

SAMPLE

Note: This document reflects the changes made in 2016.

Student Learning Assessment

SLA
Student Learning Assessment

Literacy

Sample Performance Task

The Red Fox

Administration

Guidelines for Teachers

2015

Provincial Assessment Sector

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Contents

The Red Fox	1
Purpose of the Sample Literacy Performance Task	1
Sample Literacy Performance Task at a Glance	1
Preparation for Administration of the Sample Literacy Performance Task.....	2
Administering the Sample Literacy Performance Task.....	3
A. Presentation of Information.....	3
B. Small Group Discussion and Planning	6
C. Writing Time	8
D. Self-reflection	9
Audio and Video Transcripts	10
Assessing the Sample Literacy Performance Task.....	11
Sample Literacy Performance Task Descriptors and Exemplars of Student Responses.....	11
Contacts	11

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The Red Fox

Purpose of the Sample Literacy Performance Task

The purpose of the Sample Literacy Performance Task is to find out what students are able to do independently in order to identify their individual strengths and areas for improvement.

The Sample Literacy Performance Task is designed to engage students in a variety of activities that are based on outcomes in the current Grade 2 programs of study. These activities are constructed to incorporate thinking, viewing, peer discussions, writing, representing, and personal reflection.

Sample Literacy Performance Task at a Glance

The Sample Literacy Performance Task is composed of four activities that are designed to be completed in about 60–90 minutes. It is recommended that the Sample Literacy Performance Task be administered during several short sessions. **Breaks may be taken at any time during the administration of the Sample Literacy Performance Task.**

A. Presentation of Information

The purpose of this activity is to focus students' thinking and prepare them for the task. This is done through the presentation of information and class discussion.

Note: New in 2016 – Screenshots of the presentation have been added to guide teachers during administration.

B. Small Group Discussion and Planning

Students meet in small groups or work by themselves to plan their writing project.

C. Writing Time

Students work independently to complete their writing project, which may include visual representations.

Note: New in 2016 – The template for the Make a Plan page has been updated.

D. Self-reflection

After students have completed their writing projects, they independently reflect on their work.

Note: New in 2016 – The templates for the My Writing Project page have been updated.

Teacher Tips

- ✓ The Sample Literacy Performance Task can be completed over several short sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Can students use dictionaries? The purpose of the Student Sample Literacy Performance Task is to determine what students can write **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement. To ensure this purpose can be fulfilled, students should not use published or personal dictionaries during the Sample Literacy Performance Task.

Preparation for Administration of the Sample Literacy Performance Task

1. Review the Slide Show

- The Red Fox Sample Literacy Performance Task consists of four activities that are presented using six different slides.
 - ✓ Ensure the slide show can be projected onto a screen.
 - ✓ Ensure that the audio and video components function correctly.

2. Prepare Student Materials

- Make a copy of the following documents for each student:
 - ✓ **Make a Plan**
 - ✓ **Thinking About My Writing Project**
 - ✓ Make copies of the blank templates for the writing project (optional).

Teacher Tips

- ✓ Students may use copies of the blank templates for **The Writing Project** or they may use their own paper.
- ✓ Teachers may preview the Literacy Performance Task Presentation and Exemplars of Student Responses prior to administering the task.

Administering the Sample Literacy Performance Task

A. Presentation of Information

Suggested time: 15–20 minutes

Note: ALL suggested times are guidelines; there is no time limit for the Sample Literacy Performance Task.

Slide 1: Getting Started

Purpose: To focus the students' thinking and prepare them for the task.

- Display slide 1.

Getting Started

 listen

Would a red fox be a good pet for you to have? Why or why not?



- Play the audio. (See page 10 for audio and video transcripts.)



Lead the class in a short discussion about red foxes.

Suggested discussion questions

- Have you seen a red fox before?
- Does this animal remind you of other kinds of animals?
- What do you know about the colour, size, and features of the red fox?
- What is a pet?
- How would you describe a good pet? What would it be like?
- Why do people have pets?



