

## English Assessment – Tweet of the Week

In this activity, students prepare and present an oral presentation about a book they would like to recommend to the class. The oral presentation includes a short summary of the book to hook new readers and a brief character study, focusing on one character trait. This task was prepared at home, using an organizational tool and a set of success criteria.

Curriculum Expectations	Level 1	Level 2	Level 3	Level 4
<b>Reading</b> 1.4 - demonstrate understanding of a variety of texts by identifying important ideas and some supporting details	Summary provides a limited outline with little information about characters, setting, or story problem. The student doesn't seem to understand the story.	Summary provides an outline with some information about characters, setting, and story problem, but might give away the ending, or run on too long, with too many unnecessary details.	Summary provides a brief and clear outline of characters, setting, and story problem, but doesn't give away the ending.	Summary provides a brief and clear outline of characters, setting, and story problem, but doesn't give away the ending. The student provides a summary that encourages others to want to read the book.
1.5 - make inferences about texts using stated and implied ideas from the texts as evidence 1.8 - express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters)	The student requires significant assistance to select a character trait and struggles to find evidence of this character trait in the text. The student is unable to explain why the character trait is important in the story.	The student requires assistance to select a character trait and provides limited evidence from the text to support his/her thinking. The student struggles to explain why the character trait is important in the story.	The student selects a character trait and provides evidence from the text to support his/her thinking. The student explains why this character trait is important in the story.	The student selects a character trait and provides clear and specific evidence from the text to support his/her thinking. (quotes, page references) The student explains why this character trait is important in the story, and makes a connection to the author's message.
1.6 - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	With significant support and prompting, the student makes a limited connection between their selected character and another character, with little or no explanation.	The student makes a limited connection between their selected character and another character, with some explanation.	The student makes a connection between their selected character and another character, with a clear explanation.	The student makes a connection between their selected character and another character, with a clear explanation that reflects the selected character trait.
<b>Oral Communication</b> OE2 - The student uses speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	Struggles to speak clearly and rarely uses complete sentences, with little or no interesting language and a disjointed and disorganized presentation. Is unable to maintain eye contact and does not answer audience questions in complete sentences. Little or no evidence of practice.	Speaks clearly using some complete sentences, with limited interesting language and a somewhat organized presentation for both the summary and the character trait description. With encouragement, maintains occasional eye contact and answers some audience questions in complete sentences. Frequently uses "and then" and other phrases to create run on sentences. Some evidence of practice.	Speaks clearly in complete sentences, using some interesting language and a coherent order for both the summary and the character trait description. The student has made use of the planning tools and sentence starters. Maintains eye contact and answers audience questions in complete sentences. Clear evidence of practice.	Speaks clearly in well-structured, complete sentences, using a wide variety of interesting words and a very coherent order for both the summary and the character trait description. The student used sentence models and created interesting sentences of his/her own. Maintains eye contact and answers audience questions very confidently, in complete sentences. Clear evidence of practice

Comments:

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Teacher Notes for Assessment Binder:

Comments: