***The Marrow Thieves* Final Assessment**

**Learning Goals/Curricular Competencies:** For this unit, we have been focusing on the following curricular competencies (ie this is what you need to show me that you can DO by the end of the unit)

* I can respond to a text in a formal way by developing a formal composition (paragraph or essay) that supports my opinion using evidence from the text. (Ex. Paragraph writer)
* I can demonstrate my understanding of a text in a personal and creative mode/way. (Ex. choice role)
* I can participate in a small group and class discussion to share my ideas/opinions/ questions about a text and I can listen to what others have to say. (Ex. discussion leader/class discussion)
* I can recognize the role of story, oral tradition, and land/place in First Peoples culture/traditions. (all assignments)
* I can apply reading strategies to understand a text (either written, visual, or oral). (Ex. Summarizer and discussion)

**Your task**: You will be asked to justify, using evidence from assignments/discussions/activities during the unit, how you have demonstrated proficiency for each of the curricular competencies listed above. Each competency/learning goal should have a write up with a connection/reference to evidence of your work to show that you have achieved that competency. Remember, this has been a long unit, so we are accomplishing a lot of the course objectives in this unit. The following is a sample of how you could set up this part of the final assessment:

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| **Curricular Competency**  | **Evidence that demonstrates I have proficiency in this competency**  | **How does this evidence demonstrate my proficiency?**  |
| I can participate in a small group and class discussion to share my ideas/opinions/ questions about a text and I can listen to what others have to say.  | Please refer to my discussion mark (both group and individual) for this competency | During this unit, we had to discuss several topics, some of which were difficult to discuss in class. I found that sometimes my opinions differed from those in my group and in the class; however, I was able to respectfully listen to their opinions, and then add my own opinion. For example, in one discussion, Jane mentioned that she thought that RiRi should not be allowed to listen to Story because it would ruin her childish innocence. However, I believe that RiRi should listen to Story as she is living in a difficult society and she needs to be prepared for the harsh conditions in which she is living. Therefore, I acknowledged that I heard what my group member said, and then I respectfully agreed and mentioned my point and the evidence for why I thought this. After this discussion, and all of the discussions in the unit, my opinions were changed and I feel that I was better able to understand the book because as a group/class, we built an understanding together as everyone participated and gave their interpretations.  |

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| **Curricular Competency**  | **Evidence that demonstrates I have proficiency in this competency**  | **How does this evidence demonstrate my proficiency?**  |
| I can respond to a text in a formal way by developing a formal composition (paragraph or essay) that supports my opinion using evidence from the text. (Ex. Paragraph writer) |  |  |
| I can demonstrate my understanding of a text in a personal and creative mode/way. (Ex. choice role) |  |  |
| I can participate in a small group and class discussion to share my ideas/opinions/ questions about a text and I can listen to what others have to say. (Ex. discussion leader/class discussion) |  |  |
| **Curricular Competency**  | **Evidence that demonstrates I have proficiency in this competency**  | **How does this evidence demonstrate my proficiency?**  |
| I can recognize the role of story, oral tradition, and land/place in First Peoples culture/traditions. (all assignments) |  |  |
| I can apply reading strategies to understand a text (either written, visual, or oral). (Ex. Summarizer and discussion) |  |  |