

EFF Assessment Task Procedure

Office Supplies

Characteristics of this Assessment Task

Action (Performance Goal)

Read first and last names and names of simple items found in an office to prepare to order office supplies

Text Type

Chart with pictures of office staff, first and last names of staff members and short lists of simple office supplies

Content

Everyday, simple, and relatively easily decodable words and personal names (Most words require decoding and are not sight words)

Environment

Single, familiar setting, such as a classroom

Estimated time to complete task

10 minutes

Materials

A one-page sheet with six boxes - labeled "Figure 1" - each box contains the photo of a staff person, the first and last name of the person and a list of two to three office supplies the person needs

Answer Sheet 1: A list of all supplies that will be matched to the individual who ordered the materials

Assessor Observation Form

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)

- 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 basic office supplies
Ability to read a simple list and match one list to another
Ability to write initials

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

Observations:

Learner reads out loud using skills and strategies – to be noted on Assessor Observation Form

Work Products:

Answer Sheet 1
Tape recording of oral reading performance

Step-by-step procedures for administration

This task will be administered to an individual learner. The oral reading component will be audio-taped. While there is no time limit for this task, it should take no longer than 10 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 shows how well you can read names of people and things people use when they work in an office, such as pencils and paper. (These are called office supplies.) You will look first look at this list of office supplies and read the words to yourself.

Give the learner a copy of Answer Sheet 1 and allow the learner to read the words over.

Step 2. Give Figure 1 to the learner. After the learner has looked over the Figure, ask the learner to read the items on it aloud:

In a moment, I will ask you to read Figure 1 out loud. I will record you as you read. Do you have any questions before we begin?

After answering student questions (or if there are none) instruct learners to begin:

Please read the words in the boxes in Figure 1 out loud. I am turning on the tape recorder now.

Turn on tape recorder, learner reads aloud.

Use the Observation Form to note if the learner reads each word correctly and record any comments regarding the performance. Turn off the tape recorder when the learner has finished reading the names and items in Figure 1.

Step 3. Pass out copies of Answer Sheet 1 and ask learner to match the names of the individuals with the office supplies they need:

Now, look at Figure 1 (hold up Figure 1) to see who needs what office supplies. You are going to write the initials – the first letter of their first and last name) of the person who needs it next to each office supply that that person needs.

Let me show you an example. Let's find cash box on the list. (See if learner can find the words on the list. If not, offer assistance.)

Now look at the names and pictures on Figure 1. Who needs a cash box? (Wait to see if the learner can identify the name Chip Hoggs. If he or she cannot, point him out on Figure 1.)

Now put the initials of Chip Hoggs next to the word "cash box" on Answer Sheet 1. What are his initials? (Wait to see if the learner can respond "C.H." If not, offer assistance.) Write CH here, next to the word "cash box".

Do you have any questions?

After answering student questions (or if there are none) instruct learners to complete the task:

Please write the initials of the people next to the office items they need for the remaining items on Answer Sheet 1.

Step 3. Give the learner time to complete the activity. Record your notes on the Observer Assessment Form.

Step 4. Collect all materials and record approximate time taken by student to complete task.

Scoring Rubric for Office Supplies (Level 1)

Date:
Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Reads 17 or less of the words and names accurately • Reads words and names aloud with much hesitation • Matches office supplies with pictures/names of staff members for less than 8 items. Has difficulty completing Answer Sheet 1 • Needs continual direction and support 	<ul style="list-style-type: none"> • Uses strategies such as sounding out letters, recognizing patterns, or using sight words to decode and recognize 18 of the names and words • Reads a few of the words with hesitation, but most without hesitation • Matches office supplies with pictures/names of staff members for at least 8 items; able to complete Answer Sheet 1 with few major errors • Completes task with relative ease, although may need some support and may work slowly 	<ul style="list-style-type: none"> • Reads 19 or more names and words accurately and clearly; uses reading strategies effectively • Reads the words and names without hesitation • Matches office supplies with pictures/names of staff members for at least 10 items quickly and effectively; completes Answer Sheet 1 with few minor errors • Completes task with ease, and with little direction or support

Answer Sheet 1

Name: _____

Who needs this office supply? Write their initials.	Office Supply List
	art pens
	cash box
	Desk
	tax forms
	Film
	Lamp
	lock
	name tags
	paper clips
	push pins
	stamp pad
	tacks

Assessor Observation Form

Learner Name: _____ Date: _____


Office Supply List	Read correctly?	Correctly matched with personal name?	Comments*
Chip			
Hoggs			
cash box			
desk			
Wilma			
Yung			
paper clips			
lamp			
Jill			
Hamm			
lock			
art pens			
Greg			
Flint			
name tags			
tacks			
Vern			
Banks			
push pins			
film			
Liz			
Rand			
tax forms			
stamp pad			

Comments may include difficulty/ease with: 1) decoding, such as with: initial and final consonant phonemes, short and long vowel sounds, phoneme blending, and phoneme segmentation; 2) matching the words with the names and photos in Figure 1; 3) completing the task of marking appropriate initials on the form. Note how much direction, repetition or support learner needs and any obvious signs of comfort or frustration with the task.

Figure 1.



Chip Hoggs
I need:
a cash box
a desk



Wilma Yung
I need:
paper clips
a lamp




Jill Hamm
I need:
a lock
art pens



Greg Flint
I need:
name tags
tacks



Vern Blanks
I need:
push pins
film



Liz Rand
I need:
tax forms
a stamp pad

Answer Key for Answer Sheet 1.

Who needs this office supply? Write their initials.	Office Supply List
JH	art pens
CH	cash box
CH	Desk
LR	tax forms
VB	Film
WY	Lamp
JH	lock
GF	name tags
WY	paper clips
VB	push pins
LR	stamp pad
GF	tacks