

EFF Assessment Task Procedure

Reading About Job Benefits

Characteristics of this Assessment Task

Action (Performance Goal)

Read a chart of information about job benefits in order to understand how and when benefits can be used

Text Type

Short phrases naming and describing job benefits and conditions for use of the benefits, arranged in a chart format; simple sentences, each describing a scenario and followed by a question (one containing complex sentence structure)

Content

Mostly everyday, but some specialized and polysyllabic high interest words related to work, time, and on-the-job benefits; a few commonly used numbers and dollar values.

Environment

Familiar, comfortable setting, such as the classroom

Estimated time to complete task

25 minutes

Materials:

Chart describing job benefits – labeled “Figure 1”

Question and answer sheet – labeled “Answer Sheet 1”

Assessor Observation Form

Tape Recorder

Highlighters, pens/pencils, dictionaries (bilingual dictionaries can be used in addition to English dictionaries)

Knowledge and strategies that are the focus of this assessment

(proficient performance on this task will require fluent and independent use the following knowledge and strategies)

- Decoding and recognizing mostly everyday words, but also some specialized 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, related vocabulary and pronunciation rules
- 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 the concept of on-the-job benefits, and of time of service on the job related to access to benefits

Some familiarity with very simple charts to organize information

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

1. Assessor observations of reading aloud written on Assessor Observation Form

Work Products:

1. Questions answered by learner in writing on Question and Answer Sheet
2. Audiotape of oral reading

Step-by-step procedures for administration

This task will be administered to an individual learner. While there is no time limit, the task should not take longer 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:

For this task, you will read a chart about job benefits.

Step 2. Pass out copies of Figure 1. Hold up a copy and ask the learner to read the chart:

This is a chart of job benefits. You will see that the chart contains a list of 4 on-the-job benefits down the first column, and information about each benefit across each row.

Before you read the chart, do you have any questions about it?

After answering student questions (or if there are none), say:

Please read the chart silently, to yourself. You may use a dictionary if you come across a word you don't understand. You may also make notes or highlight on this figure, or any other of the materials you'll receive. Please tell me when you have finished.

Step 3. When learner is finished, point to appropriate places on the chart while talking and say:

In a moment, I am going to ask you to read the chart out loud to me. I want you to start at the top of the first column and read across, then reading across the second row of the first column, and so on. I will tape you while you read.

Do you have any questions before we begin?

After answering student questions (or if there are none), turn on the tape recorder and say:

Please read the chart out loud to me.

While learner reads aloud, takes note on the Assessor Observation Form. Turn off the tape recorder when the learner has finished reading.

Step 4. After learner completes reading aloud, pass out copies of Answer Sheet 1. Hold up a copy of Answer Sheet 1 and explain the next part of the task:

Now you will answer some questions about the information in the chart. Please look at the questions on Answer Sheet 1. Then please write an answer to each question. You may refer to the chart as you answer these questions. In some cases, there may be more than one right answer, and you may want to think about your knowledge of medical benefits based on your experiences when you are answering these questions.

Do you have any questions?

After answering student questions (or if there are none), say:

R3job benefits.v1

Please fill out Answer Sheet 1. When you are finished please hand the Sheet to me.

Step 5. Learner writes answers and hands in Question and Answer Sheet when finished.

Step 6. Collect all materials and record approximate time taken by each student to complete the task.

Scoring Rubric for Reading About Job Benefits (Level 3)

Date:
Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Decodes and recognizes some everyday words and some specialized words • Strategies for monitoring and enhancing comprehension need improvement; has some difficulty locating information in the chart; may copy or rephrase inaccurately, or provide fewer than three out of four correct answers to questions 1-4 on Answer sheet 1 • Answer to question 5 on Answer Sheet 1 is inappropriate or incomplete, and/or does not support answer to question 4, indicating difficulty integrating prior knowledge with information from the reading; the student does not introduce any information not from the reading in his or her answer • May work with hesitation and 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, and also some specialized and polysyllabic words • Effectively monitors and enhances comprehension by locating relevant information in the chart; copies or restates the information well enough to correctly answer at least 3 out of 4 of questions 1-4 on Answer Sheet 1 • Answer to question 5 on Answer Sheet 1 is appropriate and complete with few major errors, and supports answer to question 4 indicating ability to integrate prior knowledge with information from the reading; the student introduces information not from the reading in his or her answer • Completes the task with little direction or support 	<ul style="list-style-type: none"> • Decodes and recognizes all everyday words, and most specialized and polysyllabic words • Shows superior monitoring and comprehension skills by quickly locating information in the chart; accurately restates or rephrases information to correctly answer all 4 of questions 1-4 on Answer Sheet 1 • Answer to question 5 on Answer Sheet 1 is appropriate, complete, and elaborate, with few to no minor errors, and supports answer to question 4, indicating ability to integrate prior knowledge with information from the reading; the student introduces information not from the reading in his or her explanation, and may independently draw inferences about the information provided in the reading about his or her medical needs • Works without hesitation; Completes task without any direction or support

Figure 1.

JOB BENEFITS CHART

Benefit Name	When Benefit Can Be Used	Benefit Description
Vacation Time	After 1 year of service	10 days vacation per year
Sick Time	After 1 month of service	7 days sick time per year
Health Care	After 6 months of service	Worker pays \$10 per doctor visit
Workers' Compensation	Anytime if injured while at work	Worker gets paid for time off work due to injury

Reading about Job Benefits: Assessor Observation Form

Learner Name _____ Date _____

Learner Activity	Assessor Notes on Performance (strategy use, fluency, independence)
Learner reads the top section (headings) of the benefits chart out loud	
Learner finds information and reads about Vacation Time out loud	
Learner finds information and reads about Sick Time out loud	
Learner finds information and reads about Health Care out loud	
Learner finds information and reads about Workers' Compensation out loud	

Answer Key for Answer Sheet 1.

Note: Specific answers will vary. A proficient answer is one that provides the correct information. The following are examples of correct answers.

Instructions: Answer these questions using the information from the chart you read. You may refer to the chart as you answer these questions. In some cases, there may be more than one right answer, and you may want to think about your knowledge of medical benefits based on your experiences when you are answering these questions.

1. You started working at this job today. When can you start a vacation?

After 1 year.

2. You have worked at this job for one year. If you get sick, how many days can you stay home and still get paid?

Seven (7).

3. You have worked at this job for eight months. How much do you have to pay to see a doctor?

\$10.

4. You hurt your arm while at work. The doctor says you need to stay home for one month.

Which benefit is best for you to use?

Workers' Compensation.

5. Explain why the benefit you chose in question 4 the best.

Answers will vary. Any one of the following sample answers is acceptable:

- Workers' Compensation covers work related injuries, and this is a work-related injury
- Workers' Compensation provides paid time off for longer amounts of time than sick leave or vacation time
- I only am allowed seven days of sick leave, and have to stay home for a month.
- I only am allowed ten days of vacation time, and have to stay home for a month