

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

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"

Category	Performance Levels			
	4	3	2	1
Completion of the Task	The student response is clearly appropriate to the email prompt. The ideas expressed are connected to the email prompt but may include minimal unrelated statements or phrases. The student response addresses all the questions in the email prompt, asks at least one original question related to the email prompt, and contains an appropriate salutation and closing.	The student response is generally appropriate to the email prompt. The ideas expressed are connected to the email prompt, but there may be some unrelated statements or phrases. The student response includes most of the following: answers the majority of the questions in the email prompt, asks at least one original question related to the email prompt, and/or contains an appropriate salutation and closing.	The student response is partially appropriate to the email prompt. The ideas expressed are somewhat connected to the email prompt, but there may be several unrelated statements or phrases. The student response includes most of the following: answers some of the questions in the email prompt, asks one original question related to the email prompt, and/or contains an appropriate salutation and closing.	The student response is minimally appropriate to the email prompt. There may be statements, phrases, or questions unrelated to the email prompt, but there is at least one statement, phrase, or question which connects to the prompt. The student response minimally addresses or does not address questions in the email prompt, may not include an original question related to the email prompt, and/or may not include either a salutation or closing.
Development and Organization	The student response includes many 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 and effective transitions are used to develop the response. Possible minor digressions do not hinder the response or stray from the intent of the prompt.	The student response includes some original details that develop the response, demonstrating a general degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence and generally effective transitions are used to develop this response. Possible minor digressions may hinder the development of the response or stray from the intent of the prompt.	The student response includes few own original details that develop the response, demonstrating some degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence and somewhat effective transitions are used to develop this response. Possible frequent digressions may hinder the development of the response and may stray from the prompt.	The student response includes minimal original details that develop 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. Transitions are awkward or missing in the response. Possible constant digressions hinder development of the response and stray from the prompt.
Usage, Variety, and Level of Vocabulary	The student response exhibits a wide range of Checkpoint B 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 B 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 B 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 B 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"> • <i>Subject /Verb Agreement</i> • <i>Variety /Accuracy of Tense</i> • <i>Complex /Compound Sentences</i> • <i>Syntax /Word Order</i> • <i>Spelling /Diacritical Marks</i> • <i>Adjectives /Adverbs</i> 	The student response demonstrates strong control of Checkpoint B structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede overall comprehensibility.	The student response demonstrates moderate control of Checkpoint B 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 B structures and conventions <u>or</u> strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.

Conversion Chart for Part 4A: Interpersonal Writing

Total Raw Score	16-15	14-13	12-11	10-9	8-7	6	5	4	0	If the student response is deemed scorable, it must receive at least a one (1) point in every category.
Total Converted Credits	8	7	6	5	4	3	2	1	0	



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

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"*

Performance Levels				
Category	4	3	2	1
Development and Completion of the Task	The student response is clearly appropriate to the prompt. The ideas expressed are connected to the prompt but may include minimal unrelated statements or phrases. The student includes many details that develop the response.	The student response is generally appropriate to the prompt. The ideas expressed are connected to the prompt, but there may be some unrelated statements or phrases. The student includes some details that develop the response.	The student response is partially appropriate to the prompt. The ideas expressed are somewhat connected to the prompt, but there may be several unrelated statements or phrases. The student includes few details that develop the response.	The student response is minimally appropriate to the prompt. The ideas expressed are minimally connected to the prompt; however, there is at least one statement or phrase that is connected to the prompt. The student includes very few or no details that develop the response.
Organization	The response exhibits a clear sense of organization: beginning, body, conclusion. The ideas follow a logical sequence and the use of effective transitions supports coherence.	The response exhibits a general sense of organization: beginning, body, conclusion. The ideas generally follow a logical sequence and some use of effective transitions supports coherence.	The response exhibits some sense of organization. There may be a beginning and/or conclusion that are unclear. The ideas generally do not follow a logical sequence and there is minimal use of transitions that support coherence.	The response exhibits little to no sense of organization. The ideas do not follow in a logical sequence. There is no use of transitions to support coherence.
Usage, Variety, and Level of Vocabulary	The response exhibits a wide range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies.	The response exhibits a good range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies.	The response exhibits a basic range of Checkpoint B vocabulary <u>or</u> relies on Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language.	The response exhibits a minimal range of Checkpoint B vocabulary <u>or</u> extensive reliance on Checkpoint A vocabulary. 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"> • <i>Subject/Verb Agreement</i> • <i>Variety/Accuracy of Tense</i> • <i>Complex/Compound Sentences</i> • <i>Syntax/Word Order</i> • <i>Spelling/Diacritical Marks</i> • <i>Adjectives/Adverbs</i> 	The student response demonstrates strong control of Checkpoint B structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede overall comprehensibility.	The student response demonstrates moderate control of Checkpoint B 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 B structures and conventions <u>or</u> strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word/Character Count	X	X	Uses a minimum of 125 words/characters that are comprehensible and appropriate and contribute to the development of the response.	Uses less than 125 comprehensible and appropriate words/characters that contribute to the development of the response.

Conversion Chart for Part 4B: Presentational Writing

Total Raw Score	18-17	16-15	14-13	12-11	10-9	8-7	6	5	0	If the student response is deemed scorable, it must receive at least a one (1) point in every category.
Total Converted Credits	8	7	6	5	4	3	2	1	0	



Student Scoring Sheet for Part 4: Writing ♦ Checkpoint B



Directions: Score all responses using the guidelines, requirements, and rubrics found in the Manual for Administering and Scoring Part 4: Writing. Students are expected to complete both a response to 1) the email in Part 4A: Interpersonal Writing and 2) one of the two task options in Part 4B: Presentational Writing. Part 4: Writing may only be scored by a disinterested teacher. For either Part 4A or Part 4B, if criteria for *Completion of the Task* are not met, the response must receive a score of zero for that entire task.

Student Name _____

Part 4A: Interpersonal Writing						Part 4B: Presentational Writing					
Performance Level						Performance Level					
Category	4	3	2	1	0	Category	4	3	2	1	0
Completion of the Task <ul style="list-style-type: none"> Appropriate to the prompt Address all questions Ask at least one question Appropriate salutation and closing 						Development & Completion of Task <ul style="list-style-type: none"> Appropriate to the prompt Accomplish the task Include details 					
Development and Organization <ul style="list-style-type: none"> Original details Coherence of ideas Logical sequence Use of transitions 					X	Organization <ul style="list-style-type: none"> Clear sense of organization Logical sequence Use of transitions 					X
Usage, Variety, & Level of Vocabulary <ul style="list-style-type: none"> Wide range of vocabulary Accuracy of vocabulary 					X	Usage, Variety, & Level of Vocabulary <ul style="list-style-type: none"> Wide range of vocabulary Accuracy of vocabulary 					X
Control of Language <ul style="list-style-type: none"> Subject/Verb Agreement Variety/Accuracy of Tense Complex/Compound Sentences Syntax/Word Order Spelling/Diacritical Marks Adjectives/Adverbs 					X	Control of Language <ul style="list-style-type: none"> Subject/Verb Agreement Variety/Accuracy of Tense Complex/Compound Sentences Syntax/Word Order Spelling/Diacritical Marks Adjectives/Adverbs 					X
	X	X	X	X	X	Word/Character Count <ul style="list-style-type: none"> Use at least 125 words or characters 	X	X	≥125 words or characters	<125 words or characters	X
Raw Score: _____						Raw Score: _____					

Raw Score	16-15	14-13	12-11	10-9	8-7	6	5	4	0
Converted Score	8	7	6	5	4	3	2	1	0

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

Combined Converted Score: _____ / 16