

# FOCUS ON YOUR LITERACY

VERSION B

(Advanced)

DATE:

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NAME:

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SCORE:

Instructions

There are **THREE** parts to this quiz. Please read all sections **carefully** and **answer ALL questions** to the best of your ability.

Part A: Read the article and answer 10 multiple choice questions

Part B: Writing conventions-sentences

Part C: Write a series of paragraphs to prove an idea

*You may type your answers or write the answers by hand.*

*The purpose of this assessment is to review student literacy skills (reading and writing) in order to plan next steps.*

*Part A: Read the selection below and answer the questions that follow it.*

## **Program fit**



Imagine someone sent you to the mall to buy a shirt. Not just any shirt, but a shirt you had to wear for the next 5, 10, or 20 years. How would you select that shirt? Would you get the first thing you liked, or pick up something you saw on TV? Are you the type of person to invest some time in seeing what fits your personality? Would you ask an expert what you looked good in and might have appeal in the future?

Students at college and university campuses across the province often sign up for programs and then realize they don't fit their needs.

Usually, the problem is that the outcomes of the program do not meet the student's expectations. You may be able to avoid making the same

mistake by considering the fit between your expectations and the program you finally choose before you make that decision.

When selecting a program, take into account your academic strengths and interests. Students who have abilities in certain subjects often have success in programs that emphasize them. Find out from students in the program, as well as the program instructors, what subjects students find challenging in that program. If you don't care for a particular subject but it is part of the program, don't be afraid to ask if your lack of interest will be a barrier to successfully completing the program. For example, students in marketing programs are often surprised about the amount of math in them.

Work or volunteer experience is very helpful to students when selecting a college program. Think about what you liked to do as part of that summer or part-time job. Also think about things you disliked about the experience. Most college students choose a program that will lead them to a job. Find out what jobs a program leads to and what you would be doing daily if you worked in that field. Visiting a work environment and observing people doing a certain job can help you gain a better understanding of what it involves and whether you'd be happy doing it.

Your personality attributes and skills make you better suited for some jobs than others. Find out what traits employers are looking for from graduates of the program you are thinking of taking. Do you have those traits? If you are not sure, see a guidance counsellor for a career assessment.

Spending some time thinking about your academic background, your work or volunteer experience, and your personality can help ensure that the program you choose will be a good fit for you. Remember: you are selecting a pathway to a career, so putting in some time and effort will help you make a good choice.

**Robert Kitchen**, Student Success Leader, Fanshawe College

<http://www.edu.gov.on.ca/eng/prospects/section4b.html>

1. Across the province what is the reason for college and university students realizing the program does not fit their needs?
  - a. The outcomes of the program do not fit their expectations
  - b. The program is too difficult
  - c. A job is hard to find after graduating
  - d. The program is too easy
  
2. Based on the article, if you are unsure that your personality traits do not match what employers are looking for in a field, how can you find out?
  - a. Ask friends and family
  - b. See a guidance counsellor for a career assessment
  - c. Ask your teachers or other professionals
  - d. Do an online quiz
  
3. Defining the word “fit” in this context is:
  - a. someone that exercises and eats healthy
  - b. meet the required purpose
  - c. a line in a graph
  - d. be of the right shape and size for
  
4. Defining the word “expectation” in this context is:
  - a. a belief that someone will or should achieve something
  - b. a strong belief that something will happen or be the case in the future
  - c. belief in oneself
  - d. to want something to happen
  
5. The main idea of this information text is:
  - a. When considering the program that is right for you take into an account your strengths, interests, gain volunteer experience, and take into account your personality attributes and skills for the future career.
  - b. Be careful what kind of a shirt you buy because it might not be popular in a couple of years
  - c. Once selecting your career put the time and effort into making the right choice
  - d. Expectations and reality are different things when career is in question
  
6. If you are asked to create an alternative title to the article it would be?
  - a. Program Needs and Expectations
  - b. If the Shirt does not fit don't Wear it!
  - c. Academic Experience Leads to a Good Career
  - d. The Right Pathway to a Successful Career

7. The image is lacking a description. Choose the best description for the image is:
  - a. Students are enjoying their aesthetician program
  - b. In the process of selecting a career students should evaluate their skills, like the aesthetician students
  - c. A student is practising her skills in the aesthetician program
  - d. The best experience in a program comes from personal dedication
  
8. If you are one of the students who makes the mistake of choosing a program that does not meet your needs, you should?
  - a. Still finish because it is a good program and I will find a job
  - b. Drop out because I am not enjoying the program and will not like my job
  - c. See a guidance counsellor to see what my next steps are
  - d. Switch into a different program that I believe will meet my needs without consulting anyone but my research
  
9. This article is effective because:
  - a. It has a strong introduction and main idea
  - b. It is from **Robert Kitchen** who is a Student Success Leader in Fanshawe College
  - c. Majority of students are considering post-secondary education and can relate to the topic
  - d. All of the above
  
10. To summarize in a sentence what Robert Kitchen wants you to remember from this article is:
  - a. Research a program and gain experience in that job field before you apply.
  - b. The unsuccessful students failed to get to know themselves first before applying to college or university.
  - c. Students should choose a program in college or university that best accompanies their skills, interests, and personality to be successful in career.
  - d. College and university campuses failed to meet the needs of their students.

11. Which sentence does **not** belong in the following paragraph?

(1) In keeping with tradition, the Olympic flame burned throughout the 2010 Vancouver Games. (2) The flame was flown to Canada from Greece and relayed across the country by 12 000 runners. (3) Imagine running over rough terrain with a torch in hand. (4) The flame even travelled by boat, snowmobile and dogsled. (5) It was extinguished at the closing ceremonies to signal the end of the games.

- a) sentence 2
- b) sentence 3
- c) sentence 4
- d) sentence 5

12. Choose the sentence that best combines the following sentences.

**Computers are useful tools. Computers allow students to keep their homework neat. Computers are too expensive for some students.**

- a) Computers are useful tools, but they are too expensive for some students.
- b) Students can keep their homework neat because computers are useful tools.
- c) Although they are too expensive for some students, computers are useful tools that allow students to keep their homework neat.
- d) Computers are useful tools for students, and they allow students to keep their homework neat, and they are too expensive for some students.

13. What punctuation is missing from this sentence?

**If I wear my running shoes to school on an icy day I might slip and fall.**

- a) a colon
- b) a period
- c) a comma
- d) a semicolon

14. Choose the sentence that is written correctly.

- a) "Oh no" she exclaimed. "What will we do next?"
- b) "All right," sighed Miguel, "we'll try harder tomorrow."
- c) "Watch out!" cried Manuel, "The bus is coming right now!"
- d) "Wow! Where did you find that beautiful dress" Sara asked?

15. Which sentence is written correctly?

- a) Greg and him fixed the car.
- b) We told her and Sarah the news.
- c) The bill was addressed to he and I.
- d) Them and their parents paid for the repair.

You are required to write a 5 paragraph essay about ONE of the following options.

- 1) Describe how do you plan to reach your long term goal, which could be finishing high school, working, or going to college or university?
- 2) Describe your personality strengths that make you a unique individual.
- 3) Describe how do you make important decisions?
- 4) Choose a person you admire and explain three of their most important achievements.
- 5) Describe how a life changing event made you the person you are today.
- 6) Describe three positive characteristics you would like your children to have that would benefit them in the future.

What is an essay? An essay is a piece of writing that includes a topic of focus that is proven in paragraphs using relevant examples.

