Examination mark and consists of three assignments.

• Assignment I: Visual Reflection
  Value 10% of total examination mark

• Assignment II: Literary Exploration
  Value 25% of total examination mark

• Assignment III: Persuasive Writing in Context
  Value 15% of total examination mark

Instructions

• Complete all three assignments.
• You may use the following print references:
  – an English and/or bilingual dictionary
  – a thesaurus
  – an authorized writing handbook

Additional Instructions for Students Who Are Using a Word Processor
• Format your work using an easy-to-read 12-point font, double space, and use headers and footers as illustrated on page 5.

Additional Instructions for Students Who Are Handwriting
• Use the paper provided by your school for handwritten work. Note that there is no paper provided in this booklet for final written work.
• Use blue or black ink for handwritten work.

Do not write your name anywhere in this booklet or on your response. Feel free to make handwritten revisions directly on your final response.
ASSIGNMENT I: VISUAL REFLECTION
Suggested time: 30 to 40 minutes
Suggested word count range: 300 to 700 words

This photograph is not available for posting.
ASSIGNMENT I: VISUAL REFLECTION

Examine the photograph on page 2. Reflect upon the ideas and impressions suggested by the photograph.

The Assignment

What ideas and impressions does the photograph suggest to you? Consider the context, and develop your response by referring to the photograph.

In your writing, you may respond personally, critically, and/or creatively.

You must

• select a prose form that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader

• consider how you can create a strong unifying effect

Initial Planning
Scoring categories and criteria for 2020–2021
Assignment I: Visual Reflection

<table>
<thead>
<tr>
<th>Excellent</th>
<th>E</th>
<th>The student’s perceptions are insightful and carefully considered. Support is precise, purposefully chosen, and strongly connected to the student’s ideas and impressions. The response is skillfully developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td>Pf</td>
<td>The student’s perceptions are thoughtful and considered. Support is relevant, detailed, and clearly connected to the student’s ideas and impressions. The response is coherently developed.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>S</td>
<td>The student’s perceptions are appropriate but may be generalized. Support is adequate and generally connected to the student’s ideas and impressions. The response is generally clearly developed.</td>
</tr>
<tr>
<td>Limited</td>
<td>L</td>
<td>The student’s perceptions are superficial and/or uncertain and/or inadequately explored. Support is imprecise, unclear, and/or vaguely connected to the student’s ideas and impressions. The response is unclearly or ineffectively developed.</td>
</tr>
<tr>
<td>Poor</td>
<td>P</td>
<td>The student’s perceptions are incomprehensible and/or unexplored. Support is absent and/or of questionable logic in relation to the student’s ideas and impressions. The response is underdeveloped and/or incoherent.</td>
</tr>
</tbody>
</table>
| Insufficient | INS | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when  
• the marker can discern no evidence of an attempt to fulfill the assignment OR  
• the writing is so deficient in length that it is not possible to assess Ideas and Impressions |
Presentation
(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 3.1, 3.2, 4.1, 4.2

When marking Presentation, the marker should consider the

- **effectiveness of voice** and its appropriateness to the intended audience of the prose form that the student has chosen

- quality of language and expression

**Consider the proportion of error in terms of the complexity and length of the response.**

<table>
<thead>
<tr>
<th>Excellent (E)</th>
<th>The student’s voice is engaging and confident. Stylistic choices are precise and effective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient (Pf)</td>
<td>The student’s voice is distinct and well considered. Stylistic choices are specific and frequently effective.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>The student’s voice is matter-of-fact and appropriate. Stylistic choices are adequate and occasionally effective.</td>
</tr>
<tr>
<td>Limited (L)</td>
<td>The student’s voice is inconsistent and/or inappropriate. Stylistic choices are imprecise and often unclear.</td>
</tr>
<tr>
<td>Poor (P)</td>
<td>The student’s voice is ambiguous and/or incoherent. Stylistic choices are ineffective and/or impede communication.</td>
</tr>
</tbody>
</table>
ASSIGNMENT II: LITERARY EXPLORATION
Suggested time: 70 to 80 minutes
Suggested word count range: 400 to 900 words

Read the following excerpt from a novel and complete the assignment that follows.

