

Scoring Rubric for Part 4A: Interpersonal Writing ♦ Checkpoint A

A score of zero (0) must be given for Part 4A if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The words/characters used are entirely a restatement of the email prompt.
- 3) The response is written in a language other than the target language.
- 4) The student response is vague. e.g. "I don't know" or "I don't understand"

Performance Levels				
Category	4	3	2	1
Completion of the Task	The student response is clearly appropriate to the email task. The ideas expressed are connected to the task but may include minimal unrelated statements or phrases. The student response addresses all the questions in the email prompt and includes a salutation and closing.	The student response is generally appropriate to the email prompt. The ideas expressed are connected to the task, but there may be some unrelated statements or phrases. The student response addresses most of the questions in the email prompt and includes a salutation and closing.	The student response is partially appropriate to the email prompt. The ideas expressed are somewhat connected to the task, but there may be several unrelated statements or phrases. The student response addresses at least one of the questions in the email prompt and includes a salutation, closing, or both.	The student response is minimally appropriate to the email prompt. There may be statements or phrases unrelated to the task, but there is at least one statement which connects to the prompt. The student response minimally addresses or does not address questions in the email prompt and/or may not include either a salutation or closing.
Development and Organization	The student response includes many of his/her own original details that develop the response, demonstrating a high degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence. Possible minor digressions do not hinder the response or stray from the intent of the prompt.	The student response includes some of his/her own original details that develop the response, demonstrating a general degree of understanding of the prompt. There is coherence of ideas that generally follow a logical sequence. Possible minor digressions may hinder the development of the response or stray from the intent of the prompt.	The student response includes few of his/her own original details that develop the response, demonstrating some degree of understanding of the prompt. There is some coherence of ideas that somewhat follow a logical sequence. Possible frequent digressions may hinder the development of the response and may stray from the prompt.	The student response includes minimal original detail that develops the response, demonstrating little understanding of the prompt. There is little or no coherence of ideas and they do not follow in a logical sequence. Possible constant digressions hinder development of the response and stray from the prompt.
Usage, Variety, and Level of Vocabulary	The student response exhibits a very good range of Checkpoint A vocabulary not found in the prompt that is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies.	The student response exhibits a good range of Checkpoint A vocabulary not found in the prompt that is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies.	The student response exhibits a basic range of Checkpoint A vocabulary not found in the prompt that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language.	The student response exhibits little ability to introduce Checkpoint A vocabulary not found in the prompt and appropriate to the task. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.
Control of Language <ul style="list-style-type: none"> • Subject / Verb Agreement • Appropriate Verb Structures / Idioms • Spelling/ Diacritical Marks • Correct Word Order • Adjectives / Adverbs 	The student response demonstrates strong control of Checkpoint A structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student response demonstrates moderate control of Checkpoint A structures and conventions. The response is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student response demonstrates some control of Checkpoint A structures and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response exhibits little ability to use Checkpoint A structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word / Character Count	The student response contains 40 or more comprehensible words OR 50 or more comprehensible characters in the target language being assessed.	The student response contains 31-39 comprehensible words OR 45-49 comprehensible characters in the target language being assessed.	The student response contains 21-30 comprehensible words OR 35-44 comprehensible characters in the target language being assessed	The student response contains 1-20 comprehensible words OR 1-34 comprehensible characters in the target language being assessed

Conversion Chart for Part 4A: Interpersonal Writing

Total Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Total Converted Credits	10	9	8	7	6	5	4	3	2	1	0



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Scoring Rubric for Part 4B: Presentational Writing ♦ Checkpoint A

A score of zero (0) must be given for Part 4B if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The response is written in a language other than the target language.
- 3) The student response is vague. e.g. "I don't know" or "I don't understand"

Category	Performance Levels			
	4	3	2	1
Completion of the Task	The student writing sample clearly accomplishes the task. The ideas expressed are connected to the task but may include minimal unrelated statements or phrases.	The student writing sample generally accomplishes the task. The ideas expressed are connected to the task but there may be a few unrelated statements or phrases.	The student writing sample partially accomplishes the task. The ideas expressed are somewhat connected to the task but there may be several unrelated statements or phrases.	The student writing sample minimally accomplishes the task. There may be statements or phrases unrelated to the task but there is at least one statement which connects to the task.
Development and Organization	The student writing sample includes many of his/her own original details that develop the narrative. There is coherence and the ideas follow a logical sequence throughout. Possible minor digressions do not hinder the development of the narrative.	The student writing sample includes some of his/her own details that develop the narrative. There is coherence and the ideas generally follow a logical sequence. Possible minor digressions hinder the development of the narrative.	The student writing sample includes few of his/her own details that develop the narrative. There is some coherence of ideas that somewhat follow a logical sequence. Possible frequent digressions hinder the development of the narrative.	The student writing sample includes minimal original detail that develops the narrative. There is little coherence and ideas do not follow in a logical sequence. Possible constant digressions hinder the development of the narrative.
Usage, Variety, and Level of Vocabulary	The student writing sample exhibits a very good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with accuracy, although there may be minimal inaccuracies.	The student writing sample exhibits a good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with general accuracy, although there may be some inaccuracies.	The student writing sample exhibits a basic range of Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside of the target language.	The student response exhibits little ability to introduce Checkpoint A vocabulary that is appropriate to the task. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.
Control of Language <ul style="list-style-type: none"> • Subject / Verb Agreement • Appropriate Verb Structures / Idioms • Spelling/ Diacritical Marks • Correct Word Order • Adjectives / Adverbs 	The student writing sample demonstrates strong control of Checkpoint A structures and conventions. The writing sample is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student writing sample demonstrates moderate control of Checkpoint A structures and conventions. The writing sample is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student writing sample demonstrates some control of Checkpoint A structures and conventions. The writing sample may be somewhat incomprehensible. Errors may force interpretation.	The student response exhibits little ability to use Checkpoint A structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word / Character Count	The student response contains <i>40 or more comprehensible words</i> OR <i>50 or more comprehensible characters</i> in the target language being assessed.	The student response contains <i>31-39 comprehensible words</i> OR <i>45-49 comprehensible characters</i> in the target language being assessed.	The student response contains <i>21-30 comprehensible words</i> OR <i>35-44 comprehensible characters</i> in the target language being assessed.	The student response contains <i>1-20 comprehensible words</i> OR <i>1-34 comprehensible characters</i> in the target language being assessed.

Conversion Chart for Part 4B: Presentational Writing

Total Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Total Converted Credits	10	9	8	7	6	5	4	3	2	1	0



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Student Scoring Sheet for Part 4: Writing ♦ Checkpoint A



Please use one copy of this sheet per student to score Part 4: Writing. Once scored, composite scores need to be transferred to both the *Student Answer Sheet* and *Student Answer Booklet* of each student as well as the *Final Score Report* for each class section.

Student Name _____

Category	Part 4A					Part 4B					
	Performance Level										
	4	3	2	1	0	4	3	2	1	0	
Development and Completion of Task <ul style="list-style-type: none"> Accomplishes the task For the email only: <ul style="list-style-type: none"> Responds to questions Includes a salutation/closing 											
Development and Organization of the Response <ul style="list-style-type: none"> Includes original, appropriate details Shows coherence Follows a logical sequence For the email only: demonstrates an understanding of the email prompt 											
Usage, Variety, and Level of Vocabulary <ul style="list-style-type: none"> Wide range of vocabulary that enhances the response Vocabulary is used with accuracy 											
Control of Language <ul style="list-style-type: none"> Subject/Verb Agreement Appropriate Verb Structures/Idioms Spelling/Diacritical Marks Correct Word Order Adjectives/Adverbs 											
Word Count/Character Count <ul style="list-style-type: none"> Comprehensible 	40+	31-39	21-30	10-20	<10	40+	31-39	21-30	10-20	<10	Words
	50+	45-49	35-44	24-34	>23	50+	45-49	35-44	24-34	>23	Characters
Part 4A Raw Score _____					Part 4B Raw Score _____						

Conversion Chart for Part 4: Writing											
Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Part 4A	10	9	8	7	6	5	4	3	2	1	0
Part 4B	10	9	8	7	6	5	4	3	2	1	0
Total Score for Part 4: Writing _____/20											