

Outil diagnostique
à l'appui du programme-cadre

Anglais pour débutants

de la 4^e à la 8^e année

2013



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Tâches de précision des acquis en anglais pour débutants (APD)

Le but

Cette trousse à l'intention des enseignantes et enseignants a pour but de faciliter le placement de l'élève, soit dans le programme ordinaire d'anglais ou d'anglais pour débutants selon ce qui répond le mieux à ses besoins dans l'acquisition de la langue. Les tâches de cette trousse visent à préciser les compétences langagières en anglais des élèves du palier élémentaire dans les domaines de la communication orale, la lecture et l'écriture. Le but principal du programme est de faire progresser l'élève, le plus rapidement possible, pour qu'il ou elle puisse intégrer le programme ordinaire d'anglais lorsque les compétences nécessaires sont acquises.

Cette précision de compétences langagières, par contre, ne doit pas être vue ni présentée à l'élève comme une évaluation. Durant l'administration des tâches de précision des acquis, l'enseignante ou l'enseignant doit s'assurer que l'élève est à l'aise et qu'il ou elle est en mesure de donner son meilleur rendement. La précision des acquis permettra à l'enseignante ou l'enseignant de déterminer les forces et les faiblesses de l'élève dans cette matière.

(Adapté de *Steps Assessment Kit, Grades 1 to 8*, p. 3)

À qui s'adressent ces tâches?

Les tâches de cette trousse s'adressent surtout aux élèves qui viennent de pays ou d'endroits où l'anglais est peu ou pas parlé. Donc, ces élèves auraient un retard dans cette matière en comparaison aux élèves de la province de l'Ontario qui sont, en général, exposés à la langue anglaise de façon régulière.

Avant d'administrer ces tâches, il est important de prendre connaissance des antécédents de l'élève; par exemple, sa région ou son pays d'origine, le nombre d'années qu'il ou elle a suivi un cours formel d'anglais, ainsi que la langue maternelle et les autres langues parlées à la maison. Une vérification du dossier scolaire et une brève entrevue avec l'élève peuvent donner une bonne indication de ses connaissances de l'anglais. Aussi, il est important de consulter les membres du personnel qui connaissent l'élève, par exemple, l'enseignante ou l'enseignant de la classe titulaire, de la classe ressource, spécialiste d'anglais ou un membre de la direction. L'ensemble de ces informations peut aider à déterminer le niveau dans lequel l'élève doit être placé.

À la suite du placement initial de l'élève dans le programme d'anglais pour débutants, sa progression dans le programme dépendra de ses compétences langagières et de sa capacité à transférer des connaissances et des habiletés d'une langue à l'autre. La progression variera d'un élève à l'autre, mais l'objectif demeure le même pour tous : intégrer le programme ordinaire d'anglais le plus rapidement possible.

(Adapté du programme-cadre *Anglais pour débutants de la 4^e à la 8^e année*, révisé 2013, p. 9)

Il est important de vérifier les compétences langagières de l'élève dans les trois domaines puisque celles-ci peuvent différer d'une compétence à l'autre. Par exemple, il est possible qu'un ou une élève parle

peu l'anglais mais qu'il ou elle ait une plus grande habileté à le lire. Son placement pourrait alors être à deux niveaux différents en communication orale et en lecture.

Après que la tâche est complétée, il s'agit de préciser les acquis en cochant les habiletés de l'élève et d'annoter la grille d'observations d'informations sur le profil de l'élève. Le placement de l'élève tient compte de ses résultats dans les trois domaines : communication orale, lecture et écriture. La décision du placement repose également sur le jugement professionnel de l'enseignante ou l'enseignant. À l'aide des grilles d'observations et de précision des acquis, il est possible de faire des recommandations au sujet du niveau du programme d'anglais pour débutants ou le programme ordinaire d'anglais et d'en informer les parents.

Avec un enseignement différencié et un appui individuel soutenu, l'élève s'améliorera rapidement et pourra, avec la recommandation de l'enseignante ou l'enseignant d'anglais, faire la transition au programme ordinaire d'anglais. Cette transition peut se faire à n'importe quel moment de l'année scolaire et quand l'enseignante ou l'enseignant le jugera opportun.

(Adapté du programme-cadre *Anglais pour débutants de la 4^e à la 8^e année*, révisé 2013, p. 9)

En quoi consiste l'outil diagnostique?

L'outil comprend :

- Deux tâches de précision en communication orale – une pour le niveau préparatoire à la 6^e année et une au niveau de la 7^e et 8^e année. Ces tâches sont divisées en sous-tâches qui préciseront les compétences auditives (p. ex., suivre des directives) et orales (p. ex., répondre à des questions variées et des conversations).
- Trois tâches de précision en lecture – une pour le niveau préparatoire jusqu'à la 4^e année, une pour le niveau intermédiaire 5^e et 6^e année et une pour le niveau avancé 7^e et 8^e année. Ces tâches présentent des textes gradués correspondant aux années d'études suivies par des questions et des exercices de vocabulaire.
- Trois tâches de précision d'écriture – une pour le niveau préparatoire jusqu'à la 4^e année, une pour le niveau intermédiaire 5^e et 6^e années et une pour le niveau avancé 7^e et 8^e année. Ces tâches présentent des exercices d'écriture qui sont en lien avec les textes de lecture.

Chaque tâche présente le but de la tâche et des directives pour l'enseignante ou l'enseignant ainsi que pour l'élève. Avant d'administrer chacune des tâches, il est important de se familiariser avec ces derniers afin de :

- bien choisir le niveau pour l'élève en question;
- bien comprendre la tâche en question;
- pouvoir accompagner l'élève et le soutenir pendant qu'il ou elle fait les tâches.

Chaque niveau de tâches est suivi d'une grille d'observations et de précision des compétences langagières de l'élève. Les critères de la grille permettent de déterminer le placement de l'élève dans le programme d'anglais pour débutants ou dans le programme ordinaire d'anglais, selon ce qui convient le mieux. La grille d'observations présente les critères de deux niveaux de compétences langagières ce qui permet d'annoter le chevauchement de niveaux, selon le cas.

Le placement de l'élève

Avant d'administrer les tâches, il faut :

- prendre connaissance des choix de tâches;
- s'approprier les critères des compétences langagières (niveau préparatoire à la 8^e année) présentés dans les grilles d'observations et de précision des acquis;
- vérifier les antécédents de l'élève pour sélectionner le niveau de tâche approprié.

Pendant la tâche, soit de communication orale, de lecture ou d'écriture, il est important de noter les observations aux différentes étapes de la tâche. Il n'est pas nécessaire que l'élève complète toutes les composantes de la tâche. Si l'élève est incapable de répondre à toutes les exigences, il est possible que la tâche soit trop difficile pour l'élève. Il est aussi possible que la tâche soit trop facile. Dans de telles situations, il s'agit de consigner les observations sur la grille adaptée et de choisir une nouvelle tâche à un niveau plus approprié. Si une reprise est nécessaire, il est important d'en informer l'élève afin d'expliquer qu'une reprise fait partie du déroulement normal d'un processus diagnostique.

APD DIAGNOSTIC ORAL AND ORAL-VISUAL COMMUNICATION ASSESSMENT

PREPARATORY LEVEL
TO GRADE 8 LEVEL

APD Diagnostic Oral and Oral-Visual Communication Assessment

Preparatory Level to Grade 8 Level

Introduction

The Diagnostic Oral and Oral-Visual Communication Assessment Task should be the first task administered to students. By assessing their proficiency in oral and oral-visual communication, the teacher will immediately gain a clearer picture of students being assessed, as well as the level or levels to select for the next two assessment tasks, Reading and Writing.

Objective

The tasks are designed to make students listen and respond to a set of questions or instructions as well as to have them converse by answering a series of questions, give opinions about a variety of subjects or respond to visual cues. In this manner, their level of proficiency in oral communication in English can be established.

It is important to remember not only to assess students' abilities to use language (vocabulary, language conventions and fluency) when speaking English, but also to examine their listening skills.

Assessment Tasks

The Diagnostic Oral and Oral-Visual Communication Assessment is divided into two distinct levels of proficiency: **Basic/Intermediate** and **Advanced**. Each level of proficiency has three tasks according to academic levels. Grade levels were not included here because the assessment will be determined more so by student responses in the three tasks. The Basic/Intermediate Level is set according to student listening and speaking skills from Grade 4 through Grade 6. The Advanced Level is set according to student listening and speaking skills from Grade 7 through Grade 8.

Before administering one of these assessments, it will be of utmost importance to become familiar with the various student profiles described by grade level in the Oral and Oral-Visual Assessment Charts. Having prior awareness of student skills will help place the student at the proper grade level once the tasks have been completed. Also, it is important to read the explanatory note carefully before administering tasks at each level.

After selecting the level of the Oral and Oral-Visual Communication Assessment, it is important to read all the instructions before starting. Each assessment begins with a task called "Getting to Know You" – a set of short oral questions that require short responses from the student. This task is basically the same for all levels, and allows the teacher to get a quick overview of the student's background in English as well as his/her ability to listen, respond and speak the language. Each set of questions shows a gradual increase in complexity. For example, it is possible for a Grade 7 or 8 student to have difficulty answering the basic questions of Part A. This is an indication that he/she is at the Preparatory Level. However, if the student answers these questions easily, go to the next set of questions in Part B or C. The remainder of the assessment is divided into two tasks: Following Oral Instructions and Engaging in Conversation.

In order to determine student levels of proficiency in speaking and listening, give instructions in English as much as possible. Try to avoid giving instructions in French since the tasks are meant to assess both speaking and listening skills.

Observations and Final Assessment

The APD – Oral and Oral-Visual Communication – Observation and Assessment Chart at the end of each level of proficiency gives a general profile of a student’s speaking and listening skills for each APD grade level. Recording observations during the assessment can be done directly on the chart in the space provided for teacher observation notes.

Recording Observations on the Assessment Chart

There are several ways to record observations while the student is speaking or responding to questions, for example:

1. Take quick notes on the student's response process (e. g., articulation, hesitations, use of mother tongue, requests for clarifications).
2. Take quick notes for each section of the Assessment Chart: a) Fluency; b) Listening and Responding; c) Use of Conventions of Spoken English.
3. When the student has completed the three sections of the evaluation and has left, compare your quick notes to those in the grade profile.
4. Add a check mark next to the appropriate description of the three oral and listening skills.

Once the Assessment Chart has been completed, a clear picture of the student’s abilities will have been drawn.

Once the Oral and Oral-Visual Communication Level has been determined, the student should be assigned the corresponding reading assessment tasks which will help to identify strengths and weaknesses in reading English.

It is important to evaluate students in the three strands since some students may be at different levels in each of the strands.

Diagnostic Assessment for Basic/Intermediate Level Oral and Oral-Visual Communication Preparatory Level Through Grade 6 Level

Note to Teacher

Prior to administering the Oral and Oral-Visual Assessment Tasks, notice that only one assessment task covers all basic and intermediate levels of proficiency from the Preparatory Level through Grade 6. This task has been structured for students with beginner and moderate knowledge of English, i.e., approximately one academic year behind the regular Grade 6 Level. The level at which students converse or respond to questions is important to keep in mind.

Before proceeding to the assessment, be sure to have read and appropriated the information given in the student profiles from the Preparatory Level to Grade 6, as described in the Observation and Assessment Charts at the end of this assessment. If students struggle to complete any of the sections of the assessment, they should be considered for the APD Preparatory Level. Otherwise, depending on their results, they should be considered for the APD Grade 4, 5 or 6 Level Program, or the Regular English Program.

The Basic/Intermediate Level Task is divided into three parts:

- Part 1 – Oral Questions and Responses: Getting to Know You
- Part 2 – Speaking Skills: Engaging in Conversation
- Part 3 – Listening Skills: Following Oral Instructions

Oral Questions and Responses

Teacher Instructions

- The questions in this section are graduated in terms of the student's understanding of English from **limited** to **considerable**. Each set of questions requires a longer and more complex response, thus allowing for a clearer assessment of the student's speaking abilities.
- Before beginning the assessment, explain to the student that he/she will be asked to answer approximately 10 to 12 questions. Some questions will require short answers while others will require more detailed ones.
- It is not necessary to ask all suggested questions during the exchange. Once it has been determined that the student is capable of understanding and responding to one level of questions, move on to the next level.

Observations for Assessment

- Observe and take notes as the student responds to questions (see p. 14).
- Observe the student's speaking behaviours (words/phrases/expressions, grammatical structures, use of stylistic devices transferred from French). This will help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications asked by the student before and during this question period. These are usually an indication of his/her understanding and ability to complete a task.
- Note the frequency at which the student asks for English words or correct pronunciation of words. This indicates his/her ease with the language since the student may or may not have the skills or vocabulary required to deal with longer responses or certain questions.
- In order to determine the student's levels of proficiency in English, give instructions in English as much as possible. Try to avoid giving instructions in French. Important instructions can be given in French if the student is having difficulty understanding them in English.
- Avoid coaching the student in French during tasks. Instead, try simplifying words or phrases in English. This will create a clearer picture of the student's proficiency level in the end.

If at any time during one of the sections of the task the student is at a loss for words in English but has understood the question, he/she can respond in French, use French words or use non-verbal communication whenever necessary. The frequency at which this occurs will have a bearing on the student's final assessment and placement.

Part 1 – Oral Questions and Responses: Getting to Know You

A) The following questions require a **limited understanding** of English. Expect responses to consist of single words or short phrases.

1. How old are you?
2. When is your birthday?
3. Where do you live?
4. How long have you lived there?
5. How many brothers and sisters do you have?
6. What is your favourite colour?
7. What is your favourite food?
8. What is your favourite sport or activity?
9. Where and when do you practise this sport or activity?
10. How do you come to school?
11. How long does it take you to come to school in the morning?
12. At what time do you usually get home from school?

B) The following questions require **some understanding** of English. Expect responses to consist of basic vocabulary and short sentences.

13. Explain to me a game or games that you like to play with your friends.
14. Describe what you like or dislike about school.
15. Tell me a little bit about your favourite television show.
16. Describe the character that you like the most in this show.

C) The following questions require **considerable understanding** of English. Expect responses to consist of a few complete sentences and precise vocabulary.

17. Think about a talent that you have and describe it to me.
18. Tell me why your family is special.
19. Explain what scares you the most. Why does this scare you so much?
20. Describe your favourite story. Why is it your favourite story?

Part 2 – Speaking Skills: Engaging in Conversation

Teacher Instructions

1. Invite the student to examine and respond to the picture below by:
 - a) Describing, in a few words or in a few short sentences, what is happening in the picture. If necessary, use prompts such as: “What does the boy have in his hands?”, “Where is the boy?”, “What is he doing?” or “How can you tell that the cat is not happy?”
 - b) Engaging in a brief exchange on a subject related to the picture. If necessary, use prompts such as: “Do you like cats?”, “Do you have a pet at home?”, “Have you ever had a pet?”, “What is (was) its name?”, “Tell me about an incident involving your pet.” or “If you could have any pet, which pet would you choose? Explain the reasons for your choice.”
2. Observe and take notes as the student goes about the task.

