

INTRODUCTION

EL CIVICS EDUCATION UNIT

Advanced Level

This guide will take you through the Education Objective. The objective is to *“Identify educational opportunities and research education/training required to achieve a personal goal.”*

There are two tasks for this assessment.

In the first task, students will play the role of a prospective student making an inquiry of a post-secondary school or job-training program. Note: You need a MiraCosta credit catalogue to do this assessment or copies of selected pages.

The activities in the unit are only suggestions and can be adapted to meet your students' specific needs.

Page 3: The first page of Task 1 contains a suggested list of activities and materials.

Pages 4-5: **Vocabulary Practice.** Students preview college catalogue vocabulary to become familiar with the catalogue.

Page 6-8: **College Class Schedule.** Schedule can be used to practice skimming for class information and preparing questions for role play. Use need to have a copy of the MiraCosta credit catalogue or copies of selected pages.

Page 9: **Role Play Practice Dialogue.** Dialogue can be used for practice and also as a model for student information.

Page 10: **Role Play Practice Sheet.** Students write out questions on a practice chart.

Page 11: **Assessment Script.** To be used by the Assessor.

Page 12: **Note Taking Form.** Students practice taking notes to prepare to answer comprehension questions during role play

Page 13: **Education Rubric: Task 1.** The task is worth 30 points. The Task 1 score will be added to Task 2 for the final score.

In the second task, students will complete an authentic application form to enroll in postsecondary classes, such as community college, ROP, Adult School, or other training opportunities.

Page 14: The first page of Task 2 contains a suggested list of activities and materials.

Pages 15-16: **College Application Checklist.** Students practice answering questions that are found on the college application. The student example from Task 1 is used to model how to answer the questions.

Page 17: **Task 2 Assessment—College Application.**

Page 18: **Education Rubric: Task 2.** The task is worth 14 points.

Page 19: **Education Objective: Final Score** (Tasks 1 and 2) The total points for this objective are 44 points.

Instructors note total points for your level. At the advanced level, students need to score: 39 points.

This number needs to be explained to your students. The score a student receives on Task 1 will be added to Task 2 for the final score. For example, if an advanced student scores 28 on Task 1, they need to score 11 points on Task 2 to pass the assessment.

REMINDER - The activities in this packet are meant to be suggestions for your use on completing the objectives. These additional assessments are not meant to be "additional work for you and your students." They are to be incorporated into your regular classroom activities.

EDUCATION OBJECTIVE: TASK 1

Identify educational opportunities and research educational/training required to achieve a personal goal.

Level: Advanced

Task 1	Materials	Suggested Activities
<p>Student will play the role of a prospective student making an inquiry of an employee of a post-secondary school or job-training program. The examiner will play the part of an employee in the admissions office and will listen and respond to the student's questions. Student will use clarification techniques and take notes as needed to answer examiner's questions.</p>	<ol style="list-style-type: none"> 1. Education Rubric: Task 1 2. MiraCosta College Catalogue 3. Catalogue Vocabulary 4. College Class Schedule Examples 5. Role Play Practice Sheet 6. Role Play Practice Dialogue 7. Note Taking Form 8. Assessment Script 	<ol style="list-style-type: none"> 1. Brainstorm a list of places students can receive additional job training after they finish their ESL classes. These could include: local adult schools, community colleges, ROP programs. 2. Review the Education Rubric: Task 1 so that Ss understand the requirements. 3. Put Ss in groups. Give each group a copy of the MiraCosta College Catalogue. 4. Review the Catalogue Vocabulary and show examples. Have student find the answers to the questions. 5. Put the College Class Schedule Examples on the OH. Develop questions as a group about the ESL classes. 6. Model using the Role Play Practice Sheet to write down questions and answers. 7. Practice the Role Play Practice Dialogue. 8. Have each Ss complete the Role Play Practice Sheet with a class or program of their choice. 9. Model how to use the Note Taking Form to practice taking notes while listening to the answers. Use the notes to answer the 3 comprehension questions with a partner. This will also be used during the assessment. 10. Ss perform Task 1 Assessment.

College Catalogue Vocabulary

Word	Definition
Admission	Allowed to take classes at the college
Apply	Ask to be admitted
Attendance	Going to a class
Counseling	Help with educational goal (s), which classes to take
Enroll	To register for classes
Fees	Money for different services at the college
Orientation	A short class that tells you about the college
Placement test	Tests taken before admission to make sure you are ready to succeed in college and to know what classes you may need to take
Tuition	Money paid to take a class
Unit	A credit for passing a class; each class is worth 1 to 3 units

Write words you do not know here. Look up the words in your dictionary.

Word	Definition

Vocabulary Practice

Directions: Find the following sections in the catalogue. Write the page numbers below. Optional: Write down the names of 2-3 sections you thought were interesting. Trade papers and have your partner find the page numbers.

Section	Page Number
How to Apply and Enroll	_____
Fees—Information, Policies, Procedures	_____
Application for Admission	_____
Center for Career Studies and Services	_____
Community Education Noncredit Classes	_____
MiraCosta College Credit Courses	_____
Workplace Skills Training	_____
College Calendar	_____
Enrollment Information and Policies	_____
Entrepreneur Center	_____
Other: _____	_____
Other: _____	_____
Other: _____	_____

College Class Schedule Exercise

Directions: Partner A has information about an ESL 802 class. Partner B has information about a Horticulture class. Ask your partner about their class. Write the answers below. Note: Use the MiraCosta Credit Catalogue to do this exercise.

1. Where is the class held?	<hr/> <hr/>
2. What is the class number for the first class on the list?	<hr/> <hr/>
3. What are the hours of the class?	<hr/> <hr/>
4. Who is the teacher?	<hr/> <hr/>
5. How many units is the class?	<hr/> <hr/>
6. What is the room number?	<hr/> <hr/>

Role Play Practice Dialogue

Directions: Practice the dialogue below. Change the questions and answers using the **College Class Schedule**.

A&R Assistant:	Hello.
Rania:	Hi, my name is Rania. (Offer a greeting, introduce self)
A&R Assistant:	How may I help you?
Rania:	I am interested in taking credit ESL Classes. (State reason for inquiry) . When do you offer ESL 802? (Question #1)
A&R Assistant:	On Mondays, Wednesdays and Fridays at the Oceanside campus.
Rania:	Are there classes on Saturdays? (Clarifying question) .
A&R Assistant:	No ESL 802 is only held during the week.
Rania:	Do you have a class schedule? (Question #2)
A&R Assistant:	Yes, it's right here.
Rania:	Where can I take the classes? (Question #3)
A&R Assistant:	At the Oceanside and San Elijo Campuses.
Rania:	How much English do I need? (Question #4)
A&R Assistant:	You need to take a placement test.
Rania:	When do the classes start? (Question #5)
A&R Assistant:	The next class starts in two weeks.
Rania:	How much are the classes? (Question #6)
A&R Assistant:	The classes cost \$26 per unit if you have lived in California for one year.
Rania:	Thank you for your help. (Conclude conversation)
A&R Assistant:	You're welcome.

Role Play Practice Chart

Directions: You are going to practice asking questions about an educational program. Write your questions below. Practice asking and answering questions with a partner.

A&R Assistant: Hello, may I help you?

Student: Hello. This is_____. I am interested in taking _____ classes. (**greeting, reason for inquiry**)

A&R Assistant: (Answer)_____

Student: (Question #2) _____

A&R Assistant: (Answer)_____

Student: (Question #3) _____

A&R Assistant: (Answer)_____

Student: (Question #4) _____

A&R Assistant: (Answer)_____

Student: (Question #5) _____

A&R Assistant: (Answer)_____

Student: (Question #6) _____

A&R Assistant: (Answer)_____

Student: (Clarifying question) _____

A&R Assistant: (Answer)_____

Student: Thank you for your help (**conclude conversation**).

A&R Assistant: You're welcome.

Assessment Script (1 of 2 pages)

Directions: Evaluate students one at a time in a separate room. Students are to ask 6 questions about an educational program and one clarifying question. Follow the script below. Student answers may vary. (See **Role Play Dialogue** for examples of possible questions and answers).

A&R Assistant: Hello, may I help you?

Student: Hi, my name is Rania. (**Offer a greeting, introduce self**)
I am interested in taking _____ classes. (Possible Question #1) When do you offer the _____ class?

A&R Assistant: (Answer—look at class schedule for information)_____

Student: (Question #2) _____

A&R Assistant: (Answer)_____

Student: (Question #3) _____

A&R Assistant: (Answer)_____

Student: (Question #4) _____

A&R Assistant: (Answer)_____

Student: (Question #5) _____

A&R Assistant: (Answer)_____

Student: (Question #6) _____

A&R Assistant: (Answer)_____

Student: (**Clarifying question—this can be any time during the role play. Students ask a question to make sure they understand the information correctly.**)

A&R Assistant: (Answer)_____

Student: Thank you for your help (**Conclude conversation**).

A&R Assistant: You're welcome.

Assessment Script (2 of 2 pages)

Directions: Now the assessor asks the student some comprehension questions based on the role-play. The questions will vary based on questions students ask during the assessment.

Some examples of questions the assessor may ask are:

- 1) What days does the class meet?
- 2) What time is the class?
- 3) Who is the instructor?
- 4) When does the class begin?
- 5) When does the class end?
- 6) How many units is the class?
- 7) What is the room number?

Role Play Note-Taking Form

To be Used During Assessment

Directions: Write your questions below. Listen to the Help Desk and take notes on the answers. You do not need to write full sentences.

Example:

Question: *When are the classes?*

Answer: *They're on Mondays, Wednesdays and Fridays.*

Notes: *classes-MWF*

Questions	Answers/Notes
1.	
2.	
3.	
4.	
5.	
6.	

Education Rubric: Task 1

Research Job Training Program

Students will play the role of a prospective student making an inquiry of a post-secondary school or job training program. Use the rubric below to score the role-play. There are a total of **30 points (24 points in Content A and 6 points in Content B)**.

Scoring Rubric	Points for each component
CONTENT A	
Utterance is appropriate, clear, complete and correct. There may be errors that do not interfere with meaning.	3
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.	2
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

Components of the Role Play

Content A

1. Greeting/Introduce Self	0	2	3
2. State for Reason for Inquiry	0	2	3
3. Question 1	0	2	3
4. Question 2	0	2	3
5. Question 3	0	2	3
6. Question 4	0	2	3
7. Question 5	0	2	3
8. Conclude conversation	0	2	3

Content B

1. Comprehension Question 1	0	2
2. Comprehension Question 2	0	2
3. Comprehension Question 3	0	2

Total Score: _____

EDUCATION OBJECTIVE: TASK 2

Identify educational opportunities and research educational/training required to achieve a personal goal.

Level: Advanced

Task 2	Materials	Suggested Activities
<p>Complete an Enrollment Application Form</p> <p>Students will fill out an authentic application form for enrollment in postsecondary classes, such as community college, ROP, adult school, or other training facility.</p> <p>Note: For this assessment, the credit MiraCosta College application is used.</p>	<ol style="list-style-type: none"> 1. Education Rubric: Task 2 2. College Class Schedule 3. College Application Checklist: Example 4. College Application Checklist 5. Assessment Application 	<ol style="list-style-type: none"> 1. Review Education Rubric - Task 2 so they understand the requirements. 2. Using the example and College Class Schedule from Task 1, model how to answer the questions in the School Application Checklist: Example. Have Ss complete the checklist for Rania in partners or small groups and share answers. 3. Direct Ss to complete the College Application Checklist with their own information. 4. Model how to complete the College Application using Rania's information. Review sections as needed. 5. Have Ss complete the Assessment College Application.

College Application Checklist: Example

Rania is interested in taking horticulture classes. She currently lives at 123 Orange Street, Oceanside, CA 92054. She graduated from high school in Brazil but did not go to college. She moved to California in May 2000 and is now a Permanent Resident. She has not paid taxes. She is taking Advanced ESL at MiraCosta College right now, but she wants to take credit horticulture classes to get a better job. (See the College Class Schedule to answer the questions about the class numbers and fees.)

Question	Answer
What is your local residence (address)?	
How many years did you go to school?	
Where did you go to high school?	
Do you have a high school diploma?	
Have you ever attended (gone to) college?	
Do you have a college diploma?	
Are you attending MiraCosta College now?	
What is your primary goal for attending college?	
What is your citizenship status?	
Have you lived in California for the last two years?	
Where did you live before you moved to California?	
When did your present stay in California begin (When did you move to California)?	
Have you obtained (Do you have) a California driver's license?	
Have you filed (paid) California taxes?	
Have you filed state taxes or lived in another state during in the last two years?	
What classes do you want to take?	
What is/are the course number(s)?	
How much money does the class cost (what is	

the fee)?	
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College Application Checklist

These are the questions you will need to answer on the college application. Look at the college catalogue to answer the questions about classes.

Question	Answer
What is your local residence (address)?	
How many years did you go to school?	
Where did you go to high school?	
Do you have a high school diploma?	
Have you ever attended (gone to) college?	
Do you have a college diploma?	
Are you attending MiraCosta College now?	
What is your primary goal for attending college?	
What is your citizenship status?	
Have you lived in California for the last two years?	
Where did you live before you moved to California?	
When did your present stay in California begin (When did you move to California)?	
Have you obtained (Do you have) a California driver's license?	

Education Rubric – Task 2

Complete a School Application

Note: To complete this assessment, use the MiraCosta College credit application.

Scoring Rubric Beginning High-Advanced	Points (14 possible)
Content	
90% of the items assigned to the Intermediate low-Advanced level students are correct.	12
80% of the items assigned to the Intermediate Low-Advanced level students are correct.	10
70% of the items assigned to the Intermediate Low-Advanced level students are correct.	8
80% of the items assigned to the Beginning Low-Beginning High level students are correct.	6
70% of the items assigned to the Beginning Low-Beginning High level students are correct.	0
Legibility, Neatness and Spelling	
Neat and legible.	2
Not neat or legible, or spelling errors interfere with meaning.	0

Total Score: _____

Education Objective: Final Score

Student _____	Total Points Task 1 _____
Class Level _____	Total Points Task 2 _____
Date _____	
Circle One: Pass Not Pass Total Score _____	

Add the scores of Tasks 1 and 2 together for the final score. Use the rating scale below to determine if a student has passed or not passed.

Rating Scale	
Total Points Possible (Tasks 1-2):	44
Advanced:	39
Intermediate High:	35
Intermediate Low:	26
Beginning High:	20
Beginning Low:	