**OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES**
**NEW YORK STATE EDUCATION DEPARTMENT**
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New York State
**EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

# Sample Scoring Guide for Checkpoint B Interpersonal Tasks
## Modern Languages - Category 1-2

|  | **Not Attempted 0** | **Minimally Complete 1** | **Partially Complete 2** | **Fully Complete 3** | **Score** |
|---|---|---|---|---|---|
| **Communication** | Does not attempt to initiate the task or respond to teacher's task initiation. | 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. | |
| | **If the student scores a zero for Communication, stop scoring and assign a score of <u>zero</u> (0) for the entire task.** | | | | |
| | **Novice Mid .5** | **Novice High 1** | **Intermediate Low 2** | **Intermediate Mid 3** | |
| **Discourse Type** | Uses single words and some phrases. | Uses simple sentences that may include memorized expressions. | Consistently uses complete sentences and asks questions as appropriate. | Uses complete sentences with elaboration and strings of sentences and asks questions as appropriate. | |
| **Expression** | Responds to conversation partner. | Responds and reacts to conversation partner; may ask questions. | Expresses original ideas on familiar topics; responds and reacts in conversations; initiates conversation and asks questions. | Expresses original ideas on familiar topics; asks a variety of follow-up questions and sustains the conversation. | |
| **Comprehensibility and Control \*** | Is comprehensible with effort; errors interfere with comprehensibility. | Is mostly comprehensible; errors may interfere at times with comprehensibility. | Is comprehensible; errors do not interfere with comprehensibility. | Is comprehensible; occasional errors do not interfere with comprehensibility. | |
| **Understanding** | Understands the conversation partner with repetition and rephrasing. | Understands the conversation partner with occasional repetition and rephrasing. | Understands the conversation partner with occasional repetition. | Understands the conversation partner with minimal or no repetition. | |
| | | | | **Total ___/15** | |

\* The benchmark for determining comprehensibility for Intermediate learners at Checkpoint B is whether the language produced would be comprehensible to "a person accustomed to engaging with non-native speakers of the language."

Source: Adapted from Honeoye Consortium Interpersonal Scoring Rubric (2024).

## 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. A maximum of two (2) minutes is suggested 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 Intermediate Mid proficiency.

5. Additional time should be given if needed based on extended time accommodations on IEPs 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 Intermediate learners at Checkpoint B is whether the language produced would be comprehensible to "a native speaker used to communicating with non-native speakers of the language."

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

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.

Source: Adapted from Honeoye Consortium Interpersonal Scoring Rubric (2024).