

Southern Ontario Collegiate
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In keeping with the Ontario Ministry of Education's guidelines as stipulated in "Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12", all students arriving at Southern Ontario College will be assessed for proficiency in English. The assessment procedure will include:

- A structured interview to assess oral communication skills
- An assessment of reading comprehension
- An assessment of student writing
- An assessment of mathematical knowledge and skills

Policy 2.3.1 (17).

The following documents are sample tests for English and mathematical proficiency.

SAMPLE PLACEMENT TEST FOR ENGLISH

This test is meant to gauge the four categories of achievement assessment and evaluation in keeping with the Ontario Ministry of Education curriculum policy documents. These categories are knowledge/understanding, critical thinking skills, communication and application.

Please read the following passage and answer the subsequent questions. Be sure to use the passage and your own ideas to support your answer. All answers must be in keeping with the scholarly conventions of academic writing.

Arriving in Upper Canada

Following the American Revolutionary War of 1775 to 1783, waves of immigrants, who came to be known as Loyalists, poured into Canada. They were a highly diverse group, both in terms of their ethnic background and their socioeconomic status. The majority were farmers, artisans, soldiers, labourers, and craftsmen, who were accompanied by their families. Besides those of British and European descent, there were blacks and native people from the six Iroquois nations. Led by Joseph Brant, the Iroquois were granted land on the Grand River in southern Ontario as compensation for lands lost in New York State.

For many Loyalists, leaving home was a matter of survival. Anyone sympathetic to the British causes could have their land confiscated, be stripped of their civil rights, or be subject to violence, mob persecution, even imprisonment. Other groups, such as Quakers and Pennsylvania Germans decided to emigrate to avoid religious persecution. They were disliked in the United States because their belief in pacifism obliged them to remain neutral during the war. Many of these religious communities relocated in Waterloo County, Upper Canada, where their descendants can be found today. The Pennsylvania Germans were also attracted to Upper Canada because of the availability of inexpensive tracts of farmland. From about 1800 to 1830, these people seized the opportunity to begin a new life, as their forebears had done when they left Europe for Pennsylvania in the seventeenth century.

Loyalist refugees who were relocated in what is now Ontario and Quebec in 1784 were housed in tents the first few months. Inside the tent on display, a woman has just given birth assisted by a midwife. The relocation was organized by the British government. As land grants were issued, homes were built and farms established.

The Conestoga wagon, named after the Conestoga Valley in Pennsylvania, was developed by Pennsylvania Germans for long-distance travel and to transport goods to and from market. This sturdy wagon could withstand rough terrain and cross streams. Depending on the number of horses used, it could haul a load weighing up to eight tons, making it an ideal vehicle for the five-week journey from Pennsylvania to Waterloo County in Upper Canada.

Inside the wagon could be found items needed to re-establish a farm, including: sacks of seeds, namely wheat and flax, for the first planting season; tools such as rakes, hoes, ploughs, and scythes for tending the fields; food needed for the journey and for the period before the first crops could be harvested; livestock, namely sheep and cattle; and tools

and hardware for building barns and houses. In short, limited space meant that only the most essential items were brought on the journey, along with highly valued personal and religious possessions. Most items were stored in trunks, while tools were attached to the outside of the wagon.

QUESTIONS:

1. Why did immigrants to Canada at that time make use of Conestoga wagons?
2. Explain the author's comment, "They were a highly diverse group..."
3. Although this article deals with immigrants to Canada, it tells us a great deal about American attitudes at the time. Explain.
4. In what ways was the plight of the Loyalists similar to that of refugees coming to Canada today?

Information paragraph:

Write one well-constructed paragraph (one paragraph only) on one aspect of the topic below. This aspect will become the main idea of your paragraph. Include a topic sentence.

From the 18 points below, choose at least four as supporting details to develop your main idea. In your paragraph, include a topic sentence, supporting details and a concluding sentence. You must use information from the list.

Purpose and Audience: to provide information to an adult on one aspect of this topic.

Topic: Egyptian pyramids

- Inside most true pyramids is a series of buttress walls surrounding a central core
- The pyramids are the last remaining Wonder of the World
- The core of a true pyramid is a step pyramid
- Ramps were built on inclined planes of mud, brick and rubble
- Pyramids of the 12th and 13th Dynasties are inferior to earlier ones
- The first step pyramid was the pyramid of Djoser at Saqqara
- Packing blocks were stacked on the steps to finish a true pyramid
- Some pyramids show an accurate understanding of Pi
- The earliest form was the step pyramid
- Builders dragged stone blocks on sledges to the needed height
- In the step pyramid, a passage descends from the north to the burial chamber
- Step pyramids began in the 3rd Dynasty
- The main problem for builders was getting large stone blocks to the required height
- The step pyramid is not as pleasing to the eye as a true pyramid

- By the 12th and 13th Dynasties, inferior materials were used to build pyramids
- The step pyramids consist of several steps
- In step pyramids, underground galleries surround the pyramid on all but the south side
- Several ramps were probably used to build each pyramid

Write a series of paragraphs (a minimum of three) expressing an opinion on the topic below. Develop your main idea with supporting details (proof, facts, and examples). Your purpose and audience is to persuade an adult who is interested in your opinion.

TOPIC: Is the Internet a useful tool for high school students?

Analyze the following poem. In your words and using the poem as a source, discuss the structure of the poem and any poetic devices or techniques.

“The Eagle”

He clasps the crag with crooked hands;
Close to the sun in lonely lands.
Ringed with the azure world he stands;
The wrinkled sea beneath him crawls;
He watches from the mountain walls,
And like a thunderbolt he falls.

