



## Details

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### General Information

<b>Civic Objective#:</b>	4	<b>Program Year:</b>	2018-2019
<b>Civic Objective:</b>	Describe methods and procedures to obtain housing and related services including low-cost community housing.		
<b>TOPSpro Form #:</b>	004	<b>AAP #:</b>	4.7
<b>Assessment Type:</b>	Written, Role Play		
<b>Level Range</b>			
<b>From:</b>	Beginning Low	<b>To:</b>	Advanced

### Language and Literacy Objectives

Language and literacy objectives with an asterisk (*) are suitable for beginning low level students.	
1	*Name and identify various types of housing, areas of the home, common household items and common household problems.
2	*Ask appropriate questions to rent or buy housing.
6	*Report and/or discuss issues of concern with landlord, property manager or real estate agent.
7	Read and discuss information about tenants', landlords' or home buyers' rights.
8	*Complete an application to rent housing or apply for a mortgage.

### Additional Assessment Plan Tasks

<b>Task: 1</b>	
<b>Description:</b>	<p><b><u>Call About Rental Housing for Sale or a Mortgage</u></b>  <b><u>Content A (9 items, 18 points possible)</u></b>          Given a level-appropriate authentic source such as a For Rent or For Sale sign or pamphlet (BL-BH) or classified ad (IL-A), student will participate in a level-appropriate role play telephone call with the examiner in a role such as that of a landlord, property owner or manager, real estate agent or loan officer in which student asks for information about housing student hopes to rent or buy. Student will state/ask up to 9 statements/questions such as: introduce self, state the reason for the call, ask 5 questions (BL=2, BH=3, IL=4, IH-</p>

A=5), make an appointment such as to see the housing or meet with the real estate agent or loan officer (IL-A) and close the call.

Example questions:

BL-BH

How many bedrooms does it have?

How much is the rent?

IL-A

Who pays the utilities?

Do I need to pay first and last month's rent?

How much is the cleaning deposit?

Are there schools nearby?

Are there hardwood floors?

Has the kitchen been remodeled recently?

How much do we need to put down?

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. After the role play, the examiner will check the student's comprehension of the information acquired. This can be in done in a variety of ways such as: by asking 3 comprehension questions (BL=1, BH-IL=2, IH-A=3) which student will answer orally or in writing.

<b>Points Possible:</b>	24	<b>Level:</b>	Beginning Low - Advanced
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#### 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
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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
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Utterance is inappropriate, Incomprehensible or incorrect or there is no utterance.	0
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#### Content B

Statement has correct content.	2
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Statement is incorrect or there is no answer.	0
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### Task: 2

<b>Description:</b>	<p><u>Complete a Rental or Mortgage Application Form</u> Given an agency-created personal, financial and housing history, student (IL-A) will complete an authentic rental, mortgage or housing related form.</p>
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Given an agency-created personal, financial and housing history, student (BL-BH) will fill out an authentic form 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 application (given to IL-A students) that are assigned to BL-BH students.

Optimally, the application will be completed on a computer or handwritten, signed and scanned to make a digital document and sent to the assessor electronically.

<b>Points Possible:</b>	20	<b>Level:</b>	Beginning Low - Advanced
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#### 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

#### Rating Scale

<b>Total Points Possible:</b>	<b>44</b>
<b>Advanced:</b>	<b>39</b>
<b>Intermediate High:</b>	<b>35</b>
<b>Intermediate Low:</b>	<b>30</b>
<b>Beginning High:</b>	<b>21</b>
<b>Beginning Low:</b>	<b>16</b>
<a href="#">View Civic Obj &amp; AAP List</a>	

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