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 |
|  |  |  |
| 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. |