

Life Survival Skills #1

FY2023-24 Civic Engagement

CASAS EL Civics Objective 7

Communicating in an Emergency

Total Points Possible for # 1 25

| | |
|-------------------|----|
| Advanced | 24 |
| Intermediate High | 22 |
| Intermediate Low | 19 |
| Beginning High | 16 |
| Beginning Low | 12 |

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____

Submission Date _____

| | | |
|---|---|---|
| <p style="text-align: center;">Task #1</p> <p>7-7 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>Total points possible 17</p> <ul style="list-style-type: none"> • Give 1 point 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>Date ____ Baseline Score ____</p> <p>Date ____ Final Score ____</p> |
| <p style="text-align: center;">Task #2</p> <p>7-5 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." Access the DMV link below for CA road signs such as:</p> <ul style="list-style-type: none"> • Do Not Enter • Merging Traffic • Danger • Wrong Way • Yield • Keep Out • School Crossing • Rail Crossing <p>https://www.dmv.ca.gov/portal/handbook/california-driver-handbook/traffic-signs/</p> | <p>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>Date ____ Baseline Score ____</p> <p>Date ____ Final Score ____</p> |

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Life Survival Skills #2

FY2023-24 Civic Engagement

CASAS EL Civics Objective 28

Accessing Health Care

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____ Submission Date _____

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| <p style="text-align: center;">Task #1</p> <p>28-12 Make medical/dental/vision appointments and transfer appointment information onto a calendar.</p> <p>Student will perform a role-play with the assessor who will take the part of the health care provider.</p> <p>The student will make a medical appointment by telephone, communicate up to 4 questions or statements and write the appointment date and time in a calendar.</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>Date _____ Baseline Score _____</p> <p>Date _____ Final Score _____</p> |
| <p style="text-align: center;">Task #2</p> <p>28-4 Describe 3 symptoms of an illness or other physical problem.</p> <p>Student will perform a role-play with the assessor who will take the part of the health care provider.</p> <p>During a simulated visit to the doctor the student will describe at least two symptoms such as:</p> <p style="padding-left: 40px;">ache, pain, hurt, cough, fever, rash, flu, upset stomach, runny nose, sneeze, sore throat, ear ache, vomiting</p> <p>Student will answer at least three of the provider's questions concerning some or all of these:</p> <p style="padding-left: 40px;">duration of symptoms; location in body; severity of discomfort; previously tried remedies</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 16 • Intermediate high passes with 20 • Advanced passes with 23 <p>Date _____ Baseline Score _____</p> <p>Date _____ Final Score _____</p> |

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| <p style="text-align: center;">Task #3</p> <p>28-10 Student will identify and explain at least three items on medicine labels for two different over the counter medications.</p> <ul style="list-style-type: none"> Identify appropriate purposes Identify dosages Identify warnings Identify expiration date | <p style="text-align: center;">Total points possible 18</p> <p>Give 3 points for each statement if clear with insignificant errors</p> <p>Give 2 points if information is accurate and there are errors but not enough to interfere with meaning;</p> <p>Give 1 point if information is accurate but has errors that interfere with meaning.</p> <p>Give 0 points if information is incorrect.</p> | <ul style="list-style-type: none"> • Beginning low passes with 6 • Beginning high passes with 9 • Intermediate low passes with 12 • Intermediate high passes with 15 • Advanced passes with 18 <p>Date _____ Baseline Score _____</p> <p>Date _____ Final Score _____</p> |
|--|---|--|

Over for total score

| | |
|--|-----------|
| Total Points Possible for Objective #2: | 63 |
| Advanced | 57 |
| Intermediate High | 47 |
| Intermediate Low | 39 |
| Beginning High | 32 |
| Beginning Low | 24 |

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

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Life Survival Skills #3

Communicating with School Personnel

FY2023-24 Civic Engagement, Government

CASAS EL Civics Objective 13

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____ Submission Date _____

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| <p style="text-align: center;">Task #1</p> <p>13-8 Demonstrate the ability to call the school and report an absence. 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. Assessor 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"> ● 2 points: Utterance is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning. ● 1 point: 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. ● 0 points: 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 6 ● Intermediate low passes with 8 ● Intermediate high passes with 10 ● Advanced passes with 12 <p>Date _____ Baseline Score _____</p> <p>Date _____ Final Score _____</p> |
| <p style="text-align: center;">Task #2</p> <p>13-2 Interact orally with school personnel in a conference or an open house. The student will participate in a simulated parent-teacher conference. The student will greet and introduce him/herself and ask three questions about the child's performance. The assessor 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 the assessor 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>Date _____ Baseline Score _____</p> <p>Date _____ Final Score _____</p> |

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Over for Task #3

| | | |
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| <p align="center">Task #3</p> <p>13-5 Identify vocabulary, and/or describe some things that they can do to help their children or themselves be successful learners. Student will state up to 5 ways that parents can help a child be successful in school.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. Make sure your child has a good night's sleep and a nutritious breakfast. 2. Show your child that you value learning by showing an interest in their studies and asking them about their school day. 3. Encourage your child to read and limit screen time. 4. Help your child find a quiet time and place for homework. 5. Ask your child to show finished work and be sure your child is handing in assignments. 6. Attend parent-conferences and back-to-school night. Contact the teacher if your child is having problems or you have questions or concerns. | <p align="center">Total possible points: 10</p> <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>Date _____ Baseline Score ____</p> <p>Date _____ Final Score ____</p> |
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| Total Points Possible for Objective #3: | 38 |
| Advanced | 36 |
| Intermediate High | 30 |
| Intermediate Low | 25 |
| Beginning High | 20 |
| Beginning Low | 8 |

Total Baseline score on Objective #3 is: _____
Total Final score on Objective #3 is: _____

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Life Survival Skills # 4
FY2023-24 Civic Engagement
 CASAS EL Civics Objective 33

Applying for a New Job

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____ Submission Date _____

| | | |
|--|--|---|
| <p style="text-align: center;">Task #1</p> <p>33-6 Complete a job application. Given a sample job application, the student will accurately fill out up to six of the following.</p> <ol style="list-style-type: none"> 1. Contact information 2. Name of position applying for 3. Work Skills 4. Availability 5. Education (i.e. school, dates attended) 6. Employment record (i.e. name of employer, address, dates, position, reason for leaving) | <p style="text-align: center;">Total points possible 12</p> <ul style="list-style-type: none"> ● Item is appropriate, clear, complete, and has correct content. There may be errors that do not interfere with meaning: 2 points ● Item is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning but the item can be understood with inference: 1 point ● Item is inappropriate, incomprehensible, or incorrect or there is no item: 0 points | <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>Date ____ Baseline Score ____ Date _____ Final Score ____</p> |
| <p style="text-align: center;">Task #2</p> <p>33-8 Demonstrate successful job interview techniques. During a simulated job interview with the assessor taking the part of the interviewer, the student will demonstrate up to five of the following:</p> <ol style="list-style-type: none"> 1. Expresses appropriate greeting while making eye contact and shaking hands (if in person) 2. Answers three questions describing skills and experience 3. Asks a question of the interviewer 4. Demonstrates knowledge of the company or job by answering an interviewer's question 5. Thanks the interviewer | <p style="text-align: center;">Total points possible 12</p> <ul style="list-style-type: none"> ● Give 1 point each for #1 & 5 (appropriate greeting and thank you) ● Give 2 points for each correct question/answer for Items #2 -4. Give 1 point for partially correct; give 0 points for unclear or incorrect. | <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>Date ____ Baseline Score ____ Date _____ Final Score ____</p> |

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| Task #3 | Total possible points: 12 | |
|--|---|---|
| <p>33-7 Create a resume Provided with a template, student will create a resume including up to four categories of information such as:</p> <ol style="list-style-type: none"> 1. Contact information (i.e name, address, email or phone number) 2. Work experience (i.e position, place of employment, location, description of jobs and duties) 3. Education history (i.e school and location, certification dates) 4. Skills (i.e languages, typing or computer skills, machine operating skills, special licenses) | <ul style="list-style-type: none"> ● Item is appropriate, clear, complete, and has correct content. There may be errors that do not interfere with meaning: 3 points ● Item is appropriate and has correct content. It may be partially complete. There may be errors that interfere with meaning but the item can be understood with inference: 2 point ● Item is inappropriate, incomprehensible, or incorrect or there is no item: 0 points | <p>Beginning low – <i>no need to teach this task at this level</i> Beginning high passes with 4 Intermediate low passes with 8 Intermediate high passes with 10 Advanced passes with 12</p> <p>Date ____ Baseline Score ____ Date _____ Final Score ____</p> |

| | |
|--|-----------|
| Total Points Possible for Objective #4: | 36 |
| Advanced | 36 |
| Advanced | 36 |
| Intermediate High | 30 |
| Intermediate Low | 24 |
| Beginning High | 16 |
| Beginning Low | 8 |

Total Baseline score on Objective #4 is: _____
Total Final score on Objective #4 is: _____

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Life Survival Skills #5

FY2023-24 Civic Engagement

CASAS EL Civics Objective-1

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____

Submission Date _____

Understanding Bank Services

| | |
|---|-----------|
| Total points possible for Objective #5 | 47 |
| Advanced | 42 |
| Intermediate High | 37 |
| Intermediate Low | 32 |
| Beginning high | 22 |
| Beginning low | 6 |

Task #1 – Inquire at a Bank

Content A: 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.

Examples of inquiries:

1. checking account services and fees
2. savings account policies and interest rates
3. the process for obtaining a loan
4. other services provided

Student plays the role of the customer and the examiner plays the role of the bank employee.

Content B: 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.

Total points possible: Content A = 14; Content B = 6

2 points

Statement or question is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning

1 point

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:

0 points

Statement or question is inappropriate, incomprehensible, or incorrect, or there is no utterance

Date _____ Baseline Score _____

Date _____ Final Score _____

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Task #2 – Make a Budget

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:

| | |
|-------------|----------------------------|
| Housing | Car Insurance |
| Food | Clothing |
| Utilities | Entertainment |
| Car Payment | Saving for a Specific Need |

Optimally, the task will be created on a computer and sent to the instructor electronically.

Total points possible: 16 (no. of items: BL=5, BH=6, IL=7, IH-A=8)

2 points: Item is appropriate, clear, complete, and has correct content. There may be errors that do not interfere with meaning

1 point: 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

0 point: Item is inappropriate, incomprehensible, or incorrect, or there is no utterance.

Date _____ Baseline Score ____

Date _____ Final Score ____

Task #3 – Find and Compare Information on Banking Institutions

(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.

Examples of services: Accounts (checking, savings), Loans (personal, mortgage, business), Online banking

Examples of fees: Late charges, bounced check fee, money transfer fee

(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.

Optimally, the chart will be created on a computer and sent to the instructor electronically.

Total points possible: 11

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

2 points Neat and legible; spelling errors do not interfere with meaning

0 points Not neat or legible, or spelling errors interfere with meaning

Date _____ Baseline Score ____

Date _____ Final Score ____

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Life Survival Skills #6
FY2023-24 Objective AAP #12.5



Driving and Automobile Safety

Student: _____ Total of Baseline Scores _____

Tutor: _____ Total of Final Scores _____ Submission Date _____

Applicable to Beginning Low and Beginning High Students *Optional for Intermediate and Advanced Students

| | |
|---|---|
| <p>Applicable to Beginning Low and Beginning High Students Task #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> 1 Point: Utterance/writing is correct and comprehensible. 0 point: Utterance/writing is incorrect or incomprehensible</p> <p>Date _____ Baseline Score ____ Date _____ Final Score ____</p> | <p>Applicable to Beginning Low and Beginning High Students, optional for others 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> 1 Point: Utterance/writing is correct and comprehensible. 0 Points: Utterance/writing is incorrect or incomprehensible.</p> <p>Date _____ Baseline Score ____ Date _____ Final Score ____</p> |
| <p>Applicable to Beginning Low and Beginning High Students *Optional for others</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> 1 Point: Utterance/writing is correct and comprehensible. 0 point: Utterance/writing is incorrect or incomprehensible</p> <p>Date _____ Baseline Score ____ Date _____ Final Score ____</p> | <p>Applicable only to Intermediate Low, Intermediate High, and Advanced Students 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> 2 Points: Answer is appropriate, clear, complete, and has correct content. There may be errors, but they do not interfere with meaning. 1 Point: Answer is appropriate and has correct content. There may be errors which interfere with meaning, but the answer can be understood with inference. 0 Points: Answer is inappropriate, incomprehensible, or incorrect, or there is no answer. Level: Intermediate Low (4 questions) Int. High-Advanced (5 questions)</p> <p>Date _____ Baseline Score ____ Date _____ Final Score ____</p> |

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Applicable to Intermediate Low, Intermediate High, and Advanced Students

Task #5 – Persuade a Person to Follow Safe Driving Laws

Content A (Points Possible: 14)

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.

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.

Intermediate Low requires 2 reasons; Intermediate High requires 2 reasons; Advanced requires 3 reasons.

Scoring Rubric – Content A

14 Points:

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.

12 Points:

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.

10 Points

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.

0 Points

Argument is inappropriate, unclear, incorrect, or no argument.

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| <p style="text-align: center;">Content B (Points Possible: 6)</p> <p>Student will make statements and ask questions to clarify examiner's reasons for not using seat belts, etc.</p> <p>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>Scoring Rubric – Content B</p> <p>2 Points: Utterance has correct content.</p> <p>0 Points: Utterance is incorrect or there is no utterance.</p> <p><u>Required to Pass:</u> Total Points Possible: 30</p> <p>Advanced: 27 (Tasks 4, 5)</p> <p>Intermediate High: 23 (Tasks 4, 5) Date _____ Baseline Score ____</p> <p>Intermediate Low: 19 (Tasks 4, 5) Date _____ Final Score ____</p> <p>Beginning High: 15 (Tasks 1, 2, 3)</p> <p>Beginning Low: 11 (Tasks 1, 2, 3)</p> |
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