LINKING ePEARL LEVEL 1 TO QEP

The QEP has the following End of Cycle 1 Outcomes:

(Taken from the QEP website)

QUOTE CYCLE ONE – READING

By the end of Cycle One, the student chooses to read, view and/or listen to a variety of children's texts, including her/his own writing that is considered as text, and develops a range of favourite literary, popular and information-based texts appropriate to her/his own age, interests and abilities. S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment that involves ongoing collaboration with peers and teacher.

With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion, and s/he may ask for and receive help when required. While s/he develops her/his own view of a text in the light of her/his own experiences, the student also begins to acknowledge and support different interpretations of the same text in peer and teacher discussions. When prompted by the teacher, the student begins to identify some structures and features of familiar text types.

Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information. In teacher conferences with a limited and specific focus, the student talks about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time, and to set goals for future learning in an integrated ELA portfolio.

HOW DOES ePEARL SUPPORT THE QEP READING OUTCOME REQUIREMENTS FOR CYCLE 1?

QEP OUTCOME REQUIREMENT	ePEARL FEATURE
"By the end of Cycle One, the student … develops a range of favourite literary, popular and information based texts appropriate to her/his own age, interests and abilities."	ePEARL Response questions encourage students to think about their enjoyment of the story, allowing them to follow the development of their own literary taste.
"S/he begins to trust her/his own ability to construct meaning as a reader in a supportive, risk-taking environment…"	Supportive risk taking means that error is not something to be avoided. Rather, learning to trust one's own capabilities relies strongly on correctly attributing the causes of failure. Not reaching one's goal is not because "I don't have the capacity to do it" but rather because "my strategies did not work. If I change my strategies, I may reach my goal."
"With guidance, the student develops and uses a repertoire of meaning-making strategies in a trial-and-error fashion…"	As above, the goal setting and reflection features encourage a student to think about how they can become a better reader, and if a particular strategy didn't work, they can set a new goal/strategy for the next reading. Teacher feedback can guide students in this process.

QEP OUTCOME REQUIREMENT	ePEARL FEATURE
"[an environment]…that involves ongoing collaboration with peers and teacher."	Collaboration with peers and teachers is supported in ePEARL by the feedback features, which is available in every reading or writing piece.
"Ongoing assessment and evaluation of the student's development is based on a collection of representations of her/his reading over time rather than on one or two pieces of information."	ePEARL will help a teacher see each student's development, throughout the term or the year, at any time, from their own computer. Teachers will be able to see each student's progress in relation to their own initial situation/capabilities.
"…the student talks about her/himself as a reader and, with guidance, begins to describe her/his strengths and changes over time…"	Reflection in both the Reading and Writing modules encourage the contemplation and documentation of strengths and weaknesses, and the improvement achieved over time.
"…to set goals for future learning…"	Goal setting is an important feature in ePEARL. Long-term goals are accessible for viewing and modification from within each reading. Students are also asked to identify their specific goal for each reading.

QUOTE: CYCLE ONE – WRITING

By the end of Cycle One, the student writes daily and is a risk-taker who is able to choose her/his own topics and purposes for writing in order to produce personally meaningful texts for a familiar audience of peers, family and friends. It is the connection to what is personally meaningful to her/him that fuels the student's desire to write. S/he uses signs, symbols, illustrations and words to communicate, in combinations that are both deliberate and experimental. Her/his focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends. S/he is aware of a limited range of developmentally appropriate spelling strategies, such as patterns and generalizations, and uses these in a trial-and-error fashion.

The student is able to use invented spelling that demonstrates her/his growing awareness of written language. S/he understands that talk is essential to her/his writing process. S/he talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts. Much of her/his writing is exploratory and goes no further than an initial draft. S/he may develop some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him, but this process is not yet consolidated.

Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information. The context or situation in which assessment and evaluation take place also includes the following: a familiar, known and specific purpose for writing, access to rich varieties of print; and opportunities to follow a writing

process and to talk about her/his writing. With guidance, s/he chooses and talks about personally significant pieces of writing from her/his integrated ELA portfolio with the teacher.

HOW DOES ePEARL SUPPORT THE QEP WRITING OUTCOME REQUIREMENTS FOR CYCLE 1?

