

World Languages

Checkpoint **A** Examination

Manual for Administering and Scoring

Part 1: Conversation/Roleplay

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Created by



Oneida • Herkimer • Madison

BOCES

Find more resources at www.oneida-boces.org/worldlanguages

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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	30
Part 3	Reading Comprehension	30
Part 4	Writing	20

What is Part 1: Conversation/Roleplay?

In 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 that outline a setting and situation that will be role-played between the student and teacher.

- Each conversation/roleplay task has a maximum score of ten (10) points.
- Each conversation/roleplay consists 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 the conversation/roleplay parts of the examination must be completed during the Part 1: Conversation/Roleplay administration period shown in the chart below.

Month of Examination	Administration Period for Part 1: Conversation/Roleplay
June	April 1 until five (5) calendar days prior to the date of administration for Parts 2-4

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 the latest [Regents Examination calendar](#). The date and time of Checkpoint A examinations are also posted annually on the Oneida-Herkimer-Madison BOCES website at www.oneida-boces.org/worldlanguages on the Exam Information page.

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

Oneida-Herkimer-Madison BOCES will produce and distribute one set of thirty (30) conversation/roleplay tasks for the annual examinations. 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 that purchase examinations must use the set of Oneida-Herkimer-Madison BOCES prompts designated for each specific examination.

There are two options available for accessing the current set of conversation/roleplay tasks: 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 Learning Management System or be printed on paper and cut out by hand locally. All individuals whose names are submitted to Oneida-Herkimer-Madison BOCES on the World Languages Examinations online order system will receive free access to the digital conversation/roleplay tasks.

- Upon submission of an order, the following people will have a Buzz account created for them by Oneida-Herkimer-Madison BOCES:
 - the person who submitted the examination order
 - each teacher of record listed in the examination order
 - each exam grader listed in the examination order
- By default, any new account created will be done so with the user's full email address as the username.
- Both the current and newly-created user accounts in Buzz will be enrolled in the most updated World Languages Information course under the Student app.

Note: A new course is created and updated for each January and June administration of World Language examinations. Users will have access to each course for approximately one (1) year before the enrollment expires on November 14 for January examinations and on March 31 for June examinations. To maintain access to these courses, at least one (1) examination order must be submitted by your school district annually.

- All of the people listed above will have instructions emailed to them that explain how to access Buzz as well instructions that explain how to create a password.

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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 when the World Languages examinations order is submitted. Please consult the deadline dates listed on the [Order Exams page](#) of the Oneida-Herkimer-Madison BOCES website to ensure timely delivery.

Note: The price for the printed set of cards is listed in the online order system 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* as a tool to prepare for future exams.

Important: The World Languages Information course in Buzz is the only location that Oneida-Herkimer-Madison BOCES will release the scoring key for the multiple-choice parts (Part 2 and 3) of the examinations. Scoring keys for Checkpoint A examinations will become available at 12:00 pm on the date that Parts 2-4 are administered.

How do I administer Part 1: Conversation/Roleplay?

The teacher may choose to complete both conversations/roleplays for each student in one sitting, or at different times, or on different days. However, once a task is begun, the student must complete that specific task 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 task from each function: 1) Socializing and Providing/Obtaining Information 2) Expressing Feelings/Opinions and Persuasion. The student will randomly select one task. When that task is completed, the student will randomly select a task from the other function.

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

- **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 the conversation/roleplay begins:
 - The teacher administering the conversation/roleplay task will record the student's name, date(s), and the task number on the *Student Score Reporting Sheet for Part 1: Conversation/Roleplay* (Appendix A).
 - 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 as directed by the task.
 - The conversation/roleplay will continue for five (5) exchanges and must be conducted exclusively in the target language.
 - The student is allowed up to two attempts for each utterance.
 - If a student is unable to produce a scorable utterance on the first attempt, the teacher may rephrase the original statement to elicit a second attempt to move the conversation forward.
 - See page 9 for scoring samples.

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

4. The role of the teacher is to act as a 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, and the teacher will rephrase his/her utterance in an effort to elicit a second attempt and to move the conversation/roleplay forward:

- *Yes/no answer*
 - *A 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*
5. The teacher should only allow a reasonable amount of time (maximum 60 seconds per attempt) for a Checkpoint A student to produce a scorable utterance.
 6. 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](#).

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** *as is required* for the Checkpoint B examinations. A disinterested teacher is 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 option may be implemented 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.

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 its 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 that is/are preceded by 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 task 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:

- when required, is able to initiate conversation at the Checkpoint A level;
- communicates using the target language and moves the conversation forward;
- asks questions and provides answers; 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.

How is Part 1: Conversation/Roleplay scored?

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

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

Important: For student-initiated tasks, if the student is unable to begin the conversation with a scorable utterance after two attempts, the task ends and a score of zero (0) must be assigned for the entire task.

Score each utterance in the following manner:

- Students have up to two attempts to complete a scorable utterance that is comprehensible, appropriate, and shows development.
 - Up to 60 seconds may be allocated for each *attempt*. The student receives a score of zero (0) for each *attempt* after the time limit has passed.
 - If a student is unable to produce a scorable *utterance* after two attempts, the student receives a zero for that *utterance* and the conversation continues until all five (5) utterances have been scored.
- The examination scorer must record the score(s) for each attempt at an utterance.
 - No points are deducted if:
 - the student requires a second attempt to complete an utterance.
 - the student labors in the production of an utterance.
 - Guidelines to determine the proper number of points to award for each utterance can be found on page 8.

Important: A second task may not be drawn to replace an unscorable attempted task as the student has already earned a zero (0) for that task.

Guidelines to Determine Points Awarded for Each 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 task.
1 point	<ul style="list-style-type: none">• An utterance is generally comprehensible and appropriate but lacks development. (See page 7)• 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. Only words that are recognized in the target language may be considered for scoring purposes.
2 points	<ul style="list-style-type: none">• The utterance is comprehensible and appropriate, consisting of a multi-word phrase or a complete sentence.• The student exhibits a good command of Checkpoint A grammar, structure, and vocabulary.• The student exhibits good intonation and pronunciation.• The student speaks with some confidence and exclusively in the target language.• The student develops the conversation with new ideas and/or vocabulary.

Sample Conversation/Roleplay Scoring

Reminders: The entire task must be completed in the target language. Additionally, before beginning 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! 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 the 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 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. Score: 0 points <i>Requires second attempt.</i> 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 <i>Requires second attempt.</i> Comprehensible and appropriate. New vocabulary added. Score: 2 points
		Total score: 6/10 points

Where do I submit scores for Part 1: Conversation/Roleplay?

The following procedures must take place once Part 1: Conversation/Roleplay has been scored:

1. Original copies of both the completed *Student Score Reporting Sheets* (Appendix A) and *Section Score Reporting Sheets* (Appendix B) must be submitted to the building principal no less than five calendar (5) days prior to the administration of Parts 2-4.

Important: Teachers may not create copies of these completed forms to keep for their own records.

2. The building principal must sign the bottom of each of these forms indicating full responsibility for the confidentiality from teachers and scorers of these forms until:
 - Parts 2-4 of the examination have been administered and
 - Part 4 of the examination has been graded.
3. Further instructions on how to score Part 4: Writing, and for reporting [the] fully graded examination(s), are available in the Part 4: Writing manual.
4. All student examination documents and scoring documents must be stored in a secure location by the school district for a period of one (1) year. If requested, original copies of these documents must be submitted to Oneida-Herkimer-Madison BOCES for data analysis purposes. Further instructions will be provided if your school is selected for this process.

World Languages Checkpoint A Examination

◆ Student Score Reporting Sheet ◆

Part 1: Conversation/Roleplay



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Student's Name _____ Date _____

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

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