My Pet



Part 3 – Listening Skills: Following Oral Instructions

Teacher Instructions

- The listening tasks have been structured by graduated levels of the student's understanding of English:
 - a) The first set requires a **limited understanding** of English.
 - b) The second set requires **some understanding** of English.
 - c) The third set requires a **considerable understanding** of English.
- Before beginning, explain to the student that he/she will be asked to follow 8 to 10 different yet simple instructions. Repeat instructions as needed.
- It is not necessary during the task to ask the student to follow all instructions in order to further assess his/her listening skills. Once it is determined that the student is capable of understanding and responding to one level of instructions, he/she is expected to move on to the next level.
- Do not use French in any of the instructions.
- Observe, take notes and complete the Observation and Assessment Chart for Oral and Oral-Visual Communication at the end of this assessment. This will help select a level for the Reading Assessment.

A) The following instructions require a **limited understanding** of English.

1. Write your name on a piece of paper.
2. Walk to the door.
3. Bring me a book.
4. Point to something yellow.
5. Look at the door.

B) The following instructions require **some understanding** of English.

6. Draw a sun in the sky, on the paper. Below it, draw a tree with branches.
7. Close and open your eyes two times and then smile.
8. Stand up and put this paper underneath your chair.
9. Pick up your pencil with your left hand, put it in your right hand and write me a short message. (Modify question for a left-handed person.)
10. Show me a place where we can place books in this room.

C) The following instructions require **considerable understanding** of English.

11. On this paper, multiply your age by two and write your answer in the top right-hand corner of the page.
12. Find something in this room with the school's name printed on it. Bring it to me and then immediately return to your seat and sit down.

13. Fold this sheet of paper three times so that it forms a triangle.
14. I will read a short passage to you. Listen carefully and in your own words, tell me what it is about. What do you think about this situation?

“The polar bear is an important part of Canada’s wildlife. It is so important a symbol that it appears on the two-dollar coin. From Yukon to Labrador, there are an estimated 15,000 polar bears. Some researchers believe the species could disappear within the next one hundred years. The main culprit is global warming. Carbon dioxide, a dangerous gas, causes global warming. Because of it, the ice in Canada’s Far North has been diminishing by nine percent every ten years. Bears travel on icebergs to get to seals, their main source of food. If the ice disappears, they will have no way of reaching their prey. If polar bears disappear, life in northern Canada will be altered. Presently, the polar bear helps control the seal population in this area. The extinction of polar bears would shake the delicate balance of the food chain in this region of the world.”

(Source: *Wild about Reading, Grades 4, 5 and 6*, p. 43)

Oral Communication and Oral-Visual Communication Observation and Assessment Chart – APD – Preparatory Level and Grade 4 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Preparatory Level	Teacher Observation Notes	Student Profile Grade 4 Level	Teacher Observation Notes
Fluency			
<p>The student is having difficulty speaking English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is generally difficult to understand when he/she speaks. <input type="checkbox"/> articulates imprecisely repeatedly. <input type="checkbox"/> hesitates constantly while speaking. <input type="checkbox"/> uses and pronounces correctly few familiar/frequently used words. <input type="checkbox"/> uses mother tongue considerably and spontaneously throughout assessment. <input type="checkbox"/> uses no intonation and varies volume randomly. <input type="checkbox"/> attempts to repeat words used by the teacher. <input type="checkbox"/> asks for many clarifications and/or explanations throughout assessment procedure, using mother tongue almost uniquely to do so. 		<p>The student shows a basic ability to speak English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is understood most of the time when he/she speaks. <input type="checkbox"/> articulates imprecisely frequently. <input type="checkbox"/> hesitates frequently while speaking. <input type="checkbox"/> uses and pronounces correctly a few familiar/frequently used words. <input type="checkbox"/> uses mother tongue frequently and spontaneously throughout assessment. <input type="checkbox"/> uses some intonation and varies volume occasionally. <input type="checkbox"/> repeats correctly, occasionally, words used by the teacher. <input type="checkbox"/> asks for many clarifications and/or explanations throughout assessment procedure, using mother tongue most of the time to do so. 	

Listening and Responding

The student is having trouble responding to questions.
He/She:

- listens and responds to clear, short, simple questions, using pictures or illustrated word lists, a simple word or phrase (in a familiar context).
- uses, often, non-verbal cues (gestures, facial expressions, pointing to object, pictures) to show understanding and to communicate ideas (in a familiar context).
- follows visual cues, and simple, direct directions or instructions that are given slowly and clearly by the teacher.
- shows many signs of incomprehension by means of body language when asked questions and is unable to respond.

The student is attempting to respond to questions.
He/She:

- listens and responds to simple, specific questions, using phrases, short sentences and sometimes pictures (in a familiar context).
- uses verbal cues (repeating key words spoken by teacher) and non-verbal cues (gestures, facial expressions, pictures matched to phrases or sentences) to show understanding and to communicate ideas (in a familiar context).
- participates in short, simple exchanges (e.g., asks simple questions and uses simple phrases to confirm or convey information).
- follows simple, direct directions or instructions that are given slowly and clearly by the teacher.
- shows a few signs of incomprehension by means of body language when asked questions and is unable to respond.

Using Conventions of Spoken English

<p>The student is having difficulty with basic conventions of spoken English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses limited and basic vocabulary associated with familiar situations (e.g., basic courtesy words – <i>Please, Thank you</i>; common salutations; some numbers and colours). <input type="checkbox"/> imitates models of correct pronunciation especially for high-frequency words. <input type="checkbox"/> speaks using words or short phrases, rarely formulating complete sentences. <input type="checkbox"/> uses repeatedly French structures by making literal translations. <input type="checkbox"/> tries repeatedly to anglicize French words. <input type="checkbox"/> makes repeatedly errors of grammatical precision (e.g., <i>They makes homeworks today</i>). <input type="checkbox"/> uses basic connecting words to express relational ideas (e.g., pen <u>and</u> paper; <u>before</u> school). 	<p>The student is attempting to use basic conventions of spoken English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses basic vocabulary associated with familiar situations and contexts (e.g., basic courtesy words – <i>Please, Thank you</i>; survival phrases – <i>Where is the washroom?</i>). <input type="checkbox"/> imitates models of correct pronunciation, articulation and stress patterns especially for high-frequency words and familiar words. <input type="checkbox"/> speaks using short phrases, and basic sentence structures (simple statements and questions in the present tense). <input type="checkbox"/> uses many French structures by making literal translations (e.g., I have 6 years old). <input type="checkbox"/> anglicizes frequently French words or sometimes substitutes with French words. <input type="checkbox"/> makes many errors of grammatical precision (e.g., <i>Where goes the childrens?</i>). <input type="checkbox"/> uses basic connecting words to express relational ideas (e.g., pen <u>and</u> paper; <u>before</u> school).
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Placement

<p>APD Prep Level <input type="checkbox"/></p> <p>APD Grade 4 Level <input type="checkbox"/></p>	<p>Re-assess – Gr. 4 <input type="checkbox"/>, Gr. 5 <input type="checkbox"/>, Gr. 6 <input type="checkbox"/>, Gr. 7 <input type="checkbox"/>, Gr. 8 <input type="checkbox"/></p> <p>Regular English Program – Grade _____ Level <input type="checkbox"/></p>
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Oral Communication and Oral-Visual Communication Observation and Assessment Chart – APD – Grade 5 Level and Grade 6 Level

Student: _____ Teacher: _____ Date : _____

Student Profile Grade 5 Level	Teacher Observation Notes	Student Profile Grade 6 Level	Teacher Observation Notes
Skill : Fluency			
<p>The student shows some ability to speak English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is understood almost all of the time when he/she speaks. <input type="checkbox"/> articulates imprecisely with less frequency. <input type="checkbox"/> hesitates occasionally while speaking. <input type="checkbox"/> uses and pronounces correctly some familiar/frequently used words. <input type="checkbox"/> uses mother tongue occasionally throughout assessment. <input type="checkbox"/> uses some intonation and varies volume occasionally. <input type="checkbox"/> repeats correctly, often, words used by the teacher. <input type="checkbox"/> asks for several clarifications and/or explanations, using mother tongue less frequently to do so. He/she will ask often to repeat slowly, in English, throughout assessment procedure. 		<p>The student shows an ability to speak English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is understood when he/she speaks. <input type="checkbox"/> articulates imprecisely occasionally. <input type="checkbox"/> hesitates very little while speaking. <input type="checkbox"/> uses and pronounces correctly most frequently used and some less frequently used words. <input type="checkbox"/> uses mother tongue once in a while throughout assessment (e.g., usually to express ideas on a very specific subject). <input type="checkbox"/> uses intonation and varies volume more frequently. <input type="checkbox"/> repeats correctly, most of the time, words used by the teacher. <input type="checkbox"/> asks for some clarifications and/or explanations, using mother tongue sometimes to do so. He/she will ask to repeat slowly or in simpler terms, in English, throughout assessment procedure. 	

Listening and Responding

The student shows some ability to respond to questions.
He/She:

- identifies some of the important ideas, information, and/or messages in oral and oral-visual communications (e.g., teacher instructions) and restates them in his or her own words.
- responds and uses with a bit of hesitation verbal cues and non-verbal cues (gestures, facial expressions, illustrations) to show understanding and to communicate ideas.
- participates in simple exchanges (e.g., conveys information, asks simple questions and uses familiar forms of courtesy, greetings, requests for help, introductions).
- follows direct directions or instructions in a familiar context that are given clearly by the teacher.
- shows some signs of confidence to ask teacher to repeat questions or instructions.
- recognizes and uses some basic listening strategies (e.g., stops what he/she is doing to pay attention; looks at the speaker and watches for visual cues; identifies the speaker's purpose).

The student shows ability to respond to questions.
He/She:

- identifies the important ideas, information, and/or messages in oral and oral-visual communications (e.g., teacher instructions, an interview) and restates them in his or her own words.
- responds and uses with some confidence verbal cues and non-verbal cues (gestures, facial expressions, illustrations, tone of voice) to show understanding and to communicate ideas.
- participates and expresses thoughts and ideas in oral exchanges in familiar situations (e.g., conveys information, expresses wishes, needs and basic opinions in discussions on various topics).
- follows directions or instructions in a familiar context and in some less familiar contexts (more abstract ideas/concepts) that are given clearly by the teacher.
- shows some signs of confidence when asking teacher to repeat questions or instructions.
- recognizes and uses basic listening strategies (e.g., maintains eye contact with the speaker and looks for visual cues; ignores other sounds and noises; identifies the speaker's purpose).

Using Conventions of Spoken English

<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses with increasing confidence simple vocabulary associated with familiar situations and contexts, survival phrases, descriptive words and conversational conventions (<i>May I; Excuse me please</i>). <input type="checkbox"/> imitates models of correct pronunciation, articulation and stress patterns modelled by teacher. <input type="checkbox"/> speaks attempting to use more frequently simple sentence structures, (simple statements and questions in the present tense). <input type="checkbox"/> uses several French structures by making literal translations. <input type="checkbox"/> anglicizes occasionally French words or occasionally substitutes with French words. <input type="checkbox"/> makes several errors of grammatical precision (tries to make subject and verb agree in a sentence). <input type="checkbox"/> uses basic connecting words to express relational ideas (e.g., <i>pen and paper; before school</i>) and simple connecting words (e.g., <i>and; but; or</i>). 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses correctly, familiar and some new vocabulary (descriptive words – adjectives and adverbs, interrogative pronouns) and conversational conventions. <input type="checkbox"/> is beginning to use some synonyms and antonyms to vary speech. <input type="checkbox"/> speaks using a variety of simple sentences, incorporating basic connecting words and attempting to make subject and verbs agree. <input type="checkbox"/> uses some French structures by making literal translations. <input type="checkbox"/> anglicizes rarely French words and rarely substitutes with French words. <input type="checkbox"/> makes some errors of grammatical precision (use of correct verb tenses especially irregular verbs). <input type="checkbox"/> uses correctly connecting words to express relational ideas (e.g., <i>because; so; between</i>) and simple connecting words (e.g., <i>and; but; or</i>). <input type="checkbox"/> is beginning to use a few common idioms, simple stylistic devices and figurative language during conversations. <input type="checkbox"/> converses briefly within a set context (usually about a personal interest).
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Placement

- APD Grade 5 Level Re-assess – Prep. Level Gr. 4 Gr. 5 Gr. 6 Gr. 7 Gr. 8
- APD Grade 6 Level Regular English Program – Grade _____ Level

Diagnostic Assessment for Advanced Level Oral and Oral-Visual Communication Grade 7 Level Through Grade 8 Level

Note to Teacher

Prior to administering the Oral and Oral-Visual Assessment Tasks, notice that only one assessment task covers the Advanced Levels of proficiency from Grade 7 through 8. This task has been structured for students with considerable knowledge of English, i.e., approximately one academic year behind regular Grade 7 or 8 Levels. The level at which students converse or respond to questions is important to keep in mind.

Before proceeding to the assessment, be sure to have read and appropriated the information given in the student profiles from the Grade 7 and 8 Levels as described in the Observation and Assessment Charts at the end of this assessment.

If students struggle to complete any of the assessment sections, they should be considered for one of the APD Basic or Intermediate Levels. Otherwise, depending on the results, they should be considered for the APD Grade 7 or 8 Level Program or the Regular English Program.

The Advanced Level Task is divided into three parts:

- Part 1 – Oral Questions and Responses: Getting to Know You
- Part 2 – Speaking Skills: Engaging in Conversation
- Part 3 – Listening Skills: Following Oral Instructions

Oral Questions and Responses

Teacher Instructions

- The questions in this section are graduated in terms of the student's understanding of English from **limited** to **considerable**. Each set of questions requires a longer and more complex response, thus allowing for a clearer assessment of the student's speaking abilities.
- Before beginning the assessment, explain to the student that he/she will be asked to answer approximately 10 to 12 questions. Answers will vary from a few words to a few sentences.
- It is not necessary to ask the student all suggested questions during the exchange. Once it has been determined that the student is capable of understanding and responding to one level of questions, move on to the next level.

Observations for Assessment

- Observe and take notes as the student responds to questions (refer to p. 14).
- Observe the student's speaking behaviours (words/phrases/expressions, grammatical structures, use of stylistic devices transferred from French). This will help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications asked by the student before and during this question period. These are usually an indication of the student's understanding and ability to complete a task.
- Note the frequency at which the student asks for English words or correct pronunciation of words. This indicates his/her ease with the language since the student may or may not have the skills or vocabulary required to deal with longer responses or certain questions.
- In order to determine the student's levels of proficiency in English, give instructions in English as much as possible. Try to avoid giving instructions in French. Important instructions can be given in French if the student is having difficulty understanding them in English.
- Avoid coaching the student in French during tasks. Instead, try simplifying words or phrases in English. This will create a clearer picture of the student's proficiency level in the end.

If at any time during one of the sections of the task the student is at a loss for words in English but has understood the question, he/she can respond in French, use French words or use non-verbal communication whenever necessary. The frequency at which this occurs will obviously have a bearing on the student's final assessment and placement.

Part 1 – Oral Questions and Responses: Getting to Know You

A) The following questions require a **limited understanding** of English. Expect responses to consist of single words or short sentences.