In 1932, American adventurer and travel writer Richard Halliburton and pilot Moye Stephens set out on a journey to retrace ancient travel and trade routes across the world. They travelled in a two-seat open-cockpit biplane that Halliburton named “The Flying Carpet.” In this excerpt, they are about to cross the Sahara Desert.

from THE FLYING CARPET

For six days the sixteen hundred miles of unbroken yellow ocean that still separated us from Timbuctoo was tortured by the sand hurricanes. However, the day came when the desert was quiet once more, though for how long no one could say. We were able to start south again.

The question of fuel now had to be faced. Our capacity at best was only seven hundred miles. There was a military motor track we were supposed to follow, leading across the Sahara to the Niger River, thirteen hundred miles away. Once every fortnight from October till May a truck is driven along this track. To fuel the truck, automobile gasoline was on deposit at an oasis four hundred miles further south, and again in a solitary unattended tank—the loneliest fuel station in the world—five hundred miles beyond that. This supply took one still another four hundred miles to a military post called Gao, on the Niger. The last three hundred miles were westward along the river to Timbuctoo.

So, provided we could follow the track from one deposit to another, we would have enough gasoline. To do this with an airplane is, under the best conditions, exceedingly difficult, so faintly is the trail marked across the desert. But now that one million square miles of sand had been charging back and forth over the track for six days it was questionable whether there was any trail left whatsoever.

And yet one dare not lose it. For a thousand miles to either side there is absolutely and literally nothing but sand, sand, sand. At sea there is a chance for a floating wreck to be found by passing ships. But no ship ever passes here. The caravan route is hundreds of miles to the west. If our Flying Carpet lost the thread we had an area as large as all the United States east of the Mississippi to be lost in, and as barren and waterless as the moon. …

However, that was the situation and we simply had to face it. We were not in the least discouraged. In fact the very difficulties ahead gave us a certain elation. We had not expected to find the Sahara other than cruel and defiant. Had it been safe, had it been commonplace, there would have been no challenge to meet, no satisfaction in overcoming it. We felt sure the airplane could get safely across; we needed only confidence in ourselves.

Richard Halliburton

The Assignment

In this excerpt, the narrator and his companion set out on a difficult and dangerous challenge, confident in their ability to succeed.

What is your opinion of the idea that our self-confidence influences the decisions we make?

You must

• discuss a character from literature or film that you have studied in English Language Arts 30-2. You may choose to discuss more than one character

• ensure the details you select support your opinion of the idea that our self-confidence influences the decisions we make

• present your ideas in prose

You should

• reflect upon your own knowledge and/or experience and/or the reading selection provided

• use the Initial Planning section on page 9 to help you plan your response. Carefully consider your controlling idea or how you will create a strong unifying effect.

• select a character who is relevant to your ideas about the topic and interesting to you from the short stories, novels, plays, poetry, nonfiction, or films that you have studied in English Language Arts 30-2

• organize your discussion so that your ideas are clearly and effectively presented
Assignment II: Literary Exploration

Initial Planning

Suggested Time: 10 minutes

Read the assignment question on page 8 and write your controlling idea below.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Select a character (or characters) from a text you have studied in ELA 30–2.

Character(s) Chosen

Literary Text(s) and Author(s)

Briefly identify details about the character(s) that you intend to use to develop your ideas. Make sure the details associated with this character are relevant to your ideas about the topic question.

Note: Write the title(s) of your chosen literary text(s) on the back cover of this examination booklet.
Scoring categories and criteria for 2020–2021
Assignment II: Literary Exploration

Because students’ responses to the Literary Exploration Assignment vary widely—from philosophical discussions to personal narratives to creative approaches—assessment of the Literary Exploration Assignment on the diploma examination will be in the context of Louise Rosenblatt’s suggestion:

... the evaluation of the answers would be in terms of the amount of evidence that the youngster has actually read something and thought about it, not a question of whether, necessarily, he has thought about it the way an adult would, or given an adult’s “correct” answer.

**Thought and Support**
(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 3.2, 4.1, 4.2

When marking **Thought and Support**, the marker should consider how effectively the

- **student's ideas** reflect an understanding of the **topic**
- **literary example** relates to the student’s ideas
- **support** explains and/or clarifies the response

