

EFF Assessment Task

Reading to Understand Depression

Characteristics of this Assessment Task

Action (Performance Goal)

Read to locate and use information to become more informed about signs of depression for the purpose of offering advice to a family member

Text Type

Short text created for new adult readers from materials about depression found on the World Wide Web

Content

Specialized and everyday vocabulary, some technical, medical terminology

Environment

Familiar, comfortable environment, such as the classroom

Estimated time to complete task

40 minutes

Materials

Modified article

1st Answer Sheet- Identify signs of depression – labeled “Answer Sheet 1”

2nd Answer Sheet- Provide advice about what to do if a family member is suspected of being clinically depressed – labeled “Answer Sheet 2”

Reading Strategies Observation Form

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 of the following knowledge and strategies)

- Recognizing unfamiliar (some specialized) words and abbreviations using word analysis or inference;
- Familiarity with everyday and some (relatively “basic”) specialized content knowledge and vocabulary (the relationship between jobs and the skills associated with them; fractions and calculator functions; nutrition and fast food; instructions in sequential order; forms and functions of abbreviations);
- Locating important information in text using a wide range of strategies (such as skimming, scanning, identifying key words, and using titles and graphics/pictures);
- Monitoring and enhancing comprehension using a wide range of strategies (such as posing and answering questions, trial and error, adjusting reading pace);
- Organizing information using some strategies (such as recall, restatement, simple sequencing, simple categorization);
- Recalling prior knowledge and combining it with new information.

Additional knowledge and strategies that may affect performance on this task

Some understanding of medical care and treatment in the U.S.

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

Observations

1. Reading Strategies Observation Form

Work Products:

1. Answer Sheet 1: Identifying Signs of Depression (Checklist)
2. Answer Sheet 2: What to Do If You Think a Family Member is Depressed (Open-ended questions)

Step-by-step procedures for administration

This task can be administered to a whole class or to a small group. You will be asking individual students about the task at the end. There is no time limit on this task, but it should take less than 40 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 learners:

This task assesses how well you understand an article about depression.

Step 2. Pass out copies of the article “Dealing with Depression” Hold up a copy of the article and ask students to read it to themselves:

I am going to ask you to imagine that a family member, let's say your sister, has come to you for advice. She is worried that her 21 year-old son (your nephew) is depressed. You will be reading this article to learn more about what depression is, how to recognize it and how to help a person who may be depressed. After you read the article you will be asked to answer questions on 2 Answer Sheets about how to advise your sister what to do.

Pass out copies of Answer Sheet 1, hold up a copy of this Answer Sheet and explain to learners what they are expected to do:

In Answer Sheet 1 you are asked to imagine that your sister has given you a list of things she thinks might be signs that your nephew is depressed. Based on what you have just read, put a check mark next to items that you think may be signs of depression. Do not put any marks next to the items you do not think are signs of depression. If you wish, you can go back and reread parts of the article to help you to complete the Answer Sheet.

Pass out copies of Answer Sheet 2, hold up a copy of this Answer Sheet, and explain to learners what they are expected to do:

In Answer Sheet 2 you are asked to imagine that you do believe that your nephew may be depressed. Based on what you have read, try to think about the most important advice you can give your sister. Using information from the reading, name four things you will suggest that she do and provide an explanation for each of your answers. In your explanations, describe why you think that each of these 4 things would be a good approach for helping your nephew with his depression. In some cases, there is more than one right answer.

Do you have any questions?

After answering student questions, instruct learners to begin, saying:

Please begin reading the article no, silently, to yourself. When you have finished, please answer the questions on the two Answer Sheets. If you would like, you can take notes on what you read, use a highlighter pen to mark sections or underline or circle parts of the article you would like to remember. You can also use a dictionary to look up words. When you have finished, please bring your Answer Sheets and your copy of the reading to me.

While the students are working, observe each of them to see if they are using any of the reading strategies listed on the Reading Strategies Observation Form. Document your observations on this form.

