

## Sample Scoring Guide for Checkpoint A Interpersonal Tasks

### Modern Languages

	<b>Non-Communicative 0</b>	<b>Novice Low 1</b>	<b>Novice Mid 1.5</b>	<b>Novice High 2</b>	<b>Score</b>
<b>Communication*</b>	Does not attempt to complete the task.	Attempts to complete the task but is not successful or does not use the targeted language function.	Partially completes the task using the targeted language function.	Completes the task using the targeted language function.	
<b>*If the student scores a zero for Communication, stop scoring and assign a score of zero (0) for the entire task.</b>					
<b>Discourse Type &amp; Vocabulary</b>	Does not respond.	Uses single words exclusively OR vocabulary unrelated to task completion.	Uses single words and some memorized expressions.	Uses simple sentences that include memorized expressions and high-frequency vocabulary.	
<b>Expression</b>	Does not respond.	Responds to conversation partner with difficulty OR in ways that do not advance task completion.	Responds to conversation partner.	Responds and reacts to conversation partner; may ask questions.	
<b>Comprehensibility and Control</b>	Is not comprehensible.	Is somewhat comprehensible; errors interfere with comprehensibility.	Is mostly comprehensible; errors interfere occasionally with comprehensibility.	Is comprehensible; errors do not interfere with comprehensibility.	
<b>Understanding</b>	Does not understand conversation partner.	Understands conversation partner with frequent repetition and rephrasing.	Understands conversation partner with some repetition and rephrasing.	Understands conversation partner with minimal repetition.	
<b>Total ___/10</b>					

### Guidelines for Administering Interpersonal Tasks

1. The rater instructs the student to select a task card. The rater reads the task twice to the student, emphasizing the purpose (language function) of the task that is printed in ***boldface italics*** on the task card. Note whether the student or the rater begins the conversation as instructed on the card.
2. If the task is an *interview*, the rater communicates from their own point of view. If the task is a *role play*, the rater takes on the persona identified in the task card. Students, however, always communicate from their own point of view. They should not be called upon to play a role as someone else.
3. The rater as conversation partner should communicate only as much as necessary to elicit the maximum amount of student conversation.

4. Allow a maximum of 2 minutes for task completion. The task can be completed for full credit in less time. There is no need to fill up the entire two minutes with conversation in order to complete the task and provide evidence of Novice High proficiency.
5. Additional time should be given if needed based on extended time accommodations on IEP or 504 plans.
6. The student may incorporate words or phrases that the rater uses in their communication, but repeating most of what the rater has said does not contribute to or advance the completion of the task. In the case that a student repeats most of what the rater has communicated, the rater may rephrase the prompt to elicit an additional sample.
7. The rater should ignore English words or expressions inserted into the conversation for the purposes of determining comprehensibility and discourse type. If what the student communicates is not comprehensible, then the rater can ask for repetition or clarification, as naturally occurs in a conversation.
8. If the student is unable to communicate comprehensibly after a second elicitation attempt, then the rater may end the conversation.
9. The benchmark for determining comprehensibility for novice learners at Checkpoint A is whether the rater is “used to communicating with novice language learners.”
10. For additional clarification on the meanings of the scoring rubric dimensions, refer to the Master Rubrics for Interpersonal Communication - Modern Languages.
11. Score each task immediately after completion. There is no need to record and review the conversation.
12. Do not round half point scores until all tasks are completed and the scores for the tasks are added together. Once the total score of all tasks is calculated, then a half point (.5) can be rounded up to the next whole number.

### **Tips for Raters**

Here are some suggestions for the rater in their role as conversation partner to help students best demonstrate their Interpersonal proficiency:

1. As much as possible, allow the student to direct the course of the conversation. To allow the student to show what they can do, avoid allowing the conversation to become dependent on rater questioning with the student simply responding to rater questions.
2. Add to the conversation as little as necessary to allow the student to supply as much of the communication as possible. The less the rater communicates, the less likely it is that the student will repeat the rater’s words.
3. Allow for wait time instead of immediately responding or reacting to the student’s initial output. Offer non-verbal encouragement for the student to elaborate on what they’ve said.
4. Use simple reactions (e.g., *Really?*; *Tell me more.*; *How interesting!*) or simple prompts (e.g., *With whom?*; *When?*; *Then what?*) when needed to keep the conversation going and to allow the student to elaborate on their responses.