

EFF Assessment Task

Choosing a Long Distance Provider

Characteristics of this Assessment Task

Action (Performance Goal)

Read and understand information in an excerpt from a consumer guide about long distance services and use a glossary of terms in order to prepare advice for a friend who needs to choose a long distance service

Text Type

- Authentic, 3 page consumer guide excerpt – “Choosing a long distance provider” – with dense text featuring complex sentence structure in paragraphs, organized into an introduction and 10 distinct sections with highlighted headings, some bulleted points, and laid out in two columns on each page;
- a 6 page glossary of terms, listed alphabetically, with dense text for definitions and terms in bold print

Content

General and some specialized and technical vocabulary and content related to long distance services and the telephone industry; some acronyms/abbreviations related to services available and technical/industry terms

Environment

Familiar environment, such as the classroom

Estimated time to complete task

70 minutes

Materials

3-page excerpt from Ohio Consumers' Counsel Consumer Assistance Handbook (2nd ed.) – “Choosing a long distance provider (pp. 28-30)

List of definitions from same publication (pp. 44-49)

Student Question/Answer response form – labeled “Answer Sheet 1”

Highlighters, pens/pencils, dictionaries (bilingual dictionaries can be used in addition to English 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 terms, signs, symbols, acronyms, and abbreviations (such as terms used in technical manuals, complex application forms, or other technical literature)
- Familiarity with extensive specialized content knowledge and vocabulary and with organization of complex documents (forms) and texts (manuals, bulletins)
- Using a wide range of strategies (drawing on prior experience with a variety of prose/document formats; previewing; predicting; and using text organizers such as index, table of contents, headings, bold print, bullets) to guide reading of long texts

- Identifying both directly stated and implied important information
- Monitoring and enhancing comprehension using a wide range of strategies (such as brainstorming/question formulation techniques)
- Analyzing information and reflecting upon its meaning using a wide range of strategies (such as applying relevant information to multiple scenarios, summarizing, drawing “big picture” conclusions and generalizations from detailed reading)
- Integrating new information with prior knowledge to develop deep understanding and make decisions/prepare to act

Additional knowledge and strategies that will affect performance

Familiarity with the function, structure, and content of informational brochures and glossary lists of definitions

Familiarity with the concepts, structuring, and purposes of long distance services and the telephone industry

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 a group of learners. While there is no time limit to complete this task, it should take no longer than 70 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 about long distance service providers in an authentic guide, as well as how well you can locate and use information about long distance telephone services provided in a list of definitions. You will be asked to demonstrate your understanding of long distance service providers by answering questions about this information.

Step 2. Pass out copies of the excerpt and list of definitions from the “Choosing a long distance provider” guide. Hold up copies of each of these documents and explain:

Imagine that a friend has come to you to ask for assistance in choosing a long distance service provider. You have found a Consumer Assistance Handbook that contains information about choosing a long-distance provider.

In a moment, I will ask you to please read this excerpt from the guide about long distance services silently to yourself. Use the list of definitions that accompanies this guide if you find a word you don't understand while you are reading. If you still have trouble defining a word, or if you come across a word you don't understand that is not in the list of definitions, you can use a dictionary. You can make notes or highlight on the guide excerpt or the list of definitions if it will help you.

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

When you have finished reading the materials about choosing a long distance provider, you will use this information to write answers to the questions on Answer Sheet 1. You may refer to your copy of “Choosing a long distance provider” and the list of definitions while you are answering 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 reading material to remind yourself where to find the information to answer these questions.

Do you have any questions?

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

Please begin reading and answering the questions on Answer Sheet 1. When you have finished answering all of the questions on Answer Sheet 1, please bring me your completed answer sheets and your copies of the Handbook and list of terms.

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

Scoring Rubric for “Choosing a Long Distance Provider” (Level 6)

Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Recognizes and uses everyday vocabulary and some of the terms related to long distance service providers in responses to the questions on Answer Sheet 1, but may confuse the meanings of some terms or use some of them in the wrong context • Locates and applies some key information within the text; correctly answers fewer than 4 out of the 6 questions 1, 2, 4, 5, 8, and 9 on Answer Sheet 1 • Strategies for monitoring and enhancing comprehension need improvement; correctly responds to fewer than 2 out of the 3 questions 3, 6, and 10 on Answer Sheet 1, possibly indicating minor inaccuracies in summary or difficulty with synthesizing information • Answer to question 7 on Answer Sheet 1 does not indicate the effective application of prior knowledge; little to no introduction of information not presented in the reading combined with application of new knowledge from the reading • 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 terms related to long distance service providers needed to respond to the questions on Answer Sheet 1 • Accurately locates and applies key information within the text to correctly answer at least 4 out of the 6 questions 1, 2, 4, 5, 8, and 9 on Answer Sheet 1 • Effectively monitors and enhances comprehension by accurately summarizing and synthesizing information from the text in order to respond correctly to at least 2 out of the 3 questions 3, 6, and 10 on Answer Sheet 1 • Answer to question 7 on Answer Sheet 1 reveals some ability to recall prior knowledge and integrate it with new information to provide an appropriate definition for the expression; answer shows student’s ability to introduce material not in the reading and combine it with new knowledge from the reading, with few major errors • 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 all terms related to long distance service providers appropriately in responses to the questions on Answer Sheet 1 • Accurately and quickly locates and applies key information within the text to correctly answer all 6 of the questions 1, 2, 4, 5,8, and 9 on Answer Sheet 1 • Shows superior monitoring and comprehensions skills; easily and accurately summarizes and synthesizes information from the text in order to correctly respond to all 3 of the questions 3, 6, and 10 on Answer Sheet 1 • Answer to question 7 on Answer Sheet 1 shows strong, effective use of prior knowledge; uses new information from the reading in combination with information not presented in the reading to provide an appropriate definition for the expression, with few to no minor errors • Completes task without hesitation, direction, or support