

EFF Assessment Task

Selecting a School

Characteristics of this Assessment Task

Action (Performance Goal)

Read short descriptions of 3 elementary schools, and answer questions about the schools and make recommendations for different students pursuing different academic endeavors

Text Type

Descriptions of schools – 3 small blocks of continuous informational text with simple sentence structure

Content

Everyday vocabulary, sight words, with some specialized vocabulary specific to schools and school curricula

Environment

Familiar, comfortable setting such as the classroom

Estimated time to complete task

20 minutes

Materials

School Descriptions – labeled “Figure 1”

Student question/answer form – labeled “Answer Sheet 1” (for assessor use only)

Assessor Observation Form

Tape Recorder

Dictionaries (bilingual dictionaries can be used in addition to English dictionaries)

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

Familiarity with school choice, curriculum differences among schools

DO NOT DUPLICATE OR DISTRIBUTE

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

DO NOT DUPLICATE OR DISTRIBUTE

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 no more than 20 minutes to complete.

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

This task assesses how well you can read and understand some information about schools and the academic programs they have for children. You will be asked to read out loud and answer some questions about the information.

Step 2. Give the learner a copy of the school descriptions (Figure 1). Ask the learner to read this information:

Read these school descriptions silently, to yourself. You may use a dictionary if you need to. When you have finished reading, please let me know by saying, "I'm finished."

Step 3. When the learner is finished reading, explain the next step of the task and ask if the learner has any questions.

In a moment, I will begin taping you reading the descriptions you read. Do you have any questions before we begin?

Step 3. After you have finished answering student questions, turn on the tape recorder and ask the learner to read the school descriptions out loud:

Now read the school descriptions out loud, to me.

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 of the descriptions, turn off the tape recorder.

Step 4. Ask the learner questions about the descriptions he or she just read:

I am going to be asking you some questions about the schools that you just read about. You may refer to Figure 1 while you are answering me.

Read the questions on Answer Sheet 1, and record the student's responses in the spaces provided.

Step 5. Collect all task materials, and record approximate time taken by student to complete the task.

DO NOT DUPLICATE OR DISTRIBUTE

Figure 1.
School Descriptions

Hilltop School

Hilltop school has 650 students. Students at Hilltop School take many art and music classes. The teachers are talented artists and musicians. At Hilltop School, children learn how to be creative.

Newton School

Newton school has 210 students. Students at Newton School are given solid training in basic skills. The teachers are experts in teaching reading and math. At Newton School, children learn good study habits.

Homeland School

Homeland School has 380 students. Students at Homeland school learn about people around the world. The teachers speak at least two languages. At Homeland School, children learn to speak Spanish and French.

DO NOT DUPLICATE OR DISTRIBUTE

6. Why would you make this recommendation?

7. If you were an academic counselor, what school would you recommend a student who wants to travel to foreign countries attend?

8. Why would you make this recommendation?

9. If you were an academic counselor, what school would you recommend a student who loves to paint attend?

10. Why would you make this recommendation?

DO NOT DUPLICATE OR DISTRIBUTE

Scoring Rubric for “Selecting a School” (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 4 of the questions 1, 2, 3, 4, 5, 7, 9 on Answer Sheet 1; may have some difficulty and need to search • Answers to questions 6, 8, 10 on Answer Sheet 1 do not indicate effective application of prior knowledge; little to no application of new knowledge from the reading • 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 1, 2, 3, 4, 5, 7, 9 on Answer Sheet 1 • Answers to questions 6, 8, 10 on Answer Sheet 1 reveal recall of prior knowledge and appropriate combining 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 1, 2, 3, 4, 5, 7, 9 on Answer Sheet 1 • Answers to questions 6, 8, 10 on Answer Sheet 1 show effective use of prior knowledge in combination with new information from the reading • Reads comfortably, without hesitation, and completes task without direction or support

DO NOT DUPLICATE OR DISTRIBUTE

ASSESSOR OBSERVATION FORM

Learner Name _____

Date _____

Oral performance by learner	Assessor notes
<p>Oral performance: Learner reads the School Descriptions</p> <p>Decodes and recognizes words</p> <ul style="list-style-type: none">• Using what strategies?• How accurately?• How quickly?• How independently?	

DO NOT DUPLICATE OR DISTRIBUTE