

Details

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General Information

Civic Objective#:	13	Program Year:	2018-2019
Civic Objective:	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.		
TOPSpro Form #:	013	AAP #:	13.5
Assessment Type:	Written, Role Play		
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.	
2	Interact orally with school personnel (such as a child's teacher, one's own teacher, or a school counselor) in a conference, at an open house, on the telephone, etc.
5	*Label pictures, identify vocabulary, and/or describe some things that adult learners can do to help their children or themselves be successful learners.
7	*List the names of teachers, classroom numbers, and school name and phone number.
8	*Demonstrate the ability to call the school and report an absence.
10	*Fill out a school form such as a registration form or permission slip.

Additional Assessment Plan Tasks

Task: 1

Description: [Explain an Absence by Phone](#)

Given a prompt or situation, student will participate in a role-play of a telephone call to a school or agency office to explain an absence and will include up to 6 pieces of information (BL=3, BH=4, IL=4, IH-A=6). Examiner assumes the role of school or agency personnel or listens as the student responds to a taped phone message.

Sample information:

1. greet and identify self
2. identify student
3. spell first and/or last name of student
4. state reason for absence
5. state dates of absence
6. identify teacher and grade or class
7. use appropriate closing

Points Possible: 12 **Level:** Beginning Low - Advanced

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

Task: 2

Description: Complete a Form

Given an agency-created personal history, student (IL-A) will complete an authentic form (e.g. registration, trip release, etc.) for an adult education program or a child's school.
 Given an agency-created personal history, student (BL-BH) will fill out an authentic form (e.g. registration, trip release, etc.) with a reduced number of sections that student needs to complete. This can be accomplished in a variety of ways such as: (1) giving BL-BH the complete form given to IL-A students and highlighting the sections BL-BH students need to fill out (2) giving BL-BH a reduced form which includes only those sections of the authentic form (given to IL-A students) that are assigned to BL-BH students.

Optimally, the form will be completed on a computer and sent to the assessor electronically.

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

Scoring Rubric	Points
Content	
90% of the items assigned to the Intermediate Low-Advanced level students are correct.	18
80% of the items assigned to the Intermediate Low-Advanced level students are correct.	16
70% of the items assigned to the Intermediate Low-Advanced level students are correct.	14
80% of the items assigned to the Beginning Low- Beginning High level students are correct.	12
70% of the items assigned to the Beginning Low- Beginning High level students are correct.	10
Less than 70% of the items assigned to the Beginning Low-Advanced level students are correct.	0
Legibility, Neatness, and Spelling	
Neat and legible. Spelling errors do not interfere with meaning.	2
Not neat or legible, or spelling errors interfere with meaning.	0

Task: 3

Description: Participate in a School Conference

Content A: (7 items, 14 points possible)

Given a prompt, situation or case study, student, in a role-play, will participate in a conference with school or agency personnel (e.g., parent/teacher conference, conference with a counselor, etc.). Student will participate in up to 7 interactions such as: greet and introduce self, ask and/or answer up to 5 conference related questions (BH=3, IL=4, IH-A=5) about student's performance, study habits, etc. and close the conversation with an appropriate expression of appreciation and goodbye. The examiner assumes the role of school or agency personnel, through use of a script.

Sample questions for child as student:

- Parent: How is my child doing?
- Teacher: Where does your child study?

Sample questions for adult as student:

- Adult Learner: How can I improve my pronunciation?
- Teacher: What kinds of study skills do you use?

Content B: (3 items, 6 points possible)

Student will use clarification techniques as needed in order to comprehend the examiner's answers and take notes on them. (BH can have support such as a list on which they circle the correct information.) After the role-play, the examiner will check student's comprehension of the information acquired by asking up to 3 comprehension questions (BH=1, IL=2, IH-A=3) which student will answer orally.

Points Possible:	20	Level:	Beginning High - Advanced
Scoring Rubric			Points
Content A			
Utterance is appropriate, clear, complete and has correct content. There may be errors, but they do not interfere with meaning.			2
Utterance is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning, but the utterance can be understood with inference.			1
Utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance.			0
Content B			
Utterance has correct content.			2
Utterance is incorrect or there is no answer.			0

Rating Scale

Total Points Possible:	52
Advanced:	46
Intermediate High:	41
Intermediate Low:	35
Beginning High:	27
Beginning Low:	15
View Civic Obj & AAP List	

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