ADAM, THIS PRACTICE TEST IS BASED ON THE ARTICLE BUSINESS OR BIG BROTHER? IN PARALLELS.

QUESTION EVALUATION- PRACTICE TEST

QUESTION 1

Reading /5	Below Level	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Demonstrating Understanding	Response is off topic or text not understood	Response shows limited understanding of the meaning of the article	Response shows emerging understanding of the meaning of the article	Response shows considerable understanding of the meaning of the article	Response shows excellent understanding of the meaning of the article
Extracting and Organizing Information	Details irrelevant or absent	Relevant details selected with limited effectiveness	Relevant details selected with emerging effectiveness	Relevant details selected with considerable effectiveness	Relevant details selected with a high degree of effectiveness

Writing /5	Below	Level 1	Level 2	Level 3	Level 4
	Level	50-59%	60-69%	70-79%	80-100%
Academic Purposes: Clarity and coherence	Unsuitable: unclear or illogical	Ideas are expressed mostly unclearly or illogically	Ideas are expressed somewhat clearly and logically	Ideas are expressed clearly and logically	Ideas are expressed with masterful clarity and logic
Grammatical	Form is not	Quote is reported	Quote is reported	Quote is reported	Quote is reported
Structures:	used	with limited	with some	with considerable	with a high degree of
Quotes	effectively	effectiveness	effectiveness	effectiveness	effectiveness

QUESTION 2

Reading /10	Below Level	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Demonstrating Understanding	Incoherent understanding of how the author develops his ideas	Vague understanding of how the author develops his ideas	Simple understanding of how the author develops his ideas	Detailed explanation of how the author develops his ideas	Sophisticated understanding of how the author his ideas

Writing /10	Below Level	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Grammatical Structures	Grammar is not used effectively	Grammar is used with limited effectiveness	Grammar is used with emerging effectiveness	Grammar is used with considerable effectiveness	Grammar is used with a high degree of effectiveness
Linking Ideas: Transitions	Form is not used effectively	Transitional devices are used with limited effectiveness	Transitional devices are used with emerging effectiveness	Transitional devices are used with considerable effectiveness	Transitional devices are used with a high degree of effectiveness

QUESTION 3

Reading /10	Below	Level 1	Level 2	Level 3	Level 4
	Level	50-59%	60-69%	70-79%	80-100%
Responding to and Evaluating Texts	Opinion is not supported with facts or details	Facts and details from the reading are used to support opinion with limited effectiveness	Facts and details from the reading are used to support opinion with emerging effectiveness	Facts and details from the reading are used to support opinion with considerable effectiveness	Facts and details from the reading are used to support opinion with a high degree of effectiveness

Writing /10	Below	Level 1	Level 2	Level 3	Level 4
	Level	50-59%	60-69%	70-79%	80-100%
Grammatical Structures	Grammar is not used effectively	Grammar is used with limited effectiveness	Grammar is used with emerging effectiveness	Grammar is used with considerable effectiveness	Grammar is used with a high degree of effectiveness

Media /10	Below	Level 1	Level 2	Level 3	Level 4
	Level	50-59%	60-69%	70-79%	80-100%
Understanding Media Texts	Ineffective analysis of the text's influence on audiences	Limited analysis of the text's influence on audiences	Some analysis of the text's influence on audiences	Effective analysis of the text's influence on audiences	Highly effective analysis of the text's influence on audiences

READING TEST- TOTAL MARK /60

READING STRAND	QUESTION 1 /5 +	QUESTION 2 /10 +	QUESTION 3 /10 =	/25
WRITING STRAND	/5 +	/10 +	/10 =	/25
MEDIA STRAND			/10	

PRACTICE TEST - Question 1: <u>Demonstrating Understanding</u> "Business or Big Brother?"

° You may use an **English-English book dictionary** (**No** cell phones or <u>electronic/translation dictionaries</u> are allowed during tests).

What is the writer's thesis (main idea)? <u>Directly quote</u> the author's thesis (one sentence) from the article. Then <u>paraphrase</u> the thesis into your own words in approximately two (2) sentences. NOTE: The thesis <u>cannot</u> be the title of the article; it must be found in the article.

PRACTICE TEST - Question 2: <u>Demonstrating Understanding</u> "Business or Big Brother?"

° You may use an **English-English book dictionary** (No cell phones or <u>electronic/translation dictionaries</u> are allowed during tests).

Read the quotation from the article, below, and answer the question that follows it in an academic paragraph. Use the point, evidence, explanation paragraph format. Write one topic sentence, 2 points with evidence and explanations, and one concluding sentence for a total of 8 sentences. As well, your paragraph must feature three transitional devices (e.g. finally, because of, in addition, since, however, in conclusion, etc.) to make your ideas fit together smoothly Explain **your** ideas. **Do not copy** from the article. Write in <u>**PEN**</u>.

"Some companies archive employee e-mail records every month and store the data for several years. Others use Internet tracking software that monitors every website an employee surfs on their workplace computers, what chat groups they visit, and what discussions they have there."

The writer describes how companies check their workers' Internet usage. Why is this a problem for workers?

PRACTICE TEST - <u>QUESTION 3: Responding to and Evaluating Texts-</u> "Business or Big Brother?"

° You may use an **English-English book dictionary** (**No** cell phones or <u>electronic/translation dictionaries</u> are allowed during tests).

Answer the following question in an opinion paragraph. This paragraph must include two relevant points that <u>are not from the article</u>. Write two positive points *or* two negative points. One point must relate to the effect of diversity in Canadian society on IQs. Use the point, evidence, explanation paragraph format. Write one topic sentence, 2 points with evidence and explanations, and one concluding sentence for a total of 8 sentences.

Who does this article influence? How does it influence these people? Give two points about how this article influences these people. **Answer in your own words**. <u>Give your ideas: do</u> <u>not copy</u> from the article. Write in <u>PEN</u>.