

EFF Assessment Task

Finding a Doctor

Characteristics of this Assessment Task

Action (Performance Goal)

Read and understand a simplified medical guide and a series of Scenarios in order to provide information to people looking for doctors in a hospital

Text Type

Medical guide: 8 words, each accompanied by a corresponding picture (similar to a “picture dictionary”), underneath each picture is a doctor’s name and location in a fictional hospital

3 Scenarios, each comprised of a short paragraph with simple sentence structure

Content

Everyday vocabulary, sight words, proper names, and abbreviations for titles (Dr. Mr., etc.)

Environment

Familiar, comfortable setting such as the classroom

Estimated time to complete task

20 minutes

Materials

Medical Guide – labeled “Figure 1”

Student Scenario question/answer form – labeled “Answer Sheet 1”

Assessor Observation Form

Tape Recorder

Pens, pencils

Knowledge and strategies that are the focus of this assessment task

(proficient performance of 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;
- Familiarity with simple, everyday content knowledge and vocabulary
- 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

Some familiarity with the human body

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

Observations:

1. Assessor observation form

Work Products

1. Completed Question/Answer sheet form (Answer Sheet 1)
2. Audiotape of learner's oral reading performance

Step-by-step procedures for administration

This task is administered to an individual learner. There is no time limit on this task, but it should take to more than 20 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 script. You may also model any requirement of the task to help clarify, as needed.

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

This task assesses how well you can read and understand some information about different doctors. You will be asked to read out loud and answer some questions about the information.

Step 2. Give the learner a copy of the Medical Guide (Figure 1). Hold up a copy of Figure 1 and ask the learner to read this information:

Pretend that you are working at the information desk at Washington hospital. Part of your job is helping patients find what room their doctor works in. You use this medical guide to help you locate doctors.

Please read this medical guide silently, to yourself. When you have finished reading, please let me know by saying, "I'm finished."

When learner has finished reading, say:

In a moment I am going to ask you to read the medical guide out loud to me. I will tape you reading. Do you have any questions before we begin?

Step 3. After answering student questions, turn on the tape recorder and ask the learner to read the medical guide out loud:

Now read the medical guide out loud, to me. Read each body part, and read the doctor's name underneath the picture. You do not need to read the room numbers that the doctors are located in.

During the time that the learner is reading out loud, note the learner's fluency, independence, and decoding strategies on the Assessor Observation Form. When the student has read the entire guide, turn off the tape recorder.

Step 4. Give the learner a copy of the Scenario form (Answer Sheet 1). Hold up a copy of Answer Sheet 1 and ask the learner to read the Scenarios:

Please read the following Scenarios about people who have come to the hospital and need your help finding a doctor to help them, silently, to yourself. When you have finished reading, say "I'm finished."

When learner has finished reading, say:

In a moment I am going to ask you to read the Scenarios out loud to me. I will be taping you reading again. Do you have any questions before we begin?

Step 5. After answering student questions, turn on the tape recorder and ask the learner to read the Scenarios out loud:

Now read the scenarios out loud, to me. You do not need to read the questions written underneath the scenarios.

During the time that the learner is reading out loud, note the learner's fluency, independence, and decoding strategies on the Assessor Observation Form. When the student has read all 4 Scenarios, turn off the tape recorder.

Step 6. Ask the learner to answer the questions written about the Scenarios on Answer Sheet 1:

Underneath each Scenario, there are questions about the Scenarios you just read. Using your medical guide and the information from the Scenarios, please write answers to these questions. In some cases, you may want think about your own experiences with doctors to help you answer these questions. When you have finished answering the questions, let me know by saying, "I'm finished."

During the time that the learner is writing answers to the questions, note the learner's fluency, independence, and decoding strategies on the Assessor Observation Form.

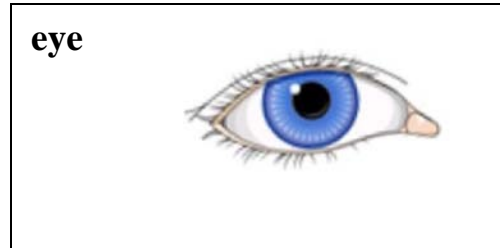
Step 7. Collect all task materials and record approximate time taken by student to complete task.

