

# EFF Assessment Task

## *Résumé Do's and Don'ts*

### Characteristics of this Assessment Task

#### **Action (Performance Goal)**

Read a sample résumé, and evaluate it based on a list of do's and don'ts for good résumés found in a job-hunting text developed for new adult readers

#### **Text Type**

List of bulleted points developed for a new reader audience (résumé do's and don'ts), simplified résumé samples

#### **Content**

Everyday vocabulary, some specialized employment related vocabulary

#### **Environment**

Familiar, classroom or employment resource room

#### **Estimated time to complete task**

40 minutes

#### **Materials:**

1 page adapted from *Get that Job!* (New Readers Press, p.37)

1-page sample résumé for illustration purposes (Résumé 1)

Résumé for task (Résumé 2)

Résumé Evaluation Worksheet

Résumé Evaluation Worksheet Answer Sheet

Reading Strategies Observation Form

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

Tape recorder

#### **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)

- Recognizing unfamiliar (some specialized) abbreviations and vocabulary
- Familiarity with everyday and some (relatively basic) specialized content knowledge and vocabulary and with forms/functions of abbreviations
- Locating important information using a range of strategies (such as skimming, scanning, identifying key words, using titles and graphics/pictures)
- Monitoring and enhancing comprehension using a range of strategies (such as posing/answering questions, trial and error, adjusting reading pace)
- Organizing information using some strategies (such as recall, restatement, simple sequencing and simple categorization)
- Recalling prior knowledge and combining it with new information

### **Additional knowledge and strategies that may affect performance on this task**

Some very basic familiarity with the purpose, structure and content of résumés

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

#### ***Observations:***

1. Observations and oral responses on the Reading Strategies Observation Form

#### ***Work Products:***

1. Assessor documentation of learner responses to questions on Résumé Evaluation Worksheet
2. Assessor documentation of observations of learner performance and student's oral responses on the Reading Strategies Observation Form.
3. Oral responses to questions using the Résumé Evaluation Worksheet
4. Audiotape of learner responding to questions

## Step-by-step procedures for administration

This task will be administered to an individual learner. Some portions of the task (non-conversational sections) may be administered in small groups. While there is no time limit to complete the task, it should require no more 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 is a test of how well you can read and understand a person's résumé and some information about résumés.*

**Step 2.** Pass out copies of the sample résumé (Résumé 1, Angela Rivera).

*This is Angela Rivera's résumé. A résumé is a short written summary of your education and work experience. People often give a résumé to employers when they are job hunting. Résumés usually have the job hunter's name, address and phone number at the top. Résumés also usually have the dates the person attended school and the dates he or she began and left each job. Résumés often also tell about the work a person did on a job.*

*Do you have any questions about this résumé?*

**Step 3.** After answering student questions (or if there are none), explain the task procedure by first passing out Résumé 2 (Andrea Rogers) and the list of Résumé Do's and Don'ts.

*In a minute I will ask you to begin reading the page called Résumé Do's and Don'ts silently to yourself. You can make notes on the page to help you remember what you read. You can use a dictionary to look up words if you need to. You can take as long as you need to read and understand the information. When you are finished you should then read Résumé 2, for Andrea Rodgers.*

*Do you have any questions?*

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

*Please tell me when you have finished reading.*

While the student is working on this part of the task, document any observations on the Assessor Observation Form.

**Step 4.** When student has finished reading, ask him or her to find areas on the résumé that need to be changed:

*Try to see if you can find areas in Andrea's résumé that need to be changed, based on the Résumé Do's and Don'ts List. **(Even though you may have other suggestions for how to improve the résumé, for this activity try only to find changes suggested in the do's and don'ts list you have been given.)** Try to find as many as you can. You can make notes on the résumé if you wish. You can use a dictionary and take as long as you need. When you are*

*finished, let me know by saying, "I'm finished." I will then ask you to answer questions (out-loud) about what you read. Your answers will be recorded on audiotape. Do you have any questions?*

After answering student questions (or if there aren't any) instruct the learner to begin. While the student is working on this part of the task, document any observations on the Assessor Observation Form.