QEP OUTCOME REQUIREMENT	ePEARL FEATURE
"[The student's] focus is on producing a range of text types, all of which serve an expressive function and are deeply personal, in that they are related to her/his experiences, ideas, feelings, family and friends."	In ePEARL, the Level1 Writing module has an embedded text editor. It also enables students to attach a document to their reflection on their entry – scanned photographs, artwork, illustrations, writing attempts, are all acceptable forms of expression the portfolio accommodates.
"S/he understands that talk is essential to her/his writing process. S/he talks about the books she hears, reads and views and begins to use, in her/his writing, ideas and structures from these experiences with familiar and favourite texts."	Predefined questions have been embedded within the Reading Response feature (under Reading) to encourage a child to think about the themes, characters, writing style etc within a text. Reading Responses may be written, oral or via a scanned picture.
"S/he may develop some writing for personally significant purposes and a familiar audience by deciding on a few revisions to her/his initial draft of writing before arriving at a text that satisfies her/him…"	Developing reflective skills, which lead to conclusions about changes to be made and finally implementation of these changes, are an important part of the portfolio process. ePEARL supports this by prompting Reflection questions, and encouraging comments and feedback from the "familiar audience" – specifically, from the teacher, peers and parents.
"Ongoing assessment and evaluation of the student's development is based on a collection of her/his writing over time rather than on one or two pieces of information."	Like in the Reading module, ePEARL provides you with a full view of your students' accumulated work and improvement throughout the year. Besides actual work, you can also easily view improvement in other skills – such as goal-setting and reflection.
"..the context or situation in which assessment and evaluation take place also includes… the opportunity to talk about her/his writing…"	Questions embedded in the Writing Reflection page, urge students to think about certain aspects of their writing skill.

QUOTE CYCLE ONE – DIFFERENT MEDIA

By the end of Cycle One, the student is beginning to develop a repertoire of familiar and age-appropriate media text types that s/he reads (i.e. views or listens to) and produces. With his/her teacher acting as a support and guide to build on and extend the student's previous experience with the media, s/he has had repeated opportunities to follow a process when responding (orally) to the media and when producing media texts.

The student's developing knowledge about how media texts work is demonstrated when s/he collaboratively produces texts with peers, in a supportive, risk-taking environment. These texts are personally significant and self-selected and made for an audience of friends, family and trusted adults. Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning. Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information. In conferences with the teacher, the student presents her/his media productions, as part of her/his integrated ELA portfolio and, when invited, draws associations between the texts s/he has co-produced and her/his world of friends, family and trusted adults.

HOW DOES EPEARL SUPPORT THE QEP REQUIREMENTS FOR USE OF DIFFERENT MEDIA IN CYCLE 1?

QEP OUTCOME REQUIREMENT	EPEARL FEATURE
"Her/his productions involve the use of images, signs, symbols, logos and/or words to convey meaning."	Many kinds of materials can be attached to a Response or Reflection to encourage the use of different media.
"Ongoing assessment and evaluation of the student's development is based on a collection of her/his productions over time rather than on one or two pieces of information."	Again, ePEARL can easily house numerous works from different points throughout the year, facilitating the tracking of reading and writing development in young learners.
"In conferences with the teacher, the student presents her/his media productions…"	Teachers are encouraged to dialogue with their students through the feedback feature.

QUOTE: CYCLE ONE – COMMUNICATION

By the end of Cycle One, the student uses language in unstructured and informal situations as a means of exploring, expressing and developing thoughts, feelings and imagination. S/he has developed, through trial and error, a limited range of known and effective strategies for working collaboratively with others. As well, s/he experiments with different ways of communicating by using basic structures and features of language to express ideas, to interpret verbal and nonverbal cues, to participate in classroom drama activities, to solve problems and to understand new information. Ongoing assessment and evaluation of the student's development is based on a collection of her/his activities over time involving the use of talk for learning, rather than on one or two pieces of information. With guidance, the student talks about her/his language development and maintains, in her/his integrated ELA portfolio, samples of work in different learning contexts.

Note: Suggestions for Using Information and Communications Technologies (ICT)
Information and Communications Technologies can support the development of literacy and learning in the classroom. The English Language Arts program focuses on the following areas through which the student learns about the potential of ICT and their relationship to her/his literacy:

- Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies
- Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning

- Use of interactive reading and writing software to support learning
- Use of developmentally appropriate and accurate terminology to talk about media and technology resources
- Responsible use of technology systems and software
- Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum
- Use of telecommunications to access remote information, to send and receive messages and to support personal interests
- Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities

HOW DOES EPEARL SUPPORT THE QEP COMMUNICATION REQUIREMENTS FOR CYCLE 1?

QEP OUTCOME REQUIREMENT	EPEARL FEATURE
"…using basic structures and features of language to express ideas…"	Discussing one's work is also encouraged in ePEARL through the feedback features. This can be done while sitting together at the computer and reviewing work in the portfolio.
"Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer)… Use of variety of media and technology resources (CDROM, video camera, digital camera, graphics tools, scanners, editing equipment) for directed and independent learning…"	ePEARL lets students use a mouse, keyboards, and microphones. Students learn to locate and attach files and scanned images.
"Responsible use of technology systems and software…"	Students learn to organize and find their work. They also learn to pay attention when they interact with the computer – from basic things like handling peripheral equipment, to paying attention to the time limit for a recording.