

EFF Assessment Task

Four-Day Weather Forecast

Characteristics of this Assessment Task:

Action (Performance Goal)

Read a four-day weather forecast in the newspaper in order to plan what to wear on a trip

Text Type

List of 20 words or phrases describing the weather

Four short phrases describing the weather to be matched with pictures

One paragraph story consisting of four short sentences, with one direction to circle answers

Content

Common everyday words describing the weather, days of the week, and articles of clothing

Environment

Familiar, comfortable environment, such as the classroom

Estimated time to complete task

25 minutes

Materials

Word List - labeled "Figure 1"

Word-Picture Matching Sheet - labeled "Answer Sheet 1"

Story Sheet - labeled "Answer Sheet 2"

Assessor Observation Form

Tape recorder

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 (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 Fahrenheit measures of temperature

Knowledge of the difference between indoor and outdoor clothing

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

Observations:

1. Assessor observations (on Assessor Observation Form) of reading aloud, performance on word-picture matching task, and of oral answers to task question

Work products:

1. Responses on Word-Picture Matching Sheet (Answer Sheet 1)
2. Response to question based on the readings (Answer Sheet 2)
3. Audiotape of oral reading performance

Step-by-step procedures for administration

This task is administered to an individual learner. While there is no time limit to complete this task, it should require no more than 25 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 is about weather forecasts and planning a trip.

Step 2. Give the student the sheet labeled “Figure 1: Word List” and ask the student to read the words on the list out loud:

Look at this list of weather words. In a moment, I am going to ask you to read this list out loud to me. I will tape you while you read.

Allow the student time to look over the list. Students can sound out words or use other strategies to help them. When the student has looked over the list, ask:
Do you have any questions before we begin?

Step 3. After you have answered the student’s questions (or if he or she has none) turn on tape recorder and ask the student to read the list:

Please read the list of words out loud to me.

While the student reads, document the student’s fluency, independence, and decoding strategies on the Assessor Observation Form.

Step 4. Turn off tape recorder when the student is finished reading out loud. Hand out Answer Sheet 1. Hold up one copy of Answer Sheet 1 and explain the requirements for the next part of the assessment.

Here are four pictures about the weather. The numbers on the pictures are temperatures. There are also four statements written on this page. Please read these four statements silently to yourself. Tell me when you are finished.

Allow the student time to read the statements. Students can sound out words or use other strategies to help them. When the student has finished reading ask:

In a moment, I am going to ask you to read the statements out loud to me. I will tape you while you are reading. Do you have any questions?

Step 5. After you have answered the student’s questions (or if he or she has none) turn on tape recorder and ask the student to read the list:

Please read the paragraphs out loud, to me.

While the student reads, document the student’s fluency, independence, and decoding strategies on the Assessor Observation Form.

Step 6. Turn off tape recorder when the student is finished reading out loud. Ask learner to match pictures with text on Answer Sheet 1:

Now, please match the pictures on your Answer Sheet with the correct statement by drawing a line from each statement to the picture that best describes what is written. Do you have any questions?

After you have answered the student's questions (or if he or she has none) instruct the student to begin:

Please begin matching the pictures and the statements. Tell me when you are finished.

While the student matches, note the number of correct matches on the Assessor Observation Form.

Step 6. Hand out Answer Sheet 2. Hold up the Answer Sheet and explain the next part of the assessment:

Now you will read the story [point to "Your weekend at the beach"] on this sheet. First read it silently to yourself.

Allow the student time to read the story. Students can sound out words or use other strategies to help them. When the student has finished reading ask:

In a moment, I am going to ask you to read the story out loud to me. I will tape you while you are reading. Do you have any questions?

Step 5. After you have answered the student's questions (or if he or she has none) Turn on tape recorder and ask the student to read the story:

Now, read the story out loud to me.

Step 7. While the student reads, note the fluency, independence, and decoding strategies of the student and document that information on the Assessor Observation form. When out loud reading is completed, turn off tape recorder.

Step 8. Explain the next step of the assessment:

Please read the question on Answer Sheet 2 about what clothes you should bring on your trip.

After the student reads the question, ask:

Now look at the list of choices [point to the list]. Read each item on the list aloud and tell me whether you will take it with you to the beach or not. [after each item, probe for explanation of choice to take or not take as needed].

Step 7. Collect all materials and note approximate total time needed to complete the task

Scoring Rubric for Four-Day Weather Forecast (Level 2)

Learner Name:

Date:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Decodes and recognizes some words (fewer than 16 of 20), but has trouble with some others • Shows no use of strategies for monitoring and enhancing comprehension • Matches fewer than 3 of the pictures to the correct words • Answer to question on Answer Sheet 2 reveals little comprehension of reading material and/or directions • Choice of items to take and explanations show little use of prior knowledge • Reads slowly and hesitantly; may need more than one attempt, but completes the task with some direction and support 	<ul style="list-style-type: none"> • Decodes and recognizes most (at least 16 of 20) words, sometimes by sounding them out • Monitors and enhances comprehension using simple strategies (such as repeat reading or self-correction) as needed • Matches at least 3 out of 4 of the pictures to the correct words on Answer Sheet 1 • Response to question on Answer Sheet 2 reveals good understanding of reading material and directions • Choice of items to take and explanations show some use of prior knowledge in combination with new information • Reads slowly and with effort, sometimes re-reading text, but completes task with little direction or support 	<ul style="list-style-type: none"> • Decodes and recognizes all or nearly all words (with 1 or 2 exceptions), easily sounding them out or guessing the meaning of the words • Uses simple strategies to monitor and enhance comprehension as needed • Easily and quickly matches all four pictures to the correct words • Response to question on Answer Sheet 2 reveals excellent comprehension of reading material and directions • Choice of items to take and explanations show effective use of prior knowledge in combination with new information • Reads comfortably, without hesitation; completes task without direction or support

