

World Languages Checkpoint Examinations

Terms of Administration

Guided by the World-Readiness Standards published by the American Council of Teachers of Foreign Languages (ACTFL), Oneida-Herkimer-Madison BOCES began a transition toward reflecting these standards starting with the January 2018 Checkpoint B examinations. Since that time, in all languages, teachers and students have found updated and restructured conversation/roleplay tasks as well as stimulus-based prompts paired with a combination of comprehension and interpretive mode-based questions. Likewise, in the voiced languages of Chinese, French, Italian, and Spanish, interpersonal writing is now included in Part 4 in the form of a read-to-write prompt. Additionally, the American Sign Language (ASL) examination requires each student to create a written summary of a signed passage as well as a video-taped signing of his/her authentically created middle and ending to an open-ended story that is provided to them. Changes to both Checkpoint A and Checkpoint B examinations will continue to evolve over the coming years.

To maintain the security of our examinations and contribute to their ongoing improvement, any school district that adopts our examinations must agree to the following terms:

1. Administer only the most current iteration of our examinations:
 - a. Checkpoint A examinations are created annually for June administrations,
 - b. Checkpoint B examinations in American Sign Language and Chinese are created annually *only* for June administrations,
 - c. Checkpoint B examinations in French, Italian, and Spanish are created bi-annually for each January *and* June;
2. Maintain security of all examination materials, including conversation/roleplay tasks through the end of the scoring period following the administration date of our examinations. Refer to Term 8 (page 3) for additional security protocol;
3. Administer all parts of the examinations on their designated date and at their designated time.
 - a. Part 1 (Chinese, French, Italian, Spanish) and Parts 1-2 (American Sign Language) will be administered during the designated times listed below:
 - January examinations - November 15 through five (5) calendar days prior to the administration of Parts 2-4,
 - June examinations - April 1 through five (5) calendar days prior to the administration of Parts 2-4 (or 3-4 for ASL);



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- b. Parts 2-4 (3-4 for ASL) of our examinations will be administered on the following dates:
 - January examinations - concurrently with the Algebra I Regents examination,
 - June examinations - on the suggested administration date for World Languages Assessments as defined by the [NYSED Regents Examination Schedule](#);
4. Adhere to the most recent Regents Examination rules and procedures issued by the [Office of State Assessment](#); including Safeguarding the Integrity of the Test Materials, Checking the Examination Shipment, Safeguarding Examination Materials, Student use of Communications Devices, Administering and Scoring Examinations, Testing Accommodations, and Handling of Students' Completed Examination Materials. For example, see the file labeled *Administration of the August 2019 Regents Exams and Regents Competency Tests (Single Shipment)—DET 517*,
5. Administer Part 1 (or Parts 1-2 for ASL) in the following manner:
 - a. For each iteration of our World Languages examinations, tasks that have been created by Oneida-Herkimer-Madison BOCES for that specific examination must be used. Oneida-Herkimer-Madison BOCES examination-specific tasks replace the NYSED-issued *Sourcebook of Speaking Tasks for Part 1*.

Example: Conversation/Roleplay tasks designed for the January 2020 examination, must be used in January 2020. New tasks will be created and made available for the June 2020 examination.

Note: The NYSED-issued Checkpoint A [Teacher's Manual for Administering and Scoring Part 1: Speaking](#) and the Checkpoint B *Sourcebook of Speaking Tasks for Part 1* may NOT be used to administer Part 1: Conversation/Roleplay on examinations developed by Oneida-Herkimer-Madison BOCES.

- b. Use of conversation/roleplay scores from previous administrations of examinations created by Oneida-Herkimer-Madison BOCES may only occur if:
 - The previous examination falls within a seven-month window of time preceding the current examination, and
 - The conversation/roleplay tasks that were previously administered were created by Oneida-Herkimer-Madison BOCES;



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Scenarios:

*May schools transfer student scores from June to January? **Yes***

*May schools transfer student scores from June to June? **No***

- c. Administer and score Part 1: Conversation/Roleplay in accordance with the policies and procedures stated in the respective [manuals provided by Oneida-Herkimer-Madison BOCES](#);
 - d. On the [Final Score Reports](#) provided by Oneida-Herkimer-Madison BOCES, student scores for Part 1 (or Parts 1-2 for ASL) must be submitted to the building principal for his/her signature a minimum of five (5) calendar days prior to the date that Parts 2-4 are administered,
 - To ensure that student scores are not altered, the principal understands that his/her signature on this form acknowledges that the scores on these parts of the examination have been sealed,
 - Additionally, the principal assumes responsibility for maintaining the security of the scores,
 - The signed Final Score Reports are to be returned to examination scorers only after Parts 2-4 have been scored;
6. Provide the Teacher Examination Booklet to teachers who are administering Part 2 of the examination(s) sixty (60) minutes prior to the start of the examination;
 7. For Parts 2-4 (or Parts 3-4 for ASL), adhere to the administration procedures outlined in each examination's respective [manuals for administering and scoring](#) and to the directions provided in each examination's Teacher Examination Booklet;
 8. After completing the examination, require each student to sign the Declaration of Academic Honesty found at the end of their respective student answer booklet to indicate that s/he has neither given nor received any form of outside assistance during the examination;
 9. Score the examinations in the following manner:
 - a. Score completed student examinations locally or regionally by (a) teacher(s) certified by New York State in the target language being assessed,
 - b. Use of the following requirement and guideline:
 - For Checkpoint B examinations, the scorer of Parts 1 and 4 (or Parts 1, 2, and 4 in ASL) must be a disinterested teacher; *i.e. a teacher who is someone other*



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than the teacher of record assigned to instruct the student(s) who is/are being assessed,

- For Checkpoint A examinations, we encourage school districts to use a disinterested teacher to score subjective parts of the examination; however, we do not require the use of a disinterested teacher,
 - c. Score examinations in accordance with the most recent [manuals for administration and scoring](#) published by Oneida-Herkimer-Madison BOCES,
 - d. Neither the multiple choice answers provided by students, nor their written responses, may be marked on by an examination scorer;
10. Require examination scorers to transfer scores for each part of the examination to the appropriate [Final Score Report](#);
 11. Return graded student answer sheets and booklets, as well as their accompanying Final Score Reports, to the building principal by the end of the [Regents Examination period defined by NYSED](#);
 12. Store the aforementioned graded student answer sheets, booklets, and reports in a secure location for a minimum of one (1) year;
 13. Participate in our statewide data analysis.
 - a. School districts that are notified that they have been selected to participate in this data analysis must submit their student performance data to Oneida-Herkimer-Madison BOCES. This data analysis is a required component of having our examinations approved for the New York State Multiple Pathways to Graduation program and helps to inform our own item-writing process for future examinations.
 - b. Districts are assured that this data will be stored in a secure facility and kept private to all those outside of our World Languages examination program;
 14. Participate in a maximum of one hour of field testing per school year.