Read the following information to the class.

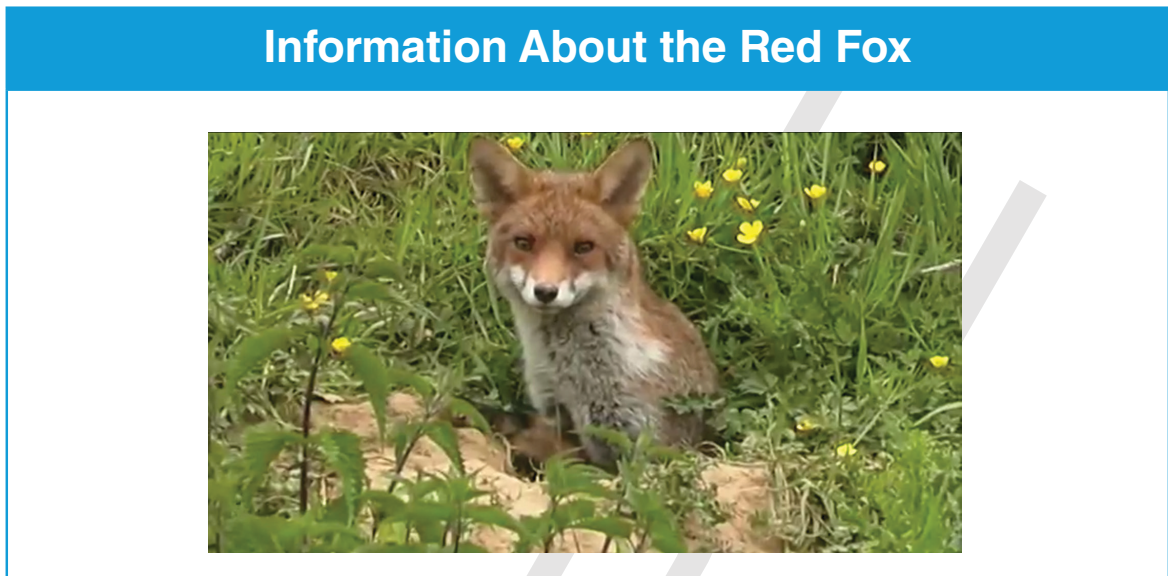
We are going to look at some pictures and watch some short videos about the red fox. You may use this information and your own ideas when you write about whether or not a red fox would be a good pet for you to have.

Teacher Tips

- ✓ Videos may be paused and/or replayed as many times as necessary.
- ✓ At any time during the presentation, teachers may explain, clarify, or discuss content with the students.

Slide 2: Information About the Red Fox

- Display slide 2.



- Play the video. (See page 10 for audio and video transcripts.)



Lead the class in a short discussion about the information in the video.

Suggested discussion questions

- What did you learn about red foxes?
- Does any of this information help you decide whether or not a red fox would be a good pet?

