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.



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			
The student is having difficulty speaking English. He/She: ❑ is generally difficult to understand when he/she speaks. ❑ articulates imprecisely repeatedly. ❑ hesitates constantly while speaking. ❑ uses and pronounces correctly few familiar/frequently used words. ❑ uses mother tongue considerably and spontaneously throughout assessment. ❑ uses no intonation and varies volume randomly. ❑ attempts to repeat words used by the teacher. ❑ asks for many clarifications and/or explanations throughout assessment procedure, using mother tongue almost uniquely to do so.		**The student shows a basic ability to speak English. He/She:** ❑ is understood most of the time when he/she speaks. ❑ articulates imprecisely frequently. ❑ hesitates frequently while speaking. ❑ uses and pronounces correctly a few familiar/frequently used words. ❑ uses mother tongue frequently and spontaneously throughout assessment. ❑ uses some intonation and varies volume occasionally. ❑ repeats correctly, occasionally, words used by the teacher. ❑ 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			
The student is having difficulty with basic conventions of spoken English. **He/She:** ❑ uses limited and basic vocabulary associated with familiar situations (e.g., basic courtesy words – *Please, Thank you*; common salutations; some numbers and colours). ❑ imitates models of correct pronunciation especially for high-frequency words. ❑ speaks using words or short phrases, rarely formulating complete sentences. ❑ uses repeatedly French structures by making literal translations. ❑ tries repeatedly to anglicize French words. ❑ makes repeatedly errors of grammatical precision (e.g., They makes homeworks today.). ❑ uses basic connecting words to express relational ideas (e.g., pen *and* paper; *before* school).		**The student is attempting to use basic conventions of spoken English.** **He/She:** ❑ uses basic vocabulary associated with familiar situations and contexts (e.g., basic courtesy words – *Please, Thank you;* survival phrases – *Where is the washroom?*). ❑ imitates models of correct pronunciation, articulation and stress patterns especially for high-frequency words and familiar words. ❑ speaks using short phrases, and basic sentence structures (simple statements and questions in the present tense). ❑ uses many French structures by making literal translations (e.g., I have 6 years old). ❑ anglicizes frequently French words or sometimes substitutes with French words. ❑ makes many errors of grammatical precision (e.g., Where goes the childrens?). ❑ uses basic connecting words to express relational ideas (e.g., pen *and* paper; *before* school).	
Placement			
APD Prep Level ☐		Re-assess – Gr. 4 ☐, Gr. 5 ☐, Gr. 6 ☐, Gr. 7 ☐, Gr. 8 ☐	
APD Grade 4 Level ☐		Regular English Program – Grade _____ Level ☐	