

Life Survival Skills-1
FY17-18 Objective #1
 AAP 15C

Emergencies and Safety Signs

Name of student: _____

Date of test _____

Name of tutor: _____

<p style="text-align: center;">Task #1</p> <p>Assessor shows student a picture of an emergency situation. Student must use a phone (prop) to call 911 in a simulation role play with the assessor. Student will dial 911 (worth 1 point) and complete up to 8 of the following tasks:</p> <ol style="list-style-type: none"> 1. Name emergency 2. Give his/her name 3. Give location of emergency 4. Tell who needs help / how many people 5. Answer a question from the 911 dispatcher 6. Answer another question from the dispatcher 7. Ask for someone who speaks his/her language 8. Close the call appropriately (hang up or stay on line as directed) 	<p style="text-align: center;">Total points possible 17</p> <ul style="list-style-type: none"> • Give 1 pt for dialing 911. • On the other 8, give 2 points if utterance is clear and complete; give 1 point if utterance is partially correct and/or complete 	<ul style="list-style-type: none"> • Beginning low passes with 8 • Beginning high passes with 10 • Intermediate low passes with 12 • Intermediate high passes with 14 • Advanced passes with 16 <p>My student's score: _____</p>
<p style="text-align: center;">Task #2</p> <p>When shown up to 8 emergency and safety signs, student will orally or in writing identify each one and will demonstrate understanding. For example: <i>School Zone</i>. Student could demonstrate that they understand the meaning by saying "School is near, go slow" or "Be careful of children here." Possible signs might include:</p> <ul style="list-style-type: none"> • Do Not Enter • Danger High Voltage • Danger • Caution Wet Floor • School Crossing • Keep Aisles Clear • Keep Out • No Food or Drink • Authorized Personnel Only • No Trespassing <p>You can add other signs like "yield" or "slow" for driving safety.</p>	<p style="text-align: center;">Total points possible 8</p> <ul style="list-style-type: none"> • Give 1 point for each task completely done 	<ul style="list-style-type: none"> • Beginning low passes with 4 • Beginning high passes with 6 • Intermediate low passes with 7 • Intermediate high passes with 8 • Advanced passes with 8 <p>My student's score: _____</p>

Over for total score

Thank you for teaching this material. Teaching and assessing these objectives is part of our contract with the CA Dept. of Adult Education. It is beneficial to our students and to our program; we receive funds for **up to two assessments per student per year with a passing score**. Each set of objectives can be taught once a year.

Please return the assessments to the address below by June 15th:

Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Total Points Possible for Objective #1:	25
Advanced	24
Intermediate High	22
Intermediate Low	19
Beginning High	16
Beginning Low	12

My student's total score on Objective #1 is: _____

Objective #1 - AAP 15C - Emergencies and Safety Signs

Thank you for teaching this material. Teaching and assessing these objectives is part of our contract with the CA Dept. of Adult Education. It is beneficial to our students and to our program; we receive funds for **up to two assessments per student per year with a passing score**. Each set of objectives can be taught once a year.

Please return the assessments to the address below by June 15th:

Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Life Survival Skills-2
FY17-18 Objective #2
AAP 328C

Accessing Health Care

Name of student: _____

Date of test _____

Name of tutor: _____

<p style="text-align: center;">Task #1</p> <p>Student will perform a role-play with the tutor who will take the part of the health care provider. The student will make a medical appointment by telephone, communicate up to 4 questions or statements and write the appointment date and time.</p>	<p style="text-align: center;">Total points possible 24</p> <ul style="list-style-type: none"> • Give 5 points for each question/statement if clear with insignificant errors; • Give 3 points if there are errors but not enough to interfere with meaning; give 1 point if on topic but has errors that interfere with meaning. • Give 4 more points for writing the date and time correctly. 	<ul style="list-style-type: none"> • Beginning low passes with 6 • Beginning high passes with 10 • Intermediate low passes with 12 • Intermediate high passes with 16 • Advanced passes with 20 <p>My student's score: _____</p>
<p style="text-align: center;">Task #2</p> <p>Student will perform a role-play with the assessor who will take the part of the health care provider. Student will make 5 responses, during a simulated visit to the doctor, to the doctor's questions and directions, and describe symptoms, including some or all of these: Ache, pain, hurt, cough, fever, rash, flu, upset stomach, runny nose, sneeze, sore throat, ear ache, vomiting.</p>	<p style="text-align: center;">Total points possible 25</p> <ul style="list-style-type: none"> • Give 5 points for each question/statement if clear with insignificant errors; • Give 3 points if there are errors but not enough to interfere with meaning; • Give 1 point if on topic but has errors that interfere with meaning. 	<ul style="list-style-type: none"> • Beginning low passes with 10 • Beginning high passes with 12 • Intermediate low passes with 15 • Intermediate high passes with 18 • Advanced passes with 22 <p>My student's score: _____</p>
<p style="text-align: center;">Task #3</p> <p>Chart - Student will make a chart showing a minimum of 4 local health care centers and give information about them such as their locations, costs, and areas of specialty.</p>	<p style="text-align: center;">Total points possible 15</p> <ul style="list-style-type: none"> • Give 15 total points if student lists 4 agencies and info is accurate; • Give 12 points if student lists 3 agencies and 90% of info is accurate; give 9 points if lists 2 agencies with 90% of info correct; give 6 points if lists 1 agency and 90% of info correct. • If student cannot list an agency or less than 90% of information is correct, give 0 points. 	<ul style="list-style-type: none"> • Beginning low passes with 8 • Beginning high passes with 10 • Intermediate low passes with 12 • Intermediate high passes with 13 • Advanced passes with 15 <p>My student's score: _____</p>

Over for total score

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Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Total Points Possible for Objective #2:	64
Advanced	57
Intermediate High	47
Intermediate Low	39
Beginning High	32
Beginning Low	24

My student's total score on Objective #2 is: _____

More advanced material for Objective, no official test required

<p>Student role-plays with tutor, who takes the part of health care provider. Student will answer by demonstration:</p> <ol style="list-style-type: none"> 1. "Please open your mouth." 2. "Touch where it hurts." 3. "Stick out your tongue." 4. "Let me take your temperature." 5. "Let me feel your pulse." 	<p>Tutor asks student to explain how to prevent illness through:</p> <ol style="list-style-type: none"> 1. Immunization 2. Hand washing 3. Proper food handling and storage 4. Avoiding smoking around children 5. Covering mouth for coughs and sneezes 6. Care when sharing food and drinks with others
<p>Student explains to tutor the signs of illness in a child (fever, cough, diarrhea, vomiting). Then student answers these questions put by the tutor about those symptoms:</p> <ol style="list-style-type: none"> 1. What do you do at home when you see this? 2. When do you call a doctor or nurse? 3. When do you go to the Emergency Room? 4. When do you <u>not</u> go to the Emergency Room? 5. When do you use over-the-counter medicines? 6. How do you take prescription medicine? 	<p>Student explains to tutor the common accidents that happen to children and how to prevent them:</p> <ol style="list-style-type: none"> 1. Car accidents (use rear seat car-seats) 2. Falls (simple first aid unless serious) 3. Poisoning (call poison control phone number) 4. Burns (simple first aid) 5. Choking (basic CPR) 6. Dangerous objects around the house (keep out of reach)

Objective #2 – AAP 328C Accessing Health Care

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Please return the assessments to the address below by June 15th:

Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Life Survival Skills-3
FY17-18 Objective #3
 AAP 313C

Parent/School Interaction

Name of student: _____

Date of test _____

Name of tutor: _____

<p style="text-align: center;">Task #1</p> <p>Explain an Absence by Phone Given a prompt or situation, student will participate in a role-play of a telephone call to the school or agency office to explain an absence and will include up to 6 pieces of information. Tutor plays role of school or agency personnel or listens as the student responds to a taped phone message.</p> <p>Example information:</p> <ol style="list-style-type: none"> 1. Greets and identifies self 2. Identifies student 3. States dates of absence 4. States reason for absence 5. Identifies teacher and grade or class 6. Uses appropriate closing 	<p style="text-align: center;">Total points possible 12</p> <ul style="list-style-type: none"> • Utterance is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning – 2 pts • 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 pt • Utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance. - 0 pts 	<ul style="list-style-type: none"> • Beginning low passes with 4 • Beginning high passes with 6 • Intermediate low passes with 8 • Intermediate high passes with 10 • Advanced passes with 12 <p>My student's score: _____</p>
<p style="text-align: center;">Task #2</p> <p>The student will participate in a simulated parent-teacher conference. The student will greet and introduce self, ask three questions about child's performance. The teacher assumes the role of the child's teacher, through use of a script. Possible questions are:</p> <ol style="list-style-type: none"> 1. How is my child doing in school? (in math class? In reading? etc.) 2. Does my child behave well? 3. Does my child hand in (return) his homework? 4. Student is able to say thank you and goodbye. <p>After role play tutor asks:</p> <ol style="list-style-type: none"> 1. As the teacher, how well did I say your child is doing in school? 2. As the teacher, how well did I say your child behaves? 3. As the teacher, what did I say about your child's homework? 	<p style="text-align: center;">Total points possible 16</p> <ul style="list-style-type: none"> • Give 2 points for each correct answer and each correct question; give 1 point for partially correct; give 0 points for unclear or incorrect. • Give 2 more points for saying thank you and goodbye; give 0 points if unable to say thank you and goodbye • Give 2 more points for greeting teacher and introducing self; • Give 0 points if unable to greet and introduce self. 	<ul style="list-style-type: none"> • Beginning low – <i>no need to teach this task at this level.</i> • Beginning high passes with 8 • Intermediate low passes with 10 • Intermediate high passes with 12 • Advanced passes with 14 <p>My student's score: _____</p>

Over for Task #3

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Please return the assessments to the address below by June 15th:

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Task #3	Total possible points: 10	
<p>After studying best methods for helping students with homework, student will state up to 5 ways that parents can help a child to do his homework. For example:</p> <ol style="list-style-type: none"> 1. Ask child about assigned homework 2. Help child plan when and where to study 3. Turn off TV, video games, etc. 4. Ask child to show finished work (if necessary, explain the work to parent in native language) 5. Praise child 	<ul style="list-style-type: none"> • Give 2 points for each task performed correctly • Give 1 point for each task partly correctly performed or with prompting • Give 0 points if unable to perform task 	<ul style="list-style-type: none"> • Beginning low passes with 4 • Beginning high passes with 6 • Intermediate low passes with 7 • Intermediate high passes with 8 • Advanced passes with 10 <p>My student's score: _____</p>

Total Points Possible for Objective #3:	38
Advanced	36
Intermediate High	30
Intermediate Low	25
Beginning High	20
Beginning Low	12

My student's total score on Objective #3 is: _____

Please note: Even though the directions state no need to teach Task #2 to a Beginning Low student, that student must earn 12 points to pass the test. Therefore, you may wish to teach Task #2, or ensure your student passes with additional points on Tasks #1 and #3, so the total points earned is at least 12.

Objective #3 – AAP 313C Parent/School Interaction

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Please return the assessments to the address below by June 15th:

Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Life Survival Skills-4

Nutrition

FY17-18 Objective #4

AAP 346C

Name of student: _____

Date of test _____

Name of tutor: _____

<p style="text-align: center;">Task #1</p> <p>Comparison Shopping Project:</p> <p>Students look at ads from 2-3 different stores that show 8 or more produce items per ad. Students compare prices for at least 6 fruits or vegetables, name the items they have chosen and which store is cheapest for each item.</p> <p>Then they calculate which store has the most economical produce overall.</p>	<p style="text-align: center;">Total points possible 7</p> <ul style="list-style-type: none">• Give 1 point for naming each item correctly and the cheapest store for that item.• Give 1 point for naming the most economical store overall.	<ul style="list-style-type: none">• Beginning low passes with 4• Beginning high passes with 5• Intermediate low passes with 6• Intermediate high passes with 6• Advanced passes with 7 <p>My student's score: _____</p>
<p style="text-align: center;">Task #2</p> <p>Planning Healthy Menus:</p> <p>Given the USDA recommendations for a healthy diet, student will plan menus for one day for his/her family (or for self) and will make up to 6 statements explaining the choices. Beginning students may use pictures to create the meals and label them with appropriate vocabulary words.</p> <p>Examples: My family will eat broccoli, red peppers, chili peppers, fish and rice for dinner. I will drink low-fat milk.</p>	<p style="text-align: center;">Total points possible 12</p> <ul style="list-style-type: none">• Give 2 points if statement is clear and complete with correct content.• Give 1 point if statement has correct content with errors that do not interfere with meaning.• Give 0 points if utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance.	<ul style="list-style-type: none">• Beginning low passes with 4• Beginning high passes with 5• Intermediate low passes with 7• Intermediate high passes with 8• Advanced passes with 10 <p>My student's score: _____</p>

