At-a-Glance

**Assessment Item Look-Fors**

Adapted from [*Writing Quality Assessment Items for Interpretive, Interpersonal, and Presentational Communication with Examples*](https://www.nysed.gov/world-languages/checkpoint-exams-locally-developed-exams)

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| A black background with a black square  Description automatically generated**Interpretive Communication**  **Multiple Choice Items** |  | A black background with a black square  Description automatically generated**Interpretive Communication**  **Short Answer Items** |
| **The Multiple Choice Question:**   * is aligned to the proficiency target. * is answerable solely from the #authres. * has four plausible response options. * has only one correct response.   **The Response Options:**   * are about the same length. * have a parallel structure. * each focus on a single concept. * do **not**: * repeat words from the question. * base the answer on a single word. * include negatives. * Magnifying glass with solid fillinclude absolutes. * include “all of the above”   or “none of the above.” |  | **The Short Answer Question:**   * is aligned to the proficiency target. * is open-ended. * focuses on a single concept. * is not trivial in nature. * is answerable solely from the #authres. * allows for more than a single possible response and/or variation in responses.   **Anticipated Response(s):**   * may vary somewhat. * do **not** rely on knowledge   of a single word.  Magnifying glass with solid fill |
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| A black background with a black square  AI-generated content may be incorrect.**Interpersonal Communication**  **Speaking or Signing Tasks** |  | A black background with a black square  Description automatically generated**Presentational Communication**  **Writing Tasks** |
| **The Task:**   * is aligned to the proficiency target. * identifies a communicative purpose   (language function) to be accomplished.   * identifies a meaningful communicative   context that is within students’  experiences, resources, and opportunities.   * plans for students to communicate as   themselves.   * plans for teachers to communicate   as themselves in the case of an *interview* or in an imagined role in the case of a *role play*.   * is written with student-facing language. * Magnifying glass with solid fillmay indicate who initiates the conversation. * may indicate the available time. |  | **The Task:**   * is aligned to the proficiency target. * identifies the communicative purpose   (language function) to be accomplished.   * identifies a meaningful communicative   context that is within students’  experiences, resources, and opportunities.   * plans for students to communicate as   themselves.   * identifies the audience of the written product. * identifies the format and qualities of the written product. * is written with student-facing language. * Magnifying glass with solid fillmay include a visual that reflects   the context. |