

EFP 11 Key Concepts Test

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Student Name: _____

Portfolio #: _____

Attempt 1	Attempt 2	Attempt 3	Attempt 4
<input type="checkbox"/> 49 – Not completed <input type="checkbox"/> 50 – Attempted <input type="checkbox"/> 60+ <input type="checkbox"/> 72+ <input type="checkbox"/> 90+	<input type="checkbox"/> 49 – Not completed <input type="checkbox"/> 50 – Attempted <input type="checkbox"/> 60+ <input type="checkbox"/> 72+ <input type="checkbox"/> 90+	<input type="checkbox"/> 49 – Not completed <input type="checkbox"/> 50 – Attempted <input type="checkbox"/> 60+ <input type="checkbox"/> 72+ <input type="checkbox"/> 90+	<input type="checkbox"/> 49 – Not completed <input type="checkbox"/> 50 – Attempted <input type="checkbox"/> 60+ <input type="checkbox"/> 72+ <input type="checkbox"/> 90+

Key Concepts Test – Explain how to understand and explain complex and important ideas using the writing process, theory, and scholarship – in ways that to matter to you and your community. The Key Concepts Test is marked: *Not Completed* (49), *Attempted* (50), and *Completed* (60+, 72+, or 90+). You must repeat the test until you achieve 50+, 60+, 72+, or 90+ (depending on your overall goal for the course).

1. Define the following terms.

- a. theory
- b. thesis
- c. system
- d. expository essay
- e. features of text
- f. focusing question
- g. knowledge
- h. literary devices
- i. narrative
- j. outline
- k. place
- l. policy
- m. power
- n. process
- o. reflective analysis essay
- p. scholarship
- q. summarize
- r. textual analysis essay
- s. theme
- t. topic

5 points for each term

exact wording is required for 5/5

maximum for an approximately correct answer is 3/5

100 points

2. Write a 4-paragraph response (describe-explain-connect-reflect) that describes how to research and write a pre-university-level paper in high school, explains how the process of writing improves your capacity to think about and understand reality, connects the writing process to your own work, and explains why learning and applying the writing process matters to you and your community. In short, provide a concrete answer to this question: **How can learning the writing/research process make a positive difference that matters to you?**

3. Complete (draw and label) the following charts:

- a. Levels of Analysis
- b. Five Fs (also known as Elements of Non-Fiction Writing)
- c. Elements of a System (also known as Systems Thinking)
- d. Six Stages of Research (also known as Six Stages of Writing)

4. Draw the Zone of Proximal Development (ZPD) Chart and then describe it in a 1-paragraph descriptive summary. Next, write a 1-2 paragraph connection/reflection summary of how and why you applied Vygotsky's theory of learning and development so far this term. Be specific, describe the theory in your own words, and explain how metacognitive analysis helps you acquire cognitive tools to make you a smarter and more powerful thinker.

5. Demonstrate the following skills:

- a. Select a topic
- b. Select a related theme
- c. Write a focusing question
- d. Write a thesis statement
- e. Write an outline for an essay in support of your thesis
- f. Write a roadmap
- g. Write a signpost
- h. Write a transition phrase (or transition sentence)
- i. Write an in-text citation (direct quote)
- j. Write an in-text citation (paraphrase)

<p>25 = Minimal quality</p> <p>30 = Satisfactory quality</p> <p>36 = Good/Very good/Excellent quality</p> <p>45-50 = Outstanding quality</p> <p>100 points</p>
<p>75 = Copied from notes</p> <p>90 = Copied from partially completed template</p> <p>108 = Used a word list as guide</p> <p>50 = entirely from memory</p> <p>150 points</p>
<p>25 = Minimal quality</p> <p>30 = Satisfactory quality</p> <p>36 = Good/Very good/Excellent quality</p> <p>45-50 = Outstanding quality</p> <p>50 points</p>
<p>10 points for each skill</p> <p>5 = Minimal approximation (LA)</p> <p>6 = Advanced approximation (SA)</p> <p>8 = Independent (correct)</p> <p>10 = Mastery (correct/sophisticated understanding shown)</p> <p>100 points</p>

49	50	60+	72+	90+
≥ 249/500	≤ 250/500	≤ 300/500	≤ 360/500	≤ 450/500