

EFF Assessment Task

Thinking About Citizenship

Characteristics of this Assessment Task

Action (Performance Goal)

Read and understand a passage about U.S. citizenship and answer questions about the passage

Text Type

1 page of written informational text about the rights and responsibility of citizens, structured in 4 numbered paragraphs including some complex sentences (sometimes repetitive in structure); simply-structured imperative sentences on Answer Sheet 1

Content

Primarily everyday, and some specialized and polysyllabic words related to citizenship and civic participation

Environment

Familiar, comfortable environment, such as the classroom

Estimated time to complete task

30 minutes

Materials

Passage on rights and responsibilities of citizens labeled "Figure 1"

Worksheet labeled "Answer Sheet 1"

Assessor Observation Form

Reading Strategies Observation Form

Tape recorder

Pens, pencils, highlighters, dictionaries (bilingual dictionaries can be used in addition to English dictionaries)

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 mostly everyday words, but also some new and polysyllabic words, by drawing on prior familiarity with content and oral vocabulary, breaking words into parts, applying pronunciation rules, and adjusting reading pace
- Familiarity with common high-interest content
- Monitoring and enhancing comprehension by use of a range of simple strategies such as recalling, restating, rephrasing, explaining the content of the text or using simple examples
- Activating prior knowledge and combining it with new information

Additional knowledge and strategies that may affect performance on this task

- Some familiarity with concepts and requirements of U.S. citizenship
- Ability to use Dictionary

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

Observations

1. Observations of reading aloud and oral responses to questions on Assessor Observation Form
2. Observations of reading strategies on Reading Strategies Observation Form

Work Products

1. Written answers to 4 questions on Answer Sheet 1
2. Tape recording of oral reading

Step-by-step procedures for administration

The oral reading component of this task is administered to individual students; the written component can be administered to an individual learner or to a small group of students. While there is no time limit to complete the task, it should require no more than 30 minutes to complete. You may repeat any of the steps as needed, but repetition must be in English and you must read the step exactly as they are written in the scripts each time. You may also model any requirement of the task to help clarify, as needed.

Step 1. Explain the task requirements/expectations to the learners:

For this task, you will show how well you can read and understand some information about being a United States citizen.

Step 2. Pass out copies of the information on citizenship labeled "Figure 1" and copies of the worksheet, "Answer Sheet 1." Hold up a copy of Figure 1 and ask the learners to read the information silently to themselves.

This is information about United States citizenship. Please read this information silently to yourself. You may use a dictionary to look up any words you are not sure of. You may also write notes or highlight on any of these materials.

Hold up a copy of Answer Sheet 1 and say:

When you have finished reading this information, please write answers to the questions on this answer sheet.

Are there any questions before we begin?

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

Please begin reading and answering the questions on Answer Sheet 1 now. When you have finished, please bring your answer sheet to me.

Step 3. During the time the student is working on the task in step 2, observe the student(s), looking for evidence of the use of reading strategies. Write down any observations on the Reading Strategies Observation Form.

Step 4. Ask each learner, individually, to read part of the text (paragraphs 2 and 3) aloud. Hold up a copy of Figure 1 and point to the second and third paragraphs when referencing them:

Now, I would like you to read part of this information about being a U.S. citizen out loud, to me. Please read the paragraphs numbered 2 and 3. I will be recording you. Do you have any questions before we begin?

After answering student questions (or if there are none) turn on the tape recorder and instruct the learner to begin:

I am turning on the tape recorder now. Please read paragraphs 2 and 3 to me.

While learner is reading, record observations on Assessor Observation Form.

Step 5. When the learner has finished reading out loud, ask the learner to respond to a question about the material he or she has read.

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer.

If the learner does not provide explanations for his or her reasons, you may probe for explanations of their reasons. Write the learner's answers and any observations you have about his or her answer on the assessor observation form.

Step 6. Turn the tape recorder off, collect all task materials and record approximate time taken by each student to complete the task.

Scoring Rubric for Thinking about Citizenship (Level 3)

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Decodes and recognizes some everyday words and some specialized words • Reads slowly and hesitantly; accurately reads aloud one-half or less of the text in Figure 1 • Strategies for monitoring and enhancing comprehension need improvement; student is not observed using, or effectively using, strategies listed on the assessor observation form (for example, may use a dictionary but looks up every word) • Has some difficulty recalling and restating information from the text; correctly answers 8 or fewer questions on Answer Sheet 1 • Response to the oral question may be incomplete or inappropriate and shows difficulty using prior knowledge by being unable to introduce information in answer that is not from the reading (for example may say that the friend should not apply for citizenship, but does not provide any further explanation or the explanation is irrelevant); the overall answer to the question may be unclear or irrelevant to the issue of citizenship • 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 everyday words • Reads aloud at a good pace, with minimal hesitation; accurately reads aloud ¾ of the text in Figure 1 • Shows use of strategies for monitoring and enhancing comprehension; student is observed using at least one strategy listed on the assessor observation form effectively • Provides 8 correct responses to the questions on Answer Sheet 1 • Response to the oral question shows some ability to combine prior knowledge with new information; answer may be brief but is relevant. • Completes task with little direction or support 	<ul style="list-style-type: none"> • Easily decodes and recognizes everyday and specialized words • Reads aloud with ease and without hesitation; accurately reads all of the text in Figure 1 aloud • Shows superior monitoring and comprehension skills by using at least three strategies listed on the assessor observation form effectively • Provides 9 or more correct responses to the questions on Answer Sheet 1 • Response to the oral question shows superior ability to combine prior knowledge with new information; gives and well-developed reasons relevant to citizenship • Completes task without hesitation, direction or support

Figure 1: Citizenship

Instructions: This is information about United States citizenship. Please read this information silently to yourself. You may use a dictionary to look up any words you are not sure of. You may also write notes or highlight on any of these materials.

1. A citizen of the U.S. is a person who is a full member of this country. But just living here does not make a person a citizen. If a person is born in the U.S. or is born to U.S. citizens living in another country, then that person is already a U.S. citizen. A person who was born in another country but wants to be a U.S. citizen must apply for and pass a citizenship test. A person who passes this test is called a naturalized citizen.

2. U.S. citizens have many rights that non-citizens do not have. Citizens can nominate and vote for candidates for public office at the local, state and national level. They can also hold public office at these levels. Citizens can get federal government jobs. They can get U.S. passports. They can also try to get permission for their close family members to come to the U.S.

3. U.S. citizens also have responsibilities to participate in their government. Voting is an example of both a right and a responsibility of every citizen. There are also things that citizens must do if they are asked. A citizen who is called for jury duty must stop work, attend the trial for as long as it lasts, and try to make a fair decision about the case. During times of war, a citizen who is physically and mentally able may be asked to fight for the U.S.

4. Everyone who lives in the U.S. is expected to obey laws here. Everyone needs to respect the rights of others. And everyone needs to pay taxes honestly and on time.

Answer Sheet 1

Date _____

Student Name _____

Instructions: Using the information you read on citizenship, write answers to the questions on this answer sheet. You may reread the information and you can make notes or highlight on figure 1 or this answer sheet.

1. Write three things that only citizens are allowed to do in the U.S.:

2. Write three things that everyone is expected to do in the U.S.:

3. Write three ways that a person becomes a citizen of the U.S.:

4. Write one thing that every citizen has to do when asked:

**Thinking about Citizenship
Assessor Observation Form**

Learner Name _____

Date _____

Learner Performance in Reading Aloud	Assessor Notes on Performance
Accuracy of word decoding and recognition	
Fluency/ease of word recognition	
Fluency/ease of reading full text out loud.	
Independence of learner performance	
Response to oral question	

Reading Strategies Observation Form

Learner Name:

Assessor note: gather as much information as you can through direct observation while the student is completing the task. After the task is complete, you may also ask questions to help you ascertain the reading strategies used and level of understanding of reading strategies (e.g. limited, strong).