1. How old are you?
2. When is your birthday?
3. Where do you live?
4. How long have you lived there?
5. How many brothers and sisters do you have?
6. What is your favourite colour?
7. What is your favourite season?
8. What kinds of activities do you like to do during this season?
9. How many years have you studied English in school?
10. How do you travel to school?
11. How long does it take you to get to school in the morning?
12. At what time do you usually get home from school?

B) The following questions require **some understanding** of English. Expect responses to consist of basic vocabulary and simple sentences.

13. Describe an activity or sport you like to do/play with your friends. Why do you enjoy this activity/sport?
14. Describe a trip or a place you remember visiting and tell me why you still find this trip or this place memorable today.
15. Explain what you like or dislike about school.
16. Tell me which is your favourite subject at school. Give me two or three reasons why you like this subject.

C) The following questions require **considerable understanding** of English. Expect responses to consist of longer, more complex sentences and precise vocabulary.

17. Describe a unique talent or skill that you have.
18. Once you finish school, explain the career you would like to choose. Why do you think this would be a good career for you?
19. Describe some of the benefits or dangers of the Internet.
20. If you had the power to solve one major problem in the world, what would it be and why would you choose this problem?

Part 2 – Speaking Skills: Engaging in Conversation

Teacher Instructions

1. Invite the student to examine and respond to the picture below by:
 - a) Describing, in a few words or in short sentences what is happening in the picture. If necessary, use prompts such as: “What is the girl doing?”, “Is the girl happy or sad?”, “How can you tell she is happy?” or “How is she helping the environment?”
 - b) Engaging in a brief exchange on a subject related to the picture. If necessary, use prompts such as: “Is the environment important to you?”, “Why is the environment important to you?”, “Give some examples of disasters linked to the environment.”, “What can you do to help the environment?” or “What are you or your family already doing to help the environment?”



Part 3 – Listening Skills: Following Oral Instructions

Teacher Instructions

- The listening tasks have been structured by graduated levels of student understanding of English:
 - a) The first set requires a **limited understanding** of English.
 - b) The second set requires **some understanding** of English.
 - c) The third set requires a **considerable understanding** of English.
- Before beginning, explain to the student that he/she will be asked to follow 8 to 10 different yet simple instructions. Repeat instructions as needed.
- It is not necessary during the task to ask the student to follow all instructions in order to further assess his/her listening skills. Once it is determined that the student is capable of understanding and responding to one level of instructions, he/she is expected to move on to the next level.
- Do not use French in any of the instructions.
- Observe, take notes and complete the Observation and Assessment Chart for Oral and Oral-Visual Communication at the end of this assessment. This will help select a level for the Reading Assessment.

A) The following instructions require a **limited understanding** of English.

1. Write your complete name on the piece of paper.
2. Walk to the door, turn around and look at me.
3. Bring me a book and place it on the desk.
4. Point to something blue.
5. Look at the light on the ceiling.

B) The following instructions require **some understanding** of English.

6. Draw a line on the paper. Then draw a square above it and a circle below it.
7. Close and open your eyes twice and then smile.
8. Stand up and put this paper underneath your chair.
9. Pick up your pencil with your left hand, then place it in your right hand and write me a short message. (Modify question for a left-handed person.)
10. Pretend that you are phoning your friend. Tell him/her where and when to meet you on Saturday.

C) The following instructions require **considerable understanding** of English.

11. On this paper, multiply your age by two and write your answer in the top right-hand corner of the page.
12. Look around the room and find something with the school's name printed on it. Bring it to me, return immediately to your seat and sit down.
13. Fold this sheet of paper three times so that it forms a triangle.

14. I will read a short passage to you. Listen carefully and in your own words, tell me what it is about. Give me your opinion(s) about this situation.

“Many teens feel they have too many things to do, too many people to see and too little time to get it all done. Between school, parents, friends, responsibilities and extracurricular activities, they have no time left for themselves, and rarely have time to relax. High expectations, peer pressure, parental divorce and puberty are but a few of the causes of teenage stress. Should we worry? Most teenagers are young, healthy, resilient kids with a lot of energy to spare. They can adapt to our fast-paced society... or can they? Do teens, like adults, suffer from stress and stress-related illnesses? If so, what causes this stress and how can we prevent it?”

(Source: Wild about Reading, Grades 7 and 8, p. 80)

Oral Communication and Oral-Visual Communication Observation and Assessment Chart – APD – Grade 7 Level and Grade 8 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Grade 7 Level	Teacher Observation Notes	Student Profile Grade 8 Level	Teacher Observation Notes
<p>The student shows an ability to speak English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is understood clearly most of the time when he/she speaks. <input type="checkbox"/> articulates imprecisely once in a while. <input type="checkbox"/> hesitates rarely, while speaking. <input type="checkbox"/> uses and pronounces correctly most frequently used words and several less frequently used words. <input type="checkbox"/> uses mother tongue once in a while throughout assessment (e.g., usually to express ideas on a very specific subject). <input type="checkbox"/> uses intonation and varies volume frequently. <input type="checkbox"/> repeats correctly, with more confidence, all words used by teacher. <input type="checkbox"/> asks for a few clarifications and/or explanations, occasionally using mother tongue to do so. Asks to repeat slowly or in simpler terms, in English, throughout assessment procedure. 		<p>The student shows an ability to speak English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is understood clearly almost all of the time when he/she speaks. <input type="checkbox"/> articulates imprecisely once in a while. <input type="checkbox"/> hesitates rarely while speaking. <input type="checkbox"/> uses and pronounces correctly almost all frequently used words and many less frequently used words. <input type="checkbox"/> uses mother tongue only with more difficult concepts throughout assessment (e.g., usually to express ideas/opinions on a very specific subject). <input type="checkbox"/> uses intonation and varies volume appropriately. <input type="checkbox"/> repeats correctly, with more confidence, all words used by the teacher. <input type="checkbox"/> asks for few clarifications and/or explanations using mother tongue to do so. He/she will ask occasionally to repeat slowly or in simpler terms, in English, throughout assessment procedure. 	
Skill: Fluency			

Listening and Responding

The student shows more confidence when responding to questions. He/She:

- identifies important ideas, information, and/or messages in oral and oral-visual communications and summarizes them in his/her own words.
- responds to and uses with more confidence verbal cues and non-verbal cues (gestures, facial expressions, illustrations, tone of voice) to show understanding and to communicate ideas.
- participates and expresses thoughts and ideas in oral exchanges in formal and informal contexts (e.g., contributes his/her knowledge/information about a specific topic, expresses his/her opinions in discussions on various topics), using simple and compound sentences.
- follows directions or instructions in most familiar contexts and in several less familiar contexts (abstract ideas/concepts) that are given by the teacher.
- shows more signs of confidence when asking teacher to repeat questions or instructions.
- recognizes and uses several active listening strategies (e.g., maintains an attentive expression and proper posture; uses verbal and non-verbal cues (nodding) to show that he/she is paying attention).

The student shows confidence when responding to questions. He/She:

- identifies important ideas, information, and/or opinions in oral and oral-visual communications and paraphrases them.
- responds to and uses with confidence verbal cues and non-verbal cues (gestures, facial expressions, illustrations, tone of voice) to show understanding and to communicate ideas.
- initiates sometimes and participates in oral exchanges in formal and informal contexts, by contributing opinions and ideas about various topics, using a variety of sentence types.
- follows directions or instructions in almost all familiar contexts and in many less familiar contexts (abstract ideas/concepts) that are given by the teacher.
- shows signs of confidence when asking teacher to repeat questions or instructions.
- recognizes and uses many active listening strategies (e.g., uses verbal and non-verbal cues to show that he/she is paying attention) and interacts appropriately with the speaker.

Using the Conventions of Spoken English

<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses correctly almost all familiar vocabulary and incorporates new vocabulary. <input type="checkbox"/> is beginning to understand and use correctly the levels of language (formal and informal) to express various ideas and opinions in different situations. <input type="checkbox"/> uses several synonyms and antonyms to vary speech. <input type="checkbox"/> speaks using a variety of simple and compound sentences, incorporating simple connecting words and attempting to use simple verb tenses correctly (especially irregular verbs). <input type="checkbox"/> uses a few French structures by making literal translations. <input type="checkbox"/> anglicizes rarely French words and rarely substitutes with French words. <input type="checkbox"/> makes some errors of grammatical precision (use of correct verb tenses - progressive vs. simple tenses). <input type="checkbox"/> uses simple organizational patterns (e.g., chronological order – <i>first, second, finally</i>) to help communicate ideas and information clearly and coherently. <input type="checkbox"/> uses more effectively some common idioms, simple stylistic devices and figurative language during conversations. <input type="checkbox"/> converses within a set context (e.g., elaboration of certain questions usually relating to a personal interest). 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses correctly and effectively all familiar vocabulary and incorporates varied vocabulary words, and conversational expressions (e.g., <i>Way to go; I don't think I can make it for ten, but let's try...</i>). <input type="checkbox"/> understands and uses appropriately the levels of language (formal and informal) to express various ideas and opinions in different situations. <input type="checkbox"/> uses many synonyms and antonyms to vary speech. <input type="checkbox"/> speaks using a variety of simple, compound and some complex sentences, incorporating various connecting words and a few transitional words and uses the simple verb tenses correctly (especially irregular verbs). <input type="checkbox"/> uses few French structures by making literal translations. <input type="checkbox"/> anglicizes rarely French words. <input type="checkbox"/> makes a few errors of grammatical precision (use of correct verb tenses – progressive, perfect or simple tenses). <input type="checkbox"/> uses simple organizational patterns (e.g., chronological order, point-by-point development) to help communicate ideas and information clearly and coherently. <input type="checkbox"/> uses, appropriately and effectively several common idioms, simple stylistic devices and figurative language during conversations. <input type="checkbox"/> converses in a variety of contexts (e.g., about a current event).

Placement

Re-assess – Prep. Level , Gr. 4 , Gr. 5 , Gr. 6 , Gr. 7 , Gr. 8

Regular English Program – Grade _____ Level

APD Grade 7 Level

APD Grade 8 Level

APD DIAGNOSTIC READING AND INTERPRETATION ASSESSMENT

PREPARATORY LEVEL
TO GRADE 8 LEVEL

APD Diagnostic Reading and Interpretation Assessment

Preparatory Level to Grade 8 Level

Introduction

The Diagnostic Reading and Interpretation Assessment Task should follow the Diagnostic Oral and Oral-Visual Communication Assessment. By assessing student proficiency in oral communication, the teacher will have a more accurate idea of the level to select for the Reading and Interpretation Assessment.

Objective

Make the student read aloud, silently and have him/her answer a series of questions in order to establish his/her level of proficiency in reading English.

It is important to remember that the following tasks will help to assess the student's knowledge and comprehension, fluency skills as well as use of reading strategies.

Assessment Tasks

The Diagnostic Reading and Interpretation Assessment is divided into three distinct levels of proficiency: **Basic**, **Intermediate** and **Advanced**.

Each level of proficiency has two reading selections. The first selection is simpler in structure and vocabulary than the second. The teacher is free to select the text which seems most appropriate for each student.

Once the text has been selected, read all instructions before beginning the assessment and do the pre-reading activities with the student.

Pre-reading activities:

- a) develop a rapport and make the student feel at ease before and during the assessment.
- b) assess whether the level at which the student is tested has been accurately chosen. (It is possible that the task may be too easy or too difficult, in which case another text may be selected.)
- c) stimulate interest for the text about to be read.

Each text is followed by a series of comprehension questions. It is suggested in the individual instructions that some questions be answered orally and others in writing. If questions are to be answered orally, always make sure that these are pointed out to the student before he/she begins to answer the questions.

Observations and Final Assessment

The APD – Reading and Interpretation – Observation and Assessment Chart at the end of each level of proficiency gives the teacher a general profile of a student's reading skills for each APD grade level. During the assessment, the teacher can record observations directly onto the chart. Also, a check mark can be made beside the more detailed descriptions of these four skills: Fluency, Reading Comprehension and Strategies, Reading for Meaning and Vocabulary. The student's reading skills can be compared to those in the corresponding grade profile in order for the final reading assessment to be completed. This way, the correct APD grade level placement may be decided.

Once the reading level has been determined, the student should be assigned the corresponding Writing Task. This assessment will help to identify his/her writing strengths and weaknesses.

It is important to evaluate students in the three strands since some students may be at different levels in each of the strands.

Diagnostic Assessment for Basic Level Reading Texts

Preparatory Level and Grade 4 Level

Note to Teacher

Prior to administering the Reading and Interpretation Assessment Tasks, notice that there are two assessment tasks at the Basic Level of proficiency:

- In Text 1, vocabulary and structure are geared to students with minimal knowledge and comprehension of English. They could be considered for placement in the APD Preparatory Program, depending on the results of their assessment.
- In Text 2, vocabulary and structure are slightly more complex and are geared to students with beginner knowledge and comprehension of English. They could be considered for placement in the APD Grade 4 Level Program, depending on the results of their assessment.

Once the level of reading has been determined, students should be assigned the corresponding writing assignment. This writing assessment will identify their writing strengths and weaknesses.

Diagnostic Assessment for Basic Level Reading – Text 1

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 1

Ask the student the following questions:

1. If you think of your best friend, what makes that person your best friend?
2. What are the qualities of a good friend?

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Read the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- Some questions may be answered orally if the teacher chooses to do so. However, these should be pointed out before the student begins writing the answers to the questions.
- The student may want to answer in French if he/she has a limited vocabulary. Allow the student to do so, as his/her responses will help to determine reading ability, knowledge and comprehension.

Text 1

My Best Friend

My best friend is named Jake.

He lives in a house on my street with his mother, Isabella, his father, John, and his two sisters, Anne and Christine.

Jake has brown hair and blue eyes, and he is very tall for his age.

Every day, Jake and I walk to school together.

We like to play basketball after school. Jake is my very best friend!