Over for Task #3

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Task #3	Total points possible 20	
<p>Diabetes</p> <p>After studying the risks and signs of diabetes (see next paragraph), student will role-play as follows: Tutor will take role of relative or friend and ask student three questions about diabetes.</p> <p>Student will answer with up to 5 signs of diabetes, up to 3 risk factors and state up to 2 ways the risk can be reduced.</p> <p>Sample questions: How do I know if I have diabetes? What are some signs? What are my risks for diabetes? What can I do to reduce my risk of diabetes? How can I help my child avoid diabetes?</p> <p>Signs include being tired a lot, needing to urinate often, always thirsty, numb or tingling hands or feet, wounds that won't heal, blurry vision, sudden weight loss, etc.</p> <p>Risks include being overweight, having a relative with diabetes, not physically active, eats lots of sugar.</p> <p>Ways to reduce risks include losing weight, eating healthy foods, becoming physically active.</p>	<ul style="list-style-type: none"> • Give 2 points for every appropriate, clear, complete and correct answer. • Give 1 point for every appropriate and correct answer that is only partially complete or has errors that interfere somewhat with meaning. • Give 0 points if utterance is inappropriate, incomprehensible, or incorrect, or there is no utterance. 	<ul style="list-style-type: none"> • Beginning low – <i>no need to teach this task at this level.</i> • Beginning high passes with 4 • Intermediate low passes with 11 • Intermediate high passes with 15 • Advanced passes with 18 <p>My student's score: _____</p>

Total Points Possible for Objective #4:	39
Advanced	35
Intermediate High	29
Intermediate Low	24
Beginning High	14
Beginning Low	8

My student's total score on Objective #4 is: _____

Objective #4 – AAP 346C Nutrition

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Please return the assessments to the address below by June 15th:

Literacy Program - 1740 17th Avenue - Santa Cruz CA 95062

Life Survival Skills-5
FY17-18 Objective #5, AAP #1.6



Managing Your Money: Part 1

Name of Student: _____

Name of Tutor: _____

Date of test: _____

<p style="text-align: center;">Task #1 – Inquire at a Bank</p> <p><u>Content A:</u> Student will perform a role play in a financial institution that includes up to 3 statements, such as greeting and introduction, reason for the meeting, and a closing of the conversation, and up to 7 questions. Record points for each statement or question: up to 3 statements and 2-4 questions (BL = 2, BH = 3, IL-A = 4); total possible = 7 items worth up to 2 points each.</p> <p>Examples of inquiries:</p> <ol style="list-style-type: none"> 1. checking account services and fees 2. savings account policies and interest rates 3. the process for obtaining a loan 4. other services provided <p>Student plays the role of the customer and the examiner plays the role of the bank employee.</p> <p><u>Content B:</u> Student will use clarification techniques as needed in order to understand the examiner’s answers and take notes on them if necessary. After the role play the examiner will check the student’s comprehension of the information. This can be done in a variety of ways such as: by asking 3 comprehension questions (BL=1, BH-IL=2, IH-A=3) which the student will answer orally or in writing.</p>	<p>Total points possible: Content A = 14; Content B = 6</p> <p>Statement or question is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning: 2 points</p> <p>Statement or question 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 point</p> <p>Statement or question is inappropriate, incomprehensible, or incorrect, or there is no utterance: 0 points</p>								
<p style="text-align: center;">Task #2 – Make a Budget</p> <p>Given budget guidelines and a scenario that includes household income and expenses, student will create a monthly budget which includes saving for a specific need. The budget will include up to 8 items, such as:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Housing</td> <td>Car Insurance</td> </tr> <tr> <td>Food</td> <td>Clothing</td> </tr> <tr> <td>Utilities</td> <td>Entertainment</td> </tr> <tr> <td>Car Payment</td> <td>Saving for a Specific Need</td> </tr> </table> <p><u>Optimally, the task will be created on a computer and sent to the instructor electronically.</u></p>	Housing	Car Insurance	Food	Clothing	Utilities	Entertainment	Car Payment	Saving for a Specific Need	<p>Total points possible: 16 (no. of items: BL=5, BH=6, IL=7, IH-A=8)</p> <p>Item is appropriate, clear, complete, and has correct content. There may be errors that do not interfere with meaning: 2 points</p> <p>Item 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 point</p> <p>Item is inappropriate, incomprehensible, or incorrect, or there is no utterance: 0 points <i>(Over for Task #3)</i></p>
Housing	Car Insurance								
Food	Clothing								
Utilities	Entertainment								
Car Payment	Saving for a Specific Need								

