

Information on the OIB Entrance Test

Massillon pupils or external candidates have the opportunity to take the OIB Entrance Test towards the end of CM2 with a view to starting the OIB programme in sixième.

Students have **two hours** to complete the OIB Entrance Test, which is in 2 parts:

Part 1: Reading Comprehension

Part 2: Writing Composition

An oral assessment in the form of an informal discussion may be necessary to verify the English level of some candidates.

Part 1: Reading Comprehension

Sample Text

The adventurer

Sam stumbled out onto a wooden deck, blinking in the bright sunlight. He could see barrels and rigging and rows of cannon and the deep blue sea beyond. He was on a ship! And one thing was certain. He wasn't in Backwater Bay. The weather was far too hot and there was no land in sight. Men, dressed like the boy behind him, were busy on the long, narrow deck, mending sails, sawing wood and painting things with tar. Three towering masts, their sails billowing, rose above him. A flag fluttered in the wind from the highest mast. It was black, with a picture of what looked like a snarling dog's head over a pair of crossed bones. Sam knew a pirate flag when he saw one!

A tall man strode up to them. He wasn't dressed like the others. His long coat had deep cuffs and shiny brass buttons. His hair and beard were braided with threads, and on his finger a ring with a blood red stone glinted fiercely.

'By the stars, a stowaway?' he declared, his hand on the hilt of a vicious-looking sword. His voice was deep and commanding. 'How did you slip on board, boy?'

'I have no idea,' said Sam, bewildered.

From *Skeleton Island* by Jan Burchett and Sara Vogler

Text taken from Oxford International English

The Reading Comprehension exercise tests the candidate's ability to understand and analyse a short extract of fiction or non-fiction writing. They will answer questions in 3 sections in ascending order of difficulty.

Part A is comprised of location and retrieval type questions for literal understanding.

E.g. Where had Sam originally come from?

Part B consists of deduction and inference type questions.

E.g. Which sentence explains that the tall man might be the captain of the ship?

Part C requires students to evaluate, interpret and create using what they have understood, their prior knowledge and their imagination.

Candidates may be asked to provide a synonym for a word in the text, write an expression in their own words or explain why punctuation has been used.

They will require prior knowledge of figures of speech (alliteration, simile, metaphor, onomatopoeia, personification) and word class (nouns, verbs, adjectives and adverbs).

E.g. Provide one example of alliteration from the text.

Part 2: Writing Composition

Candidates will be given a choice of four writing composition topics. They should write at least 20 lines on one topic.

Examples of writing tasks could be:

- a) Continue the story in the Reading Comprehension extract.
- b) Write a letter to express your views on a topic.
- c) Write an account of an experience.
- d) Use a prompt to write a short piece of fiction or non-fiction.

Writing will be assessed using a 6 + 1 Trait Writing rubric which evaluates the following:

- Ideas – the main message.
 - Organisation – the internal structure of the piece.
 - Voice – the personal tone and flavour of the author’s message.
 - Word Choice – the vocabulary a writer chooses to convey meaning.
 - Sentence Fluency – the rhythm and flow of the language.
 - Conventions – the mechanical correctness.
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6 Traits Writing Rubric – OIB Entrance Test – N.S.

	Advanced – 4 pts	Proficient – 3 pts	Developing – 2 pts	Emerging – 1 pt	Score
Ideas	*Main idea is clear, supported and enriched with relevant details	*Main idea is clear *Details limited in quantity	*Main idea is present but broad *Support for topic not focused	*Main idea missing *Few details are present	
Word Choice	*Vocabulary is powerful and engaging	*New words and phrases are usually correct *Vocabulary is more precise	*Overused word present *Words lack energy	*Vocabulary is limited	
Conventions Spelling, Punctuation, Grammar.	*Grade level spelling correct *Punctuation, capitalization correct	*Grade level spelling mostly correct *Punctuation mostly correct	*Spelling of simple words incorrect *Punctuation inconsistent	*Many errors of grade level spelling *Punctuation wrong or missing	
Organisation	*Lead draws reader in *Conclusion leaves reader with a sense of closure *Sequencing is logical and effective *Paragraphs organised by topic	*Lead and conclusion present but could be expanded *Sequencing shows logic but not consistent *Paragraphs may be missing	*Lead or conclusion insufficiently developed *Transitions repeat *Organisation begins to emerge	*Organisation ineffective *Lead or conclusion do not work *Weak or in-existent transitions.	
Voice	*Tone adds excitement and is appropriate *Voice is engaging, passionate and enthusiastic	*Author's personality starts to emerge *Tone begins to support and enrich writing	*Author's topic and purpose not compelling *Author's personality starts to emerge	*Author does not engage reader	
Sentence Fluency	*Complete sentences *Sentence length varied	*Most sentences complete *Some variation in sentence length	*Some incomplete / run on sentences *Little variation in sentence length	*No variation in sentence length *Many incomplete & run on sentences	
Total:					

Final Score Key: 21-24 = A 18-21=B 12-17=C 6-11=D