



Details

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General Information

Civic Objective#:	19	Program Year:	2018-2019
Civic Objective:	Identify the rights of immigrants in the United States, and access local and state agencies that specialize in these rights.		
TOPSpro Form #:	019	AAP #:	19.5
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	*Read and interpret adapted texts of the U.S. Bill of Rights and Amendments.
3	*Read and interpret adapted texts of immigrant and naturalized citizens' rights and responsibilities.
4	*List citizens' and immigrants' rights and responsibilities.
7	*Identify potential areas of cultural conflict related to immigrants rights and responsibilities (e.g. littering, offering bribes to police, etc.).

Additional Assessment Plan Tasks

Task: 1	
Description:	List Rights Student will list, orally or in writing, 7 rights such as: <ul style="list-style-type: none"> • One right that is given only to native-born citizens • Three rights given to all citizens • Three rights given to all USA residents.

Points Possible: 7	Level: Beginning Low - Beginning High
Scoring Rubric	
Response is correct and comprehensible.	1
Response is incorrect or incomprehensible, or there is no response.	0

Task: 2

Description:	<p><u>Inquire About Immigrants' Issues</u> <u>Content A (7 items, 14 points possible)</u> Student will participate in a role-play with a representative of an immigrants' rights agency (examiner) in which student completes up to 7 interactions, such as: greets and introduces self, states reason for the conversation, asks up to 4 questions (BL-BH=2, IL=3, IH-A=4) regarding the agency, and closes the conversation. Sample questions:</p> <p style="padding-left: 40px;"><u>BL-BH</u></p> <ul style="list-style-type: none"> • Do you have (Spanish) translators? • Can you help with my citizenship application? • Do I need an appointment?? <p style="padding-left: 40px;"><u>IL-A</u></p> <ul style="list-style-type: none"> • What services do you offer? • I have an eviction notice but I didn't do anything wrong. What can I do to stop the eviction? <p><u>Content B (3 items, 6 points possible)</u> Student will use clarification techniques as needed in order to comprehend the examiner's answers and take notes on them. Student (IL-A) will take notes on the examiner's answers if necessary. Student (BL-BH) may take notes or use an examiner pre-prepared aid such as a checklist, if necessary. After the role-play, the examiner will check the student's comprehension of the information acquired. This can be accomplished in a variety of ways such as: by asking up to 3 comprehension questions (BL=1, BH-IL=2, IH-A=3) that students will answer orally.</p>
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Points Possible: 20	Level: Beginning Low - Advanced
Scoring Rubric	
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

Task: 3

Description:	<u>Write a Letter about Rights and Cultural Expectations</u> Student will complete an authentic writing task (such as a newsletter article, a class booklet, or an email or a letter to the editor) contrasting and comparing cultural expectations in the United States to cultural expectations in student's native country related to the U.S. Bill of Rights and amendments and/or immigrant and naturalized citizens' rights and responsibilities. Student will include items such as (1) name and explain the right student will discuss, (2) give examples of how that right is part of everyday life in the U.S. (3) contrast the cultural expectations of student's (or other) culture in regards to that right. <u>Optimally, the writing task will be created on a computer and sent to the assessor electronically.</u>		
Points Possible:	20	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. Written in well-organized paragraph(s).			14
Addresses all parts of the task adequately. Some ideas may not be well stated. Contains some relevant detail. May require minimal inference. Written in adequately-organized paragraph(s).			12
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 be written in loosely-organized paragraph(s).			10
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 be written in paragraph(s).			8
Nothing written, or content is incomprehensible or inappropriate			0
Grammar, Structure and Mechanics			
Almost no errors in grammar, structure, spelling, capitalization, or punctuation.			4
Some errors in grammar, structure, spelling, capitalization, or punctuation that do not distract the reader.			3
Many errors in grammar, structure, spelling, capitalization, or punctuation that may require the reader to infer meaning.			2
Errors make the writing difficult to understand even with inference.			0
Format, Neatness and Legibility			
<u>Letter</u> : Uses standard letter format including a date, salutation, a closing, and the writer's signature. May also include sender's and recipient's addresses. Writing is neat and legible. —OR— <u>Email</u> : —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. <u>OR</u> <u>Article</u> : Has a title, uses appropriate indentations, etc. Writing is neat and legible.			2
<u>Letter</u> : Uses letter format including a date, salutation, and the writer's signature. Writing is legible but may not be neat. —OR— <u>Email</u> : —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. <u>OR</u> <u>Article</u> : Uses appropriate indentations. May be legible but not neat.			1
<u>Letter</u> : Not in letter format or writing is neither legible nor neat. —OR— <u>Email</u> : Not in standard email format. <u>OR</u> <u>Article</u> : Does not have a title, does not use appropriate indentations, etc., and/or writing is neither legible nor neat.			0

Rating Scale

Total Points Possible:	40
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Advanced:	36
Intermediate High:	32
Intermediate Low:	25
Beginning High:	15
Beginning Low:	11
View Civic Obj & AAP List	

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