

# EFF Assessment Task

## *Reading Appointment Cards*

### Characteristics of this Assessment Task

#### **Action (Performance Goal)**

Locate and read aloud the date and time and identify the purpose of three simple appointment reminder cards

#### **Text Type**

Short, simple, postcard size appointment reminders

#### **Content**

Simple, everyday sight words, dates and times, including abbreviations used in addresses, for months and days of the week, and numerical representations of months

#### **Environment**

Familiar, comfortable setting, such as the classroom

#### **Estimated time to complete task**

15 minutes

#### **Materials**

Assessor Observation Form

Handouts depicting appointment slips or postcards (Figures 1-3)

Tape recorder

#### **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)

- Decoding and recognizing everyday, simple words in short continuous text by breaking words into parts, tapping out/sounding out syllables, applying pronunciation rules, using picture aids, and recalling oral vocabulary and sight words;
- Demonstrating familiarity with simple, everyday content knowledge and vocabulary (low-level children's books, personal/oral history stories);
- Monitoring and enhancing comprehension by using some simple strategies (such as rereading, restating, copying and rephrasing text; making a list of new words, using a simplified dictionary, or asking for help);
- Recalling prior knowledge to assist in choosing appropriate text and comprehending its meaning

#### **Additional knowledge and strategies that may affect performance on this task**

Familiarity with various formats for appointment setting and written times and dates

Familiarity with locating a date and time within a text

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

***Observations:***

1. Assessor observations of oral reading documented on Assessor Observation Form

***Work Products:***

1. Audiotape of student performance

## Step-by-step procedures for administration

This task will be administered to an individual learner. While there is no time limit, this task 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 activity will show how well you can read and understand times and dates for appointments, such as a doctor's appointment, and describe what the appointment is for. In a minute I will show you 3 different appointment cards. You will be asked to read the day, date, time and reason for each one. For some cases, thinking about your own experiences with appointments may help you answer the questions. I will be taping you.*

*Before we begin, do you have any questions?*

**Step 2.** After answering student questions, show the learner the first appointment card (Figure 1). Allow the learner a few moments to look at the card. When the learner is ready, turn on the tape recorder and say:

*I have begun recording. Please show me the time for the appointment. Now show me the date for the appointment.*

Record your observation of how well the learner responds on the Assessor Observation Form. Next, ask the learner the questions below and record your assessment of their ability to respond on the Assessor Observation Form. Write down any additional comments regarding how well the learner responded or strategies used in the Comments section.

*What day of the week is the appointment on?*

*What is the month of the appointment?*

*What is the date of the appointment?*

*What is the year of the appointment?*

*What is the time of the appointment?*

*What is the reason for this appointment? How do you know? [if learner struggles with explaining how he or she knows, you may probe with *Where do you find the information for the reason for the appointment?*]*

Note: The learner may identify the month, date and year at the same time. This is acceptable.

**Step 3.** Repeat the same process with the next two appointment cards (Figures 2 and 3).

**Step 4.** Turn off tape recorder, collect all materials and record approximate time taken by learner to complete task.

**Scoring Rubric for Appointment Cards (Level 2)**

**Date:**  
**Student Name:**

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> <li>• Able to locate appointment time and date on 1 or fewer appointment cards; locates information with hesitancy and may need more than one attempt</li> <li>• Able to identify the day, date, and time on 1 or fewer of the appointment cards or makes multiple errors (3 or more)</li> <li>• Able to explain the reason for 1 or fewer of the appointments, indicating difficulty inferring meaning from the appointment cards and difficulty using prior knowledge from instruction of, or experience with these kinds of appointments</li> <li>• Needs much direction and support to complete task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Locates appointment time &amp; date on 2 or more appointment cards with minimal hesitancy</b></li> <li>• <b>Reads the day, date, time and purpose of the appointment on all the appointment cards with a few (3 or less) errors; may require more than 1 attempt</b></li> <li>• <b>Able to sufficiently explain the reason for 2 of the appointments through inference and/or relating this understanding to prior knowledge</b></li> <li>• <b>Needs a minimal amount of direction and support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locates, recognizes and reads all appointment times and dates with ease</li> <li>• Reads the day, date, time and purpose of all the appointments accurately and easily</li> <li>• Able to explain the reason for all of the appointments fluently using inference and/or relating to prior knowledge</li> <li>• Completes task without direction or support and without major errors</li> </ul>