**Consider ideas presented in the Personal Reflection on Choice of Character(s) from Literary Text(s).**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> E</td>
<td>An insightful understanding of the topic is demonstrated. The student's ideas are perceptively explored. The literary example is related effectively to the student's ideas. Support is precise and effective.</td>
</tr>
<tr>
<td><strong>Proficient</strong> Pf</td>
<td>A well-considered understanding of the topic is demonstrated. The student's ideas are thoughtfully explored. The literary example is related competently to the student's ideas. Support is specific and relevant.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> S</td>
<td>A defensible understanding of the topic is demonstrated. The student's ideas are appropriately and straightforwardly explored. The literary example is related adequately to the student's ideas. Support is relevant but tends to be general.</td>
</tr>
<tr>
<td><strong>Limited</strong> L</td>
<td>An understanding of the topic is evident but is only partially demonstrated or is not always sustained. The student's ideas are incompletely or unclearly explored. The literary example is lacking or does not relate adequately to the student's ideas and/or to the topic. Support is overgeneralized, inconsistent, and/or marginally relevant.</td>
</tr>
<tr>
<td><strong>Poor</strong> P</td>
<td>A minimal understanding of the topic is demonstrated. The student's ideas are underdeveloped, unexplored, and/or incomprehensible. The literary example is absent or unrelated to the student's ideas and/or to the topic. Support is deficient and/or irrelevant.</td>
</tr>
</tbody>
</table>
| **Insufficient** INS | **Insufficient is a special category. It is not an indicator of quality.** Assign insufficient when
- the marker can discern no evidence of an attempt to address the topic OR
- the writing is so deficient in length that it is not possible to assess Thought and Support |

**Classification: Public**
Form and Structure
(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.2, 3.1, 4.1, 4.2

When marking Form and Structure, the marker should consider how effectively the student’s organizational choices result in

- the development and maintenance of a controlling idea or unifying effect
- the creation of a coherent, shaped, and concluded discussion in response to the assignment

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (E)</td>
<td>A focused controlling idea or unifying effect is skillfully sustained throughout the response. Development of ideas and explanations is smooth and coherent.</td>
</tr>
<tr>
<td>Proficient (Pf)</td>
<td>A controlling idea or unifying effect is sustained throughout the response. Development of ideas and explanations is coherent.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>A controlling idea or unifying effect is evident, but unity may falter on occasion. Development of ideas and explanations is generally clear and coherent.</td>
</tr>
<tr>
<td>Limited (L)</td>
<td>A controlling idea or unifying effect is evident, but unity falters frequently. Development of ideas and explanations is uncertain and/or unclear.</td>
</tr>
<tr>
<td>Poor (P)</td>
<td>A controlling idea or unifying effect is absent or is not sustained. Development of ideas and explanations is deficient, ineffective, and/or incoherent.</td>
</tr>
</tbody>
</table>
Matters of Choice
(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking Matters of Choice, the marker should consider how effectively the student’s choices enhance communication. The marker should consider:

- **diction**, including connotative language, imagery, idiomatic expressions, and dialect
- **syntax**, including such choices as parallelism, balance, inversion, sentence length, and variety
- the contribution of stylistic choices to the creation of voice

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (E)</td>
<td>Diction is precise and effective. Many sentences have been successfully structured for effect and are sometimes polished. Stylistic choices contribute to the creation of a convincing voice.</td>
</tr>
<tr>
<td>Proficient (Pf)</td>
<td>Diction is specific and generally effective. Many sentences appear to have been purposefully structured for effect. Stylistic choices contribute to the creation of a competent voice.</td>
</tr>
<tr>
<td>Satisfactory (S)</td>
<td>Diction is appropriate but may be general rather than specific. Sentence structures are generally straightforward and clear. Stylistic choices contribute to the creation of a clear voice.</td>
</tr>
<tr>
<td>Limited (L)</td>
<td>Diction is imprecise and/or inappropriate. Sentence structures are frequently ineffective and/or awkward. Inadequate stylistic choices contribute to the creation of an uncertain or unclear voice.</td>
</tr>
<tr>
<td>Poor (P)</td>
<td>Diction is inaccurate and/or overgeneralized. Sentence structures are misused to such an extent that clarity suffers. A lack of stylistic choices contributes to the creation of an ineffective voice.</td>
</tr>
</tbody>
</table>
Matters of Correctness
(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking Matters of Correctness, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject–verb/pronoun–antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

Consider the proportion of error in terms of the complexity and length of the response

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent E</strong></td>
<td>This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics. The relative insignificance of errors present is impressive considering the complexity of the response and the circumstances.</td>
</tr>
<tr>
<td><strong>Proficient Pf</strong></td>
<td>This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, and/or complex language structures are understandable considering the circumstances.</td>
</tr>
<tr>
<td><strong>Satisfactory S</strong></td>
<td>This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, and/or minor errors in grammar and mechanics. The communication, however, is clear.</td>
</tr>
<tr>
<td><strong>Limited L</strong></td>
<td>This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, and/or mechanics blur the clarity of communication.</td>
</tr>
<tr>
<td><strong>Poor P</strong></td>
<td>This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impede communication.</td>
</tr>
</tbody>
</table>
ASSIGNMENT III: PERSUASIVE WRITING IN CONTEXT
Suggested time: 40 to 50 minutes
Suggested word count range: 300 to 600 words

Read the situation described below and use it to complete the assignment that follows.

