

Interview Test

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Student produced detailed recall of important elements of the topic. • Student went beyond description and listing of facts. Student analyzed the information, explaining cause-effect, comparison and contrast, etc. • Student shows strong command of this topic. • Student knew the correct response to all of the interviewer's questions.
	94	
4	85	<ul style="list-style-type: none"> • Student produced detailed recall of many important elements of the topic. There were no irrelevancies • There was some analysis in the student's responses: cause-effect, comparison and contrast, etc. • Student may show above average command of this topic. • Student knew the correct response to most of the interviewer's questions.
	78	
3	71	<ul style="list-style-type: none"> • Student produced general recall of few important elements of the topic. • Students response had more description than analysis. • There may have been some inaccuracies or irrelevancies, but few enough not to detract from the whole response. • Student knew the correct response to few of the interviewer's questions.
	65	
2	58	<ul style="list-style-type: none"> • Student recalled only a little general information. • There was no analysis in the response: just a listing of facts. • There were many inaccuracies and irrelevancies. • Student shows very weak command of this topic. • Student knew the correct response to almost none of the interviewer's questions.

Max. Score if 100% of Basic Proficiency and no other content knowledge. Other content knowledge can be used to make up for missing information from basic.

INFORMATION

- There is no credit for tasks scoring below level 2. The rubric is on a five-point scale to parallel the NYS essay rubrics.
- During the interview, the instructor may prompt students with hints to stimulate recollection. These prompts should lead to slight reductions in grade.
- For students doing basic proficiency: first they are asked all of the basic information, then they are asked random samples of the standard content knowledge in case they learned some.

Rubric Information for Task: Interview Test

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. All distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=30	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.5$ $S = 11.92$	NYS Int. SS Test $\bar{X} = 82.6$ $S = 11.71$	Regents $\bar{X} = 76.5$ $S = 16.83$
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Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	63.9	49.6	-1.5	-1.5	-1.6	-1.6
71	69.7	58.0	-1.0	-1.0	-1.1	-1.1
85	82.6	76.5	0.1	0.1	0.0	0.0
100	97.8	98.4	1.4	1.2	1.3	1.3