### Assessor Observation Form

	Unsuccessful	Successful	With Ease	Comments
Text 1: Locates and shows appointment time/date				
Text 1: Reads aloud...				
Day of week				
Date: Month				
Date: Day				
Date: Year				
Time				
ID reason for appt.				
Text 1: Student explains his or her knowledge of reason for the appointment				
Text 2: Locates and shows appointment time/date				
Text 2: Reads aloud:				
Day of week				
Date: Month				
Date: Day				
Date: Year				
Time				
ID purpose for appt.				
Text 2: Student explains his or her knowledge of reason for the appointment				
Text 3: Locates appointment time/date				
Reads aloud:				
Day of week				
Date: Month				
Date: Day				
Date: Year				
Time				
ID purpose for appt.				
Text 2: Student explains his or her knowledge of reason for the appointment				

**Assessor Observation Form with Sample Answer Key**

	Unsuccessful	Successful	With Ease	Comments
Text 1: Locates and shows appointment time/date				
Text 1: Reads aloud...				
Day of week <b>Wednesday</b>				
Date: Month <b>September</b>				
Date: Day <b>9, 9th</b>				
Date: Year <b>2003</b>				
Time <b>3:45 PM</b>				
ID reason for appt. <b>doctor appointment</b>				
Text 1: Student explains his or her knowledge of reason for the appointment				
Text 2: Locates and shows appointment time/date				
Text 2: Reads aloud:				
Day of week <b>Monday</b>				
Date: Month <b>October</b>				
Date: Day <b>27, 27th</b>				
Date: Year <b>03, 2003</b>				
Time <b>11:10 AM</b>				
ID purpose for appt. <b>dentist appointment</b>				
Text 2: Student explains his or her knowledge of reason for the appointment				
Text 3: Locates appointment time/date				
Reads aloud:				
Day of week <b>Thursday</b>				
Date: Month <b>November</b>				
Date: Day <b>20, 20th</b>				
Date: Year <b>03, 2003</b>				
Time <b>2:30 PM</b>				
ID purpose for appt. <b>To give blood</b>				
Text 2: Student explains his or her knowledge of reason for the appointment				

Figure 1

**ROBERT BROWN, M.D.**  
123 MAIN STREET  
DOCTORVILLE, MD 12345  
(555) 555-1212

*Ms. Ana Jones*

---

HAS AN APPOINTMENT ON

*Wed.*                      *Sept.*                      *9th*                      *2003*

---

DAY                                      MONTH                                      DATE

*3:45*

---

TIME                                       AM                       PM

PLEASE TELEPHONE ONE DAY IN ADVANCE IF YOU WILL BE UNABLE TO KEEP THE APPOINTMENT.

Figure 2

A friendly  
**reminder**  
from your dentist

**Mark Evans, DDS**  
1234 Central Ave.  
Anytown, WI 12345  
(800) 555-1234

**Appointment**  
Name Walt Beck  
Day Mon.  
Date 10/27/03  
Time 11:10  
 am  pm

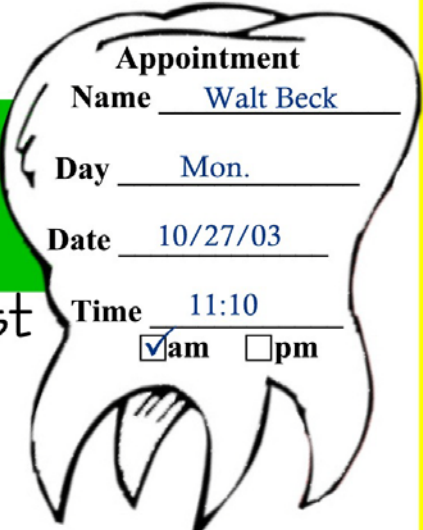
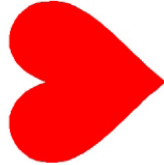





Figure 3

**Delta Regional  
Blood Centers**

*Our blood bank is counting on you!*





# Give Blood

Jersey Coast Chapter  
5550 N Main Avenue  
Tinton Falls, NJ 07724  
(800) 555-GIVE

**For:** John Smith

**On:** (Thu.) 11/20/03

**At:** 2:30  am  pm

***Thank you for your donation!***