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## Instructions for the English assessment pre-Grade 5

### Please note:

- The time recommended for each part is flexible, but you should attempt to cover each section.
- Each assessment will be made with one student at a time, but the plural “they” will be used throughout these instructions for simplicity.

### Part I [2 minutes]

Converse with the students about where their difficulties in English may lie. Then ask them to tell you how these difficulties may be overcome.

- **Listen carefully and assess briefly their grade level of oral communication** with respect to:

<b>Vocabulary</b>  Range of words used Range of words understood	
<b>Grammatical uses such as</b>  Pronouns, verb tense, plurals	
<b>Non verbal communication such as body language and whether eyes are averted or eyes make contact</b>	
<b>Insight into their own difficulties</b>	
<b>Oral communication</b>  voices ideas clearly & listens with understanding	

Move on to **Part II**

**Part II [8 minutes]**

**Instructions for the silent reading part of the assessment of pre-Grade 5 English**

- Ask the students to read the passage on page one of the *student package* [also shown below]
- The students should be told to read in silence and concentrate on the main gist of the passage, but if they prefer to read aloud, that is fine.
- Tell them that you are going to ask some questions once the reading is finished.

During the gold rush of 1849, many miners went to California and British Columbia hoping to stake their claims and become rich. A young man by the name of Levi Strauss joined those heading west. He arrived in San Francisco planning to sell canvas to the miners for tents, but the miners did not buy much from him.

Strauss' tent idea was a failure. One day he noticed that miners had holes in their pants and overalls. With all their hard work they needed tough, durable, pants. With the help of a tailor, he made pants for an old miner named Pete. Pete told his friends that they were the best pair of pants he had ever worn.

Levi decided to change the fabric from canvas to denim because it was stronger, cheaper and softer than canvas. He chose to dye the denim an indigo blue color because black and brown dyes were too expensive. Levi's blue jeans became a success.

*As you ask the questions below, fill in your assessment in this table.*

Comprehension <i>Do the students recognize the main idea?</i>	
Vocabulary	
Reasoning Abilities <i>Do the students support their ideas with details?</i>	
Willingness to take risks [such as allowing their imagination to flow unencumbered by a fear of grammar mistakes]	

Question 1 [to be answered orally]    What did Levi Strauss want to do when he first went west?

Question 1 [to be answered orally]    What material did Levi Strauss use to make his first pair of pants?

Question 3 [to be answered orally]    Explain, with reasons, why Levi Strauss was a good salesman.

### Part III [8 minutes]

#### Instructions for the writing part of the assessment of pre-Grade 5 English

Ask the students to choose **one** of the topics at the top of the student's page two and on that same page the students should write a paragraph on the chosen topic. Give the following instructions.

- The paragraph should be composed of approximately eight sentences.
- There should be a beginning, a middle, and an end.

*As the student writes, fill in your assessment in this table.*

Organization of ideas	
Variety of sentence type	
Editing and proofing their work	
Appropriate vocabulary for their Grade level	
Willingness to take risks such as letting their imagination guide their writing without fear of grammatical errors.	

**Part IV [4 minutes]**

**Instructions for the language rules part of the assessment of pre-Grade 5 English**

The students should turn to page three of the *student package* and answer the questions shown on that page. Tell the students that you accept oral answers.

*Make a general assessment of the students' knowledge of language rules based on the questions and answers shown below.*

*Answers are given in italics*

Give the following instructions for each of the sentences with blanks shown below.

An alien from outer space was carefully exploring my backyard, but I was the only person who could see him.

From the above sentence, place as many words as you can in the correct place in the charts below.

Nouns	Verbs	Adjectives	Adverbs
<i>alien</i>	<i>was exploring</i>	<i>outer</i>	<i>carefully</i>
<i>space</i>	<i>was</i>	<i>only</i>	
<i>backyard</i>	<i>(could) see</i>		
<i>person</i>			

Assessment of Language Rules	
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## Part V [3 minutes]

### Instructions for the read aloud part of the assessment of pre-Grade 5 English

- Tell the students to read aloud the material on page four of their *student package* [also shown below].
- The students should be told to read as if they were reading to an audience.
- Tell the students that when the reading is finished you are going to ask at least one question.

*As the students read and answer oral questions, fill in your assessment in this table.*

Skill of reading aloud	
Comprehension while reading aloud	
Strength of delivery based on body language, etc.	

### The Greedy Merchant

There was once a merchant who lost a bag of gold coins. He offered a reward to anyone who might have found the lost treasure.

When a poor old woman brought the bag to him, the merchant backed out of his offer. He claimed the bag had also contained several silver coins that he had forgotten to mention. He accused the poor woman of stealing them.

The matter went to court. The wise judge ruled that since there were no silver coins in the bag, it could not have been the merchant's. Then he turned over the bag of gold to the woman who had found it.

Question [to be answered orally]

- What is the moral of this story?

*The students may refer to the written passage as they answer, but should demonstrate an awareness of where to look, showing some definite comprehension of the topic as they read.*