The structure of an essay:

Introduction	-Have the main idea (argument) you are proving these THREE points
Body paragraph #1	-Point ONE from the main idea -3 examples to support the argument with an explanation
Body paragraph #2	-Point TWO from the main idea -3 examples to support the argument with an explanation
Body paragraph #3	-Point THREE from the main idea -3 examples to support the argument with an explanation
Conclusion	-Reword the main idea -Summarize all points

**EXAMPLE ESSAY: Cats are man’s best friend**

<p><b>Introduction Paragraph</b> Hook</p> <p>Opinion and main reasons (*) stated clearly.</p> <p><b>Main Idea</b> →</p>	<p>"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy.</p> <p>Cats are civilized members of the household and one of the most attractive features of cats as house pets is their ease of care. For many people, a cat is their best friend. <u>Despite what dog lovers may believe, cats make excellent house pets because they are affectionate, civilized, and easy to take care of.</u></p>
<p><b>Body Paragraph #1</b> Topic sentence (what the paragraph is about) Point;Proof;Explanation#1</p>	<p>→ People enjoy the companionship of cats. <u>Many cats are affectionate.</u> They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite</p>

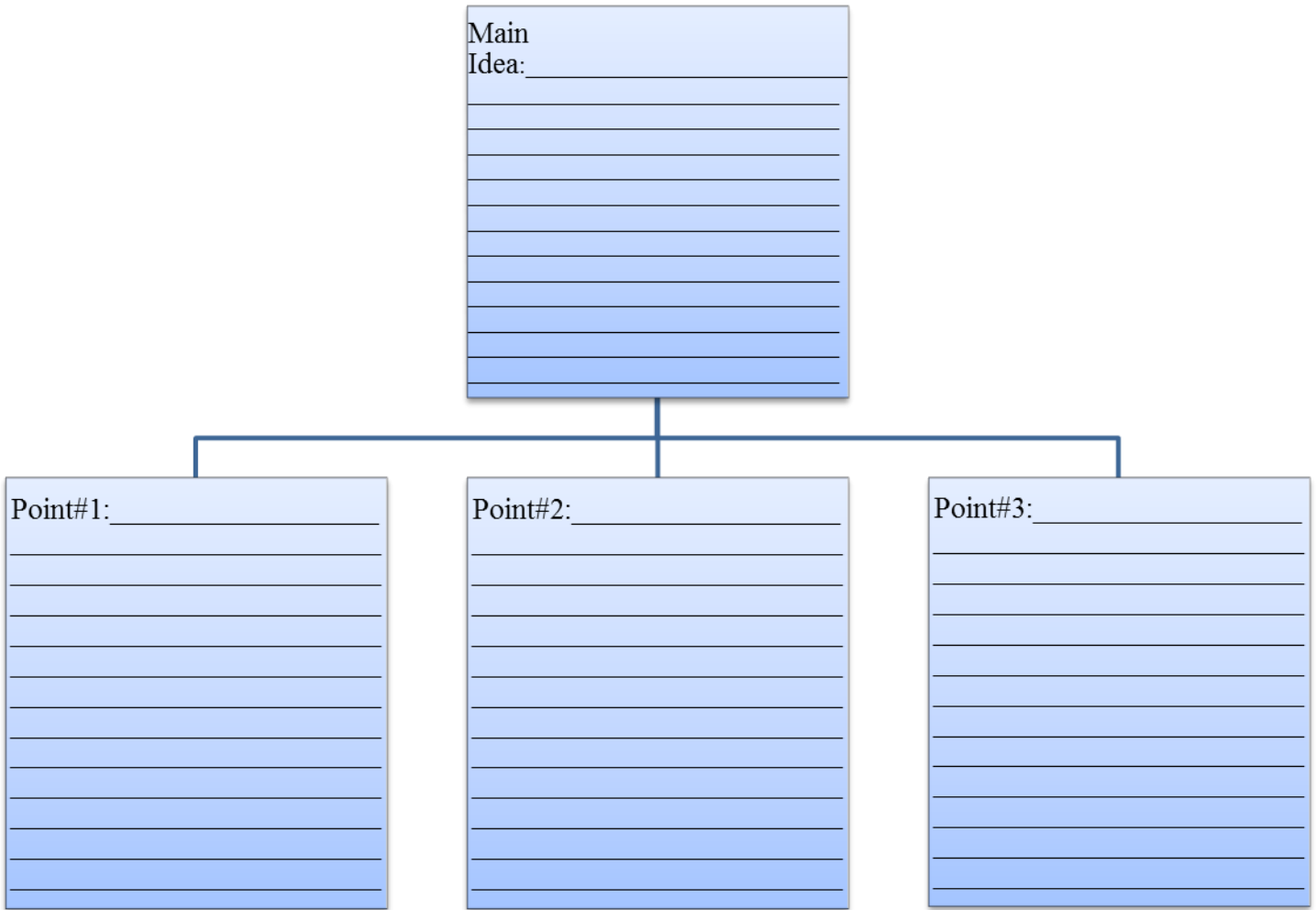
<p>Point;Proof;Explanation#2</p> <p>Point;Proof;Explanation#3</p> <p>Concluding sentence (restate topic and wrap up paragraph)</p>	<p>playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, cats can be trained. Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behaviour or perform tricks. Cats will even fetch!</p>
<p><b>Body Paragraph #2</b></p> <p>Topic sentence (what the paragraph is about)</p> <p>Point;Proof;Explanation#1</p> <p>Point;Proof;Explanation#2</p> <p>Point;Proof;Explanation#3</p> <p>Concluding sentence (restate topic and wrap up paragraph)</p>	<p>Cats are civilized members of the household. <u>Unlike dogs, cats do not bark</u> or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also do not often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Even stray cats usually understand the concept when shown the box and will use it regularly. Cats do have claws, and owners must make provision for this. A tall scratching post in a favourite cat area of the house will often keep the cat content to leave the furniture alone. As a last resort, of course, cats can be declawed.</p>
<p><b>Body Paragraph #3</b></p> <p>Topic sentence (what the paragraph is about)</p> <p>Point;Proof;Explanation#1</p> <p>Point;Proof;Explanation#2</p> <p>Point;Proof;Explanation#3</p> <p>Concluding sentence (restate topic and wrap up paragraph)</p>	<p><u>One of the most attractive features of cats as house pets is their ease of care.</u> Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Cleaning a litter box is a quick, painless procedure. Cats also take care of their own grooming. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are. In addition, cats can be left home alone for a few hours without fear. Unlike some pets, most cats will not destroy the furnishings when left alone. They are content to go about their usual activities until their owners return.</p>
<p><b>Concluding Paragraph</b></p> <p>Restate opinion and main points</p>	<p><u>Cats are low maintenance, civilized companions. People who have small living quarters or less time for pet care should appreciate these characteristics of cats.</u> However, many people who have plenty of space and time still opt to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.</p>