ANSWER KEY:

“Arriving in Upper Canada”

1. They were sturdy to withstand rough terrain, and they could carry a very heavy load. The immigrants could bring all their possessions with them when they came to Canada.
2. The immigrants were a highly diverse group because they had different jobs, and they had different backgrounds, such as British, European, native Indians and blacks.
3. Many of the immigrants were Loyalists, who came to Canada because the American attacked them for siding with the British. Quakers and Pennsylvania Germans came here because the Americans disliked them for their religious beliefs. The Americans were obviously not at all tolerant.
4. Like many refugees coming to Canada today, Loyalists were victims of violence in their own country, and came to Canada to find safety and peace. Also, when they got to Canada they had to live in tents at first before they got homes. Refugees from other countries often have to live in tents in other places before they can come to Canada. In addition, Loyalists and refugees both share the desire for a better life for themselves and their children.

Information Paragraph:

The topic of this paragraph is step pyramids, because the majority of facts in the list deal with step pyramids rather than all types. Facts dealing with the inferiority of the 12th and 13th Dynasty pyramids are irrelevant, since they are obviously much later than the 3rd Dynasty, when step pyramids were first built. Those facts dealing with pyramids as a wonder of the world and the inclusion of pi into some pyramids are also irrelevant, because they are not connected to the main facts presented in the list.

The development of Egyptian pyramids has an interesting history. The earliest form of pyramid is called the step pyramid, which began in the third Dynasty with the pyramid of Djoser at Saqqara. Step pyramids consist of several steps, and the main problem for the builders was getting large stone blocks to the required height. They solved this problem by building ramps on inclined planes of mud, brick and rubble and dragging stone blocks on sledges to the needed height. Several of these ramps were probably used to build each pyramid. In the step pyramid, a passage descended from the north to the burial chamber inside the pyramid. Underground galleries surrounded the pyramid on all but the south side. Although later pyramids, which are called true pyramids, are more pleasing to the eye, there is still a step pyramid at the core of each true pyramid.

SAMPLE PARAGRAPHS EXPRESSING AN OPINION.

The response to this writing task could be either positive (the Internet is useful) or negative (the Internet is not useful). It would be difficult to support the negative view except for the point that the Internet wastes a great deal of valuable time and chat lines, face book, etc. are not safe sites. A typical introduction should have some type of opening or introductory statement, a statement expressing the opinion, and a list of the supporting details to be used. For example,

The Internet has evolved and grown in the last few years. Many high school students regularly use the Internet for games and chatting with online friends. Not everyone realizes that the Internet is a very useful tool for high school students. The Internet can be used for research, for learning and for communication with other people.

The body paragraphs should have clear topic sentences, which identify the supporting details to be discussed. For example,

One way that the Internet can be a useful tool is for research on school projects and assignments

The subsequent sentences in the body paragraphs should clearly identify and explain appropriate supporting details and connect those details to the topic of the series of paragraphs. For example,

On the Internet, you can find maps and information about various countries that could be useful for geography or history projects or for science assignments. Maps and statistical information found on the Internet are usually more current than information found in books, making projects more accurate and informative. From the Internet, students can easily download copy and print pictures and graphics to enhance their work and improve the marks they achieve. The Internet is also a good source of information for science assignments. Facts and statistics from universities and government websites, which will make science assignments more engaging and convincing.

The body paragraph should also have appropriate closing sentences, which summarize and conclude the paragraphs. For example,

The facts, statistics and graphics available on the Internet obviously make it a useful tool for students.

Finally, the conclusion of the series of paragraphs should summarize the supporting details, restate the opinion being supported, and conclude the writing assignment appropriately. For example,

The Internet is clearly a useful tool for high school students because it can be valuable for research, learning and communication. Because of the utility of the Internet, its popularity and the constituent of users has grown exponentially in recent years.

Poetry analysis:

Poetic devices:

- One stanza, six lines
- Alliteration (clasps, crag, crooked, crawls; lonely lands; world, wrinkled, watches, walls). The repetition of the consonants c and w mimic the sound the eagle makes.
- Rhyme scheme and metre regular AAABBB
- Personification of the eagle “Clasps the crag with crooked hands”, purpose of this device is to validate and value this heroic creature. Second personification “wrinkled sea...crawls”
- Simile “like a thunderbolt” to compare the strength and speed of the eagle to that of a thunderbolt.
- Anaphora “He” repeated four times throughout the poem.
- Heavily punctuated, again a device to show the steady and resolute nature of the eagle.

Analysis:

This poem is meant to recognize the strength and beauty of this magnificent bird. The reference to him being above the world (close to the sun, the sea is beneath him) places him above the other birds in the species and posits him in a somewhat majestic posture. Further the simile shows that he is mighty and “otherworldly” much like the thunderbolt. The rigidity and regularity of the rhyme scheme underwrites the resolute strength of this bird.

MATHEMATICS PLACEMENT TEST

The placement test consists of 9 questions from grade 11 Mathematics (MCR3U). If a student answers 5 or more questions correctly, he (she) will be placed in grade 12. If the student answers 2 to 4 questions, he (she) will be placed in grade 11. If the student answers 0 to 1 question, he (she) will be placed in grade 10 mathematics.

Topics of test questions:

1. sequences (arithmetic and geometric sequences)
2. sequences (sum of infinite sequences)
3. sequences (Pascal's triangle)
4. polynomials (exponent laws)
5. quadratics (quadratic equations and their graphs)
6. transformations (translations, expansions, and compressions)
7. trigonometry (sine and cosine laws)
8. trigonometric graphs (transformations of trigonometric functions)
9. exponential functions (transformations of exponential functions).