

Entrance Testing at Nelson College

Rationale

This information should be read in conjunction with current policies and the enrolment/course booklet.

The purposes of the testing are mainly to gather relevant and useful data so that students needs can be effectively met.

The results from this testing are added to the information provided by contributing schools and from entry interviews.

CEM Testing

This is an entrance test that students sit at the College but is designed and marked by the University of Canterbury. I would urge you to follow the link below for more information.

<http://www.cem.canterbury.ac.nz/entrancetests.shtml>

Writing Assessment.

Students will be asked to write a formal, essay style piece of writing to convey their point of view on a set topic.

This will be assessed on development and organisation of ideas, use of language, use of conventions of spelling and punctuation and structure.

Students will have only 20-30 minutes for this piece of writing.

E-asttle Testing

Descriptors for 5A from TKI/Asttle sites.

These descriptors are organised under the skill areas used in asttle reading tests. These areas have been re-named in e-asttle but the attributes and skills in the descriptors remain valid.

The skill areas are:

Find information, Knowledge, Understanding, Connections, Inference, Surface features.

In the revised e-asttle test the skill areas are Processes and strategies, purposes and audiences, ideas, language features, structure.

In the entrance test, three of these skill areas will be selected.

The test will be 45 min long.

Level 5 Advanced: Find Information

Level 5 Advanced: Find Information

Classroom resources

- [Assessment Resource Bank](#)
- [English Online](#)
- [English Online Units](#)
- [Web Link](#)

Teacher resources

- [Book](#)

Learning Intentions

[Reading Curriculum Achievement Objectives](#)

Derived from the curriculum Achievement Objectives for Close reading at Level 5, we can expect that students will discuss ideas in a range of contemporary and historical texts and that they will relate their understanding to personal experience, audience, and other texts. Students in the **Advanced** range can answer correctly items in the **final third** of Level 5 and which represent **extensive mastery** of knowledge and skills that are fundamental for level 5.

Level 5 implies the ability to critically think about and explore the language and meanings of a Level appropriate, short text, including:

- comment on text relating it to personal experience,
- make connections with and between one's own understanding and knowledge of the text and the content, implications, and context of the text,
- make comparisons with other texts in the same sphere of ideas or content,
- independently clarify meanings (from multiple perspectives) of texts at word, paragraph, and whole text level,
- recognise incongruence in text,
- make connections recognising multiple perspectives (such as historical, geopolitical, or literary), stylistic or linguistic features, form, and media (including technological aspects of the medium).

Tasks for Level 5 will require ability to handle the following language features.

At word level:

- technical, general, academic, archaic, or obsolete vocabulary;
- expressions (many of which may be idiomatic) that have a specialised meaning in the contemporary or cultural context of the text;

At phrase or clause level:

- complex syntactic structures, including unusual or deliberately unconventional patterns;
- cryptic expressions and potential for multiple "readings".

At whole text level:

- wide range or depth of general knowledge;
- different types of visual text (especially for informational texts);
- inconsiderate (difficult to follow) text structure;
- layered texts that can be interpreted differently by readers of different ages.

In Finding Information Level 5 students can:

- use dictionaries to identify a range of language features
- use reference texts to identify a range of language features
- select and retrieve accurate and coherent information

Level 5 Advanced: Knowledge

Level 5 Advanced: Knowledge

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In Knowledge Level 5 students can:

- identify language features in contemporary texts
- identify language features in historical texts
- identify language features in hypertext
- use publishing conventions to identify main ideas & details in factual text
- use publishing conventions to comprehend main ideas/details in factual text

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Level 5 Advanced: Understanding

Level 5 Advanced: Understanding

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In Understanding Level 5 students can:

- analyse the effect of language features in texts
- understand effects of language features in contemporary texts
- understand the effects language features in historical texts
- understand the effects of language features in hypertext
- distinguish & describe voices & perspectives in literary text
- explore some levels and types of humour in text
- identify language differences between objective & subjective texts

- identify historical periods or cultural contexts of texts
- understand and interpret information accurately
- understand meanings or ideas in contemporary texts
- understand meanings or ideas in historical texts

Level 5 Advanced: Connections

Level 5 Advanced: Connections

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In Connections Level 5 students can:

- comment on connections between visual and verbal text
- identify similarity & difference of language/discourse within/between texts
- identify inaccuracy/inconsistency of content/language within/between texts
- recognise connections between visual and verbal text
- identify/describe effect of language differences between objective/subjective texts

Level 5 Advanced: Inference

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In Inference Level 5 students can:

- identify & infer the effect or purpose of deliberate ambiguity
- make judgements about events in literary texts
- make judgements about motivations of characters in literary texts
- understand & interpret author's purpose & intent
- evaluate author's purposes or intent in literary texts
- interpret meanings & techniques of bias, stereotyping & propaganda

Level 5 Advanced: Surface Features

Level 5 Advanced: Surface Features

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Learning Intentions

Grammar

- Control of complex sentences evident
- Subject-verb agreement and appropriate word order controlled for compound/complex sentences
- Control may not be evident in all parts of text
- Largely maintains consistent tense or point of view
- Few errors to interfere with communication

Punctuation

- Largely consistent sentence indication
- Accurate use of apostrophes, colons, hyphens.
- Some success with embedded, parenthetical, and conditional phrases or clauses using commas, semi-colons.

Spelling

- Some success with complex multi-syllabic, irregular, or technical words.

Note: ignore the spelling of complex words copied directly from stimulus material. Evaluate spelling based on student's own words.

This information has been compiled from this site.

http://www.tki.org.nz/r/asttle/whatnext/reading_e.php