**Step 1:** Choose your topic from above!

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**Step 2:** Write down three points for your topic, now called the main idea:





**Step 3:** Fill out the chart!

<b>Introduction</b>	<b>Hook</b>	
	<b>Thesis</b>	
<b>Body Paragraph#1</b>	<b>Introduction Sentence</b>	
	<b>Point#1</b>	
	<b>Proof#1</b>	
	<b>Explanation#1</b>	
	<b>Point#2</b>	
	<b>Proof#2</b>	
	<b>Explanation#2</b>	
	<b>Point#3</b>	
<b>Proof#3</b>		
<b>Explanation#3</b>		
<b>Concluding Sentence</b>		
<b>Body Paragraph#2</b>	<b>Introduction</b>	
	<b>Point#1</b>	
	<b>Proof#1</b>	
	<b>Explanation#1</b>	
	<b>Point#2</b>	
	<b>Proof#2</b>	
	<b>Explanation#2</b>	
	<b>Point#3</b>	
<b>Proof#3</b>		
<b>Explanation#3</b>		
<b>Concluding sentence</b>		
<b>Body Paragraph#3</b>	<b>Introduction</b>	
	<b>Point#1</b>	
	<b>Proof#1</b>	
	<b>Explanation#1</b>	
	<b>Point#2</b>	
	<b>Proof#2</b>	
	<b>Explanation#2</b>	
	<b>Point#3</b>	
<b>Proof#3</b>		
<b>Explanation#3</b>		
<b>Concluding sentence</b>		
<b>Conclusion</b>	<b>Restate thesis</b>	