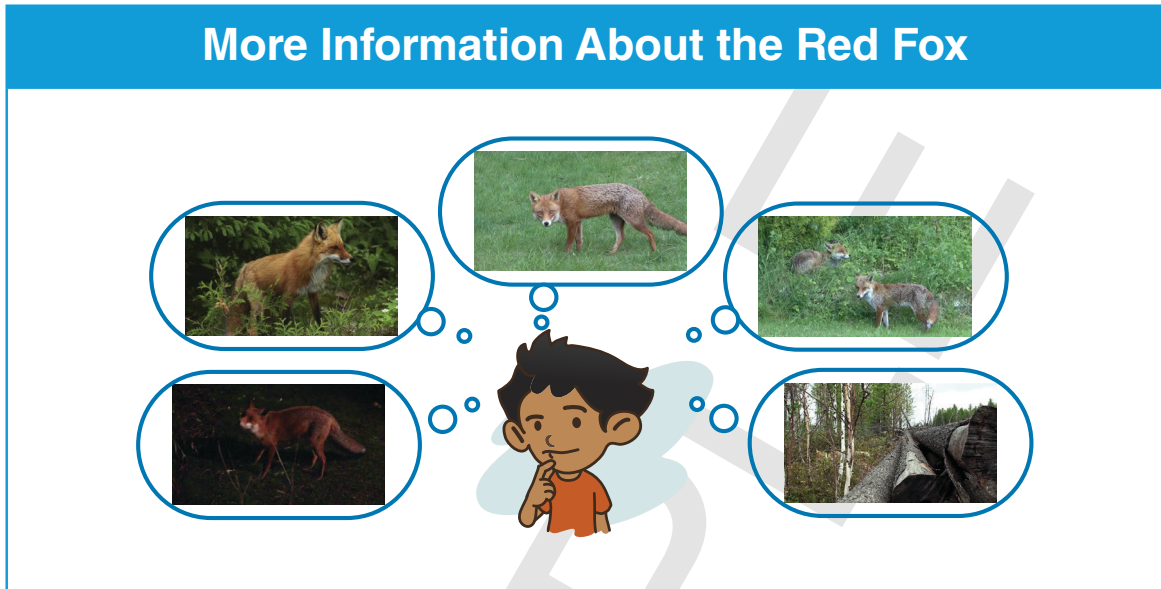


Read the following information to the class.

Let's find some more information that might help you decide whether or not a red fox would be a good pet.

Slide 3: More Information About the Red Fox

- Display slide 3.



- Play the videos. (See page 10 for audio and video transcripts.)



Lead the class in a short discussion about the information in the videos.

Suggested discussion questions

- What did you learn about red foxes?
- Does any of this information help you decide whether or not a red fox would be a good pet for you?

B. Small Group Discussion and Planning

Suggested time: 10–15 minutes

Slide 4: Talking and Planning

- Display slide 4.

Talking and Planning

Make a Plan

Would a red fox be a good pet for you to have? Why or why not?



Lead the class in a short discussion. Talk about whether or not a red fox would be a good pet to have.

Suggested discussion questions

- What are some reasons a red fox might be a good pet?
- What are some reasons a red fox might not be a good pet?

- Small Group Discussion or Individual Planning Time
(Distribute copies of **Make a Plan.**)



Read the following information to the class.

It is time to plan your writing project. You may meet with your classmates in groups of two to four or you may work on your own. During the planning time, you will need to do the following:

- ✓ Think about the information and ideas you have learned about the red fox.
- ✓ Decide whether or not a red fox would be a good pet for you.
- ✓ Include details about why or why not a red fox would be a good pet.
- ✓ Use words and/or pictures to record your ideas on the Make a Plan page.

You can watch the videos about the red fox as many times as you would like.


If you are part of a group, remember to take turns and be respectful of others.


C. Writing Time
Suggested time: 30–40 minutes

Slide 5: The Writing Project

- Display slide 5.


The Writing Project

 **Would a red fox be a good pet for you to have? Why or why not?**




has many things and habits, not often that kind.


- Start your writing with an introduction.
- Organize and explain your ideas. Include important details.
- Finish your writing with an ending.



- Use different kinds of words. (You may also include pictures or other ways to show your ideas.)



- Write complete sentences.
- Use what you know about spelling, capital letters, and end punctuation.



- Check your work when you are finished.

- Play the audio. (See page 10 for audio and video transcripts.)

Read the information on slide 5 to the class.

Suggestions

Explain the expectations on the checklist, if necessary. This checklist can be shown throughout the writing time so that students may refer to it.

Students may do their writing project using the optional writing templates or their own paper.

Teacher Tips

- ✓ Unfamiliar words from the presentation and words elicited by the students may be explained during discussion.
- ✓ Teachers may explain and discuss words that can be used to join ideas (connecting words), descriptive language (adjectives and adverbs), as well as words that can be used to develop ideas (nouns and verbs).