**Step 5.** When the student indicates he or she is finished, proceed with the following:

*I am going to turn on the tape recorder in a moment and am going to ask you some questions about the changes you feel need to be made on the résumé, based on the suggestions in the do's and don'ts list. You can use any notes you have made to help you answer the questions.*

*Do you have any questions before we begin?*

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

*Can you name one problem you see with the résumé?*

**You may restate the question in a different way, but do not provide prompts for answers.**

Next ask the student to identify where this problem was described in the list of do's and don'ts. They may point to the item on the list but you should not prompt them. Give the student one point for each item for which they identify *both* the problem and where it is described in the Résumé Do's and Don'ts List.

After they finish the first item, ask: *Can you think of other ways the résumé could be improved?* Continue to ask these questions until the student has exhausted all his/her ideas. You may look on the Answer Sheet for possible responses.

**Step 6.** Ask the student 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 7.** Turn off tape recorder, collect all task materials, and record approximate time taken by each student to complete the task.

**Scoring Rubric for Résumé Do's and Don'ts (Level 4)**

**Date:**  
**Student Name:**

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> <li>• Familiarity with everyday words and specialized vocabulary needs improvement; correctly identifies 3 or fewer very obvious items needing change on the sample résumé</li> <li>• Demonstrates a limited ability to locate information using a range of strategies; as evidenced by being able to identify 3 or fewer very basic items needing change on the résumé</li> <li>• Is able to be observed using (and/or self-identifies) 2 or fewer reading strategies to enhance comprehension or organize information</li> <li>• Answers to questions related to how the résumé could be improved do not indicate the effective application of prior knowledge; student does not introduce information not from the reading in his or her discussion of how the résumé could be improved</li> <li>• Has some difficulty completing the reading task without direction or support</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shows sufficient familiarity with everyday words and some specialized content and vocabulary by identifying 4-6 items needing change on the sample résumé using the Résumé Do's and Don'ts List</b></li> <li>• <b>Demonstrates sufficient ability to locate information using a range of strategies; as evidenced by correctly identifying several (4-6) items needing change on the résumé using the Résumé Do's and Don't and giving adequate reasons for their choices</b></li> <li>• <b>Is able to be observed using (and/or self-identifies) several (3-5) reading strategies to monitor or enhance comprehension or organize information</b></li> <li>• <b>Answers to questions reveal some ability to recall and use prior knowledge and combine it with new information to appropriately answer questions; student introduces some information not from the reading in his or her discussion of how the résumé could be improved</b></li> <li>• <b>Completes reading task with little direction or support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Shows strong familiarity with everyday words and specialized content and vocabulary by correctly matching the 7 or more items needing change on the sample résumé</li> <li>• Demonstrates a very good ability to locate information using a wide range of strategies; as evidenced by identifying a large number (7 or more) of items needing change on the résumé and giving well thought out reasons for choices</li> <li>• Is able to describe in some detail a number (over 5) of reading strategies used to monitor or enhance comprehension or organize information</li> <li>• Strong, effective use of prior knowledge to answer questions; student introduces information not from the reading in his or her discussion of how the résumé could be improved, this discussion is cogent and coherent</li> <li>• Completes reading task without hesitation, direction, or support</li> </ul>

This is Angela Rivera's résumé. A résumé is a short written summary of your education and work experience. People often give a résumé to employers when they are job hunting. Résumés usually have the job hunter's name, address and phone number at the top. Résumés also usually have the dates the person attended school and the dates he or she began and left each job. Résumés often also tell about the work a person did on a job.

## Résumé 1

Angela Rivera  
34026 Walters Road  
Austin, TX 75623  
354-2356

### EXPERIENCE

Computer Readiness/Customer Service Class 5/01-7/01

- In-depth familiarity with the Internet and email
- Customer service preparedness
- Created time sheets in MS Excel and office documents in MS Word

Volunteer: Little Lambs Christian Academy 6/97-7/01

- Discussed discipline problems with parents
- Planned activities with large groups of children
- Assisted in planning summer camp programs

Full-time Homemaker 96-99

Mc Donalds (part-time) 10/96-12/96

### EDUCATION

Austin College Austin, TX 5/01-7/01

TEKKS Training Center Austin, TX 7/97-8/97

Austin ISD Continuing Education Austin, TX 1/97-4/97

Try to see if you can find areas in Andrea's résumé that need to be changed, based on the Résumé Do's and Don'ts List. Try to find as many as you can. You can make notes on the résumé if you wish. You can use a dictionary and take as long as you need. When you are finished, let me know by saying, "I'm finished." You will be asked questions (out-loud) about what you've read and what you think should be changed on this résumé. Your answers will be recorded on tape.