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Questions

1. How does Jake get to school?

2. How do you know that Jake is the writer's very best friend?

3. Give two words that describe Jake.

4. Where is Jake's house?

5. How do you get to school every day?

6. Match the French words to the English words found in the box.

a) tall	b) together	c) eyes	d) street
e) lives	f) best	g) after	h) hair

1) yeux: _____

5) ensemble: _____

2) meilleur: _____

6) après: _____

3) grand: _____

7) rue: _____

4) cheveux: _____

8) (il) demeure: _____

Diagnostic Assessment for Basic Level Reading – Text 2

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 2

1. Ask the student what type of text this is. Invite the student to explain his/her answer. If the student is unable to answer, list possible choices such as a “story”, a “recipe” or a “poem”.
2. Invite the student to look at the illustration and then to predict the subject of the poem.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Present the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- Some questions may be answered orally if the teacher chooses to do so. However, these should be pointed out before the student begins writing the answers to the questions.
- The student may want to answer in French if he/she has a limited vocabulary. Allow the student to do so, as his/her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 2

Help your body

Eat good food every day

Apples and oranges, carrots and peas

Love your fruits and vegetables

Tuna and beans, chicken and nuts

High in protein, that is what they are

Yogurt, milk and cheese

Enjoy your recommended daily portions

A slice of bread, a bowl of pasta

Take some in your lunch today

Invest time in your health

Never forget

Growing happens with healthy eating

(Source : *Wild about Reading Grades 4, 5, and 6*, p. 30)



Questions

1. What is the subject of this poem?

2. List three types of food high in protein.

3. Explain the phrase, "Invest time in your health".

4. Give this poem a title.

5. Can you find three words in the poem that look like French words that you know?

6. Can you name three types of food that you like to eat?

7. Why should we eat good food?

Reading and Interpretation – Observation and Assessment Chart

APD – Preparatory Level and Grade 4 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Preparatory Level	Teacher Observation Notes	Student Profile Grade 4 Level	Teacher Observation Notes
<p>The student is having difficulty reading. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> hesitates often while reading aloud. <input type="checkbox"/> decodes with much hesitation, thus pronouncing correctly few familiar words and pronouncing unfamiliar words as he/she would French words. <input type="checkbox"/> auto-corrects pronunciation, rarely. <input type="checkbox"/> substitutes certain words by others. <input type="checkbox"/> uses no intonation, never varies volume and respects punctuation randomly. 		<p>The student shows some ability reading English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads aloud with a minimum amount of fluency (often in a word by word manner). <input type="checkbox"/> decodes with hesitation, thus pronouncing correctly some familiar words, and pronouncing most unfamiliar words as he/she would French words. <input type="checkbox"/> auto-corrects pronunciation, sometimes. <input type="checkbox"/> substitutes certain words by others. <input type="checkbox"/> uses some intonation, varies volume and respects punctuation occasionally. 	
Fluency			

Reading Comprehension Strategies

The student is having trouble applying familiar reading strategies.
He/She:

- activates with much help his/her prior knowledge about the topic before reading the text.
- makes few and unrelated predictions about the text.
- finds very little key information by skimming and scanning the text.
- shows limited or no understanding by rereading words or sections of the text.
- uses few comprehension strategies (e.g., referring to illustrations, predicting) to determine the meaning.
- shows many signs of incomprehension by body language or by asking repeatedly for explanations and/or clarifications during and after reading.

The student is attempting to apply some familiar reading strategies.
He/She:

- activates with some help his/her prior knowledge about the topic before reading the text.
- makes a few related predictions about the text.
- finds a limited amount of key information by skimming and scanning the text.
- shows some understanding by rereading words or sections of the text.
- uses a few comprehension strategies (e.g., referring to illustrations, titles and sub-titles, etc.) to determine the meaning.
- comprehends the text by asking for many explanations and/or clarifications during and after reading.

Reading for Meaning

The student is having trouble understanding the text.
He/She:

- reads very simple, heavily illustrated texts.
- gives several wrong answers to simple questions about the text.
- makes, with help, a few connections between the text and personal experiences.
- shows a limited comprehension of the key events of a story.
- points out a few of the important characters in a story.
- uses, whenever possible, knowledge of high-frequency words and phrases and simple sentence structures to decode the meaning of short, simple texts.
- has difficulty retelling a story or a story segment using another form such as a drawing.

The student is attempting to understand the text.
He/She:

- reads short, simple and familiar texts.
- gives a few correct answers to simple questions about the text.
- makes, with help, a few connections between the text and personal experiences.
- shows a limited comprehension of the major and minor events of a story.
- points out most of the important characters in a story and may be able to identify a few basic connections and relationships between them.
- identifies a few very basic elements of the structure of short, simple texts and a few of their basic characteristics (e.g., an acrostic poem and the first letters of each line that form a word).
- points out, with help, the basic connections between a text and its illustrations.

Vocabulary

The student is having difficulty with the vocabulary. He/She:

- demonstrates limited understanding of vocabulary. He/she asks constantly for explanations or clarifications when attempting to understand vocabulary used in the pre-reading discussion, the text and the comprehension questions.
- recognizes a very limited amount of frequently used words.
- recognizes a few words and structures derived from French.
- uses a few basic word-solving strategies (e.g., identifies common letter patterns, word order in a sentence) and visualization strategies (e.g., uses illustrations) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple and familiar texts.
- uses mainly French words and/or structures to answer questions. Occasionally, he/she will use very basic English words in some of the sentences.
- seems, at times, frustrated by unfamiliar words and spelling and repeatedly asks for clarifications, especially when answering questions.

The student is attempting to understand the vocabulary. He/She:

- asks frequently for explanations or clarifications when attempting to understand vocabulary used in the pre-reading discussion, the text or the comprehension questions.
- recognizes some frequently used words.
- recognizes some words and structures derived from French.
- uses some basic word-solving strategies (e.g., identifies common letter patterns) and visualization strategies (e.g., draws a picture) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple texts.
- uses French and English words and/or very basic sentences to answer questions.
- seems less frustrated by unfamiliar words and spelling but asks very frequently for clarifications, especially when answering questions.

Placement

APD Prep Level

APD Grade 4 Level

Re-assess – Text 1 , Text 2 , Text 3 , Text 4 , Text 5 , Text 6

Regular English Program – Grade _____ Level

Diagnostic Assessment for Intermediate Level Reading Texts

Grade 5 Level and Grade 6 Level

Note to Teacher

Prior to administering the Reading and Interpretation Assessment Tasks, notice that there are two assessment tasks at the Intermediate Level of proficiency:

- In Text 3, the vocabulary and structure are geared to students with some knowledge and comprehension of English and who could be considered for placement in the APD Grade 4 or 5 Program, depending on the results of their assessment. In the event that students cannot understand the text or are unable to complete the task, give them one of the Basic Level Reading Tasks.
- In Text 4, the vocabulary and structure are slightly more complex than in Text 3. This task is geared to students with the knowledge and comprehension of English, approximately one grade level behind students in the Regular Grade 6 English Program. They could be considered for placement in the APD Grade 5 or 6 Level Program, depending on the results of their assessment.

Once reading levels have been determined, students should be assigned the corresponding writing assignment. This writing assessment will identify their writing strengths and weaknesses.

Diagnostic Assessment for Intermediate Level Reading – Text 3

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 3

1. Invite the student to look at the picture and title. Ask him/her to predict the subject of the text.
2. Invite the student to discuss what kind of sports or activities he/she likes to practise or watch.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist the student with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Read the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- The student may answer some of the questions orally. If so, make sure to point these out before he/she begins writing the answers to the questions.
- The student may want to use French in parts of his/her answers if he/she has a limited vocabulary. Allow the student to use French words or phrases whenever he/she seems to be at a loss for the English equivalents. His/Her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 3

My Sister Plays Soccer

People play football in many countries. In Canada we call this game soccer. My sister is ten years old. She plays soccer. She plays with her team from school. They have lots of fun.

Boys and girls play soccer. How do they play the game? They play soccer on a **field**. There are eleven **players** on a **team**. Sometimes they wear special **shoes**. They wear pads on their legs. The goalie also wears **gloves**. They play with a ball. They try to kick the ball into the **net**. One-two-three. The ball goes in the net three times. The score is 3 to 0. They win!

(Source: *Steps Assessment*, p. 135)



Questions

1. Read the words in the box. Write them in the correct blanks. The first one has been done for you.

field	team	shoes	net	players	gloves
-------	------	-------	-----	---------	--------

- a) I wear shoes on my feet when I play soccer.
- b) When I am goalie, I wear _____ to play soccer.
- c) My _____ is very good at soccer.
- d) I like to play soccer in a _____.
- e) There are eleven _____ on my team.
- f) The soccer _____ is very big.

2. What kind of equipment do you need to play soccer?

3. In a short answer, explain why soccer players wear the following equipment:

a) pads on their legs?

b) special shoes?

c) gloves?

4. The writer says, "They play soccer on a field". Name two other places where you can play soccer.

5. What qualities are needed to be a good soccer player?

6. How do you think the players feel when they get the ball in the net?
(question taken from Step Assessment p. 135)

7. Do you think girls or boys make better soccer players? Explain your answer.

Diagnostic Assessment for Intermediate Level Reading – Text 4

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 4

1. Ask the student to look at the four pictures and then to predict the subject of the text.
2. Invite the student to read the first two sentences of the text. If the student is from Canada, ask what his/her favourite season is and what activities he/she likes to do during this season. If the student is from another country, ask what the weather is like in his/her native country and what activities he/she likes to practise there.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist the student with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading, etc.) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Present the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- The student may answer some of the questions orally. If so, make sure to point these out before he/she begins writing the answers to the questions.
- The student may want to use French in parts of his/her answers if he/she has a limited vocabulary. Allow the student to use French words or phrases whenever he/she seems to be at a loss for the English equivalents. His/Her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 4

My family and I moved to a new country called Canada. In this country, the climate is very strange and nature is always changing.

My new country has four seasons: summer, fall, winter and spring. Canada is a fun place to live.



Illustrations : www.picto.qc.ca

In Canada, the temperature can be very hot. The warm sun shines in the sky. People go to the beach to swim and play in the sand.

Sometimes, the wind blows hard. All the colourful leaves fall from the trees. Many birds fly away because they do not like the colder temperatures.





Other times, it is very cold. You must wear a warm jacket, a hat, mittens and also boots. Snow falls from the sky. Kids make snowballs and snowmen.

When the snow melts, the flowers begin to bloom. New leaves grow on the trees. The weather is warmer so the birds come back. Rain falls from the sky.



Questions

1. Find two synonyms for the word temperature.

2. Does the writer like Canada? Explain.

3. Find a title for this text.

4. What does the writer mean by the phrase, 'nature is always changing'?

5. Write two descriptive words/adjectives for each season.

a) Winter: _____

b) Summer: _____

c) Fall: _____

d) Spring: _____

6. What is your favourite season? Explain your answer.

Reading and Interpretation – Observation and Assessment Chart

APD – Grade 5 Level and Grade 6 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Grade 5 Level	Teacher Observation Notes	Student Profile Grade 6 Level	Teacher Observation Notes
Fluency			
<p>The student shows some ability reading English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads aloud with some fluency (hesitates occasionally). <input type="checkbox"/> decodes with less hesitation, thus pronouncing correctly many familiar words and some unfamiliar words as he/she would French words. <input type="checkbox"/> auto-corrects pronunciation, quite regularly. <input type="checkbox"/> substitutes, occasionally, certain words by others. <input type="checkbox"/> uses correct intonation and varies volume more frequently and respects punctuation sometimes. 		<p>The student shows more confidence reading English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads aloud with more fluency (hesitates rarely). <input type="checkbox"/> decodes with very little hesitation, thus pronouncing correctly most familiar words and several unfamiliar words quite frequently. <input type="checkbox"/> auto-corrects pronunciation regularly. <input type="checkbox"/> substitutes, rarely, certain words by others. <input type="checkbox"/> uses correct intonation and varies volume most of the time and respects punctuation more frequently. 	

Reading Comprehension Strategies

The student is applying some familiar reading strategies.
He/She:

- activates with a limited amount of help his/her prior knowledge about the topic before reading the text.
- makes some related predictions about the text.
- finds some key information by skimming and scanning the text.
- shows more understanding by rereading words or sections of the text.
- uses some comprehension strategies (e.g., referring to illustrations, titles and sub-titles, etc.) to determine the meaning.
- comprehends the text by asking for several explanations and/or clarifications during and after reading.

The student is applying several familiar reading strategies.
He/She:

- activates with some spontaneity his/her prior knowledge about the topic before reading the text.
- makes several related predictions about the text.
- finds a significant amount of key information by skimming and scanning the text.
- finds a significant amount of key information by rereading words or sections of the text.
- uses several comprehension strategies (e.g., referring to visual cues, making simple inferences, etc.) to determine the meaning.
- comprehends the text by asking for some explanations and/or clarifications during and after reading.

Reading for Meaning

- The student understands the text.**
He/She:
- reads simple texts (e.g., simple opinions, short poems, narratives).
 - gives several correct answers to simple questions about the text.
 - makes some connections between the text and personal experiences.
 - states and elaborates in simple terms his/her opinion(s) and is able occasionally to connect these with the text.
 - shows some comprehension of the major and minor events of a story.
 - points out some characteristics of major and minor characters in a story and identifies some connections and relationships between them.
 - identifies a few basic elements of the structure of a text and their characteristics (e.g., an opening and closing sentence, logical sequence of ideas, etc.).
 - identifies and understands the use of a few stylistic elements (e.g., repetition, comparisons).
 - makes a few simple inferences, and summarizes some important information and ideas with help.

- The student understands the text.**
He/She:
- reads a variety of short texts (about a Grade 5 Level in the Regular English Program).
 - gives several correct answers to simple and more complex questions about the text.
 - makes several simple connections between the text and personal experiences.
 - states and elaborates in simple terms, yet with more detail his/her opinion(s) and is able to support these in a limited way by referring to the text.
 - shows more accurate comprehension of the major and minor events of a story.
 - points out quite a few characteristics of major and minor characters in a story and identifies several connections and relationships between them.
 - identifies some elements of the structure of a text and their characteristics (e.g., topic sentence, body, concluding sentence).
 - identifies and understands the use of a few stylistic elements (e.g., repetition, comparisons).
 - makes a few simple inferences, and summarizes some important information and ideas with some help.

Vocabulary	
<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks often for explanations or clarifications about the vocabulary used in the pre-reading discussion, the text or the comprehension questions. <input type="checkbox"/> recognizes and understands several frequently used words (especially those learned globally) and some words with multiple meanings (e.g. mouse – animal, and computer term; mean – to be unkind, and to have significance, etc.). <input type="checkbox"/> uses and transfers occasionally knowledge of French words and structures to gain a better understanding of the meaning of the text. <input type="checkbox"/> uses some word-solving strategies (e.g., breaks down words into syllables, identifies root words, suffixes/prefixes) and visualization strategies (e.g., creates a mental image) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple texts. <input type="checkbox"/> uses short, simple sentences to answer questions. <input type="checkbox"/> asks frequently for clarifications about the spelling and meaning of unfamiliar words, especially when answering questions. 	<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks occasionally for explanations or clarifications about the vocabulary used in the pre-reading discussion, the text or the comprehension questions. <input type="checkbox"/> recognizes, understands and uses many frequently used words and less frequently used words (e.g., technical terms, abstract words). <input type="checkbox"/> uses and transfers quite often knowledge of French words and structures to gain a better understanding of the meaning of the text. <input type="checkbox"/> uses several word-solving strategies (e.g., breaks down compound words into their components) and visualization strategies (e.g., creates a mental image) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short, simple texts. <input type="checkbox"/> uses short, simple sentences to answer questions. <input type="checkbox"/> occasionally asks for clarifications about the spelling and meaning of unfamiliar words, especially when answering questions.
Placement	
<p>APD Grade 5 Level <input type="checkbox"/></p> <p>APD Grade 6 Level <input type="checkbox"/></p>	<p>Re-assess – Text 1 <input type="checkbox"/> , Text 2 <input type="checkbox"/> , text 3 <input type="checkbox"/> , Text 4 <input type="checkbox"/> , Text 5 <input type="checkbox"/> , Text 6 <input type="checkbox"/> , Text 7 <input type="checkbox"/></p> <p>Regular English Program – Grade ____ Level <input type="checkbox"/></p>

Diagnostic Assessment for Advanced Level Reading

Grade 7 Level and Grade 8 Level

Note to Teacher

Prior to administering the Reading and Interpretation Assessment Tasks, notice that there are two assessment tasks at the Advanced Level of proficiency:

- In Text 5, the vocabulary and structure are geared to students with knowledge and comprehension of English at approximately one grade level behind students in the Regular Grade 7 English Program. They could be considered for placement in the APD Grade 6 or 7 Program, depending on the results of their assessment.
- In the event that students do not seem to understand the text or are unable to complete the task, it would be advisable to give them one of the Basic Level Reading Tasks. If they have some knowledge of English but are struggling to complete these tasks, it would be preferable to administer the Intermediate Level Tasks.
- In Text 6, the vocabulary and structure are more complex than in Text 5. This task is geared to students with considerable knowledge and comprehension of English. They could be considered for placement in the APD Grade 7 or 8 Level Program or in the Regular English Program, depending on the results of their assessment.