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8

The Red Fox
2015 Sample
Revised 2016

D. Self-reflection


Suggested time: 5–10 minutes


Slide 6: Thinking About My Writing Project

(Distribute copies of **Thinking About My Writing Project**.)

- Display slide 6.

Thinking About My Writing Project

 Something I did well in my writing project is

 Something I would change or add to my writing project is

You may read and discuss the sentence starters for the students.

Students independently complete the sentences on the **Thinking About My Writing Project** page. This student self-reflection page may be completed any time after the students have finished the writing project.

Teacher Tip

- ✓ Teachers may choose to use the student self-reflection to help students develop further insight into their own writing.

Audio and Video Transcripts

Slide 1 – Audio Script:

Boys and girls, we are going to be thinking, talking, and writing about two questions: **Would a red fox be a good pet for you to have? Why or why not?** Before you can answer these questions, you will need to think about what makes a good pet and find more information about the red fox. Your teacher will ask you some questions that will help you decide whether or not a red fox would be a good pet.

Slide 2 – Audio/Video Script:

The red fox is a wild animal that lives in Alberta. Red foxes live in dens. They build a den by digging a large hole in the side of a hill or under a tree. A mother fox gives birth to her babies in the den. The babies are called kits. The mother fox makes sure the surroundings are safe before she lets her kits out of the den. Here, two kits are exploring and playing. They are practising their hunting skills so that when they are older they will know how to catch their own food. This curious kit is trying to jump on something that she sees. Maybe it is something to eat. When she is older, she will sneak up and catch her food by jumping on it.

Slide 3 – Audio/Video Scripts:

1. The red fox is a nocturnal animal. A nocturnal animal sleeps for most of the day and stays awake at night. When a red fox sleeps, it stays warm by using its tail as a blanket. While it is awake, the red fox spends a lot of time looking for food.
2. A red fox has excellent hearing. It can hear a mouse squeak from 100 metres away. That is the length of about two hockey rinks. It makes many different sounds when it communicates or talks with other red foxes. It also communicates with other animals.
3. The red fox can survive in many different environments. It can live on the prairies, in the mountains, or even in places with deep snow. However, it likes to live in forests that are close to farmland.
4. A red fox eats grass, berries, and vegetables. It also eats small animals such as chickens, squirrels, mice, and rabbits as well as insects like caterpillars, grasshoppers, and beetles.
5. Red foxes are very nimble. A kit can jump up to one metre in the air. An adult fox can climb over large piles of logs. It can also jump over fences that are as high as your classroom door. Red foxes even climb trees!

Slide 5 – Audio Script:

You may use the information you have seen and heard as well as your own ideas when you answer these questions: **Would a red fox be a good pet for you to have? Why or why not?**

Assessing the Sample Literacy Performance Task

The Sample Literacy Performance Task has been designed to support classroom teachers. It could be assessed at the local level and used during teacher, student, and parent conversations.

Sample Literacy Performance Task Descriptors and Exemplars of Student Responses

When assessing the Sample Literacy Performance Tasks, teachers will use the following documents:

1. Sample Literacy Performance Task Descriptors (rubric): statements that describe the characteristics of written responses
2. Sample Literacy Performance Task Exemplars: a set of students' written responses that demonstrate how the Literacy Performance Task Descriptors should be applied when assessing student responses

Contacts

Technical Support for Administration of Sample Literacy Performance Task Assessment

Telephone: 780-427-5318

Toll-free within Alberta: 310-0000

Email: cshelpdesk@gov.ab.ca

Office Hours: Monday through Friday, 8:15 a.m. to 4:30 p.m.

The office is open during the lunch hour.

For assistance with questions regarding the content, administration, or assessment of the Sample Literacy Performance Task, contact Julia Lee-Schuppli, English Literacy SLA Team Leader (Julia.LeSchuppli@gov.ab.ca).