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Literacy Program, 1740 17th Avenue, Santa Cruz CA 95062

Life Survival Skills-5
FY17-18 Objective #5, AAP #1.6



Managing Your Money: Part 1

Name of Student: _____

Name of Tutor: _____

Date of test: _____

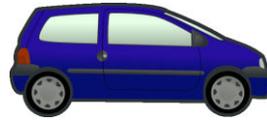
<p>Task #3 – Find and Compare Information on Banking Institutions</p> <p>(BL-BH student): Given resources such as brochures or the Internet listing local banking institutions (most accessible to students) with appropriate information, such as hours, locations, banking services offered, and fees, student will complete a chart or give information orally to examiner for 3 institutions and pieces of information for each.</p> <p>Examples of services: Accounts (checking, savings), Loans (personal, mortgage, business), Online banking Examples of fees: Late charges, bounced check fee, money transfer fee</p> <p>(IL-A student): Student will complete a chart for up to 4 institutions and pieces of information for each. Once the chart is complete, the student will compare and contrast the banking institutions to select one that student might use and write the reasons for making the choice.</p>	<p>Total points possible: 11</p> <p>90% of the items assigned to the IL-A students are correct: 9 points 80% of the items assigned to the IL-A students are correct: 8 points 70% of the items assigned to the IL-A students are correct: 7 points 80% of the items assigned to the BL-BH students are correct: 6 points 70% of the items assigned to the BL-BH students are correct: 5 points Less than 70% of the items assigned to the BL-A students are correct: 0 points</p> <p>Neat and legible. Spelling errors do not interfere with meaning: 2 points Not neat or legible, or spelling errors interfere with meaning: 0 points</p> <p><u>Optimally, the chart will be created on a computer and sent to the instructor electronically.</u></p>
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Total points possible for Objective #5	47	My student's overall score on Objective #5 is: _____
Advanced	42	
Intermediate High	37	
Intermediate Low	32	
Beginning high	22	
Beginning low	16	

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Literacy Program, 1740 17th Avenue, Santa Cruz CA 95062

Life Survival Skills-6
FY17-18 Objective #6, AAP #12.5



Access Services at DMV

Name of Student: _____

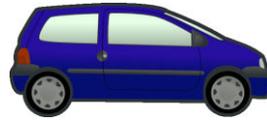
Name of Tutor: _____

Date of test _____

<p>Tasks #1, 2, 3 apply to Beginning Low and Beginning High Students Optional for Intermediate and Advanced Students</p> <p>#1 – Understand Road Signs and Signals Student will identify, orally or in writing, and demonstrate understanding of 10 signs, signals, and/or warning signs when shown pictures. Information from California Driver Handbook will be used.</p> <p><u>Points Possible: 10</u> Utterance/writing is correct and comprehensible. <u>Points: 1</u> Utterance/writing is incorrect or incomprehensible: <u>Points: 0</u></p> <p>Level: Beginning Low – Beginning High</p>	<p>Task #2 – Identify Car Types and Parts Student will identify, orally or in writing, 4 types of vehicles and 4 car parts when shown pictures, in order to be able to report a traffic accident.</p> <p><u>Points Possible: 8</u> Utterance/writing is correct and comprehensible. <u>Points: 1</u> Utterance/writing is incorrect or incomprehensible. <u>Points: 0</u></p> <p>Level: Beginning Low – Beginning High</p>
<p>Task #3 – List Driver’s License Requirements Student will list, orally or in writing, 3 requirements to obtain a driver’s license.</p> <p><u>Points Possible: 3</u> Utterance/writing is correct and comprehensible. <u>Points: 1</u> Utterance/writing is incorrect or incomprehensible. <u>Points: 0</u></p> <p>Level: Beginning Low – Beginning High</p>	<p>Tasks #4 & 5 apply only to Intermediate Low, Intermediate High, and Advanced Students</p> <p>Task #4 – Respond to a Traffic Citation Given a simulated authentic traffic citation, student will respond, orally or in writing, to up to 5 appropriate-level questions, such as:</p> <ul style="list-style-type: none"> • What is the violation? What is the violation code? • Why was the traffic citation given? • What are two ways a person can respond to the citation? <p><u>Points Possible: 10</u> Answer is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning. <u>Points: 2</u> Answer is appropriate and has correct content. There may be errors which interfere with meaning, but the answer can be understood with inference. <u>Points: 1</u> Answer is inappropriate, incomprehensible, or incorrect, or there is no answer. <u>Points: 0</u></p> <p>Level: Intermediate Low (4 questions) Int. High-Advanced (5 questions)</p>