Once reading levels have been determined, students should be assigned the corresponding writing assignment. This writing assessment will identify their writing strengths and weaknesses.

Diagnostic Assessment for Advanced Level Reading – Text 5

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 5

1. Invite the student to look at the pictures related to the title and then to predict the subject of the text. Ask the student to briefly explain his/her suggestion(s). Reveal the title: “Violence on Television.”
2. Invite the student to describe a show or a video game that he/she has seen or played and found particularly violent.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist the student with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Present the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- The student may answer some of the questions orally. If so, make sure to point these out before he/she begins writing the answers to the questions.
- The student may want to use French in parts of his/her answers if he/she has a limited vocabulary. Allow the student to use French words or phrases whenever he/she seems to be at a loss for the English equivalents. His/Her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 5

Which television programs do you like to watch? How many hours do you watch TV each day? Is there too much violence on TV? Does this violence affect you? Because we are constantly **bombarded** by violent images on TV, we are not surprised anymore by the violent scenes in certain programs.

The television industry says that violence on TV does not affect people. It says that **viewers** know that **violence on TV is “fake”**, because people do not act like this in real-life. Some people in the TV industry believe that it is a safe way to get rid of personal frustrations. By watching a character on TV perform violent acts toward another person, it makes the « viewer » feel like he is getting rid of his **anger** too. Is it necessary to see more violence in order to get rid of our frustrations?

The majority of television programs **contain** some form of physical or verbal violence. Statistics show that by the age of 18, the average teenager has seen over 20,000 acts of violence on TV.

Most people will not copy an act of violence that they see on TV, but young people like to **imitate** their TV heroes. Many times, the TV character uses violent acts as the only solution to his or her problems.

By seeing too many acts of violence, people may no longer react when they come face to face with real-life violence. They may think this is a cool way to act or they may even participate in an act of violence without realizing it because they have **become so accustomed** to seeing violence that it has become “normal.” That is the **scary** part!

(Source: *Wild About Reading Grades 4, 5, and 6*, p. 99)



Questions

1. Read the words in the box. Write them in the correct blank spaces. The first one is done for you.

anger	imitate	contain	scary	viewers	bombarded
-------	---------	---------	-------	---------	-----------

- a) My little sister loves to imitate her favourite TV character.
- b) On our way to school, our friends _____ us with snowballs.
- c) The _____ of the TV program did not believe that the violence they saw could be based on real facts.
- d) The man showed a lot of _____ when he hit the table.
- e) Did you see the _____ vampire movie last night?
- f) Many TV programs _____ violent scenes.
2. Find five words in the text that resemble French words that you know. Write a short definition or synonym for each one:

1) _____

2) _____

3) _____

4) _____

5) _____

3. What kinds of TV programs do you like to watch? or
What kinds of video games do you like to play?

4. What do the statistics show us about the average teenager's viewing habits and violence on TV?

5. Explain, in your own words, the expressions in **bold type**:

a) "...violence on TV is **fake**..."

b) "... they have become so **accustomed** to seeing violence on TV..."

6. Do you think that there is too much violence in movies, in video games or in TV programs? Explain your answer.

7. Do you feel that violent scenes and acts in a movie, TV program or in a video game are cool? Explain your opinion.

Diagnostic Assessment for Advanced Level Reading – Text 6

Teacher Instructions

Pre-Reading and Activating Prior Knowledge for Text 6

1. Ask the student to look carefully at the layout of the text and tell you what type of text that he/she is about to read. Ask the student to explain his/her choice (e. g., give certain characteristics).
2. Invite the student to look at the pictures and the title. Then ask him/her to predict the subject of the text. Ask the student to briefly explain his/her suggestion(s).
3. Ask the student if he/she likes to shop. Depending on the answer, ask the student to explain why he/she likes or doesn't like to shop.

Reading for Meaning

Approach the reading of the text in the way that best suits the student:

- Read the first sentence and then have him/her read the rest silently. Do not read the entire text to the student.
- Invite the student to read a portion aloud after discussing the text. Check for fluency as he/she is reading.
- Assist the student with sounding out or understanding words or phrases if needed.

Observations for Assessment

- Observe reading behaviours (e.g., subvocalizing, word attack skills, rereading) and take notes to help assess the student when completing the Final Assessment Chart.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French.

Comprehension Questions

- Present the reading comprehension questions to the student.
- The student can present his/her answers by writing directly on the student page.
- The student may answer some of the questions orally. If so, make sure to point these out before he/she begins writing the answers to the questions.
- The student may want to use French in parts of his/her answers if he/she has a limited vocabulary. Allow the student to use French words or phrases whenever he/she seems to be at a loss for the English equivalents. His/Her responses will help to determine reading ability, knowledge and comprehension.
- Encourage the student to answer in complete sentences wherever possible.

Text 6

It's Mall or Nothing

Characters:

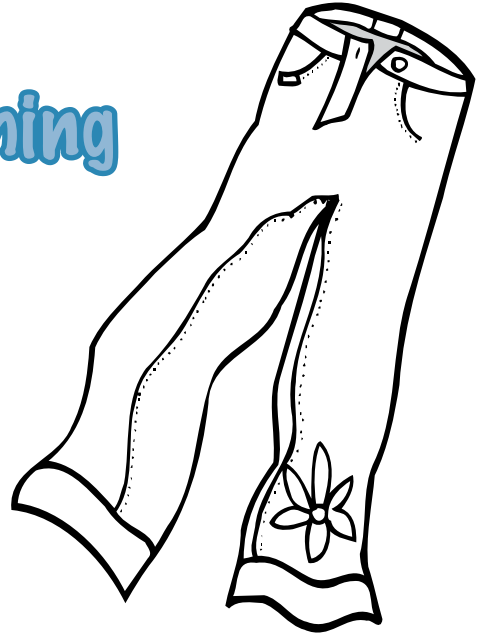
Katie, a 13-year-old girl

Ian, her older brother

Their **mother**

Setting:

Their kitchen



Scene 1

The mother is busy doing the dishes. The phone rings. She goes to answer it.

MOTHER

Hello... Hi Shanna. How are you?... Yes, I'm fine, thank you...

Yes, she's here. Just a minute.

(She puts the receiver down and walks over to the door to call Katie.)

Katie! You're wanted on the phone.

KATIE

(off) Coming!

(Katie walks in and picks up the phone.)

Hello... Hey Shanna... You're what? Cool!...

Yes, that would be so totally cool...

Sure I would...

Okay... Later. *(She hangs up the phone.)*

MOTHER

That was short. What are you girls up to?

KATIE

Shanna is inviting me to go shopping at the new mall. It's huge and there's all kinds of stores with a lot of really cool stuff.

MOTHER

Katie, I really don't like the idea of you two just **hanging around** at the mall. I don't want you to get into that habit. Besides, I don't think you need anything right now. You have more than enough clothes.

KATIE

Mom! Shanna is going to get all kinds of new clothes. All my friends have way more stuff than I have...

MOTHER

Katie, I'm not going to change my mind on this. If you want more clothes, then you'll have to use your own money. Besides, don't you have a book report due next week? I think you could make better use of your time by reading a good book! Think about it!

(She leaves the room.)

Scene 2

Katie takes her wallet from her backpack and counts her money. Her brother Ian walks in.

IAN

Morning Kate! Counting your money? What are you up to?

KATIE

I'm going shopping with Shanna at the new mall.

IAN

That's your babysitting money, isn't it? What do you need that's so important?

KATIE

Mostly I need a new pair of jeans, but I also want to get some make-up and some jewelry.

IAN

Um . . . right. *(He shakes his head and then sits down to read the newspaper.)*

KATIE

Oh man! I don't have enough. *(She looks at Ian reading the newspaper and hesitates.)*

Ian... would you lend me some money?

IAN

No.

KATIE

Aw, come on Ian. Why not? I'd have to babysit for a whole other month before I could afford those jeans. I'll pay you back.

IAN

Why can't you wait until next month?

KATIE

You don't understand. All my friends are going shopping at the new mall. They're all going to have new clothes. I don't want to be the only one wearing my old stuff.

You have money. You could lend me some.

IAN

Katie, you know how expensive it is to go to university. All my money goes to pay my tuition fees.

KATIE

But I'd give it back to you. It's just for a couple of months. Please Ian. It would mean so much to me.

IAN

No! Just stop it, okay? I don't believe in all that consumerism craziness anyway. You don't need all that stuff. You already have too many clothes, Kate.

KATIE

Please! I don't need another lecture.

IAN

Just listen to me, okay? We're destroying our planet by our constant consuming. We buy all this stuff and then, when we don't like what we have anymore, we throw it out. Then we go back for more shopping. Shopping, shopping, shopping! We have so much garbage, it's become a huge problem.

KATIE

Well, it's not my problem.

IAN

It's everyone's problem, Katie. We all have to be more careful.

KATIE

(angry) Ah-h-h-h! Why do I have to have a brother like you.

Scene 3

KATIE

You just don't care.

IAN

I don't care? Katie... do you see this article here? It talks about how these young girls your age are made to work ten to twelve hours a day in places that are called "sweat shops". They make less than a dollar a day and they have no rights. They can't have breaks when they need them or take off a sick day. They have no protection if they get hurt on the job. They just get replaced!

KATIE

Don't they go to school?

IAN

They can't afford to.

KATIE

Well, what's that got to do with me?

IAN

They're the ones who make a lot of the clothes you buy and wear. The big companies like to have their clothes made in poor countries and then sell them in rich countries like ours because that way, they make more money.

KATIE

How come?

IAN

Our country has laws that protect the workers. Companies aren't allowed to pay their workers less than a certain amount of money. It's called "minimum wage". They also have to make sure their equipment is safe. If a worker gets hurt, then the company is responsible for that person. Nobody in this country would put up with the kind of bad treatment that workers get in developing countries. But poor countries don't always have laws that protect their workers. That's why big companies move their factories there. It costs them a lot less to have their products made in those countries.

KATIE

Look, Ian, that's really sad, but it's not my fault. Even if I don't buy new clothes anymore, it's not going to change anything.

IAN

Well, then, if everybody thinks that way, we'll just go on consuming like crazy while these poor people work their fingers to the bone for next to nothing, just to survive. That way we can show off and enjoy our new stuff without ever thinking about the misery that went into making it.

KATIE

That's not fair.



IAN

You're right, it's not. But as long as people can make money out of selling stuff, they will.

KATIE

Why are you telling me all this? You're just trying to make me feel guilty.

IAN

No, I just don't want you to be another unconscious consumer.

KATIE

But what about when you really do need new clothes?

IAN

Hey! Laura and I have a lot of fun when we go to second-hand stores. We always find some really neat stuff. And it's unique.

KATIE

(surprised) Laura buys her clothes in second-hand stores? But... she always has such nice clothes.

IAN

Laura likes to make her own clothes. She sews different parts together. She's very creative. You should come with us next time. She could give you some good ideas.

KATIE

Really? I'd like that.

IAN

Sure. I'll mention it to her when I see her later today. I'll ask her to call you.

KATIE

Thanks Ian.
(Ian leaves.)

Scene 3

Katie picks up the phone and dials a number.

KATIE

May I speak to Shanna please? ... thank you.
(pause)

Hey Shanna, it's Kate. Listen... I won't be able to make it to the mall... Sorry... You know that book report due on Tuesday? I really have to get working on it. Shanna? Remember when you said you'd like to become a fashion designer? ... I might have an idea for you... I'll tell you about it some time... Okay. Later.

(Source: Wild About Reading, Grades 7 and 8, p. 61-65)

Questions

1. Read the definitions in Column A. Match the words in Column B to their correct definition by writing the number of the definition in the blank space beside each word or expression. The words can be found in bold type and underlined in the text. The first one has been done for you.

Column A (definitions)	Column B (words or expressions)
1. to stay in a place for a certain period of time	a) allowed <u>5</u>
2. to have enough money to be able to buy something	b) lend ___
3. a small, flat, zippered case in which you keep your money	c) hanging around ___
4. to give someone something that belongs to you for a short period of time	d) afford ___
5. permitted	e) wallet ___

2. By using reading strategies that you have learned, give a short explanation of the following expressions found in **bold type and underlined** in the text?

a) "...in places that are called '**sweat shops**'."

b) "...**while these poor people work their fingers to the bone**..."

c) "**It's called 'minimum wage'**."

3. a) What type of shopping do you like to do?

b) Where do you like to shop?

4. Why do big companies like to have their merchandise made by people in developing countries?

5. How are the workers in Canada treated by big companies compared to workers in developing countries? Give two differences.

6. At the end of the play, Ian gives Katie two suggestions when she asks him what she should do when she really needs to buy clothes. What are these two suggestions?

Reading and Interpretation – Observation and Assessment Chart – APD

Grade 7 Level and Grade 8 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Grade 7 Level	Teacher Observation Notes	Student Profile Grade 8 Level	Teacher Observation Notes
<p>The student is confident reading English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads aloud usually with fluency (reads almost at the same pace as a student in the Regular Grade 7 Program). <input type="checkbox"/> decodes with only occasional hesitation, thus pronouncing familiar and unfamiliar words correctly most of the time. <input type="checkbox"/> auto-corrects pronunciation, frequently. <input type="checkbox"/> uses correct intonation, varies volume and respects punctuation most of the time. 		<p>The student is at ease reading English. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads aloud with fluency (reads almost at the same pace as a student in the Regular Grade 8 Program). <input type="checkbox"/> decodes without hesitation, thus pronouncing familiar and unfamiliar words correctly most of the time. <input type="checkbox"/> auto-corrects pronunciation, most of the time. <input type="checkbox"/> uses correct intonation, varies volume and respects punctuation almost all of the time. 	
Fluency			

Reading Comprehension Strategies

The student is applying several familiar reading strategies.
He/She:

- activates quite spontaneously his/her prior knowledge about the topic before reading the text.
- makes many related predictions about the text.
- finds quite a bit of key information by skimming and scanning the text.
- shows quite a bit of understanding by rereading words or sections of the text.
- uses several comprehension strategies (e.g., referring to charts, making inferences, etc.) to determine the meaning.
- comprehends the text by asking for a few explanations and/or clarifications during and after reading.