Step 3. Ask students, individually, if he or she used any of the strategies listed on the reading strategies observation form. Refer to this form as you ask the student:

Are there any other things you did that helped you to be able to read these materials and answer my questions? **In this case you should prompt for items on the observation form.** Count only those items that you are sure students are able to show or describe how they use (e.g. answering “Yes” to an item is not sufficient).

Step 4. Collect all task materials and record approximate time taken by each student to complete the task.

Scoring Rubric for Dealing with Depression (Level 4)

Date:

Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Shows limited familiarity with everyday words and specialized content to correctly identify 6 or fewer items that are or are not signs of depression in Answer Sheet 1 • Demonstrates a limited ability to locate information using a range of strategies • Is able to successfully identify fewer than 3 appropriate pieces of advice for a family member in Answer Sheet 2. Responses are limited and unclear • Answers to questions on Answer Sheet 2 do not indicate the effective application of prior knowledge; student does not introduce relevant information not from the reading in his or her explanations of his or her choices for helping the nephew deal with depression • Has difficulty completing the task without direction or support and/or errors in Answer Sheets indicate incomplete understanding of the topic and content of the reading 	<ul style="list-style-type: none"> • Shows sufficient familiarity with everyday words and some specialized content and vocabulary to correctly identify 7 items that are or are not signs of depression in Answer Sheet 1 • Demonstrates sufficient ability to locate information using a range of strategies • Locates appropriate information for and is able to successfully identify 3 appropriate pieces of advice for a family member in Answer Sheet 2 • Answers to questions reveal some ability to recall and use prior knowledge and combine it with new information to appropriately answer questions on Answer Sheet 2; student introduces some relevant information not from the reading in his or her discussion of how to help the nephew deal with depression • Completes task with little direction or support; answers to questions on Answer Sheets indicate good understanding of the topic and content of the reading 	<ul style="list-style-type: none"> • Shows strong familiarity with everyday words and specialized content and vocabulary to correctly identifying 8 or more items that are or are not signs of depression in Answer Sheet 1 • Demonstrates a very good ability to locate information using a wide range of strategies • Is able to successfully identify and describe, in detail, all appropriate pieces of advice for a family member for all items in Answer Sheet 2 • Strong, effective use of prior knowledge to answer questions; student introduces relevant information not from the reading in his or her discussion of how to help the nephew deal with depression, this discussion is cogent and coherent • Completes task without hesitation, direction or support; answer Sheets show detailed understanding of the topic and content of the reading

Instructions: Imagine that your sister, has come to you for advice. She is worried that her 21 year-old son (your nephew) is depressed. You will be reading this article to learn more about what depression is, how to recognize it and how to help a person who may be depressed. After you read the article, answer the questions on the two Answer Sheets.

Dealing with Depression

In everyday life, everyone faces times when they feel “blue” or “down”. These passing feelings of depression are not the same as what doctors call *clinical depression*. Clinical depression is used to describe a more serious kind of depression that can require medical help and sometimes medication. Clinical depression can last for weeks and even years if it is not treated. It can get in the way of a person’s ability to do everyday things. More than one in five Americans can expect to suffer from depression in their lifetime.

The Signs of Depression

The signs of depression can vary, but can include a loss of interest in work, family life or hobbies; a change in sleeping habits; a weight gain or loss; a lack of energy; an inability to express feelings; poor concentration or forgetfulness; feelings of hopelessness; difficulty in making decisions; anger and irritability; feelings of guilt or failure; and, sometimes, thoughts of suicide.

Causes of Depression

Depression may begin as a result of an event such as the loss of a job or a loved one. Family history and genetics can also improve a person’s chances of suffering from depression. Chemical imbalances in the brain or extreme stress can also cause depression. Women can suffer depression after the birth of a child. Depression is also more common during the teenage years.

What Can Be Done About Depression?

There are many kinds of treatments for depression. The most important first step is to see a doctor. Today there are many kinds of medications called *antidepressants* that can make a big difference in overcoming depression. Special counseling also helps many people learn how to overcome depression. New treatments today can make a big difference in the quality of life of people who are depressed.