Figure 1.

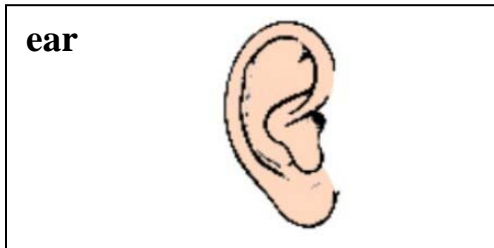
Medical Guide of Doctors Working at Washington Hospital



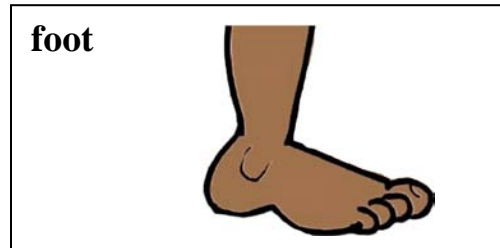
Dr. Smith – Room 152



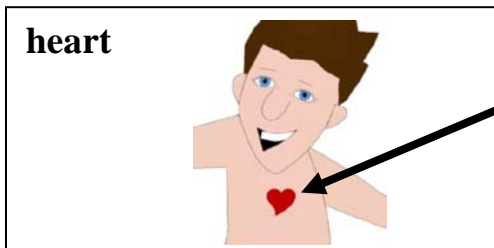
Dr. Lang – Room 320



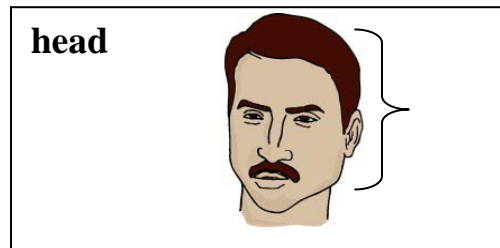
Dr. Filbert – Room 300



Dr. Johnson – Room 893



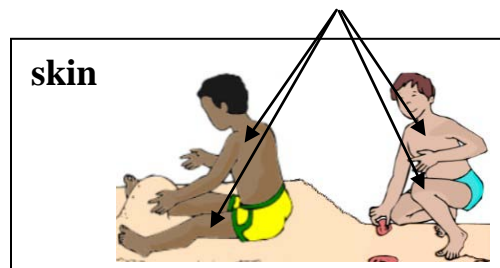
Dr. Cortez – Room 1025



Dr. Roberts – Room 422



Dr. Black – Room 298



Dr. Wong – Room 500

Name:

Answer Sheet 1.

Scenario 1.

Mr. Lopez and his son, Randy, need to see a doctor about Randy's arm. Randy tells you that he fell while he was playing baseball and he thinks his arm might be broken.

Questions:

1. What doctor would you recommend Randy go to?

2. What office is this doctor in?

Scenario 2.

An outside doctor has referred Mrs. Adams to Washington Hospital. She tells you she is here to see Dr. Lang. She does not know what kind of doctor Dr. Lang is.

Questions:

3. Tell Mrs. Adams what part of the body Dr. Lang treats:

4. What office is Dr. Lang in?

Scenario 3.

Ms. Stevens and daughter, Carla, need to see a doctor about a rash Carla has on her stomach. Carla tells you that she is very itchy and uncomfortable.

Questions:

5. Based on what Ms. Stevens and Carla have told you, they should see a doctor that treats what part of the body?

6. What doctor will you tell Ms. Stevens and Carla to go to?

7. What office is this doctor in?

Name:

Answer Key for Answer Sheet 1.

Scenario 1.

Mr. Lopez and his son, Randy, need to see a doctor about Randy's arm. Randy tells you that he fell while he was playing baseball and he thinks his arm might be broken.

Questions:

1. What doctor would you recommend Randy go to?

Dr. Smith (*a correct answer indicates prior knowledge that a broken arm refers to 'bones'*)

2. What office is this doctor in?

Room 152 *or* 152

Scenario 2.

An outside doctor has referred Mrs. Adams to Washington Hospital. She tells you she is here to see Dr. Lang. She does not know what kind of doctor Dr. Lang is.

Questions:

3. Tell Mrs. Adams what part of the body Dr. Lang treats:

eye

4. What office is Dr. Lang in?

Room 320 *or* 320

Scenario 3.

Ms. Stevens and daughter, Carla, need to see a doctor about a rash Carla has on her stomach. Carla tells you that she is very itchy and uncomfortable.

Questions:

5. Based on what Ms. Stevens and Carla have told you, they should see a doctor that treats what part of the body?

Skin (a correct answer indicates prior knowledge that a rash occurs on your 'skin')

6. What doctor will you tell Ms. Stevens and Carla to go to?

Dr. Wong

7. What office is this doctor in?

Room 500 *or* 500

Scoring Rubric for “Finding a Doctor” (Level 2)

Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Decodes, recognizes, and reads some words in the oral reading passages, but has some trouble with others • Shows no evidence of use of strategies for monitoring and enhancing word recognition and comprehension • Locates information to correctly answer fewer than 3 of the questions 2, 3, 4, 6, 7 on Answer Sheet 1; may have some difficulty and need to search • Answers to both questions 1 and 5 on Answer Sheet 1 do not indicate effective application of prior knowledge; student does not introduce information not in the reading and apply it new knowledge from the reading to answer these questions • Reads slowly and hesitantly; may need more than one attempt; may require prompts throughout text; completes task with some direction and support 	<ul style="list-style-type: none"> • Decodes, recognizes, and reads most words in the oral reading passages, sometimes using “sounding out” strategies • Monitors and enhances recognition and comprehension using simple strategies such as rereading or self-correction • Locates information to correctly answer at least 3 of the questions 2, 3, 4, 6, 7 on Answer Sheet 1 with only minor difficulties • Answers to 1 of the questions 1 or 5 on Answer Sheet 1 reveal recall of prior knowledge through introduction of information not in the reading and appropriately combining it with new information from the reading • Reads aloud slowly and with effort, but completes the task with little direction or support 	<ul style="list-style-type: none"> • Easily decodes and recognizes all words • Uses simple strategies to monitor and enhance comprehension when needed • Easily and accurately locates information to answer all of questions 2, 3, 4, 6, 7 on Answer Sheet 1 • Answers to both questions 1 and 5 on Answer Sheet 1 reveal recall of prior knowledge through introduction of information not in the reading and appropriately combining it with new information from the reading • Reads comfortably, without hesitation, and completes task without direction or support

ASSESSOR OBSERVATION FORM

Learner Name _____

Date _____

Oral performance by learner	Assessor notes
Oral performance 1: Learner reads the Medical Guide Decodes and recognizes words <ul style="list-style-type: none">• Using what strategies?• How accurately?• How quickly?• How independently?	
Oral performance 2: Learner reads Scenario #1 out loud Decodes and recognizes words <ul style="list-style-type: none">• Using what strategies?• How accurately?• How quickly?• How independently?	
Oral performance 3: Learner reads Scenario #2 out loud Decodes and recognizes words <ul style="list-style-type: none">• Using what strategies?• How accurately?• How quickly?• How independently?	
Oral performance 4: Learner reads Scenario #3 out loud Decodes and recognizes words <ul style="list-style-type: none">• Using what strategies?• How accurately?• How quickly?	

<ul style="list-style-type: none"> • How independently? 	
<p>Written Performance 1: Answers to Questions on Scenario #1</p> <p>Selects correct doctor in the area of specialization needed by the patient?</p> <p>Copying of doctor's name is accurate?</p> <p>Copying of doctor's office is accurate?</p>	<p>Yes No (circle one)</p> <p>Yes No (circle one)</p> <p>Yes No (circle one)</p>
<p>Written Performance 2: Answers to Questions on Scenario #2</p> <ul style="list-style-type: none"> • Locates correct doctor in the guide and copies area of specialization accurately? • Copying of doctor's office is accurate? 	<p>Yes No (circle one)</p> <p>Yes No (circle one)</p>
<p>Written Performance 3: Answers to Questions on Scenario #3:</p> <p>Selects correct area of specialization needed by the patient?</p> <p>Copying of doctor's name is accurate?</p> <p>Copying of doctor's office is accurate?</p>	<p>Yes No (circle one)</p> <p>Yes No (circle one)</p> <p>Yes No (circle one)</p>