The Situation

The Prosper School Board is considering establishing an attendance policy that would include penalty fines for those students who are identified as being chronically absent. Supporters point out that being present in school is one of the most basic conditions for a student’s success—if students are not in school, they could be falling behind in earning the course credits needed to graduate. Those opposed are concerned that this policy will further discourage students who avoid going to school because they suffer from anxiety or bullying and unfairly punish families who wish to take a family vacation during the school year.

In deciding whether to accept or reject the proposal, the Prosper School Board has invited concerned individuals to make their views known. You are Jules Dewan, a recent graduate of Prosper High School. You have considered information and opinions from a variety of sources (see pages 14 and 15). After considering the advantages and disadvantages of the proposal, you have reached a decision. You now need to write a persuasive speech or letter that clearly develops your position.

The Assignment

Write a speech or letter that will persuade the Prosper School Board either to ACCEPT or to REJECT the proposal to establish penalty fines at Prosper High.

In preparing your persuasive speech or letter, BE SURE TO

• study the information on the following pages
• consider your purpose and audience
• present a clear argument that explains the reasons behind your decision
• use an appropriate tone

Remember that you must clearly and directly choose either to accept or to reject the proposal.
Taking a family vacation and spending time together is important because it may benefit each member in more ways than you realize. Research has shown that family time has profound benefits:

**Builds Self-esteem:** Children who spend quality time with their loved ones have self-confidence. They are more sociable because they sense that their parents value them. Also, kids with self-esteem find it easier to build relationships.

**Creates Bonds:** It strengthens family ties and allows children to handle stressful situations with ease.

**Nurtures Positive Behaviours:** Kids will start to develop positive behaviours because their loved ones influence them. Research shows that adolescents who spend more time with their parents tend not to abuse alcohol.

**FATHER LOSES LEGAL BATTLE WITH SCHOOL**

Dominic Granley took his fight to the Supreme Court but has been found guilty of failing to secure his daughter’s regular attendance at school.

The long-standing school attendance policy in the UK states that a student can only be absent from school when the absence has been deemed acceptable by the school principal. Dominic Granley refused to pay the £120 penalty for taking his daughter on an unauthorized holiday to Disney World in Florida in 2018. He then decided to take his case all the way to the Supreme Court, but has since lost his case. The judges outlined that the definition of failure to attend regularly was “in accordance with the attendance rules.” Granley has been ordered to pay the fine and ensure his daughter’s school attendance in accordance with the policy.

---

### Attendance Matters

<table>
<thead>
<tr>
<th>Core course average</th>
<th>0-5</th>
<th>5-10</th>
<th>10-15</th>
<th>15-20</th>
<th>20-25</th>
<th>25+</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.3%</td>
<td>66.2%</td>
<td>55.1%</td>
<td>40.6%</td>
<td>26.1%</td>
<td>14.2%</td>
<td></td>
</tr>
</tbody>
</table>
Scoring categories and criteria for 2020–2021
Assignment III: Persuasive Writing in Context