Thank you most sincerely for going to the trouble to teach this material. Teach a little bit at each meeting with your students. Teaching and testing these objectives is part of our contract with the CA Dept. of Education. Please return these pages to the Literacy office by June 15th. If you can only teach one or two of the objectives, fine. Every one counts and they can all be taught 2 or more times.

Life Survival Skills-6
FY17-18 Objective #6, AAP #12.5



Access Services at DMV

Name of Student: _____

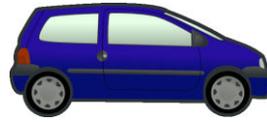
Name of Tutor: _____

Date of test _____

<p align="center">Task #5 – Persuade a Person to Follow Safe Driving Laws</p> <p>This task (Content A and Content B) applies only to Intermediate Low, Intermediate High, and Advanced Students.</p> <p><u>Content A (Points Possible: 14)</u> After researching driving safety laws and information on the use of seat belts, child safety seats, texting while driving, etc., student will participate in a role play in which the student tries to convince a friend that the friend and/or his/her family should follow safe driving laws, such as those regarding the use of seat belts, child safety seats, or cell phones, etc.</p> <p>Examiner takes the part of the friend who does not think it is necessary to use seat belts, child safety seats, or not text while driving, etc. Student uses persuasive language and cites at least 3 reasons and/or laws for using seat belts, child safety seats, and/or not texting while driving, etc.</p> <p>Intermediate Low requires 2 reasons; Intermediate High requires 2 reasons; Advanced requires 3 reasons.</p>	<p align="center">Scoring Rubric – Content A</p> <p>Argument is appropriate, clear, persuasive, and has correct content. Three reasons and/or laws are cited. Ideas are well-stated, clearly expressed, and supported with concrete, relevant detail. No inference is required. There may be errors, but they do not interfere with meaning. <u>Points: 14</u></p> <p>Argument is appropriate, clear, and has correct content. At least two reasons and/or laws are cited. Some ideas may not be well-stated or persuasive. Contains some relevant detail. May require minimal inference. There may be errors, but they do not interfere with meaning. <u>Points: 12</u></p> <p>Argument is appropriate and has correct content, but may lack clarity and persuasiveness. At least one reason and/or law is cited. Many ideas may not be well-stated. May lack appropriate or sufficient detail or clear focus. May require some inference. Any errors do not interfere with meaning. <u>Points: 10</u></p> <p>Argument is inappropriate, unclear, incorrect, or no argument. <u>Points: 0</u></p>
<p><u>Content B (Points Possible: 6)</u></p> <p>Student will make statements and ask questions to clarify examiner's reasons for not using seat belts, etc. After the simulation, the examiner will check the student's comprehension of the examiner's reasons by asking three comprehension questions, which student will answer orally.</p> <p>Intermediate Low requires 2 reasons; Intermediate High and Advanced require 3 reasons.</p>	<p align="center">Scoring Rubric – Content B</p> <p>Utterance has correct content. <u>Points: 2</u></p> <p>Utterance is incorrect or there is no utterance. <u>Points: 0</u></p> <p><u>Required to Pass:</u></p> <p>Advanced: 27 (Tasks 4, 5) Total Points Possible: 30 Intermediate High: 23 (Tasks 4, 5) My Student's Overall Score: _____ Intermediate Low: 19 (Tasks 4, 5) Beginning High: 15 (Tasks 1, 2, 3) Beginning Low: 11 (Tasks 1, 2, 3)</p>

Thank you most sincerely for going to the trouble to teach this material. Teach a little bit at each meeting with your students. Teaching and testing these objectives is part of our contract with the CA Dept. of Education. Please return these pages to the Literacy office by June 15th. If you can only teach one or two of the objectives, fine. Every one counts and they can all be taught 2 or more times.

Life Survival Skills-6
FY17-18 Objective #6, AAP #12.5



Access Services at DMV

Name of Student: _____

Name of Tutor: _____

Date of test _____

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Literacy Program, 1740 17th Avenue, Santa Cruz CA 95062