

EFF Assessment Task Procedure

Getting Ready to Fill Out Forms

Characteristics of this Assessment Task

Action (Performance Goal)

Read and respond to questions related to filling in simple forms with personal information to prepare to complete application, registration, and similar forms

Text Type

Simplified versions of 2 application/registration forms (a registration form for community college enrollment, and an application for a job).

Content

Everyday, easily recognizable sight words and some decodables related to personal information such as name, telephone number, and birth date

Environment

A familiar, comfortable setting, such as a classroom

Estimated time to complete task

15 minutes

Materials:

Simplified application or registration forms (Figures 1 and 2)
Assessor observation forms for each figure

Knowledge and strategies that are the focus of this assessment task

(proficient performance on this task will require fluent and independent use of the following knowledge and strategies)

- Recognizing words or word groups (2-3 word items) in simple non-continuous text by decoding letter/sound correspondence, isolating and saying first/last sounds, naming pictures to isolate and say initial consonants, sounding out words by segmenting words into separate sounds/ syllables, combining or blending sounds, recognizing simple rhyming word patterns, and recalling oral vocabulary and sight words
- Familiarity with concepts of print, letter shapes (upper/lower case letters, consonants and vowels), letter names and sounds (individual consonants and vowels, digraphs and blends) and common vocabulary
- Monitoring accuracy of decoding and word recognition by using strategies such as rereading or making word lists
- Recalling prior knowledge of topic to assist in understanding

Additional knowledge and strategies that may affect performance on this task

Familiarity with forms requesting personal information.

Evidence of learner performance that will be collected using this assessment task

Observations:

1. Assessor observations of oral reading

Work Products

1. Circled and completed items on 2 simplified application forms

Step-by-step procedures for administration

This task will be administered to an individual learner. The oral component will be audio-taped. While there is no time limit to complete this task, it should take no longer than 15 minutes to complete. You may repeat any of the steps as needed, but repetition must be in English and you must read the steps exactly as they are written in the scripts. You may also model any requirement of the task to help clarify, as needed.

Step 1. Explain the task requirements/expectations to the learner:

This task will show how well you can fill out some forms. On this form [show learner Figure 1], I will point to a word and ask you to say it. To see if you understand the meaning of the words, I will ask you to tell me what you would write next to each of the words if you were really filling out the form. After we finish with this form, I will give you another form and ask you to find words on them.

I will use this tape recorder to record you as you read the words out loud and answer my questions.

Step 2. Give the first form (Figure 1) to the learner. Turn on tape recorder. Point to each word, starting at the top, and ask the learner to read the word.

I am turning on the tape recorder now. Please read this word out loud.

Learner reads aloud.

Next ask the learner to tell you what information would go next to the word he/she just read. Point to the section of the form you are referring to.

What do you write here?

Use the Assessor Observation Form to note if the learner reads each word correctly and if he/she understands the meaning of the word by correctly identifying what would go in the blank. Record any comments regarding the performance on the Assessor Observation Form.

Note: You will be looking for the ability to read and understand the meaning of the words, not accuracy in the ability to fill in the information in the blanks. For example, if a learner is able to name an address, even if the address contains errors, the response would be considered acceptable since the response indicates an understanding of the meaning of the word "address." It is also acceptable for the learner to describe what goes in the "address" blank. For example, the learner might say, "This is where I write the street and apartment number." This would be an acceptable response.

Step 3. Continue this same process working from the top of the page down and left to right.

Step 4. Collect the first form and give the learner the second form (Figure 2). Explain that you will be saying several words and asking them to find these words on the form and tell you what kind of information the form is asking for.

Here is another form for you. On this form, I will ask you to find information on the form and tell me about this information. For example, at the top of this form it asks you to fill in “today’s date” [point to “Today’s date”]. Today’s date is [say date of the assessment].

Do you have any questions?

After you have answered student questions, ask:

The form asks for your full name. Point to the words “Your full name.”

[Learner points, Assessor observes and records response on Assessor observation form].

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Now, point to the words “Current Salary.”

[Learner points, Assessor observes and records response on Assessor observation form].

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Please point to the words, “Phone Number.”

[Learner points, Assessor observes and records response on Assessor observation form].

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Now, point to the words, “Past Work Experiences.”

[Learner points, Assessor observes and records response on Assessor observation form].

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Now, point to, “Personal References”

[Learner points, Assessor observes and records response on Assessor observation form].

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Finally, point to “Home Address.”

[Learner points, Assessor observes and records response on Assessor observation form].

R1fillOutformsCV.24Mar03

What would you write here?

[Learner answers, Assessor observes and records response on Assessor observation form].

Step 5. Turn off the tape recorder, collect all materials and record time required to complete the task.

Scoring Rubric for Getting Ready to Fill Out Forms (Level 1)

Date:
Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Shows some recognition by accurately reading aloud or identifying 6 or fewer of the appropriate words/word groups in Figure 1 and 3 or less of the appropriate words/word groups on Figure 2 • Demonstrates understanding and use of prior knowledge by describing or completing information needed for 7 or fewer of the blanks in Figure 1, and 3 or fewer of the blanks in Figure 2 • Unable to complete the task without considerable direction, repetition and support; completes the task slowly and with effort 	<ul style="list-style-type: none"> • Shows recognition by accurately reading aloud or identifying 7 of the words/word groups on Figure 1 and 4 of the words/word groups on Figure 2, using strategies such as sounding out segments, recognizing patterns, or drawing on oral vocabulary and/or memorized sight words • Demonstrates understanding and use of prior knowledge by describing or completing information needed to fill in 8 of the identified blanks in Figure 1, and 4 of the blanks in Figure 2 • May work slowly, but shows little or no frustration with task; completes the task within the time allowed, with few errors, and with little direction or support 	<ul style="list-style-type: none"> • Recognizes and accurately reads at least 8 of the words/word groups on Figure 1, and at least 5 of the words/word groups on Figure 2 • Demonstrates understanding of forms and word groups by describing or completing information needed for at least 9 of the identified blanks in Figure 1, and at least 5 of the blanks in Figure 2. • Completes the task without additional support; Completes task with ease, speed and accuracy.

Assessor Observation Form for Figure 1

Learner Name: _____ Date: _____

Word	Read correctly?	Accurately described the information needed to fill this blank	Comments
			Such as, How much direction/repetition/support learner needs Speed/ease of, and strategies used for, word recognition Any obvious signs of comfort or frustration with the task
First name			
Last name			
Address			
City			
State			
Zip code			
Home phone			
Employer			
Work phone			
Birthdate			
Sex:			
Male			
Female			

Assessor Observation Form for Figure 2

Learner Name: _____ Date: _____

Word	Found correctly on page?	Accurately described the information needed to fill this blank	Comments
			Such as, How much direction/repetition/support learner needs Speed/ease of, and strategies used for, word recognition Any obvious signs of comfort or frustration with the task
Your Full Name			
Current Salary			
Phone Number			
Past Work Experiences			
Personal References			
Home Address			

Figure 2



APPLICATION FORM
Job Title: Store Clerk

Today's Date: _____

A. Your Full Name _____

B. Home Address _____

C. Phone Number _____

D. Current Salary _____

E. Personal References _____

F. Past Work Experiences _____

Figure 1



Community College

Application Form

A. Social Security Number 123 - 45 - 6789

B. Last Name _____ **First Name** _____

C. Address _____

D. City/State/Zip Code _____
City State Zip Code

E. Home Phone _____
Area Code

F. Employer _____

G. Work Phone _____
Area Code

H. Birthdate _____
Month Day Year

I. Sex Male _____ Female _____