



Details

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General Information

Civic Objective#:	48	Program Year:	2018-2019
Civic Objective:	Effectively use online tools to communicate and collaborate with others.		
TOPSpro Form #:	048	AAP #:	48.1
Assessment Type:	Written		
Level Range			
From:	Beginning Low	To:	Advanced

Language and Literacy Objectives

Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.	
1	*Identify and categorize common uses of the Internet for communication (e.g. email, blogs, social media).
2	*Identify acronyms and other conventions commonly used in online communication (e.g. emoticons).
3	*Identify common elements (e.g. greeting, signature, recipient) of an email message, blog post, social media comment, etc.
4	*Use appropriate language to communicate effectively and behave appropriately on the Internet.
9	Demonstrate the ability to write an email, blog posting or social media posting using appropriate style, tone and register.

Additional Assessment Plan Tasks

Task: 1	
Description:	<p>IDENTIFY INTERNET USES & COMMUNICATION TECHNIQUES Student will demonstrate understanding of common uses of internet and conventions specific to online communication.</p> <p>CONTENT A (5 items, 10 points possible): Student will label and/or describe (orally or in writing) up to 5 pictures or video clips (BL/BH=3, IL=4, IH/A=5) depicting common uses of the Internet for communication (such as email, chat, social media, blogs).</p>

CONTENT B (10 items, 10 points possible):
 Student will label and/or describe (orally or in writing) up to 10 acronyms (e.g. BRB, LOL), emoticons (e.g. :-D), and/or other conventions commonly used in online communication (e.g. @name) (BL = 4, BH = 6, IL = 8, IH/A = 10).

Points Possible: 20 **Level:** Beginning Low - Advanced

Scoring Rubric		Points
Content A		
Picture/video clip is correctly and comprehensibly described or labeled.		2
Picture/video clip is incorrectly or incomprehensibly labeled, or there is no label.		0
Content B		
Response is correct and comprehensible.		1
Response is incorrect or incomprehensible or there is no response.		0

Task: 2

Description:	INTERPRET AN ONLINE MESSAGE (5 items, 10 points possible) Given an adapted (BL/BH) or authentic (IL-ADV) email, blog posting, social media posting, video clip or other online communication example, student responds orally or in writing to 5 level-appropriate questions about the content, format, style, tone and/or register of the message, such as: <ul style="list-style-type: none"> • Who is the sender? • Who is the recipient? • What is the subject? • Does the subject line accurately describe the content of the message? (IL-ADV) • What is the tone of the message? Is it appropriate for the subject matter and recipient? (IL-ADV) 	
Points Possible:	10	Level: Beginning Low - Advanced

Scoring Rubric		Points
Content		
Answer is appropriate, clear, complete, and has correct content. There may be errors but they do not interfere with meaning.		2
Answer is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the answer can be understood with inference.		1
Answer is incorrect or incomprehensible, or there is no answer.		0

Task: 3

Description:	Reply to an Email (14 points possible) Given an agency-provided email, student replies using appropriate style, tone, register and format. Student will include 3 content items such as: (1) identify self and school, (2) state a reaction (including any issues, problems or concerns), and (3) request assistance from or action to be taken by the recipient of the message.	
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		<u>Optimally, the writing task will be created on a computer and sent to the assessor electronically.</u>	
Points Possible:	14	Level:	Intermediate Low - Advanced
Scoring Rubric			Points
Content			
Addresses all parts of the task effectively. Ideas are well stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. Uses appropriate style, tone and register for recipient(s) of message.			10
Addresses all parts of the task adequately. Some ideas may not be well stated. May require minimal inference. Uses appropriate style, tone or register for recipient(s) of message.			8
Addresses the task in a general way, but may have gaps. Many ideas may not be well stated. May lack appropriate or sufficient detail or clear focus. May require some inference. May not use appropriate style, tone or register for recipient(s) of message.			6
Addresses the task minimally but relation to the task is evident. May be unfocused or unclear. Little or no supporting detail. May require a substantial degree of inference. May not use appropriate style, tone or register for recipient(s) of message.			4
Nothing written or content is incomprehensible or inappropriate or style, tone and register are inappropriate.			0
Grammar, Structure and Mechanics			
Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.			2
Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning.			1
Errors make the writing difficult to understand even with inference.			0
Format			
Uses standard email format including 4 items: an appropriate subject, salutation, closing, writer's contact information such as name, address, email address and phone number.			2
Uses standard email format including 3 items: an appropriate subject, salutation, and writer's contact information such as name, address, email address and phone number.			1
Not in standard email format.			0

Rating Scale

Total Points Possible:	44
Advanced:	39
Intermediate High:	35
Intermediate Low:	26
Beginning High:	17
Beginning Low:	14
View Civic Obj & AAP List	

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