

Sample Scoring Guide for Checkpoint B Presentational Tasks Modern Languages - Category 3-4

	Not Attempted 0	Minimally Complete 1	Partially Complete 2	Fully Complete 3	Score
Communication	Does not attempt to complete the task.	Attempts to complete the task but 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 zero (0) for the entire task.					
	Novice Low .5	Novice Mid 1	Novice High 2	Intermediate Low 3	
Discourse Type	Uses single words exclusively.	Uses single words and some phrases.	Uses simple sentences that may include memorized expressions.	Consistently uses complete sentences and asks questions as appropriate.	
Vocabulary	Uses some memorized words or phrases OR uses vocabulary unrelated to the task.	Uses mostly memorized words, formulaic phrases, and some high-frequency vocabulary.	Uses a variety of phrases and high-frequency vocabulary.	Expresses original ideas using familiar vocabulary that advance completion of the task.	
Comprehensibility *	Is somewhat comprehensible with effort; errors hinder comprehensibility.	Is mostly comprehensible; errors interfere with comprehensibility.	Is comprehensible; errors may interfere with comprehensibility.	Is comprehensible; errors do not interfere with comprehensibility.	
Control	Shows limited accuracy, even with memorized language chunks and expressions.	Is mostly accurate using memorized language chunks and expressions.	Is accurate with memorized language; uses basic language structures.	Is accurate with original complete sentences in present time.	
					Total ___/15

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



Tips for Administering Presentational Tasks

1. Each task is worth fifteen 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 rater should ignore English words or expressions for the purposes of determining comprehensibility and discourse type with the exception of proper nouns.
4. 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.
5. 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.