**Thought and Support**
(10% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 2.1, 2.2, 2.3, 4.1, 4.2

When marking **Thought and Support**, the marker should consider

- how effectively the student has addressed the **significance** and **complexity** of the issue
- the **persuasiveness** and **consistency** of the argument(s) presented
- how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student’s arguments
- awareness of **audience** and effectiveness of **voice**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> E</td>
<td>A perceptive and thorough understanding of the issue is demonstrated. The student’s arguments are adept and convincing. Support is well defined and purposefully chosen to reinforce the student’s ideas in a deliberate and judicious way. The voice is confident.</td>
</tr>
<tr>
<td><strong>Proficient</strong> Pf</td>
<td>A thoughtful and competent understanding of the issue is demonstrated. The student’s arguments are well considered and sound. Support is accurate and occasionally purposefully chosen to reinforce the student’s ideas in a logical and clear way. The voice is competent.</td>
</tr>
<tr>
<td><strong>Satisfactory</strong> S</td>
<td>A sufficient but generalized understanding of the issue is demonstrated. The student’s arguments are appropriate and straightforward. Support is relevant but general, and may be occasionally lacking in persuasiveness and consistency. The voice is clear.</td>
</tr>
<tr>
<td><strong>Limited</strong> L</td>
<td>A superficial and/or incomplete and/or confused understanding of the issue is demonstrated. The student’s arguments may be oversimplified, inconsistent, and/or inadequately explored. Support is unclear, contradictory, inappropriate, or largely a repetition of what is provided in the examination. The voice is uncertain or unclear.</td>
</tr>
<tr>
<td><strong>Poor</strong> P</td>
<td>An inaccurate or minimal understanding of the issue is demonstrated. The student’s arguments may be of questionable logic or unrelated to the issue under discussion. Support may be irrelevant, overgeneralized, or absent. The voice is ineffective or inappropriate.</td>
</tr>
</tbody>
</table>
| **Insufficient** INS | Insufficient is a special category. It is not an indicator of quality. Assign insufficient when
- the marker can discern no evidence of an attempt to fulfill the assignment OR
- the writing is so deficient in length that it is not possible to assess Ideas and Impressions |

Classification: Public
Writing Skills
(5% of total examination mark)

Cross-reference to the English Language Arts 30–2 Program of Studies: 4.2

When marking Writing Skills, the marker should consider the extent to which the writing demonstrates control of

- syntax
- diction
- grammar
- mechanics

Consider the proportion of error in terms of the complexity and length of the response.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent E</td>
<td>The selection and use of words and structures are effective. This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Proficient Pf</td>
<td>The selection and use of words and structures are frequently effective. This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Satisfactory S</td>
<td>The selection and use of words and structures are occasionally effective. This writing demonstrates basic control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Limited L</td>
<td>The selection and use of words and structures are generally ineffective. This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
<tr>
<td>Poor P</td>
<td>The selection and use of words and structures are ineffective. This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.</td>
</tr>
</tbody>
</table>
Part B: Reading

Description

Part B: Reading is worth 50% of the total diploma examination mark and consists of 70 machine-scored questions based on short texts and excerpts from extended texts.

Part B: Reading is an assessment of students’ ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers’ choices; and appreciation of human experience and values reflected in literature will be assessed at the level of challenge appropriate for graduating English Language Arts 30–2 students.

Reading

Texts will include:

- Modern drama—may include television or radio scripts or screenplays
- Poetry—may include song
- Nonfiction and response to nonfiction
- Fiction and nonfiction readings representing a broad selection of literary texts, which includes persuasive, personal, expository, biographical and autobiographical essays, and visual texts

Reading selections will reflect the minimum one-third Canadian texts requirement in the English Language Arts 10–12 Program of Study and will also reflect a variety of cultural perspectives.

Often, at least one reading will be linked to one or more, usually different, types of text.

One set of questions is based on a draft composition written by a hypothetical student. The passage that precedes the student’s composition inspires the student’s writing topic.

Questions

The questions require the English Language Arts 30–2 student to make decisions about revisions and corrections to the draft relative to topic, purpose, audience, and presentation.

The questions on Part B: Reading progress through each selection in a manner intended to assist students with their reading. For this reason, and with the inclusion of linked readings and items, students should read the passages and answer the questions in the order in which they appear in the booklets.

Visual texts may be presented within a text to enhance the students’ reading or may be presented independently as a reading selection with questions. Students will be asked to identify how elements of a photographic composition, photograph, cartoon, poster, advertisement, or work of art convey meaning, relate to the purpose of the text, or contribute to the total effect of the text.
Linked passages and questions
Each examination typically contains one linked passage set. A linked passage set consists of two or more texts, one of which may be a visual text. The texts within the set are thematically linked, and the connection between the texts creates a specific reading context. Each text is accompanied by its own set of questions.

Following the questions on the final text in the set are several questions that require students to consider one or more of the texts in relation to the others. These questions may ask students to identify the significance of a quotation from one text in the context of another or to identify similarities or contrasts between the texts.

Sample readings
The January 2004 Part B: Reading examination was released for teachers to use in preparing their students for the Part B: Reading examination.