Other Tips for Overcoming Depression

Some other tips for dealing with depression include: seek the support of family and friends and talk to them about your feelings; try to keep involved in activities you enjoy such as sports, movies, or social activities; try to exercise regularly; keep up your daily routine; eat nutritious food; avoid being alone too much of the time; avoid drinking alcohol or using drugs; and do not remain in bed for more than 8 hours a day

Directions: In this Answer Sheet, you are asked to imagine that your sister has given you a list of things she thinks might be signs that your nephew is depressed. Based on what you have just read, put a check mark next to items that you think may be signs of depression. Do not put any marks next to the items you do not think are signs of depression. If you wish, you can go back and reread parts of the article to help you to complete the Answer Sheet.

Signs of Depression

Name: _____

- ___ 1. Not enjoying hobbies that he used to like.
- ___ 2. Enjoying being around loud noises.
- ___ 3. Eating about the same as usual.
- ___ 4. Sleeping a lot more than usual.
- ___ 5. Often feeling irritable and angry.
- ___ 6. Showing a lack of interest in work and missing work more than usual.
- ___ 7. Wanting to be with friends.
- ___ 8. Being afraid of being indoors.
- ___ 9. Being forgetful.
- ___ 10. Having difficulty making decisions.

Directions: In this Answer Sheet, you are asked to imagine that your sister has given you a list of things she thinks might be signs that your nephew is depressed. Based on what you have just read, put a check mark next to items that you think may be signs of depression. Do not put any marks next to the items you do not think are signs of depression. If you wish, you can go back and reread parts of the article to help you to complete the Answer Sheet.

Signs of Depression

Name: _____

1. Not enjoying hobbies that he used to like.

2. Enjoying being around loud noises.

3. Eating about the same as usual.

4. Sleeping a lot more than usual.

5. Often feeling irritable and angry.

6. Showing a lack of interest in work and missing work more than usual.

7. Wanting to be with friends.

8. Being afraid of being indoors.

9. Being forgetful.

10. Having difficulty making decisions.

Directions: Imagine that you do believe that your nephew may be depressed. Based on what you have read, try to think about the most important advice you can give your sister. Using information from the reading, name four things you will suggest that she do and provide an explanation for each of your answers. In your explanations, describe why you think that each of these 4 things would be a good approach for helping your nephew with his depression. In some cases, there is more than one right answer.

What to Do If You Think a Family Member is Depressed

Name: _____

1.

2.

3.

4.

Directions: Imagine that you do believe that your nephew may be depressed. Based on what you have read, try to think about the most important advice you can give your sister. Using information from the reading, name four things you will suggest that she do and provide an explanation for each of your answers. In your explanations, describe why you think that each of these 4 things would be a good approach for helping your nephew with his depression. In some cases, there is more than one right answer.

What to Do If You Think a Family Member is Depressed

Name: _____

1.

Acceptable answers include:

- See a doctor
- Get special counseling
- Seek support of family & friends
- Get involved in activities he enjoys
- Exercise regularly
- Keep up his daily routine
- Eat nutritious foods
- Don't spend too much time alone
- Don't drink alcohol or use drugs
- Don't stay in bed more than 8 hours a day

2.

3.

For each of the four answers that the learner provides, a relevant explanation must be provided. Answers will vary, but a proficient answer will explain why the learner thinks this approach will help his nephew and include information not provided in the reading.

Example 1: See a doctor: I have a friend who is taking medication and it really helped him.

4.

Example 2: Seek support of family & friends: I've been depressed before and it always helps when I share my feelings with my family and friends to get their help and advice.

Reading Strategies Observation Form

Learner Name: _____

Date: _____

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 to ascertain the reading strategies used and level of understanding of reading strategies e.g. limited, strong. (See rubric for more details on describing level of understanding of strategies.)

Did learner.....	Evidence
Use a dictionary to look up words?	
Underline or highlight key words?	
Take notes on paper?	
Reread to improve your understanding?	
Read titles and headings first to get an idea of what you would be reading?	
Go back and forth between both papers, combining ideas?	
Put your ideas in some kind of sequence?	
Relate what you read to things you already know?	
Other?	

Total Number of Strategies Observed _____

Level of understanding of reading strategies: