

EFF Assessment Task Procedure

Losing a Job

Characteristics of this Assessment Task

Action (Performance Goal)

Read a portion of a short story, *Losing a Job*, in order to understand familial roles and how changes can affect the family unit

Text Type

Excerpt from a short story, containing 3 pages of simply-written, simply structured continuous text (very short paragraphs with mostly simple sentences) concerning a high-interest subject (family relationships)

Content

Everyday, high-interest vocabulary; name “ Helmut” may not be familiar

Environment

Single, comfortable setting such as the classroom or library/media room

Estimated time to complete task

35 minutes

Materials

3-page excerpt from a short story (*Losing a Job*)

Assessor Observation Form

Worksheet containing five questions requiring written responses in phrases or short sentences – labeled “Answer Sheet 1”

Assessor’s copy of the Worksheet, with notes about appropriate answers

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 task

(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 will affect performance

Some familiarity with story context of two-parent, working class households in the U.S.

Familiarity with simple written forms

Rudimentary familiarity with Short Story form

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

1. Assessor observations (record on Assessor Observation Form) of reading aloud, oral restatement and oral answers to prompting questions (e.g., *Can you tell me any more?*)

Work Products:

1. Written responses by learner to the questions on Worksheet
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 for this task, it should require no more than 35 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. The assessor explains the task requirements/expectations to the learner:

This task tests how well you can read and explain the meaning of part of a short story.

Step 2. Hand out copies of the story, "Losing a Job." The learner is given the chance to first read the excerpt silently:

First, read this entire story silently, to yourself. When you're finished, let me know by saying "I'm finished." You may make notes or highlight on this or any other materials you receive. If you have any problems with vocabulary, you may use a dictionary.

Do you have any questions?

After answering any student questions (or if there are none), instruct the learner to begin reading.

Step 3. When the learner is finished reading the story silently, he/she is asked to read the first page of the excerpt aloud (assessor turns on tape recorder when learner reads aloud):

You will now read the first page of the story out loud to me. I will record you while you read. Do you have any questions?

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

I have turned on the tape recorder. Please read Page 1 of the story to me.

Document observations on Assessor Observation Form while learner is reading.

Step 4. Learner is asked to orally explain the meaning of the text read, and orally respond to clarifying questions from the assessor (tape recorder is turned on during all oral responses):

Now tell me what the page says, in your own words.

Prompt if necessary (see Assessor Observation Form for prompts: "Can you tell me any more? What do you mean by ___?").

Document observations on Assessor Observation Form.

Step 5. This "learner reading/explanation and assessor documentation" process [Steps 3&4] is repeated twice more for a total of three times, once for each page of the story.

Step 6. Hand out copies of "Answer Sheet 1" to the learner. Hold up a copy and instruct learner to complete it by writing answers to the questions:

Please read the questions on this Answer Sheet and write your answers below each question. You may look at the story while answering the questions.

Do you have any questions?

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

When you are finished please hand the Worksheet in to me.

Step 7. Collect all task materials and record approximate time taken by each student to complete the task.

Scoring Rubric for *Losing a Job* (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; may have difficulty applying pronunciation rules • Strategies for monitoring and enhancing comprehension need improvement; may repeat rather than restate information in reading text; correctly answers 2 or fewer of the first 4 questions on Answer Sheet 1 • Explanation of answer to question 5 on Answer Sheet 1 is inappropriate or incomplete, and/or does not support his or her answer to the question, 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 explanation • Reads aloud 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 everyday words, but also some specialized and polysyllabic words by correctly applying pronunciation rules • Effectively monitors and enhances comprehension by accurately restating text and correctly answering at least 3 out of the first 4 questions on Answer Sheet 1 • Explanation of answer to question 5 on Answer Sheet 1 is appropriate and complete with few major errors, and supports his or her answer to the question, indicating ability to integrate prior knowledge with information from the reading; the student introduces information not from the reading in his or her explanation • Reads aloud accurately and easily, and completes the task with little direction or support 	<ul style="list-style-type: none"> • Easily decodes and recognizes specialized and polysyllabic words; correctly applies pronunciation rules and can apply expression appropriate to the meaning • Shows superior monitoring and comprehension skills; accurately restates text and correctly answers all 4 questions on Answer Sheet 1 • Explanation of decision on Answer Sheet 1 is appropriate, complete, with few to no errors, and supports his or her answer to the question, 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 story, and Anna’s situation in his or her answer and explanation • Reads aloud without hesitation; completes task without direction or support

Losing a Job

Anna is in the kitchen crying into a dish towel. She is wearing a blue dress. She wore this dress for her daughter's wedding. Her matching hat lies on the table. Anna loves that hat. She sewed the flowers on it herself, by hand. Her husband, Helmut, walks into the room.

Helmut and Anna have been married for 26 years. Helmut owns the shoe repair shop below their apartment. He works long hours. He even works on Sundays sometimes, when the shop is closed. But today he took the morning off. He and Anna went to their youngest daughter's wedding.

The wedding was very small. It wasn't even in a church. And the bride and groom only wanted their parents there. They didn't invite anyone else.

In the old days, weddings were grander. Anna made herself a special dress for today anyway. The bride and groom were a handsome couple.

And now they were gone.

My life is over, Anna thinks. She isn't thinking of the wedding. She is thinking of seeing her daughter drive away. Her last child has moved away.

This thought makes her cry again.

"Hey," says Helmut from the doorway. "This should be a happy day. Why are you crying?" he asks.

"I've lost my job," cries Anna.

"What?" says Helmut. He laughs. "You never had a job."

Anna raises her head slowly. She looks at Helmut. "Never had a job?" she whispers. "What do you think I did all those years?"

Helmut looks surprised. "You stayed home. You took care of our children," he says, "and the house."

"And you don't think that is a job?" Anna wipes her eyes with the dish towel. She doesn't want tears dripping on her new dress.

"You don't understand. All our children are gone," she cries. "Life hasn't changed for you at all. But my life has turned upside down."

“Listen,” says Helmut. “Children grow up. They leave home. You’ve been a good mother. They all turned out fine. Why are you talking about a job, anyway? You don’t need a job.”

Helmut looks at his watch. “When are we going to have lunch?” he asks. “I have to get back to the shop.”

Anna stands up. “Lunch?” she shouts. “Is that all you have to say?” She picks up her hat. “Our youngest child has moved across the United States. And all you can think about is eating and work?”

“She’s only moved to Kansas,” Helmut says. “That’s not so far. And I’m hungry.”

“Then fix your own lunch!” Anna yells. She slams the door as she runs out of the apartment.

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Answer Sheet 1.

Worksheet: *Losing a Job*
ASSESSOR COPY

Learner Name: _____ **Date:** _____

1. How long have Helmut and Anna been married? (page 1) *26 years*

2. What job did Anna lose? (page 1) *Anna has lost the job of being a mother. Her youngest daughter just got married.*

3. How does Helmut feel about Anna losing her job? (page 1) *Helmut feels like Anna never had a real job. She was just a homemaker.*

4. How does Anna react to Helmut's feelings? (page 2) *She is angry and tells him to fix his own lunch.*

5. Do you think Anna had a real job? Why or why not? *Answers will vary depending on the learner's perception of the women's role in the family .*

Answer Sheet 1.

Worksheet: *Losing a Job*

Name: _____ **Date:** _____

1. How long have Helmut and Anna been married?

2. What job did Anna lose?

3. How does Helmut feel about Anna losing her job?

4. How does Anna react to Helmut's feelings?

5. Do you think Anna had a real job? Why or why not?

Losing a Job
Assessor Observation Form

Learner Name: _____

Date: _____

Learner Activity	Assessor Notes
<p><i>While Reading Aloud</i> Learner decodes and recognizes words</p> <ul style="list-style-type: none">• How/using which strategies?• How correctly?• How easily?	
<p><i>After Reading Aloud</i> Learner orally explains meaning of each page read</p> <p>ASSESSOR PROMPTS AS NEEDED:</p> <ul style="list-style-type: none">• Tell me what the page says, in your own words.• Can you tell me any more?• What do you mean by _____?	