The student is applying many familiar reading strategies.
He/She:

- activates spontaneously his/her prior knowledge about the topic before reading the text.
- makes many related predictions about the text.
- finds considerable key information by skimming and scanning the text.
- shows considerable understanding by rereading words or sections of the text.
- uses many comprehension strategies (e.g., referring to charts, making inferences, etc.) to determine the meaning.
- comprehends the text by asking for very few explanations and/or clarifications during and after reading.

Reading for Meaning

The student understands the text.
He/She:

- reads and gains a general and more detailed understanding of a variety of texts (about a Grade 6 Level in the Regular English Program).
- gives several correct answers to more complex questions about the text.
- makes many connections between the text and personal experiences.
- states and elaborates in more complex terms his or her opinion(s) and is able to support these by referring to the text.
- shows implicit/explicit understanding of several key events in a story.
- points out and supports several characteristics of major and minor characters in a story.
- identifies several elements of the structure of a text and their characteristics (e.g., facts, opinions, vivid language, etc.).
- identifies and understands the use of several stylistic elements (e.g., repetition, comparisons, similes, metaphors, alliteration, etc.).
- makes several inferences, and summarizes important information and ideas with a limited amount of help.

The student understands the text.
He/She:

- reads and gains a general and more detailed understanding of a variety of more challenging texts (about a Grade 7 Level in the Regular English Program).
- gives many correct and detailed answers to more complex questions about the text.
- makes considerable connections between the text and personal experiences.
- states and elaborates in more complex terms his or her opinion(s) and is able to support these by referring to the text.
- shows implicit/explicit understanding of many key events in a story.
- points out and supports most characteristics of major and minor characters in a story.
- identifies various elements of the structure of a text (e.g., acts, scenes, etc.) and their characteristics (e.g., dialogue, props, etc.).
- identifies and understands the use of many stylistic elements (e.g., suspense, humour, comparisons, similes, metaphors, alliteration, etc.).
- makes many inferences, and summarizes important information and ideas with very little help.

Vocabulary	
<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks occasionally for explanations or clarifications about the vocabulary used in the pre-reading discussion, the text or comprehension questions. <input type="checkbox"/> recognizes, understands and uses a number of frequently used words and less frequently used words (e.g., terms from most subjects studied in school). <input type="checkbox"/> uses and transfers occasionally knowledge of French words and structures to gain a better understanding of the meaning of the text. <input type="checkbox"/> uses many word-solving strategies (e.g., breaks down compound words into their components) and visualization strategies (e.g., creates a mental image) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short texts. <input type="checkbox"/> uses longer sentences to answer questions. <input type="checkbox"/> asks occasionally for clarifications about the spelling and meaning of unfamiliar words especially when answering questions. 	<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks rarely for explanations or clarifications about the vocabulary used in the pre-reading discussion, the text or comprehension questions. <input type="checkbox"/> recognizes, understands and uses a large number of frequently used words and less frequently used words (e.g., terms from most subjects studied in school). <input type="checkbox"/> uses and transfers frequently knowledge of French words and structures to gain a better understanding of the meaning of the text. <input type="checkbox"/> uses almost all of the word-solving strategies (e.g., breaks down compound words into their components) and visualization strategies (e.g., creates a mental image) to decode and pronounce unfamiliar and/or multi-syllabic words and to help him/her understand short texts. <input type="checkbox"/> uses longer and more complex sentences to answer questions. <input type="checkbox"/> asks rarely for clarifications about the spelling and meaning of unfamiliar words especially when answering questions.

Placement	
<p>APD Grade 7 Level <input type="checkbox"/></p> <p>APD Grade 8 Level <input type="checkbox"/></p>	<p>Re-assess – Text 1 <input type="checkbox"/>, Text 2 <input type="checkbox"/>, Text 3 <input type="checkbox"/>, Text 4 <input type="checkbox"/>, Text 5 <input type="checkbox"/>, Text 6 <input type="checkbox"/>, Text 7 <input type="checkbox"/>, Text 8 <input type="checkbox"/></p> <p>Regular English Program Grade _____ Level <input type="checkbox"/></p>

APD DIAGNOSTIC WRITING AND REPRESENTATION ASSESSMENT

PREPARATORY LEVEL
TO GRADE 8 LEVEL

APD Diagnostic Writing and Representation Assessment

Preparatory Level to Grade 8 Level

Introduction

The Diagnostic Writing and Representation Assessment Task should follow the Diagnostic Reading and Interpretation Assessment. Once student levels of proficiency in oral communication and reading have been assessed, it will be possible to have a more accurate idea of the task level to select for the Writing and Representation Assessment.

Objective

To make the student go through the main steps of the writing process and have him/her write the final revised copy of a short text at the end of the assessment. This task will help to establish his/her level of proficiency in writing English.

It is important to remember that not only the student's ability to use language strategies (e.g., use of vocabulary, grammar, spelling and stylistic devices) will be assessed, but also his/her knowledge and understanding of the writing process and the various characteristics of certain writing forms that have been learned and acquired from his/her knowledge of French will be examined. The student should be capable of transferring these writing skills when asked to write in English.

Assessment Tasks

The Diagnostic Writing and Representation Assessment is divided into three distinct levels of proficiency: **Basic**, **Intermediate** and **Advanced**.

Each level of proficiency has two writing tasks which vary according to grade. For example, the Basic Proficiency Level is set to a Grade 4 level (note that a preparatory level has not been included for the writing strand of the assessment). Always read the explanatory note prior to administering tasks, particularly for Grade 4.

Many writing tasks correlate with previous reading tasks, either in form and/or subject. Prior assessments in oral communication and in reading are excellent guides for selecting the most appropriate text for students.

Once the Writing Task has been selected, read all the instructions before beginning the assessment and do the pre-writing activity with the student.

Pre-writing activities:

- a) develop a rapport and make the student feel more at ease before and during the assessment.
- b) assess whether the level being tested has been accurately chosen. (It is possible that the task may be too easy or too difficult, in which case, another may be selected.)
- c) stimulate an interest for the subject that the student is preparing to write about.

Before writing, assessments begin with an oral pre-writing task. This is meant to activate prior knowledge of the subject and form. The remainder of the assessment is divided into three writing tasks: Building Vocabulary, Organizing Information and Final Edition. All tasks form an integral part of the writing process and must be completed to get a complete picture of the student's writing abilities.

In order to determine the student's level of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. The tasks assess the student's knowledge of the English language and his/her ability to use it correctly when he/she writes. Thus, the use of French/English dictionaries should not be permitted during writing tasks.

Observations and Final Assessment

The APD – Writing and Representation – Observation and Assessment Chart at the end of each level of proficiency gives the teacher a general profile of a student's writing skills for each APD grade level. During the assessment, the teacher can record observations directly onto the chart (see p. 14). Also, a check mark can be made beside the more detailed descriptions of these five skills: Developing Content, Applying Knowledge of Forms, Revising and Editing Texts, Producing Finished Work, Vocabulary and Language Conventions. The student's writing skills can be compared to those in the corresponding grade profile in order to complete the Final Writing Assessment. This way, the appropriate APD grade level placement may be decided.

It is important to evaluate students in the three strands since some students may be at different levels in each of the strands.

Once the writing level has been determined, the student should be assigned an overall grade level so that the proper adaptations can be made to his/her English program. It is possible to set a student's APD program at different levels of proficiency for each strand. Therefore, make required adaptations for each skill accordingly, rather than set his/her whole program at one grade level. Also, students following the APD Program can be asked to perform some of the easier tasks with students from the Regular Program. This can sometimes help students to integrate the Regular Program quicker since they are actively watching and listening to regular program students perform everyday situations in English.

Diagnostic Assessment for Basic Level Writing

Preparatory Level and Grade 4 Level

Note to Teacher

Prior to administering the Writing and Representation Assessment Tasks, notice that there is only one Writing Assessment Task at the **Basic Level** of proficiency. This task is set for a Grade 4 level, which means that it has been structured for students with beginner knowledge and comprehension of English. If students are struggling to complete any of the sections of this assessment, then they should be considered for the APD Preparatory Level. Otherwise, depending on their results, they should be considered for the APD Grade 4 Level Program.

The Basic Level Task is divided into three parts:

- Part 1 – Pre-Writing and Activating Prior Knowledge (oral)
- Part 2 – Writing Task 1: Building Vocabulary
- Part 3 – Writing Task 2: Final Edition

My Room and Me

Part 1 – Pre-Writing and Activating Prior Knowledge

Teacher Instructions

Ask the student to:

1. Describe his/her room. Invite the student to talk about the colour, size, posters, general decor or theme used in his/her bedroom.
2. Tell what he/she likes or dislikes about the room.

Part 2 – Writing Task 1: Building Vocabulary

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student goes about the task.

Observations for Assessment

- Observe writing behaviours (transferring from French – writing process, grammatical structures, use of stylistic devices and vocabulary). Take notes to help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications that the student asks before and during the writing assessment. These are usually an indication of the student's understanding of the task and his/her ability to accomplish it. Note the frequency at which the student asks how to spell words. This indicates his/her ease with the language since he/she may or may not have the skills required to deal with the difficulties of spelling English words.
- In order to determine the student's level of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. Also, the use of French/English dictionaries should not be allowed during the tasks. This way, student writing skills and abilities can be observed more effectively and a clearer picture of proficiency levels can be drawn in the end.

Student Instructions

1. Carefully examine this picture of a person's bedroom.



2. In the space provided, list **10** words (nouns, adjectives, adverbs) to describe the person who lives in this room.

Words (Nouns, Adjectives, Adverbs)

Part 3 – Writing Task 2: Final Edition – The Friendly Message

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and assess the student's writing and complete the Observation and Assessment Chart.

Writing and Representation – Observation and Assessment Chart

APD – Preparatory Level and Grade 4 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Preparatory Level	Teacher Observation Notes	Student Profile Grade 4 Level	Teacher Observation Notes
Developing Content			
<p>The student is having difficulty writing.</p> <p>He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> transfers from French and uses, with assistance from the teacher, a few of the basic pre-writing strategies (brainstorming, list of familiar words...) to generate and develop ideas, and to select a topic. <input type="checkbox"/> uses, with some difficulty, a model piece of writing to reproduce the basic characteristics of the form requested. <input type="checkbox"/> develops, with assistance from the teacher, a basic list of familiar words or ideas to organize ideas and information. <input type="checkbox"/> determines, with assistance from the teacher, the purpose and audience of his/her text. 		<p>The student shows some ability writing English.</p> <p>He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands and uses, with assistance from the teacher, a few of the basic pre-writing strategies (brainstorming, thematic list...) to generate and develop ideas, and to select a topic. <input type="checkbox"/> uses a model piece of writing to reproduce the appropriate characteristics of the form requested. <input type="checkbox"/> develops, with assistance from the teacher, a basic list of familiar words or ideas to organize ideas and information. <input type="checkbox"/> determines, with assistance from the teacher, the purpose and audience of his/her text. 	

Applying Knowledge of Forms

The student:

- attempts with difficulty to write short descriptions and/or messages using basic words or phrases.
- organizes ideas and information in a simple, basic fashion.
- shows signs of difficulty using very basic transitional words or phrases (e.g., before, after, sometimes).
- shows signs of difficulty understanding and reproducing a few of the key characteristics of the form that has been requested but may be able, occasionally, to transfer from French.
- attempts rarely to use by transferring from French, simple stylistic devices that he/she has learned.

The student:

- attempts to write a short, simple salutation for a short message (e.g., postcard, e-mail).
- attempts to write short descriptions, basic opinions and/or messages using words or phrases, or short, simple sentences.
- organizes ideas and information in a basic fashion.
- attempts to use very basic transitional words or phrases (e.g., before, after, sometimes) at times when and where these are required.
- attempts to write a simple closing for a message using a few words, phrases or short, simple sentences.
- understands and can reproduce, by transferring from French, a few of the key characteristics of the form that has been requested.
- attempts to use, at times, by transferring from French, some simple stylistic devices that he or she has learned.

Revising and Editing Texts

The student:

- makes revisions, with assistance from the teacher, to improve the content, clarity and interest of his/her written work.
- attempts, with difficulty, to make his/her purpose and message clearer by making very few basic revisions.
- edits and proofreads, with much assistance from the teacher, his/her written work using very little knowledge of the language conventions identified for this level.

The student:

- makes revisions, with limited assistance from the teacher, to improve the content, clarity and interest of his/her written work.
- attempts, with little difficulty, to make his/her purpose and message clearer by making very few basic revisions.
- edits and proofreads, with assistance from the teacher, his/her written work using little knowledge of the language conventions identified for this and earlier grades.

Producing Finished Work

The student:

- identifies, with assistance from the teacher, the steps and strategies to assess, revise and improve the organization, clarity and style of his/her draft copy.
- shows very little evidence of a personal style of writing (choice of tone, words and point of view).
- shows very little evidence of creative thought and expression (very mechanical and basic writing).
- follows, with difficulty and assistance from the teacher, a few of the instructions for the final task.

The student:

- identifies, with much assistance from the teacher, the steps and strategies to assess, revise and improve the organization, clarity and style of his/her draft copy.
- shows little evidence of a personal style of writing (choice of tone, words and point of view).
- shows little evidence of creative thought and expression (very mechanical and basic writing).
- follows, quite autonomously and effectively, a few of the instructions for the final task.

Vocabulary and Language Conventions

The student is having difficulty with the vocabulary.
He/She:

- demonstrates limited understanding of vocabulary. He/She asks constantly for explanations or clarifications when attempting to understand the vocabulary used in the pre-writing discussion, and/or the other writing tasks.
- understands and uses a very limited amount of frequently used words (e.g., personally relevant words – associated with home or immediate environment).
- shows a limited understanding but never uses the correct level of language to produce an effect.
- shows a limited understanding for varying his/her vocabulary to produce the appropriate effect in a text and has difficulty doing so.
- begins to use basic (short phrases, declarative and interrogative) sentence structures.
- begins to understand and use a few basic English grammatical structures (e.g., simple present tense of regular verbs, experiments with past and future).
- begins to apply a few strategies to spell English words (e.g., words that are same or similar to French words with the same meaning, breaks words into parts, certain personally relevant words, copying words from a list/board).
- transfers rarely from French knowledge and understanding of simple, basic grammatical concepts and basic usages of parts of speech.

The student is attempting to understand the vocabulary.
He/She:

- asks frequently for explanations or clarifications when attempting to understand the vocabulary used in the pre-writing discussion, and/or the other writing tasks.
- understands and uses frequently used words (e.g., common and personally relevant words, subject-specific words from a list or text).
- shows an understanding but has difficulty using the correct level of language to produce an effect.
- shows an understanding for varying his/her vocabulary to produce the appropriate effect in a text and does so rarely.
- begins to use correctly basic (declarative and interrogative) sentence structures.
- understands and uses correctly a few basic English grammatical structures (e.g., simple present tense of regular verbs, experiments with past and future, subject/verb agreement in simple sentences).
- applies a few strategies to spell English words correctly (e.g., words that are same or similar to French words with the same meaning, breaks words into parts, certain common words).
- transfers sometimes from French knowledge and understanding of simple, basic grammatical concepts and basic usages of parts of speech.

