CRITERIA FOR REVIEW OF EL CIVICS CIVIC OBJECTIVES AND ADDITIONAL ASSESSMENT PLANS

Agency: _____ **COAAP Objective #:** _____

Reviewers' Initials: _____ _____ _____ _____

Check All That Apply:
___ **New Civic Objective**   ___ **New Language and Literacy Objective(s)**   ___ **New AAP**
___ **Revised Language and Literacy Objectives**   ___ **Revised AAP Tasks**   ___ **Revised Rubric**   ___ **Revised Rating Scale**

AAP Type: _____ **Target Level(s):** _____

Directions: Each question refers to an important aspect of the EL Civics Civic Participation Civic Objective and Additional Assessment Plan. For each component (civic objective, language and literacy objectives, AAP) of the Civic Objective and Additional Assessment Plan (COAAP) you are reviewing, read each question and the corresponding section in the COAAP. Check (√) each lettered item that applies. If all the applicable lettered items are checked, circle Yes in the answer column. If all the items are not checked, circle No. The items that are not checked are the ones that will need work in the revision process.

CIVIC OBJECTIVE

1. Is the objective different enough from the current Pre-approved Civic Objectives to warrant the establishment of a new objective?   ___ **Yes** ___ **No**
Revisions Needed: _____

2. Does the objective meet the content requirements of the EL Civics grant?   ___ **Yes** ___ **No**
___ A by incorporating English language and literacy instruction and civics education
___ B by containing content that helps students participate effectively in the education , employment and civic opportunities of the U.S.
___ C by allowing for active student participation at a community level
___ D by going beyond immediate personal life skill needs (such as shopping for groceries)
Revisions Needed: _____
_____
_____

3. Is the Objective measurable?   ___ **Yes** ___ **No**
___ A by being written clearly in terms of performance (what the student will be able to do)
___ B by describing measurable actions that the student will be able to perform upon attaining the objective such as: access, interpret, explain, identify (not learn or understand)
Revisions Needed: _____
_____

4. Is the objective suitable for a time span of at least 30 hours of instruction?   ___ **Yes** ___ **No**
Revisions Needed: _____
_____

5. Is the objective appropriate for the designated level(s)?   ___ **Yes** ___ **No**
___ A by allowing for student civic participation at all designated levels
___ B by requiring actions that match the levels of language proficiency as stated by the California English-as-a-Second Language Model Standards for Adult Education Programs (Appendices A and C)

Revisions Needed: _____
_____
_____

LANGUAGE AND LITERACY OBJECTIVES		

6. Are the language and literacy objectives appropriate to the content of the civic objective?   ___ Yes   ___ No

   ___ A   by having similar content to the civic objective

   ___ B   by incorporating the key learning tasks necessary for the students to accomplish the civic objective

   ___ C   by allowing for instruction and practice in the context of the civic objective

   ___ D   by being written in format that makes it measurable (e.g., read and interpret medicine labels)

   ___ E   by focusing on at least one of the language skill areas that the civic objective requires

   ___ F   by requiring actions that match the levels of language proficiency as stated by the California English-as-a-Second Language Model Standards for Adult Education Programs (Appendices A and C)

   ___ G   by constituting at least 30 hours of instruction.

Revisions Needed:

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ADDITIONAL ASSESSMENT PLAN		

7. Does the Additional Assessment Plan measure the attainment of the Civic Objective?   ___ Yes   ___ No

   ___ A   by assessing the content of the language and literacy objectives (l&ls) present in the AAP

   ___ B   by assessing the same language skill(s): listening, speaking, reading or writing present in the l & ls

Revisions Needed:

_____

_____

_____

_____

8. Is the Additional Assessment Plan performance-based?

If yes, check the type(s) of assessment(s) (can be more than one):   ___ Yes   ___ No

   ___ A   role play

   ___ B   portfolio

   ___ C   written assessment (letter, form, etc.)

   ___ D   oral assessment (interview, oral presentation, etc.)

   ___ E   observation checklist

Revisions Needed:

_____

_____

9. Does the Additional Assessment Plan clearly describe the assessment?   ___ Yes   ___ No

   ___ A   by describing each task the student will have to do (or each item the portfolio will contain), including examples of the content

   ___ B   *by identifying assessments for the level(s) described in the current Pre-approved Civic Objectives List *(*Only for current Pre-approved objectives which request a change in level)*

   ___ C   by labeling which level(s) of students will complete each part of the assessment

   ___ D   by ensuring that the level(s) of the assessment components match the level(s) of the students who are being assessed (see the California English-as-a-Second Language Model Standards for Adult Education Programs (Appendices A and C)

   ___ E   by listing the tasks of the assessment progressing from low (BL) to high (A)

   ___ F   by making it clear who will conduct a role play or interview

   ___ G   by labeling each task with a number (e.g., Task 1) if there is more than one task

Revisions Needed:

_____

_____

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_____

_____

10. Does the Assessment Plan reflect student involvement in the portfolio process?	___ Yes	___ No

___ A by including student reflections on the content and process of creating a portfolio
___ B by ensuring that students have chosen some of the contents of the portfolio
Revisions Needed:

RUBRIC

11. Does each task of the assessment include specific criteria for measuring achievement?	___ Yes	___ No

___ A by specifying criteria that measure student performance in both content and comprehensibility
___ B by weighting the various parts of the assessment to match the emphasis of the language and literacy objectives in content and skill area
___ C by quantifying the measurement where appropriate (e.g., student completes 85% of a form)
___ D by labeling each section of the rubric to match each task in the description (e.g., Task 1)
Revisions Needed:

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12. Are the points awarded clear?	___ Yes	___ No

___ A by having each task labeled with the total number of points possible for that task
___ B by having a zero point score for each rubric group
___ C by having the number of points possible for each task add up to the total number of points possible for the entire assessment as listed in the rating scale
Revisions Needed:

RATING SCALE

13. Is there a Rating Scale which is clear?	___ Yes	___ No

___ A by listing total possible points at the top of the column
___ B by ensuring a minimum of 25 total points with a minimum spread of 4 points between levels, with no level scoring lower than 6 points (to account for multiple levels)
___ C by ensuring that passing scores match the level of the students
Revisions Needed:

FORM

14. Is the COAAP in a format that is clear and legible?	___ Yes	___ No

___ A by being free of errors (e.g., typographical, grammatical, etc.)
___ B by being in a format that is easily read and understood and consistent across all components
Revisions Needed:

Total for "Yes" Ratings For All COAAP Types Except Portfolio: _____/13
Total for "Yes" Ratings For Portfolio COAAPs: _____/14