Blueprint
Part B: Reading is designed to reflect the English Language Arts 10–12 Program of Study. The blueprint for Part B is on the following page.
English Language Arts 30–2 Diploma Examination
Part B: Reading Blueprint

<table>
<thead>
<tr>
<th>Reporting Category*</th>
<th>A. Form Literal Understandings</th>
<th>B. Infer, Apply, and Analyze</th>
<th>C. Assess and Form Generalizations</th>
<th>Total Items***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construct meaning from content and context, and engage contextual knowledge (2.1)**</td>
<td></td>
<td></td>
<td></td>
<td>30–40 items</td>
</tr>
<tr>
<td>2. Relate textual forms, elements, and techniques to content, purpose, and effect (2.2, 2.3.3)</td>
<td></td>
<td></td>
<td></td>
<td>20–25 items</td>
</tr>
<tr>
<td>3. Connect self, culture, and milieu to text and text creators (2.3.1, 2.3.2)</td>
<td></td>
<td></td>
<td></td>
<td>10–15 items</td>
</tr>
<tr>
<td>Total Items</td>
<td>15–25 items</td>
<td>30–40 items</td>
<td>10–20 items</td>
<td>70 items (50%)</td>
</tr>
</tbody>
</table>

* Texts used to assess learner outcomes are chosen for their literary merit and represent the reading standard expected of English Language Arts 30–2 graduates.

Text selections will reflect the minimum one-third Canadian texts requirement in the English Language Arts 10–12 Program of Study. Text types include excerpts from extended texts—novel, book-length nonfiction, modern and/or contemporary drama (including television or radio scripts or screenplays), and shorter texts—poetry (may include song), short story, visual texts (including photographs, advertisements, cartoons, posters, photographic compositions), persuasive, personal, expository, biographical, and autobiographical essays, and popular nonfiction (including news stories, feature articles, reviews, interviews, and technical writing). Some questions may be linked to more than one reading selection; that is, the questions will ask students to consider two or more readings connected by context and/or theme.

** Numbers in parentheses refer to headings and subheadings from the English Language Arts 10–12 Program of Study to which the reporting categories are cross-referenced.

*** Numbers of items and percentages are approximate and will vary depending on the readings chosen. Part B is worth 50% of the total English Language Arts 30–2 Diploma Examination mark.
How to Get Involved

High-quality diploma examinations are the product of close collaboration between classroom teachers and Alberta Education. Classroom teachers from across Alberta are involved in many aspects of diploma examination development, including the development of items; the building, reviewing, administering, and marking of field tests; the reviewing and validating of diploma examinations; and the marking of diploma examinations.

The development of test items from when they are written until when they appear on an examination takes at least one year. All items on English Language Arts 30–2 Diploma Examinations are written by English Language Arts 30–2 teachers from across Alberta. After the first year of provincial implementation of the program of studies, items are field tested to ensure their reliability and validity. Diploma examinations are reviewed by editors and validated by working groups that consist of classroom teachers and curriculum staff.

Alberta Education values the involvement of the teachers and annually asks school jurisdictions for the names of teachers who are interested in being involved in any of the development processes for diploma examinations. Teachers who are interested in developing items, constructing field tests, or reviewing and validating examinations are encouraged to talk to their principals about how they can submit their names for approval to be involved in these processes. Although the call for submissions occurs each fall, teachers are welcome to have their names submitted at any time.

Teachers may also be nominated by their school authority to mark written-response assignments for humanities and mathematics diploma examinations. The call for nominations occurs in early September (for January and April marking) and again in February (for June, August, and November marking). Teachers who would like to be nominated to mark diploma exams are encouraged to talk to their principals.

Periodically, we send out information to those English Language Arts 30–2 teachers who are on our contact list. If you are not on that list and would like to receive updates related to English Language Arts 30–2 assessment activities, please contact either Philip Taranger, English Language Arts 30–2 Exam Manager, at Philip.Taranger@gov.ab.ca or Denise Kissel, English Language Arts 30–2 Examiner, at Denise.Kissel@gov.ab.ca.
Website Links

Alberta Education website

Programs of Study

General Information Bulletin
contains specific directives, guidelines, and procedures of diploma examinations

Diploma Examinations Program

Writing Diploma Examinations
contains Guides for Students, exemplars, and other support documents

Quest A+
contains practice questions and questions from previous diploma examinations

Field Test Request System

Field-test Information

School Reports and Instructional Group Reports
contain detailed statistical information on provincial, group, and individual student performance on the entire examination
Contacts 2020–2021

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