Placement

APD Prep Level

APD Grade 4 Level

Re-assess: Gr. 5 , Gr. 6 , Gr. 7 , Gr. 8

Regular English Program – Grade _____ Level

Diagnostic Assessment for Intermediate Level Writing

Grade 5 Level and Grade 6 Level

Note to Teacher

Prior to administering the Writing and Representation Assessment Tasks, notice that there are two assessment tasks at the **Intermediate** Level of proficiency:

- The first task is geared to the Grade 5 Level. This means that it has been structured for students with some knowledge and comprehension of English and who should most likely be placed in the APD Grade 4 or 5 Program, depending on the results of their assessment. If students cannot understand what is being asked or are unable to complete any of the sections of this assessment, give them the Basic Level Writing Task.
- The second task is geared to the Grade 6 Level. This means that it has been structured for students with the knowledge and comprehension of English at approximately one grade level behind students in the Regular Grade 6 Program and should be considered for the APD Grade 5 or Grade 6 Level Program.

The Intermediate Level Tasks are divided into four parts:

- Part 1 – Pre-Writing and Activating Prior Knowledge
- Part 2 – Writing Task 1: Building Vocabulary
- Part 3 – Writing Task 2: Organizing Information
- Part 4 – Writing Task 3: Final Edition

Diagnostic Assessment for Intermediate Level Writing Grade 5 Level

My Favourite Sport or Activity

Part 1 – Pre-Writing and Activating Prior Knowledge

Teacher Instructions

Ask the student to talk about his/her favourite activities and sports. Make sure to define what constitutes “activities” (e.g., sports, academics, extra-curricular interests, pastimes).

Part 2 – Writing Task 1: Building Vocabulary

Teacher Instructions









1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student goes about the task.

Observations for Assessment

- Observe writing behaviours (transferring from French – writing process, grammatical structures, use of stylistic devices and vocabulary). Take notes to help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications that the student asks before and during the writing assessment. These are usually an indication of the student’s understanding of the task and his/her ability to accomplish it. Note the frequency at which he/she asks how to spell words. This indicates the student’s ease with the language since he/she may or may not have the skills required to deal with the difficulties of spelling English words.
- In order to determine the student’s level of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. Also, the use of French/English dictionaries should not be allowed during the tasks. This way, student writing skills and abilities can be observed more effectively and a clearer picture of proficiency levels can be drawn in the end.

Student Instructions:

1. Draw a line from the picture in column A to the correct word in column B.

A	B
	<p>a. cooking</p>
	<p>b. horseback riding</p>
	<p>c. fishing</p>
	<p>d. cycling</p>
	<p>e. gardening</p>
	<p>f. camping</p>
	<p>g. skateboarding</p>
	<p>h. competing in gymnastics</p>

Part 3 – Writing Task 2: Organizing Information

Teacher Instructions

1. Read the instructions for the Graphic Organizer¹ to students.
2. Emphasize the importance of organizing ideas.
3. Offer additional explanations on any unclear points.
4. Encourage the student to complete each prompt in the chart.
5. Observe as the student goes about the writing task and take notes on the Writing Observation and Assessment Chart.

¹ A Graphic Organizer is a chart where a set of specific prompts help form a list of ideas and words recorded in an organized fashion, i.e., a more structured form of brainstorming.

Student Instructions



1. Use the Graphic Organizer to help you make a list of ideas about one of your favourite sports or activities.

My Favourite Activity or Sport	
<p>What is the name of my favourite activity or sport?</p>	<p>-</p> <p>-</p> <p>-</p>
<p>What do I need to do this activity or to practice my favourite sport? (e.g., equipment, clothing, tools, location)</p>	<p>-</p> <p>-</p> <p>-</p>
<p>Who usually participates in this type of activity or sport?</p>	<p>-</p> <p>-</p> <p>-</p>
<p>My description of the activity or sport (e.g., rules, steps, how to win/play)</p>	<p>-</p> <p>-</p> <p>-</p>
<p>What do I like about this activity or sport?</p>	<p>-</p> <p>-</p>

Part 4 – Writing Task 3: Final Edition

Writing About My Favourite Activity or Sport

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Assess the student's writing and complete the Writing Observation and Assessment Chart.

Diagnostic Assessment for Intermediate Level Writing Grade 6 Level

Weather or Not

Part 1 – Pre-Writing and Activating Prior Knowledge

Teacher Instructions

1. Ask the student to tell you what he/she knows about natural disasters caused by extreme weather conditions (e.g., floods, droughts, tornadoes, snowstorms).
2. Ask the student if he/she has ever seen pictures of these conditions or been a witness to one of these disasters.
3. Invite the student to give his/her views about these disasters.

Part 2 – Writing Task 1: Building Vocabulary

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student goes about the task.




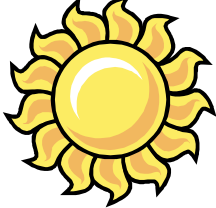
Observations for Assessment

- Observe student writing behaviours (transferring from French – writing process, grammatical structures, use of stylistic devices and vocabulary) and take notes to help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications that the student asks before and during the writing assessment. These are usually an indication of the student's understanding of the task and of his/her ability to accomplish it. Note the frequency at which the student asks how to spell words. This indicates his/her ease with the language since he/she may or may not have the skills required to deal with the difficulties of spelling English words.
- In order to determine the student's level of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. Also, the use of French/English dictionaries should not be allowed during the tasks. This way, student writing skills and abilities can be observed more effectively and a clearer picture of proficiency levels can be drawn in the end.

Student Instructions

1. Choose the adjectives from the textbox below that best describe each season and place them under the appropriate season.

warm	rainy	cloudy	foggy
cold	bright	chilly	humid
heated	fun	blazing	joyful
beautiful	crisp	cool	windy
stormy	freezing	hazy	sunny

Fall	Winter	Spring	Summer
			

(Sources: www.picto.qc.ca, Clipart.com)

Part 3 – Writing Task 2: Organizing Information

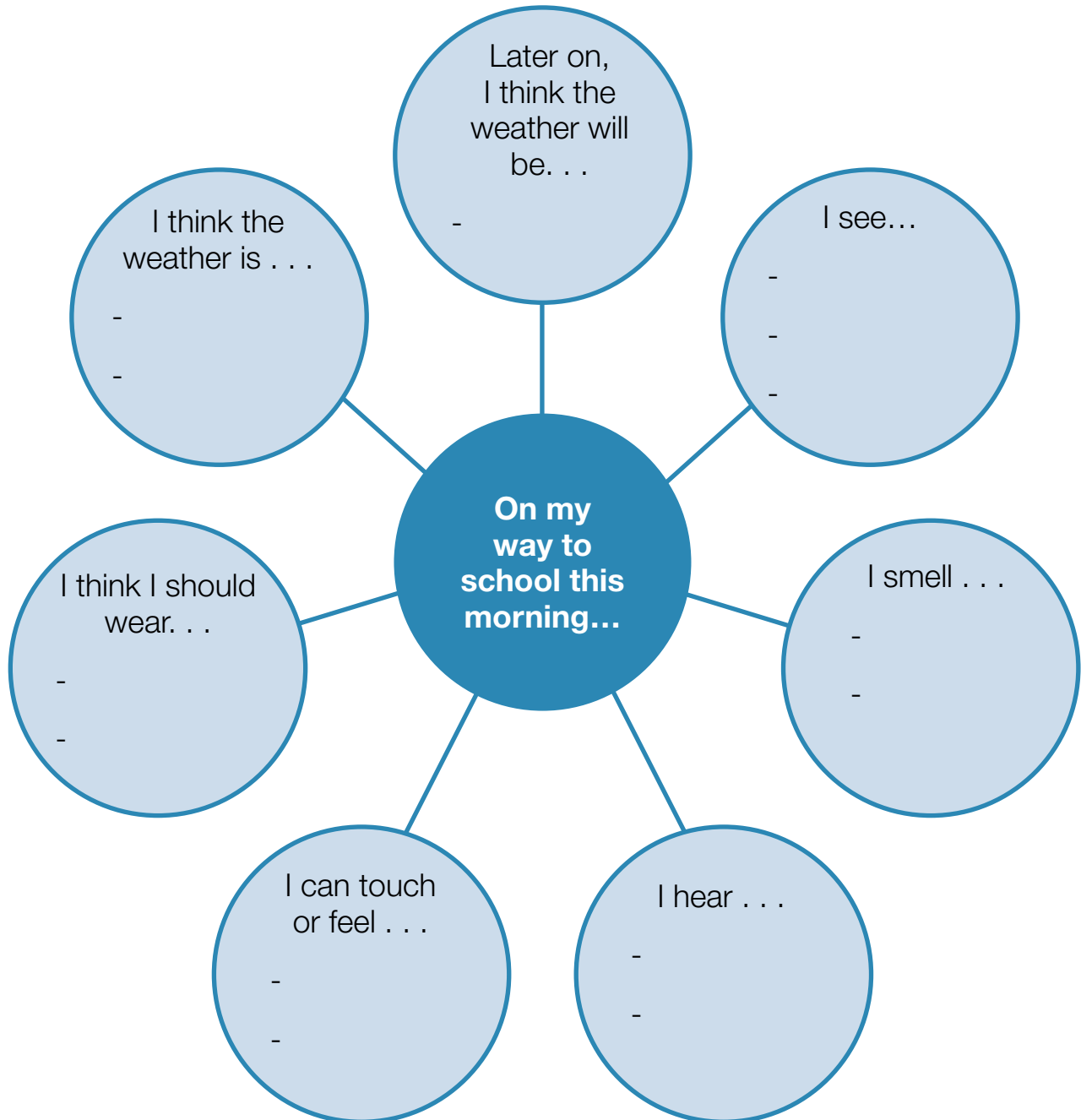
Teacher Instructions

1. Read the instructions for the Web Chart² to the student.
2. Emphasize the importance of organizing ideas.
3. Encourage the student to complete each prompt in the chart.
4. Offer additional explanations on any unclear points.
5. Observe as the student goes about the writing task and take notes on the Writing Observation and Assessment Chart.

²A Web Chart is a set of specific prompts that help form a list of ideas and words that are recorded in a brainstorming web (spider or sun) formation.

Student Instructions

1. Using the prompts in the following Web Chart, describe the weather when you came to school this morning.
2. Use any words (e.g., nouns, adjectives, adverbs) that will help you describe the temperature and climate. Note that the words from Writing Task 1: Building Vocabulary can be used.



Part 4 – Writing Task 3: Final Edition

On my Way to School This Morning

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Assess the student's writing and complete the Writing Observation and Assessment Chart.

Writing and Representation – Observation and Assessment Chart

APD – Grade 5 Level and Grade 6 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Grade 5 Level	Teacher Observation Notes	Student Profile Grade 6 Level	Teacher Observation Notes
Developing Content			
<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands and uses, with assistance from the teacher, a few of the simple pre-writing strategies (brainstorming, graphic organizer...) to generate and develop ideas, to select a topic and the appropriate characteristics of the form requested. <input type="checkbox"/> develops, with assistance from the teacher, a basic plan/list to organize ideas and information. <input type="checkbox"/> determines, with assistance from the teacher, the purpose and audience of his/her text. 		<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands and uses, with limited assistance from the teacher, some of the simple pre-writing strategies (brainstorming, web chart...) to generate and develop ideas, to select a topic and the appropriate characteristics of the form requested. <input type="checkbox"/> develops, with limited assistance from the teacher, a simple plan/list to organize ideas and information. <input type="checkbox"/> determines, with limited assistance from the teacher, the appropriate purpose and audience of his/her text. 	

Applying Knowledge of Forms

The student:

- writes a short, simple introductory sentence that identifies the main topic and may attempt to somewhat hook the reader's attention.
- states opinions simply and supports them at times with basic references or facts from the source that he/she is reading.
- organizes ideas and information in a simple fashion.
- uses basic transitional words or phrases at times, when and where these are required.
- writes a simple closing sentence as a conclusion.
- understands and can reproduce a few of the key characteristics of the form that has been requested.
- understands and uses, at times by transferring from French, some of the simple stylistic devices that he/she has learned.

The student:

- writes a simple introduction that identifies the main topic and attempts to hook the reader's attention.
- states opinions simply and supports them with references or facts from the source that he/she is reading.
- organizes ideas and information in a somewhat coherent fashion.
- uses basic transitional words or phrases occasionally, when and where these are required.
- writes a simple conclusion that summarizes some of the key points of his/her text.
- understands and can reproduce some of the key characteristics of the form that has been requested.
- understands and uses, at times by transferring from French, some of the simple stylistic devices that he/she has learned.

Revising and Editing Texts

<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes revisions with assistance from the teacher to improve the content, clarity and interest of his/her written work. <input type="checkbox"/> clarifies his/her purpose by attempting to render the message clearer by making some simple revisions. <input type="checkbox"/> edits and proofreads, with assistance from the teacher, his/her written work using some knowledge of the language conventions identified for this and earlier grades. 		<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes revisions with limited assistance from the teacher to improve the content, clarity and interest of his/her written work. <input type="checkbox"/> clarifies his/her purpose by attempting to render the message clearer by incorporating some of the new words and expressions that he/she has learned and/or seen in his/her reading. <input type="checkbox"/> edits and proofreads, with some assistance from the teacher, his/her written work using an appropriate knowledge of the language conventions identified for this and earlier grades. 	
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Producing Finished Work

<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies, with assistance from the teacher, the steps and strategies to assess, revise and improve the organization, clarity and style of his/her draft copy. <input type="checkbox"/> begins to show some evidence of a personal style of writing (choice of tone, words and point of view). <input type="checkbox"/> begins to show some evidence of creative thought and expression. <input type="checkbox"/> begins to follow more autonomously and effectively some of the instructions for the final task. 		<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies, with limited assistance from the teacher, the steps and strategies to assess, revise and improve the organization, clarity and style of his/her draft copy. <input type="checkbox"/> shows some evidence of a personal style of writing (choice of tone, words and point of view). <input type="checkbox"/> shows some evidence of creative thought and expression. <input type="checkbox"/> follows more autonomously and effectively many of the instructions for the final task. 	
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Vocabulary and Language Conventions

<p>The student understands some of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks often for explanations or clarifications about the vocabulary used in the pre-writing discussion, and/or the other writing tasks. <input type="checkbox"/> understands and uses some frequently used words (e.g., familiar and new vocabulary associated with school, activities or interests). <input type="checkbox"/> begins to show a little understanding and uses, here and there, the correct level of language to produce an effect. <input type="checkbox"/> shows his/her basic understanding for varying vocabulary to produce the appropriate effect in a text and does so on a few occasions. <input type="checkbox"/> uses, most of the time, simple (declarative, interrogative, imperative and exclamatory) sentence structures. <input type="checkbox"/> understands and uses correctly some basic English grammatical structures (e.g., simple verb tenses of regular verbs, subject/verb agreement in simple sentences). <input type="checkbox"/> applies some strategies to spell English words correctly (e.g., words that are same or similar to French words with the same meaning, incorporating subject-specific vocabulary from a list or text, certain common plurals of nouns). <input type="checkbox"/> transfers, occasionally from French, knowledge and understanding of basic grammatical concepts and familiar usages of parts of speech. 	<p>The student understands much of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks occasionally for explanations or clarifications about the vocabulary used in the pre-writing discussion, and/or the other writing tasks. <input type="checkbox"/> understands and uses several frequently used words and less frequently used words (e.g., incorporating new and specialized vocabulary). <input type="checkbox"/> begins to show some understanding and uses, occasionally, the correct level of language to produce an effect when/where appropriate. <input type="checkbox"/> shows his/her basic understanding for varying vocabulary to produce the appropriate effect in a text and does so on occasion. <input type="checkbox"/> uses, most of the time, simple and compound sentence structures. <input type="checkbox"/> understands and uses correctly some English grammatical structures (e.g., simple verb tenses, subject/verb agreement in simple or compound sentences). <input type="checkbox"/> applies some strategies to spell English words correctly (e.g., words that are same or similar to French words with the same meaning, incorporating subject-specific vocabulary from a list or text, certain common plurals of nouns). <input type="checkbox"/> transfers, frequently from French, knowledge and understanding of simple grammatical concepts and more common usages of parts of speech. 	
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Placement

Re-assess – Prep. Level , Gr. 4 , Gr. 5 , Gr. 6 , Gr. 7 , Gr. 8

Regular English Program – Grade _____ Level

APD Grade 5 Level

APD Grade 6 Level

Diagnostic Assessment for Advanced Level Writing

Grade 7 Level and Grade 8 Level

Note to Teacher

Prior to administering the Writing and Representation Assessment Tasks, notice that there are two assessment tasks at the **Advanced** Level of proficiency:

- The first task is geared to the Grade 7 Level. This means that it has been structured for students with the knowledge and comprehension of English at approximately one grade level behind students in the Regular Grade 7 Level Program. They should most likely be placed in the APD Grade 6 or Grade 7 Program, depending on the results of their assessment. If students cannot understand what is being asked of them or are unable to complete any of the sections of this assessment, give them the Basic Level or one of the Intermediate Level Writing Tasks.
- The second task is geared to the Grade 8 Level. This means that it has been structured for students with considerable knowledge and comprehension of English at approximately one grade level behind students in the regular Grade 8 Program. They should be considered for the APD Grade 7 or Grade 8 Level Program or the Regular English Program depending on the results of their assessment.