## Résumé 2

NOTE: This is a post-it note placed on the résumé.

Andrea Rodgers  
713 Willcrest  
Austin, TX  
Days 555-5647  
Evenings ~~555-3411~~

New home  
number:  
555-6326

### JOB OBJECTIVE

Customer Service / Claims  
Processing

### EMPLOYMENT HISTORY

1999 Wal-Mart Austin, TX Cashier(\$7.25)  
Reason for leaving: Could not work nite shift

1995 TelWest Austin, TX Telemarketer(\$7.12)  
Reason for leaving: Hired only for holiday rush

1993/94 William's Curtain Austin, TX Seamstress(\$5.55)  
Reason for leaving: Heavy lifting hurt my back. Didn't pay enough.

### EDUCATION

May 1999 Austin College Austin, TX  
1997 Westernwoods Adult Education Austin, TX  
1994 Round Rock High School Round Rock, TX

### INTERESTS

Spending time with my kids  
Dancing

## Résumé Do's and Don'ts List\*

Do's	Don'ts
+1. Use action verbs, direct words and short sentences.	-1. Don't list your hobbies unless they relate to the job.
+2. List first the skills and experiences that will most impress a particular employer.	-2. Don't list references.
+3. Make it easy to read. Important information should stand out clearly. Most employers will spend only about a minute reading it the first time.	-3. Don't list past salaries or what you hope to make.
+4. Customize your résumé to the jobs you want to apply for.	-4. Don't give reasons for leaving any job.
+5. Stick to one page. Use good quality white or off-white paper.	-5. Don't include a photo.
+6. Be sure it's clean and neat with no spelling errors.	-6. Don't mention your age, race, religion, family, status, nationality, or ethnicity.
+7. Check that you've included all your positive qualities and successes.	-7. Don't be general or unfocused.
	-8. Don't handwrite.

\*Note: This form was adapted from p. 29 of the book: "The Complete Get that Job!, Jurg Oppliger, 2001, New Readers Press, Division of ProLiteracy Worldwide, used by permission".

## Résumé Evaluation Worksheet

**Learner Name:**

**Date:**

Column A	Column B	Score
<i>What is one problem with the résumé or way the résumé could be improved?</i>	<i>What information on the Do's and Don'ts List did you use to decide that this change was needed?</i>	Assign one point for each item where a and b are answered correctly.
1a.	1b.	
2a.	2b.	
3a.	3b.	
4a.	4b.	
5a.	5b.	
6a.	6b.	
7a.	7b.	
8a.	8b.	
Continue on the back if student still has more answers.		<b>Total Score</b>

## Résumé Evaluation Worksheet Answer Sheet

Below are possible answers to the Résumé Evaluation Worksheet. Students should receive one point if they are able to identify *both* the problem and where on the list the problem is found. Other plausible answers not on the list below may also be counted as correct, as long as a problem can be concretely related to one of the items in the list. For example, a student might feel Andrea did not customize her résumé enough for the job she is applying for and identify item # 4 on the “Do” list as the information that helped her to make that decision. Write a brief note on the worksheet explaining the item and why you felt it deserved a point.

Possible correct answers include:

Did not list skills and experience on the job.

Crossed out information and had a post-it note correction on the résumé.

Didn't check spelling errors, e.g. “nite”

Listed hobbies and shouldn't have.

Listed salaries and shouldn't have.

Listed reasons for leaving the job and shouldn't have.

Didn't give enough detail

Didn't include positive qualities.

Didn't use enough action words.

Didn't talk about successes.

Isn't easy to read.

Possible correct answers include:

Do #1 and 2.

Don't #8

Do #6

Don't #1

Don't # 3

Don't #4

Don't #7

Do # 7

Do #1

Do #7

Do #3

## 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: