

World Languages

Checkpoint **A** Examination

Manual for Administering and Scoring
Part 1: Conversation/Roleplay

Created by



Oneida • Herkimer • Madison

BOCES

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Important: Please add ohmsupportdesk@oneida-boces.org to your email address book and/or work with your district technicians to ensure that communications sent to teachers and administrators are successfully delivered.

How many points can be earned by students on the examination?

The Oneida-Herkimer-Madison World Language Checkpoint A examinations are scored on a 100-point scale. The breakdown of point values for each section appears below.

	Description	Point Value
Part 1	Conversation/Roleplay	20
Part 2	Listening Comprehension	40
Part 3	Reading Comprehension	20
Part 4	Writing	20

What is Part 1: Conversation/Roleplay?

In the Part 1: Conversation/Roleplay, the student is required to demonstrate the ability to use the target language to perform four basic conversation functions combined into two tasks: 1) one task combining Socializing and Providing/Obtaining Information and 2) another task combining Expressing Feelings/Opinions and Persuasion.

The Conversation/Roleplay part of the Oneida-Herkimer-Madison BOCES World Languages examination is worth twenty (20) points. It consists of two (2) conversation/roleplay tasks which outline a setting and situation that will be role-played between the student and teacher.

- Each conversation/roleplay task will have a maximum score of ten (10) points.
- Each conversation/roleplay will consist of five (5) exchanges between the teacher and the student.
- Each student utterance will receive 0, 1, or 2 points dependent upon its level of comprehensibility, appropriateness, and development (Checkpoint A expectations).
- In each conversation/roleplay, the student will play him/herself and the teacher will assume the role assigned in the task.

Administration of Part 1: Conversation/Roleplay must be completed during the period of time that occurs *no earlier* than April 1 and no later than five (5) calendar days prior to the administration of the written parts of the examination. A *Student Score Reporting Sheet* for Part 1: Conversation/Roleplay (Appendix A) must be completed for each student. A *Section Score Reporting Sheet* for Part 1: Conversation/Roleplay (Appendix B) is to be completed for each class section. On this sheet, student names need to be alphabetized by last name. Both score sheets must be completed in ink.

Once completed, all score sheets must be submitted to the building principal at least five (5) calendar days prior to the administration of Parts 2-4. The principal is instructed to release these documents back to their respective teacher(s) only after Parts 2-4 are scored. At that time, the composite scores for Part 1: Conversation/Roleplay need to be added to the scores for Parts 2-4 to calculate a total examination grade for each student.

Important: Parts 2-4 must be administered on the date and time suggested by the Office of State Assessment at the New York State Department of Education (NYSED). Please refer to their latest [Regents Examination calendar](#). The date and time of our Checkpoint A examination are also posted on our website at www.oneida-boces.org/worldlanguages.

Where do I find Part 1: Conversation/Roleplay tasks?

Oneida-Herkimer-Madison BOCES will produce and distribute a set of thirty (30) conversation/roleplay tasks for each annual examination. Included in this set of tasks are fifteen (15) tasks for each of the two conversation functions: 1) Socializing and Providing/Obtaining Information and 2) Expressing Feelings/Opinions and Persuasion. They are based on the former prompts issued by the New York State Education Department; however, they have been updated and restructured. As part of the Terms of Administration, schools who purchase our examinations must use the set of prompts designated for each specific examination provided by Oneida-Herkimer-Madison BOCES.

There are two options available for accessing the current set of conversation/roleplay tasks for administration of the examination: digitally and/or in printed form. A detailed description of how to access each can be found below:

1. **Digital Access via the Buzz Learning Management System (LMS)** - Tasks can be used directly from the web-based Buzz platform or be printed on paper and cut out by hand locally. All teachers of record submitted to Oneida-Herkimer-Madison BOCES on our online order form will receive free access the digital conversation/roleplay tasks.
 - For current Buzz users, access to the most updated World Languages Information course will be added to your existing Buzz account under the Student app.
 - Those who do not yet have a Buzz account will have one created for them by Oneida-Herkimer-Madison BOCES.

Regardless of the current account status with Buzz, instructions that explain how to access Buzz and login to Buzz will be sent to the following:

- the person who submitted the order
- each teacher of record listed on the order form

Note: Please add ohmsupportdesk@oneida-boces.org to your email address book and/or work with your district technicians to ensure that communications sent to teachers and administrators are successfully delivered.

2. **Printed Cards** - Oneida-Herkimer-Madison BOCES can print the tasks on rip-resistant, high-gloss cardstock and ship them to your school. This option must be chosen upon submission of your World Languages examinations order.

Note: The price for the printed set of cards is listed on our online order form and is subject to change over time.

Important: Conversation/roleplay tasks must be *kept secure at all times*. These are for examination purposes only and may *not* be used as practice prior to the administration of the examination. Following the administration of the examination each June, the set designed for that examination may be used for practice only in the classroom.

How do I administer Part 1: Conversation/Roleplay?

The teacher may choose to complete both conversations/roleplays in one sitting or opt to complete them at different times or on different days. Once a task is begun, the student must complete it in that sitting. Student conversation/roleplay scores for the Checkpoint A examination must be recorded on the score sheets provided by Oneida-Herkimer-Madison BOCES (Appendices A, B).

1. The student must complete one conversation/roleplay for each of the two functions in Part 1 of the examination. For each sitting, the student will randomly choose one conversation/roleplay task for a given conversation function: 1) Socializing and Providing/Obtaining Information or 2) Expressing Feelings/Opinions and Persuasion.

Note: Once a student has chosen a task card, he/she may not exchange it for a different task card.

- If using the Buzz Learning Management System (LMS) to access conversation/roleplay tasks, the teacher will create a system for drawing numbers randomly. *For example, a teacher may choose to have the students draw numbers out of a hat.*

After the student has selected a random number, the teacher will then need to access the conversation/roleplay tasks in Buzz, click the corresponding number on the screen, and continue with step number two below.

- If using a set of conversation/roleplay task cards, for each conversation function the student will draw a card at random from the fifteen (15) cards provided and then continue with step number two below.
2. Before commencing the conversation/roleplay, the teacher will read the task aloud to the student twice and ask if he/she understands the scenario.
 3. The teacher or the student begins the conversation/roleplay based on the instructions given in the task. The conversation/roleplay will continue for five (5) exchanges and must be conducted exclusively in the target language.

4. The role of the teacher is to act as the conversation partner. The teacher must strive to create an utterance that will help keep the student on task. This is best done by using open-ended questions or statements, such as “How?”, “Why?”, “Tell me about”, “What do you think....?”, etc., that allow the student a broad range of response options. It is the responsibility of the teacher to guide the conversation to a natural conclusion.

Note: The following student responses in a conversation/roleplay should be disregarded from scoring:

- *Yes/no answer*
- *Proper noun used in isolation*
- *Simple restatement of what the teacher has said*
- *Socializing devices (e.g. “hello”, “how are you,” etc.), except in the socializing task where appropriate*

If the student offers one of the inadequate responses listed above, the teacher will rephrase his/her utterance in an effort to elicit a second attempt and to move the conversation/roleplay forward.

5. Adequate provisions must be made by each school district to accommodate students with disabilities as outlined by New York State each June in the document [Direction for Administering Regents Examinations: \[insert month and year\] Administrations](#).

What are the guidelines for scoring student responses?

Any school that administers the Oneida-Herkimer-Madison BOCES Checkpoint A examination must score student responses in accordance with the definitions and requirements below.

At the Checkpoint A level of language proficiency, students are expected to be able to participate in a conversation/roleplay and to sustain it for at least five (5) exchanges in the target language. Each student utterance receives 0, 1, or 2 points dependent upon the level of comprehensibility, appropriateness, and development according to Checkpoint A expectations.

For the purposes of this examination, Oneida-Herkimer-Madison BOCES defines these terms as follows:

utterance - any verbal communication in the target language consisting of one or more words/phrases/sentences and preceded and followed by silence or a change of speaker.

comprehensible - able to be understood by a native speaker who does not know English, but who is used to foreigners trying to speak his/her language

appropriate - relates in a logical way to the stream of conversation and/or to the teacher's previous utterance

shows development - connects to the teacher prompt/response and completes a thought

An utterance **shows development** if the student:

- communicates using the target language and moves the conversation forward;
- when required, is able to initiate conversation at the Checkpoint A level;
- asks questions and provides answers but may be labored and may use alternate vocabulary to express difficult words or concepts (circumlocution);
- shows familiarity with and employs conversational strategies, such as self-correction, changes in intonation, asking for clarification, etc.;
- uses a variety of vocabulary and idioms at the Checkpoint A level;
- demonstrates basic command of Checkpoint A grammatical structures and word order but may have errors.

Who is permitted to score Part 1: Conversation/Roleplay?

Any teacher who is certified by New York State to instruct students in the assessed target language may score Part 1: Conversation/Roleplay.

Some schools may opt to have the Part 1: Conversation/Roleplay for Checkpoint A examinations scored by a **disinterested teacher**, i.e. *a teacher certified by New York State in the target language being assessed and someone other than the teacher of record assigned to a student.*

This technique may be achieved in any of the following ways:

- assign a disinterested teacher to administer and simultaneously score the Conversation/Roleplay session,
- the student's teacher administers the Conversation/Roleplay session while a disinterested teacher is in the room and simultaneously scores the student's utterances, or
- the student's teacher administers the Conversation/Roleplay session and audio or audio/video records student responses. The recording would subsequently be scored by a disinterested teacher. Please note that if this option is chosen, the recordings must be immediately destroyed once the student responses have been scored.

How is Part 1: Conversation/Roleplay scored?

On the *Student Score Reporting Sheet for Part 1: Conversation/Roleplay* (Appendix A), the rater assigned to each student will record the individual scores for each of the five (5) student utterances as the conversation/roleplay progresses.

Note: A check mark should be placed on the appropriate line of the score sheet when the student initiates the conversation/role play.

For each student utterance, the student receives the following credit:

- If the student receives zero (0) points for the first utterance, the task ends and the student receives zero (0) credit for the entire task. A second card may not be drawn to replace the unsuccessful attempted task.
- The student has two opportunities to complete a comprehensible, appropriate, and adequate utterance before the scorer records the grade for that utterance. No points are deducted if the student requires a second attempt to complete the utterance.
- The rater must record the score(s) for each attempt at an utterance.

Points Awarded	Type of Student Response
0 points	<ul style="list-style-type: none">● No response is given or the utterance is incomprehensible, inappropriate, or off topic.
1 point	<ul style="list-style-type: none">● An utterance is generally comprehensible and appropriate but lacks development. (See page 6)● The student exhibits some command of Checkpoint A vocabulary, structure, intonation, and pronunciation.● The student speaks with some confidence and mostly in the target language.
2 points	<ul style="list-style-type: none">● The utterance is comprehensible and appropriate, consisting of a multi-word phrase or complete sentence.● The student exhibits a good command of Checkpoint A vocabulary, structure, intonation, and pronunciation.● The student speaks with confidence and exclusively in the target language.● The student develops the conversation with new ideas/vocabulary.

Sample Task Administration and Scoring

Reminders: The entire task must be completed in the target language. Additionally, before commencing the conversation/roleplay, the teacher must read the task aloud to the student twice and ask if he/she understands the scenario.

Below there are two samples of how a student and teacher might roleplay the scenario provided. The rating notes may be used to enhance the teacher's understanding of how to score Part 1: Conversation/Roleplay.

Sample #1 - Conversation/Roleplay Task for Expressing Personal Feelings and Persuasion:

[Student initiates]: I am your host parent and I am planning to take the family on a picnic in a park. Try to persuade me to go somewhere else. You start the conversation.

Student says	Teacher says	Rating
1) <i>What park we to go for picnic?</i>	<i>We are going to the town park to have a picnic.</i>	Initiates. Comprehensible and appropriate. Expressed in a complete sentence. Score: 2 points
2) <i>Picnic bad.</i>	<i>Okay. Well what would you like to do instead?</i>	Comprehensible and appropriate. Limited development of the conversation. Repeats vocabulary. There is no verb. Score: 1 point
3) <i>I prefer the movies. The cinema at the mall.</i>	<i>Well, that's a possibility too. What kind of movie do you like?</i>	Comprehensible and appropriate. Develops the conversation with new ideas and vocabulary. Score: 2 points
4) <i>Um.</i> <i>Comedies are my favorite! Can we to go today?</i>	<i>Do you like sad movies...or comedies?</i> <i>Great. There is a good comedy at the mall. I know your sisters will like it too. What would you like to eat after the movie?</i>	No response. Score: 0 points Requires second attempt. Comprehensible and appropriate. Develops the conversation with new ideas. Score: 2 points
5) <i>I eat hamburgers and fries. I do not eat fish or vegetables.</i>	<i>Okay. We'll skip the park for today and head to the mall.</i>	Comprehensible and appropriate. Shows good command of Checkpoint A structure and adds vocabulary. Score: 2 points
		Total Score: 9/10 points

Sample #2 -Conversation/Roleplay Task for Expressing Personal Feelings and Persuasion:

[Student initiates]: I am your host parent and I am planning to take the family on a picnic in a park. Try to persuade me to go somewhere else. You start the conversation.

Student says	Teacher says	Rating
1) <i>Hi mother</i>	<i>Hello. It's a nice day! Let's go on a family picnic together.</i>	Student initiates, but does not further the conversation or engage the topic. Score: 1 point
2) <i>Picnic? No like picnic</i>	<i>Oh, you don't like picnics? What would you like to do today instead?</i>	Student repeats teacher's word twice, and makes a limited comprehensible and appropriate statement. Limited vocabulary. Score: 1 point
3) <i>I prefer to swim. To go to beach today?</i>	<i>We can't go to the beach. It is closed until summer. It is too cold.</i>	Student response is comprehensible and appropriate. Expresses two complete thoughts. Adds new vocabulary. Score: 2 points
4) <i>Yes! Swim summer! I am hot.</i> <i>[mumble, mumble] Monday</i>	<i>Yes, we do swim when it's hot in the summer, but the beach is not open now.</i> <i>Would you like to go somewhere else?</i>	Comprehensible but inappropriate - off topic. Score: 0 points Requires second attempt. Incomprehensible, inappropriate and incomplete. Score: 0 points
5) <i>Soccer.</i> <i>I like to play in park.</i>	<i>Okay. I like soccer too. Where do you want to go?</i> <i>Okay! Let's go!</i>	Comprehensible but incomplete. Not enough information to further develop the conversation. Score: 0 points Requires second attempt. Comprehensible and appropriate. New vocabulary added. Score: 2 points
		Total score: 6/10 points



Student's Name _____ Date _____

		<u>Utterance</u>		<u>First Attempt</u>	<u>Second Attempt</u>	
Task A	<u> </u> <i>Task Number</i>	1	(<u> </u>) <i>Student initiated</i>	_____	_____	
		2		_____	_____	
		3		_____	_____	
		4		_____	_____	
		5		_____	_____	

Task B	<u> </u> <i>Task Number</i>	1	(<u> </u>) <i>Student initiated</i>	_____	_____	
		2		_____	_____	
		3		_____	_____	
		4		_____	_____	
		5		_____	_____	