The Advanced Level Tasks are divided into four parts:

- Part 1 – Pre-Writing and Activating Prior Knowledge
- Part 2 – Writing Task 1: Building Vocabulary
- Part 3 – Writing Task 2: Organizing Information
- Part 4 – Writing Task 3: Final Edition

Diagnostic Assessment for Advanced Level Writing Grade 7 Level

It's News Worthy



Part 1 – Pre-Writing and Activating Prior Knowledge: Using Correct Verb Tenses

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student completes the writing task.

Student Instructions

Using the Past Tense

Write the correct past tense form for each of the following sentences. Write your answer in the blank space.

1. Yesterday, Paul _____ (walk, walked, walks) to the store.
2. He _____ (noticed, notices, notice) an adult getting on a bicycle.
3. He _____ (thinks, thinked, thought) that the bicycle _____ (seem, seemed, seems) too small for the man.
4. When he was in the store, Paul _____ (heard, heared, hears) a girl cry, "Where's my bike?"
5. Paul then _____ (runned, ran, run) outside and _____ (caught, catches, caught) the thief.

Part 2 – Writing Task 1: Building Vocabulary

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student goes about the writing task.

Observations for Assessment

- Observe writing behaviours (transferring from French – writing process, grammatical structures, use of stylistic devices and vocabulary). Take notes to help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications that the student asks before and during the writing assessment. These are usually an indication of the student's understanding of the task and his/her ability to accomplish it. Note the frequency at which the student asks how to spell words. This indicates his/her ease with the language since he/she may or may not have the skills required to deal with the difficulties of spelling English words.
- In order to determine student levels of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. Also, the use of French/English dictionaries should not be allowed during the tasks. This way, student writing skills and abilities can be observed more effectively and a clearer picture of student proficiency levels can be drawn in the end.

Student Instructions

Imagine you were sent to summer camp and your parents asked you to report what you did while you were there. Use the picture below to help you gather ideas.

1. Write three complete sentences to describe what you did or saw at this summer camp.
2. These sentences should be written as captions³ that accompany the picture as they would in a newspaper or magazine. Clear and descriptive words must be used.
3. Make sure to use verbs in the past tense when you write these sentences.



1.

2.

3.

³A short, precise sentence that accompanies a picture in a magazine or newspaper.

Part 3 – Writing Task 2: Organizing Information

Teacher Instructions

1. Read the instructions for the Graphic Organizer⁴ to the student.
2. Emphasize the importance of organizing facts and ideas.
3. Explain the importance of relating the 5 Ws (who, what, where, when and why/how) when relating the facts in a news report.
4. Encourage the student to complete each question using point form or short sentences in the chart.
5. Offer additional explanations on any unclear points.
6. Observe and take notes as the student goes about the writing task.

⁴A Graphic Organizer is a chart where a set of specific prompts help form a list of ideas and words recorded in an organized fashion, i.e., a more structured form of brainstorming.

Student Instructions



1. Imagine you are a news reporter who has been asked to relate the facts connected to this photo.
2. Use the Graphic Organizer below to list possible facts and ideas to explain this incident.

News Story	
What happened? (Describe the fire, damages, firefighters' work, ...)	
Who was involved? (Give names of the victims, ...)	
Where did it happen?	
When did it happen? (Give the time of day, date, day of the week, duration of fire)	
How or why did it happen? (Describe the cause of fire, fire investigator's explanation)	
Who witnessed the incident? (What are their names? What relation to the victims do they have? What did they see?)	

Part 4 – Writing Task 3: Final Edition

The News Story

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points related to the news story, such as presenting details in their order of importance from the most important facts to the least important facts.
3. Assess the student's writing and complete the Writing Observation and Assessment Chart.

Diagnostic Assessment for Advanced Level Writing Grade 8 Level

No Sweat!

Part 1 – Pre-Writing and Activating Prior Knowledge

Teacher Instructions

1. Ask the student whether he/she knows what a transitional word is.
2. Define the concept of “transitional word” before the student begins the diagnostic activities.

Transitional word: *a word or group of words that show how the meaning of one sentence or paragraph is related to the meaning of the preceding or previous sentence or paragraph (e.g., before, after, however, because of, in conclusion).*

3. Invite the student to give a few examples of a “transitional word”. If the student is unable, give a few examples.
4. Briefly review the usage of transitional words when we speak and write.

Part 2 – Writing Task 1: Building Vocabulary

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
3. Observe and take notes as the student goes about the task.

Observations for Assessment

- Observe the writing behaviours (transferring from French – writing process, grammatical structures, use of stylistic devices and vocabulary). Take notes to help assess the student when completing the Final Assessment Chart.
- Observe the type and number of questions and/or clarifications that the student asks before and during the writing assessment. These are usually an indication of the student’s understanding of the task and his/her ability to accomplish it. Note the frequency at which the student asks how to spell words. This indicates his/her ease with the language since he/she may or may not have the skills required to deal with the difficulties of spelling English words.

- In order to determine the student's level of proficiency in English, instructions should be given in English as much as possible. Try to avoid giving instructions in French. Also, the use of French/English dictionaries should not be allowed during the tasks. This way, student writing skills and abilities can be observed more effectively and a clearer picture of student proficiency levels can be drawn in the end.

Student Instructions

Using Transitional Words

Circle the best transitional words in the following sentences.

1. (At last, In other words), it stopped raining and I could walk my dog.
2. I love chocolate, (although, therefore), I eat chocolate candy whenever I can.
3. The test was really hard, (for instance, then), only five students passed it.
4. You first have to answer the questions, (next, so), you hand in your paper.
5. Ben needs to go to bed early, (although, otherwise), he will be late for school.
6. First you will see a tree, (secondly, however), you will see a fork in the road.
7. He really loves reading, (finally, in fact), he reads almost all the time.
8. That would not be smart, (first, in other words), that would be idiotic.
9. The deer darted quickly into the woods, (for example, as a result), the hunter didn't see it.
10. (On the other hand, Such as), you have shown you can be trusted.

Part 3 – Writing Task 2: Organizing Information

Teacher Instructions

1. Explain to the student that he/she will be writing a letter of opinion in Task 3.
2. Explain to the student what a Paragraph Organizer is and how to use it.
3. Read instructions for the Paragraph Organizer with the student.
4. Emphasize the importance of organizing ideas.
5. Encourage the student to complete the Paragraph Organizer. Explain that it would be a good idea to formulate the introductory and concluding sentences in the organizer. The three reasons can be in point form or in short sentences.
6. Offer additional explanations on any unclear points.
7. Observe and take notes as the student goes about the writing task.

Student Instructions

You have just completed reading the play “It’s Mall or Nothing”. Now use some of the ideas from that story to prepare a one-paragraph letter of opinion to inform a friend that it is not a good idea to buy clothing made in sweat shops.

1. Complete the Paragraph Organizer below.
2. Be sure to include an introductory sentence to inform your friend that it is not a good idea to buy clothing made in sweat shops.
3. Give three reasons why people should not buy clothing made in sweat shops. You can use some of the ideas suggested in the play.
4. Make sure to include a concluding sentence by restating your position/point of view from your introductory sentence.

PARAGRAPH ORGANIZER

1. Introductory Sentence

2. Reason 1

3. Reason 2

4. Reason 3

5. Concluding Sentence

Part 4 – Writing Task 3: Final Edition

The Letter of Opinion

Teacher Instructions

1. Read the instructions with the student.
2. Offer additional explanations on any unclear points.
2. Assess the student's writing and complete the Writing Observation and Assessment Chart.

Writing and Representation – Observation and Assessment Chart

APD – Grade 7 Level and Grade 8 Level

Student: _____ Teacher: _____ Date: _____

Student Profile Grade 7 Level	Teacher Observation Notes	Student Profile Grade 8 Level	Teacher Observation Notes
Developing Content			
<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands and uses independently several of the pre-writing strategies (brainstorming, graphic organizer...) to generate and develop ideas, to select a topic and the appropriate characteristics of the form requested. <input type="checkbox"/> develops, with limited assistance from the teacher, an appropriate outline or plan to organize ideas and information. <input type="checkbox"/> determines, with limited assistance from the teacher, the appropriate focus and audience of his/her text. 		<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understands clearly and uses independently a variety of the pre-writing strategies (brainstorming, paragraph organizer...) to generate and develop ideas, to select a topic and the appropriate characteristics of the form requested. <input type="checkbox"/> develops, with limited assistance from the teacher, an accurate outline or plan to organize ideas and information. <input type="checkbox"/> determines, with limited assistance from the teacher, the accurate focus and audience of his/her text. 	

Applying Knowledge of Forms

The student:

- understands clearly and uses independently the phases of the writing process (brainstorming, organizing ideas...).
- writes a clear introduction that identifies the main topic and hooks the reader's attention.
- states opinions clearly and supports them most of the time with references or facts from the source that he/she is reading.
- organizes ideas and information in a coherent fashion.
- uses transitional words or phrases occasionally when/where these are required.
- writes a clear conclusion that summarizes several of the key points of his/her text.
- understands and can reproduce several of the characteristics of the form that has been requested.
- understands quite clearly and uses occasionally, by transferring from French, several stylistic devices that he/she has learned.

The student:

- writes a clear introduction that identifies the main topic and hooks the reader's attention.
- states opinions clearly and supports them almost all of the time with many references or facts from the source that he/she is reading.
- organizes relevant ideas and information in a coherent fashion.
- uses transitional words or phrases frequently when/where these are required.
- writes a clear and pertinent conclusion that summarizes most of the key points of his/her text.
- understands and can reproduce most of the characteristics of the form that has been requested.
- understands clearly and uses often, by transferring from French, many stylistic devices that he/she has learned.

Revising and Editing Texts

The student:

- makes revisions, with a little assistance from the teacher, to improve the content, clarity and interest of his/her written work.
- clarifies his/her purpose by ensuring that the message is clear and varying the sentence structure and removing unnecessary words.
- edits and proofreads, with a little assistance from the teacher, his/her written work using an appropriate knowledge of the language conventions identified for this and earlier grades.

The student:

- makes revisions autonomously to improve the content, clarity and interest of his/her written work.
- clarifies his/her purpose by adding relevant information and removing irrelevant information and unnecessary words.
- edits and proofreads, independently, his/her written work using an excellent knowledge of the language conventions identified for this and earlier grades.

Producing Finished Work

The student:

- identifies, with limited assistance from the teacher, the steps and strategies to assess, revise and improve the organization, clarity and style of the draft copy.
- shows evidence of a personal style of writing (choice of tone, words and point of view).
- shows evidence of creative thought and expression.
- follows autonomously and effectively most of the instructions for the final task.

The student:

- identifies, independently, the steps and strategies to assess, revise and improve the organization, clarity and style of the draft copy.
- shows evidence of a personal style of writing (choice of tone, words and point of view).
- shows evidence of creative thought and expression.
- follows autonomously and effectively almost all of the instructions for the final task.

(1^{er} adapté de TACLEF)

Vocabulary and Language Conventions

<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks occasionally for explanations or clarifications about the vocabulary used in the pre-writing discussion, and/or the other writing tasks. <input type="checkbox"/> understands and uses frequently used words and less frequently used words (e.g., varied vocabulary or familiar conversational expressions). <input type="checkbox"/> understands clearly and uses, most of the time, the correct level of language to produce an effect when/where appropriate. <input type="checkbox"/> understands and varies frequently vocabulary to produce the appropriate effect in a text. <input type="checkbox"/> uses, most of the time, simple and compound sentence structures. Also uses some complex sentence structures. <input type="checkbox"/> understands clearly and uses correctly several English grammatical structures (e.g., verb tenses, subject or verb agreement). <input type="checkbox"/> applies several strategies to spell English words correctly (e.g., words that are same or similar to French words with the same meaning, word families, and more common sets of homophones). <input type="checkbox"/> transfers, frequently from French, knowledge and understanding of more familiar grammatical concepts and more common usages of parts of speech. 	<p>The student understands most of the vocabulary. He/She:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks rarely for explanations or clarifications about the vocabulary used in the pre-writing discussion, and/or the other writing tasks. <input type="checkbox"/> understands and uses many frequently used words and less frequently used words (e.g., specialized or specific vocabulary according to the subject). <input type="checkbox"/> understands clearly and uses, almost all of the time, the correct level of language to produce an effect when/where appropriate. <input type="checkbox"/> varies, most of the time, vocabulary to produce the appropriate effect in a text. <input type="checkbox"/> uses, most of the time, a variety of sentence structures. <input type="checkbox"/> understands clearly and uses correctly many English grammatical structures (e.g., verb tenses, subject or verb agreement). <input type="checkbox"/> applies many strategies to spell English words correctly (root words, words that are same or similar to French words with the same meaning, word families). <input type="checkbox"/> transfers, frequently from French, knowledge and understanding of grammatical concepts and various usages of parts of speech.
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Placement

- APD Grade 7 Level Re-assess – Prep. Level , Gr. 4 , Gr. 5 , Gr. 6 , Gr. 7 , Gr. 8
- APD Grade 8 Level Regular English Program – Grade _____ Level

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