<b>Part A</b>		<b>/10</b>
1. K	6. A	
2. K	7. A	
3. T	8. T	
4. T	9. T	
5. A	10. A	

<b>Part B</b>		<b>/5</b>
11. A		
12. A		
13. C		
14. C		
15. C		

**Part C** **/100**

	<b>Topic Development /60</b>	<b>Writing Conventions /40</b>
B	-Blank: Nothing written or drawn in the space provided.	
I	-Response is illegible, off-topic or irrelevant to the prompt.	
10	-Response is related to the assigned prompt but does not express an opinion. -An opinion with no supporting details or details unrelated to an opinion. -No evidence of organization.	-Insufficient evidence to assess the use of conventions OR errors in conventions interfere with communication.
20	-Response is related to the assigned prompt, but only part of the response expresses and supports an opinion. -Opinion is unclear or inconsistent. -Insufficient supporting details: too few or repetitious. -Limited evidence of organization.	-Errors in conventions distract from communication.
30	-Response is related to the assigned prompt and it expresses and supports a consistent opinion. -A clear opinion, simply developed. -Insufficient supporting details: vague. -Evidence of organization but lapses distract.	-Errors in conventions do not distract from communication.
40	-Response is related to the assigned prompt and it expresses and supports a consistent opinion. -A clear opinion, somewhat developed. -Sufficient supporting details: only some specific. -Organization is simple or mechanical; lapses do not distract.	-Control of conventions evident in written work.

50	<ul style="list-style-type: none"> <li>-Response is related to the assigned prompt and it expresses and supports a consistent opinion.</li> <li>-A clear opinion, well developed.</li> <li>-Sufficient specific supporting details.</li> <li>-Organization is generally logical but somewhat simple of mechanical.</li> </ul>	
60	<ul style="list-style-type: none"> <li>-Response is related to the assigned prompt and it expresses and supports a consistent opinion.</li> <li>-A clear opinion, thoughtfully developed.</li> <li>-Sufficient specific and relevant supporting details.</li> <li>-Organization is logical and coherent.</li> </ul>	

Comments:

### Levels of Achievement Checklist

The descriptions of the achievement reflect the literacy standards for the OSSLT.

Percentage Grade Range	Description of the Level of Literacy Achievement	Next Steps	Checklist ✓
<b>80-100%</b> <b>Senior level</b>	A skilful and effective performance in reading and writing. The student has significantly exceeded the level of literacy.	Take senior level college or university courses e.g.ENG3U, ENG4C, ENG4U, EWC4C, EWC4U,	
<b>65-79%</b> <b>Intermediate</b>	Performance that shows considerable skill in reading and writing. The student has exceeded the level of literacy.	Take senior level essential or college courses, even literacy courses e.g. OLC4O, ENG3C, ENG4E, ENG4C, EWC4C	
<b>50-64%</b> <b>Low intermediate</b>	Performance that shows moderate skill in reading and writing. The student has achieved the level of literacy.	Take essential senior level course or the literacy course e.g. OLC4O, ENG3E, ENG3C, ENG4E	
<b>0-49%</b> <b>Below expectations</b>	Performance that shows limited reading and writing skills. The student may be approaching the level of literacy.	Take the literacy course or to further develop English skills enroll in ESL courses. e.g. OLC4O, ESLCO, ESLDO, ESLEO	