

EFF Assessment Task

Campus Safety Brochure

Characteristics of this Assessment Task

Action (Performance Goal)

Read and understand information in a campus safety brochure in order to answer a friend's questions about the college

Text Type

Authentic college safety brochure – “Pierce College Guide to Campus Safety” – with dense text featuring complex sentence structure in paragraphs and lists, organized into 5 distinct sections with italicized, bold headings; brochure also includes a map and diagram of 2 campuses, and directions and a map to get to these campuses with some short text in simple sentence structure

Content

General and some specialized and technical vocabulary and content related to campus safety, some abbreviations/acronyms related to campus safety; email addresses and web URLs; diagrams and maps with specialized content related to maps

Environment

Familiar environment, such as the classroom

Estimated time to complete task

50 minutes

Materials

Campus safety brochure – “Pierce College Guide to Campus Safety”
Student question/answer form – labeled “Answer Sheet 1”
Highlighters, pens/pencils, dictionaries

Knowledge and strategies that will be assessed

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

- Recognizing and interpreting abbreviations and specialized/some technical vocabulary
- Familiarity with everyday and some specialized content knowledge and vocabulary and with paragraph structure and document organization
- Locating important information, reading identified sections for detail, and determining missing information using a wide range of strategies (such as skimming, scanning, and using headings/titles, key words, context clues, and graphics/pictures)
- Monitoring and enhancing comprehension using a wide range of strategies (such as recalling, restating, and summarizing information from multiple sources)
- Organizing and analyzing information and reflecting upon its meaning using a range of strategies, (such as classification, categorization, and comparison/contrast)
- Using new information to evaluate prior knowledge

Additional knowledge and strategies that will affect performance

Familiarity with the function, structure, language, and content of informational brochures
Familiarity with maps and diagrams, and some ability to find information on maps/diagrams by decoding specialized abbreviations and symbols

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

Observations:

No written observations

Work Products:

1. Completed Student question/answer form (Answer Sheet 1)

Step-by-step procedures for administration

This task may be administered to an individual or to a group of learners. While there is no time limit to complete this task, it should take no longer than 50 minutes to complete. You may repeat the reading of 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 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:

This task assesses how well you can read and understand some information in a brochure from a Community College about campus resources, services, and safety regulations. You will be asked to demonstrate your understanding of the information you read by answering a series of questions about the campus posed by your friend who has just enrolled there.

Step 2. Pass out copies of the Campus Safety brochure and the Hold up copies of the brochure and ask the learners to read it:

In a moment, I will ask you to please read this brochure about campus safety at Pierce College silently to yourself. You can use a dictionary if you find a word you don't understand while you are reading. You can make notes or highlight on the brochure if it will help you.

Pass out copies of Answer Sheet 1. Ask the learners to answer the questions on the answer sheet after they have finished reading, based on the information they read:

When you have finished reading the brochure, I want you to imagine that you are talking to your friend Jane. Jane is a new student at Pierce College, and has a few questions for you about the campus.

Jane's questions are written On Answer Sheet 1. Her questions relate to the information provided in the brochure you just read. You may refer to the brochure while you answer these questions.

In some cases, there is more than one right answer to a question. You may want to make notes or highlight on the brochure to remind yourself where to find the information to answer the questions.

Do you have any questions before we begin?

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

Please read the brochure and answer the questions on Answer Sheet 1. When you have finished answering all of the questions on Answer Sheet 1, please bring me your copies of the brochure and your completed answer sheet.

Step 3. Collect all task materials and record the approximate time taken by each student to complete the task.

13. “What do the gray areas represent on the map in this brochure?”

14. “Which campus has a sport court?”

15. “ I need to get going. Thanks a lot for answering my questions. But before I go, tell me the three things about the Pierce college campuses, the campus rules, and campus safety, that you think are most important for me to know, based on the information you read?”

16. “Why do you think these 3 particular things are important for me to know?”

Scoring Rubric for “Campus Safety Brochure” (Level 5)

Student Name:

