



## Sample Scoring Guide for Checkpoint A Presentational 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</b>	Does not attempt to complete the task.	Uses single words exclusively.	Uses single words and some phrases.	Uses simple sentences that may include memorized expressions and high-frequency vocabulary.	
<b>Vocabulary</b>	Does not attempt to complete the task.	Uses some memorized words or phrases OR uses vocabulary unrelated to the task.	Uses mostly memorized words and formulaic phrases.	Uses a variety of high-frequency vocabulary that advances completion of the task.	
<b>Comprehensibility</b>	Is not comprehensible.	Is somewhat comprehensible; errors interfere with comprehensibility.	Is mostly comprehensible; errors occasionally interfere with comprehensibility.	Is comprehensible; errors do not interfere with comprehensibility.	
<b>Control</b>	Is not comprehensible.	Shows limited accuracy, even with memorized language chunks and expressions.	Is mostly accurate using memorized language chunks.	Is accurate with memorized language; uses basic language structures.	
<b>Total ___/10</b>					

### Tips for Administering Presentational Tasks

1. Each task is worth ten points and is graded separately using this scoring rubric.
2. For additional clarification on the meanings of the scoring rubric dimensions, refer to the Master Rubrics for Presentational Communication - Modern Languages.
3. The benchmark for determining comprehensibility for novice learners at Checkpoint A is whether the reader is “used to communicating with novice language learners.”
4. The rater should ignore English words or expressions for the purposes of determining comprehensibility and discourse type with the exception of proper nouns.
5. If the student does not address the communicative purpose highlighted in the task description, then the sample is not rated and receives a score of zero.



6. 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.