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Figure 1: WORD LIST

1. Cloudy
2. Cold
3. Forecast
4. Friday
5. High
6. Low
7. Mostly
8. Periods
9. Precipitation
10. Rain
11. Saturday
12. Skies
13. Sunday
14. Sunny
15. Sunrise
16. Sunset
17. Temperature
18. Today
19. Tomorrow
20. Weather

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Answer Sheet 1: Word – Picture Matching Sheet

Learner Name: _____

Date: _____

Instructions: Match each of the written weather forecasts with the picture that best describes the forecast.

1. Today is cloudy with cool temperatures. The high temperature will not go above 65 degrees.



High: **66**
Low: **60**

2. Tomorrow is Friday. It will be mostly cloudy with some rain in the afternoon and evening.



High: **63**
Low: **50**

3. All day on Saturday there will be sunny skies. The temperatures will be warm. This is a good day to go to the beach!



High: **70**
Low: **65**

4. On Sunday, the skies will be cloudy and warm. No rain is expected, although it may rain on Monday or Tuesday.



High: **74**
Low: **63**

Answer Key for Answer Sheet 1: Word – Picture Matching Sheet

Learner Name: _____ Date: _____

1. Today is cloudy with cool temperatures. The high temperature will not go above 65 degrees.



High: **66**
Low: **60**

2. Tomorrow is Friday. It will be mostly cloudy with some rain in the afternoon and evening.



High: **63**
Low: **50**

3. All day on Saturday there will be sunny skies. The temperatures will be warm. This is a good day to go to the beach!



High: **70**
Low: **65**

4. On Sunday, the skies will be cloudy and warm. No rain is expected, although it may rain on Monday or Tuesday.







High: **74**
Low: **63**

Answer Sheet 2

Name: _____

Date: _____

WEATHER FOUR-DAY FORECAST

Today	Friday	Saturday	Sunday
			
High: 63 Low: 50	High: 66 Low: 60	High: 74 Low: 63	High: 70 Low: 65
Cloudy and cool	Cloudy with some rain	Sunny skies	Cloudy and warm

Your Weekend at the Beach

You leave tonight. You return Sunday night. Look at the weather forecast. Which of these items do you think you will bring with you to the beach? Why?





- a swimsuit
- a raincoat
- a sweater
- an umbrella
- bedroom slippers

Answer Key for Answer Sheet 2

Name: _____

Date: _____

WEATHER FOUR-DAY FORECAST

Today	Friday	Saturday	Sunday
			
High: 63 Low: 50	High: 66 Low: 60	High: 74 Low: 63	High: 70 Low: 65
Cloudy and cool	Cloudy with some rain	Sunny skies	Cloudy and warm

Your Weekend at the Beach

You leave tonight. You return Sunday night. Look at the weather forecast. Which of these items do you think you will bring with you to the beach? Why?

Answers will vary; a proficient answer will use relevant content from the 4-day forecast and explain why (or why not) the learner would bring the items to the beach.

a swimsuit

Example 1: Yes- it will be sunny and warm on Saturday.

Example 2: No- I would just bring shorts because I don't like to swim.

a raincoat

Example 1: Yes- it will rain on Friday.

Example 2: No- it will only rain one day and I can stay inside.

a sweater

Example 1: Yes- it is cool today.

Example 2: Yes- it always gets cool at night at the beach.

Example 3: No- the weather is not that cold.

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an umbrella

Example 1: Yes- it will be rainy on Friday.
Example 2: No- I will have my raincoat.

bedroom slippers

Example 1: Yes- I need them in the hotel room.
Example 2: No- I never wear slippers.

ASSESSOR OBSERVATION FORM

Learner Name _____ Date _____

Start Time _____ End Time _____ Total Time to Complete Task _____

Oral Performance by Learner	Assessor Notes
Oral Performance (Steps 2 and 3): Learner reads word list aloud Decodes and recognizes words <ul style="list-style-type: none"> • Using what strategies? • How quickly? • How accurately? • How independently? 	
Oral Performance (Step 5): Learner reads short paragraphs about the weather Decodes and recognizes words <ul style="list-style-type: none"> • Using what strategies? • How quickly? • How accurately? • How independently? 	
Matching Words to Pictures (Step 5):	____ of 4 correct word/picture matches

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<p>Reading Comprehension (Step 6): <u>a. Learner reads story aloud.</u> Decodes and recognizes words:</p> <ul style="list-style-type: none"> • Using what strategies? • How quickly? • How accurately? • How independently? <p><u>b. Comprehension Question</u></p>			
a swimsuit	No	Yes	Notes on quality of explanations – use of prior knowledge? – combination with new information?
a raincoat	No	Yes	– use of prior knowledge? – combination with new information?
a sweater	No	Yes	– use of prior knowledge? – combination with new information?
an umbrella	No	Yes	– use of prior knowledge? – combination with new information?
bedroom slippers	No	Yes	– use of prior knowledge? – combination with new information?

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