Unable to score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> Recognizes and uses everyday vocabulary and some of the specialized vocabulary from the brochure, but may confuse the meanings of some terms or use some of them in the wrong context in responses to the questions on Answer Sheet 1 Accurately locates and provides detail about some key information in the text; correctly answers fewer than 7 of questions 1-2, 6, and 10-14 on Answer Sheet 1 Strategies for monitoring and enhancing comprehension need improvement; answers 3 of questions 3-5 and 7-9 on Answer Sheet 1 correctly and completely, possibly indicating inaccuracies in summary or difficulty with analyzing information Draws on prior knowledge to answer questions 15 and 16 on Answer Sheet 1, but may have difficulty synthesizing and using new information to evaluate it; responses to questions 15 and 16 do not indicate the effective application of prior knowledge integrated with new knowledge from the reading; does not introduce information not from the reading and integrate it with information from the reading to answer these questions Has some difficulty completing the task without direction or support 	<ul style="list-style-type: none"> Recognizes, accurately interprets, and correctly uses everyday vocabulary and most of the specialized vocabulary from the brochure needed to respond to the questions on Answer Sheet 1 Accurately locates, and supplies sufficient detail about, key information in the brochure to correctly answer 7 of questions 1-2, 6, and 10-14 on Answer Sheet 1 Effectively monitors and enhances comprehension by accurately summarizing and analyzing information from the brochure; 4 of questions 3-5 and 7-9 are correct and complete, with few major errors, and thoroughly and appropriately use information from the brochure Answers to questions 15 and 16 on Answer Sheet 1 reveal some ability to recall prior knowledge and integrate it with new information from the reading to appropriately answer questions; introduces information not from the reading and integrates it with information from the reading; effectively synthesizes and offers the most “important” information, and reasonably explains its importance Completes the task with little apparent difficulty, needing little direction or support 	<ul style="list-style-type: none"> Accurately interprets and uses everyday vocabulary and terms related to the brochure in responses to the questions on Answer Sheet 1 Accurately and quickly locates and details key information in the text to correctly answer all of questions 1-2, 6, and 10-14 on Answer Sheet 1 Shows superior monitoring and comprehension skills; easily and accurately summarizes and analyzes information from the text to correctly respond to 5 or more of questions 3-5 and 7-9 on Answer Sheet 1 Answers to questions 15 and 16 on Answer Sheet 1 show strong, effective use of prior knowledge; introduces information not from the reading and integrates it with new information from the reading to provide reasonable, thoughtful responses to the questions, synthesizing and offering the most “important” information, and detailed explanations as to why it is important Completes the task without hesitation, direction, or support

Answer Key for Answer Sheet 1.

Note: The specific content of student answers will vary; the answers below are examples of proficient responses to the questions, but students do not have to repeat these answers verbatim to receive a proficient score. A proficient answer will contain the correct information to answer the question asked.

Instructions: Please read the brochure about campus safety at Pierce College silently to yourself. You can use a dictionary if you find a word you don't understand while you are reading. You can make notes or highlight on the brochure if it will help you. When you have finished reading the brochure, imagine that you are talking to your friend Jane. Jane is a new student at Pierce College, and has a few questions for you about the campus. Jane's questions are written on this answer sheet. Her questions relate to the information provided in the brochure you just read. You may refer to the brochure while you answer these questions. In some cases, there is more than one right answer to a question. You may want to make notes or highlight on the brochure to remind yourself where to find the information to answer the questions.

1. "If I'm on the Fort Steilacoom campus, and I need to call the department of safety there, what phone number do I call?"
(253) 964-6751

2. "If I'm on the Puyallup campus, and I need to go to the department of safety there, what address should I look for?"
*1601 39th Avenue SE
Administration Building, Room A136B*

3. "Where should I go if I lose my car keys?"
Check the Campus Safety office at Fort Steilacoom (room 304, Cascade Building) or Puyallup (room A136B, Gaspard Building).

4. "What should I do if there's an emergency while I'm on campus, like a fire?"
Dial 9-911 from any pay phone and notify Campus Safety.

5. "I am taking some night classes this term. What should I do if I'm afraid to walk to my car alone at night after class?"
Ask someone at Campus Safety to accompany you from campus buildings to your vehicle.

6. "Do I need a permit to park my car on campus?"
Yes.

7. "I have classes on Mondays through Thursdays. My boyfriend lives in an apartment complex near here, but parking is difficult there. Will anything happen to my car if I leave it in the Pierce College lots from Friday through Monday mornings on the weekends when I visit my boyfriend? If you say yes, what could happen to my car if I leave it in the parking lot?"
Yes, if you park your car and leave it unattended for over 72 hours, it may be impounded at your expense.

8. "What do I have to do in order to be eligible to park in the carpool parking lots, on the days when I carpool with my friends?"
Carpool users must have a minimum of two carpool passes, clearly displayed in the dash of their vehicle in order to park in designated carpool parking spaces. Passes can be obtained at the Campus Safety office.

9. "What, specifically, do the campus emergency telephones do?"
They connect you to Campus Safety Personnel.

10. "Which campus has a fitness center?"
Fort Steilacoom.

11. "Which campus has more areas for disability parking?"
Fort Steilacoom.

12. "Which campus has parking for carpooling?"
Both.

13. "What do the gray areas represent on the map in this brochure?"
General parking areas.

14. "Which campus has a sport court?"
Puyallup.

15. “ I need to get going. Thanks a lot for answering my questions. But before I go, tell me the three things about the Pierce college campuses, the campus rules, and campus safety, that you think are most important for me to know, based on the information you read?”
Answers will vary per the student’s opinion of what is important. A proficient answer will contain three aspects about Pierce college that come from the reading.

16. “Why do you think these 3 particular things are important for me to know?”
Answers will vary; a proficient answer will contain reasonable explanations as to why he or she chose these three things as being important.