

Global Scoring Guide for Language Prochievement Tests

The guide is intended for judging single samples where there is no opportunity for a followup test that elicits current material that the test may not have elicited because the given test itself cannot probe for everything. Therefore the sample can be expected not to contain all features of the current instructional unit. But a pattern of consistent achievement at the given level of quality can allow the scorer to infer that performance in the other features of the unit would be equivalent.

For a given score to be awarded, performance on features of previous units, where they are encountered, must not show appreciable slippage from the corresponding score for those units. "Outside" language cannot compensate for acquisition of target materials beyond level 3.

Rules of Thumb

"Exemplary" can be decided confidently after one skim / brief audit. "Wow~ one to brag about!"

"Satisfactory" takes a word-for-word reading / auditing and a minute of thought, but there is no temptation to reverse the decision once made. "Good stuff here. You can go on comfortably."

"Some Progress" is associated with the thoughts that the language of the sample is pretty rough, and that both instructor and learner will need to do some serious work, but that it will likely pay off. "Don't worry too much. We can do it if we give it some work."

Generic Performance Descriptions	Description of Current Sample
<p>6 Exemplary – Mastery of current material is complete and abundantly demonstrated. Learner appears to have made systematic effort to demonstrate competence, or is quite simply off the top of the scale. Errors, to be self-corrected, need not be marked; simple flagging of error or reminder of concepts suffices. A short time for error correction would produce language that, for current and previously presented material, is essentially perfect.</p>	<p>Picks up on the small talk and readily offers personal information, perhaps even past tense. Sometimes offers more than one sentence at a time. Easily names landmarks/buildings. Uses modal verbs. Participates actively AND accurately in discussion of plans. Uses zum/zur, im/in der with some correct matches to gender. Constructs past tense (beyond be/have) when the occasion arises. Language is personal.</p>
<p>5 Outstanding – Mastery of current material is readily observed, although some features may appear sparsely enough, or with accuracy in some instances partly offset by errors, that the scorer may wonder whether the feature would always be managed as well.</p>	<p>near 6, but slumps in a few areas of current learning; still clearly an exceptional learner</p>
<p>4 Satisfactory – The sample demonstrates comprehension of the concepts of current material and ability to apply them with sufficient accuracy that the learner appears ready to go on to new learning that builds on current learning. Control is not complete or confident, but it appears that errors, when noted individually, could be self-corrected in a small fraction of the time needed to produce the initial sample.</p>	<p>Small talk more than a few words. When needs to, produces sentences with subject, verb, preposition and another element. Can name or repond to name of most landmarks/ buildings/ room parts (window) in current vocabulary. Regularly distinguishes third person singular in pronoun and verb ending.</p>
<p>3 Nearly satisfactory – Current new concepts are applied, but with frequent errors (but even more frequent successes); or else the sample is marginally inadequate but there is enough evidence that it could be expanded, accurately, in a short time, after brief teacher explanation and demonstration.</p>	<p>near 4, but slumps in a few areas of earlier learning; language is fractured but rich; vague past tense signal</p>
<p>2 Some Progress – Most current new concepts are applied frequently when they are called for, but with frequent errors. Insufficient control of earlier material obstructs progress in acquiring control of related current material. Significant improvement would require systematic remediation. Or else the sample is notably inadequate but there is some evidence that it could be improved, in quantity or quality, in a relatively short time, after careful teacher explanation and demonstration.</p>	<p>Participates in the various parts of the conversation readily but with notable distortion and frequent need for intervention by examiner. Names some landmarks / buildings / room parts, but distorts many (Rathaus but •Burke for Brücke). Tries to vary prepositions and their morphology but distorts greatly (*zum die Bannhoff). Under moderate pressure reverts to verbs that either lack endings or are randomly conjugated.</p>

<p>1 Very Insufficient – The sample is manifestly neither sufficient nor proficient with regard to current material. Control of earlier material is almost equally faulty.</p>	<p>Examiner has to struggle to escape embarrassing silences even in the setup for the day in the city. Attempt to put together a sequence of activities fails even on a second try.</p>
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