Did Learner.....	Evidence
Use a dictionary to look up words?	
Underline or highlight key words?	
Take notes on paper?	
Reread to improve understanding?	
Go back and forth between the letter and the answer sheet in order to answer questions correctly?	
Relate what was read to things already known?	
Other?	

Total Number of Strategies Observed:

Level of understanding of reading strategies:

Instructions: Using the information you read on citizenship, write answers to the questions on this answer sheet. You may reread the information and you can make notes or highlight on figure 1 or this answer sheet.

1. Write three things that only citizens are allowed to do in the U.S.:

Acceptable answers (any 3 of the following):

- Nominate and vote for candidates for public office at the local, state, and national level
- Hold public office at the local, state, and national level
- Get federal government jobs
- Get a US passport
- Try to get permission for their close family members to come to the US
- Vote

2. Write three things that everyone is expected to do in the U.S.:

Acceptable answers (any 3 of the following):

- Participate in government
- Vote
- Stop work for jury duty, attend the trial for as long as it lasts, and try to make a fair decision about the case (not all components of this answer are needed, a competent reference to jury duty would also suffice)
- Obey laws
- Respect the rights of others
- Pay taxes honestly and on time
- Fight for the US in times of war, if needed

3. Write three ways that a person becomes a citizen of the U.S.:

- Be born in the U.S.
- Be born to U.S. citizens living in another country
- Apply for and pass a citizenship test

4. Write one thing that every citizen has to do when asked:

Acceptable answers:

- Stop work for jury duty, attend the trial for as long as it lasts, and try to make a fair decision about the case (not all components of this answer are needed, a competent reference to jury duty would also suffice)
- Fight for the US in times of war, if needed

Answer Key for Oral Question

Note: The main goal in asking this final question is to see if learners can, in some rudimentary way, integrate their prior knowledge about citizenship with new information acquired from the reading. The following are examples of beginning, proficient, and advanced answers to the question asked during the oral part of the assessment. Actual answers will vary, and this answer key is intended to serve only as a guide to scoring your students' performance.

Examples of Beginning Level performance:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

No.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because of taxes. Student provides no supporting information to this answer, even after prompting, or supporting information is not relevant – and/or does not include some use of the student's prior knowledge - to the answer he or she gives.

OR:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

Yes.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because citizens can vote. Student provides no supporting information to this answer, even after prompting, or supporting information is not relevant – and/or does not include some use of the student's prior knowledge – and/or does not include some of the student's prior knowledge - to the answer he or she gives. Student may also answer something that is not from the reading, such as "There are better jobs in the U.S.," and not be able to support this with information from the reading.

Examples of Proficient Level performance:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

No.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because of taxes. They're too expensive and difficult to understand. Student may need to be prompted to provide the supporting information, but the information provided is relevant and is some combination of information from the reading and the student's prior knowledge.

OR:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

Yes.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because citizens can vote. Voting gives every citizen a voice in the government. Student may need to be prompted to provide the supporting information, but the information provided is relevant and is some combination of information from the reading and the student's prior knowledge.

Example of Advanced Level performance:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

No.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because of taxes. They're too expensive and difficult to understand. If a person doesn't speak English well, reading the tax forms can be complicated. Also, the taxes that citizens are expected to pay do not benefit new citizens – in other countries, taxes are put towards things like health care or education, but in the U.S., most taxes paid are applied to military spending. Student answers without prompting, and explanations are well developed and relevant and are some combination of information from the reading and the student's prior knowledge.

OR:

Pretend that you have a friend who is thinking about becoming a United States citizen. Do you think your friend should try to become a citizen of the U.S.?

Yes.

Using the information that you just read and using any information you may have from your own experience, give me two reasons to support your answer. Please explain these reasons to me. You may look at the reading again if it will help you explain your answer. Because citizens can vote. Voting gives every citizen a voice in the government. In many other countries, people are not represented by the people who lead their country, and often they do not have a choice in who these leaders are. U.S. citizens have the right to choose who leads their country, and their leaders are supposed to represent the interests of the citizens. Student answers without prompting, and explanations are well developed and relevant and are some combination of information from the reading and the student's prior knowledge.