

III. Getting Things Done

- Complete very short, simple or simplified forms that require only basic personal identification information.

Task Copy personal information from ID onto an adapted form




Tool Checklist or/and single point rubric

You want to assess if Ss are able to copy their own personal information from their ID onto an adapted form. To prepare for this activity, a day before, assign Ss to bring ID or a copy of their ID to class. An adapted instructor-made form can be used in a variety of contexts (e.g., accessing the library or medical services, school registration, job application).

1. Ask Ss to put their ID in front of them and point to their first and last names. Count the letters. Then, read their names with a partner. Orally, spell their first and last names individually and/or with a partner.
2. Encourage Ss to check letters of their first/last name against their ID for accuracy.
3. Use the overhead projector/smart board/white board and realia to demonstrate the task. Project a blank form as well as a model ID. Elicit the information for each section of the form (i.e., first name, last name). Copy the information from the model ID onto the form.
4. Distribute the forms. Instruct Ss to copy their first and last names onto the form.
5. Observe individual Ss. Can the S do this easily? Is the S able to do it with some help? Is the S unable to perform the task at all? Are they struggling with spelling, letter spacing or writing on the line? Are the letters formed correctly? Do they write their first/last names from memory and refer to their ID only when in doubt? Do they differentiate between lower and upper case? (Upper case letters are used in first/last names on most ID's in Canada. Some of the Ss will be able to capitalize and write their names in lower case from the memory. However, others may be able only to copy their name in upper case letters.)
6. Remind Ss to proofread when they are finished (individually and/or with a partner). Encourage peer proofreading.
7. Review the completed worksheet with the Ss. Use a checklist or a single point rubric to assess performance.
8. As a follow up, remind Ss about the importance of ID and that they need to be kept in a safe place.

- ★ Use color-coding consistently to aid comprehension and facilitate feedback.
- ★ All of the Literacy Skills on the single point-rubric should be practiced and consistently reinforced in the classroom prior to the assessment.
- ★ Use the back of the single-point rubric for additional comments and next steps.
- ★ Modify/create your own rubric using the templates and the *CLB: ESL for ALL*, pp. 124-137.

Checklist

Name: <u>Amir</u>		Date: <u>November 15, 2015</u>
✍ Foundation L-III. Getting Things Done		
Task: Copy personal information from ID onto an adapted form		
Formed the letters of own name legibly		
Used appropriate letter spacing		
Wrote within space provided		
<p>Observation:</p> <p>You can copy the correct information in each section legibly. You are still struggling with writing within the provided space. Next steps: Practice writing letters on the line and within the space provided for writing. Practice in class and if possible at home.</p>		
Achieved (75%) (Green)	Achieved with help (Yellow)	Not achieved (Red)

Single-point rubric example

Name: <u>Amir</u>		Date: <u>November 15, 2015</u>	
Foundation L-III - Getting Things Done			
Task Copy personal information from ID onto an adapted form.			
Yes – green	Yes with help – yellow	Not yet – red	
Observation color-coded			
	Demonstrated the use of oral vocabulary to support writing (e.g., form, ID, first name, last name).		
	Formed the letters of own name legibly.		
	Formed upper/lower case letters from a model.		
	Wrote within space.		
	Orally spelled own first/ last name from memory.		
	Used letter counting and oral spelling to check accuracy.		
	Checked letters of first/last name against a model for accuracy.		
	Demonstrated understanding of the task.		
Achieved 75% (Green)		Achieved with help (Yellow)	Not Achieved (Red)



Use ID to fill in the form


Public Library


First name:

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Last name:


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Name: _____ Date: _____		
 Foundation L-III. Getting Things Done		
Task: Copy personal information from ID onto an adapted form		
Formed the letters of own name legibly		<input type="checkbox"/>
Used appropriate letter spacing		<input type="checkbox"/>
Wrote within space provided		<input type="checkbox"/>
Observation:		
Achieved (75%) (Green)	Achieved with help (Yellow)	Not achieved (Red)

Name: _____ Date: _____		
 Foundation L-III. Getting Things Done		
Task: Copy personal information from ID onto an adapted form		
Formed the letters of own name legibly		<input type="checkbox"/>
Used appropriate letter spacing		<input type="checkbox"/>
Wrote within space provided		<input type="checkbox"/>
Observation:		
Achieved (75%) (Green)	Achieved with help (Yellow)	Not achieved (Red)

Name: _____

Date: _____

 **Foundation L-III - Getting Things Done**

Task Copy personal information from ID onto an adapted form.

 **Yes – green**

 **Yes with help – yellow**

 **Not yet – red**

Observation color-coded

Demonstrated the use of oral vocabulary to support writing (e.g., form, ID, first name, last name).

Formed the letters of own name legibly.

Formed upper/lower case letters from a model.

Wrote within space.

Orally spelled own first/ last name from memory.

Used letter counting and oral spelling to check accuracy.

Checked letters of first/last name against a model for accuracy.

Demonstrated understanding of the task.

Achieved 75% (Green)

Achieved with help (Yellow)

Not Achieved (Red)