

Underlined yellow: PFEQ

Red writing: FPT Scales

Competency 2: Listens to, reads and view texts (ESL Prework Training Program)



Name: _____

Date: _____

Title: _____

Evaluation Criteria	Scale			
	A EXCEEDS EXPECTATIONS	B MEETS EXPECTATIONS	C PARTIALLY MEETS EXPECTATIONS	D DOES NOT MEET EXPECTATIONS
<p>Evidence of understanding of texts through the response process:</p> <p><i>Prepare for listening, reading or viewing:</i></p> <ul style="list-style-type: none"> Predicts content based on visual and contextual cues <p><i>Individual construction of meaning:</i></p> <ul style="list-style-type: none"> Identifies audience and purpose Identifies the structure (specific details and overall meaning) <p><i>Construction of meaning with others:</i></p> <ul style="list-style-type: none"> Discusses meaning of text (Negotiate with others and adjusts understanding) <p><i>Demonstration of understanding:</i></p> <ul style="list-style-type: none"> Formulates own understanding Selects the information and organizes ideas in order to carry out a task 	<p>A</p> <p>Demonstrates a <i>deeper</i> understanding.</p> <p>Takes risks with new <i>vocabulary</i> and expressions.</p> <p>Identifies key elements in texts <i>autonomously</i>.</p> <p>Makes <i>personal connections</i> with texts.</p> <p><i>Contributes</i> relevant information <i>to construct meaning</i>.</p> <p><i>Sometimes helps</i> others.</p>	<p>B</p> <p>Uses print cues to make predictions.</p> <p>Identifies key elements in texts.</p> <p>Identifies overall meaning of the text.</p> <p>Shares and adjusts own understanding of texts with help of peers/teacher.</p>	<p>C</p> <p><i>With occasional teacher support</i> demonstrates a <i>basic</i> understanding.</p> <p>Recognises the <i>topic</i> of the text.</p> <p>Identifies some <i>explicit and obvious information</i> about key elements.</p> <p><i>Asks for help</i> from the teacher/peers to understand the meaning of words or parts of texts.</p> <p>Demonstrates <i>partial understanding of texts by copying</i> pertinent as well as non-pertinent information.</p>	<p>D</p> <p><i>With frequent teacher support</i> demonstrates a <i>partial</i> understanding. (Sometimes identifies specific information)</p> <p>Copies parts of texts provided to formulate understanding</p> <p>OR</p> <p>Needs one-on-one help to construct meaning, to understand texts or to even do the task.</p>
<p>Uses strategies and resources:*</p> <p>Examples: (Strategies p.16 of PFEQ)</p> <ul style="list-style-type: none"> Uses prior knowledge of topic, text type, context and language Plans their reading Focuses on specific aspects of a text Compares it to other texts Takes risks Benefits from the response process to deepen understanding 	<p>A</p> <p>Frequently uses appropriate strategies autonomously and several available resources, as needed.</p>	<p>B</p> <p>Uses some familiar strategies autonomously.</p>	<p>C</p> <p><i>Asks for help</i> and/or clarification.</p> <p><i>Asks for feedback</i>. Applies the strategies targeted for the task.</p>	<p>D</p> <p>Asks for help <i>before using resources</i>. <i>Needs support to sometimes use</i> suggested resources and strategies.</p> <p>OR</p> <p>Needs constant teacher guidance to apply strategies.</p> <p><u>Relies on the teacher as the main resource.</u></p>
<p>Global result:</p>	<p>Legend</p> <p>A: Progress (Autonomous+Supported+A)</p> <p>B: Progress (A+S+Guided) Corresponds to what expected</p> <p>C: Progress ((G+S+S)</p> <p>D: Progress (G+G+S) or (G+G+G)</p>		<p>Teacher comments: (*The student must be provided feedback on the Use of strategies and resources.)</p>	