

World Languages

Checkpoint **A**

Examination

Manual for Administering and Scoring
Part 4: Writing

Created by



Oneida • Herkimer • Madison

BOCES

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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 part 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 4: Writing?

In Part 4: Writing, students must demonstrate the ability to write in the target language using the four functions of language: 1) socializing, 2) providing and obtaining information, 3) expressing personal feelings or opinions, and 4) persuasion - getting others to adopt a course of action.

Part 4: Writing is worth a total of twenty (20) points. Students are required to complete two (2) writing tasks; one from Part 4A and one from Part 4B. In Part 4A: Interpersonal Writing, students are provided with a single task that they are required to complete. In Part 4B: Presentational Writing, students are provided with two task options. They are required to complete one of the tasks in Part 4B. Parts 4A and Part 4B are each worth ten (10) points.

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

The following chart provides a detailed description of Parts 4A and 4B.

	Part 4A: Interpersonal Writing	Part 4B: Presentational Writing
Task Options	1 task	2 tasks
Tasks to Complete	1 task	1 task
Point Value	10 points	10 points
Description of the Stimulus	Students will read an email prompt in the target language which contains a combination of informational and conversational text. Questions asked directly to the student will be embedded in the prompt.	<p><i>Option 1:</i> Students will read a situation followed by several suggestions that may be included in the response. Both the situation and suggestions will be written in English.</p> <p><i>Option 2:</i> Students will see a drawing followed by several suggestions that may be included in the response. The suggestions will be written in English.</p>
Description of the Task	<p>This is a read-to-write task. Students will write a response to the given email prompt that:</p> <ul style="list-style-type: none"> • answers the embedded questions; • includes original details that develop the response; • contains a salutation and a closing. 	<p><i>Option 1:</i> Students will write an appropriate narrative that:</p> <ul style="list-style-type: none"> • accomplishes the given task; • addresses provided suggestions <i>and/or</i> includes original details that develop the narrative. <p><i>Option 2:</i> Students will write a narrative suggested by a picture that:</p> <ul style="list-style-type: none"> • accomplishes the given task; • addresses provided suggestions <i>and/or</i> includes original details that develop the narrative.

How will student performance in Part 4: Writing be evaluated?

Students will be evaluated using the *Scoring Rubric for Part 4A: Interpersonal Writing* (Appendix A) and the *Scoring Rubric for Part B: Presentational Writing* (Appendix B). They are required to write an original response to each prompt. Students may not copy phrases or sentences from the other parts of the examination.

Students will be evaluated on each of the following categories:

Category	Description
Completion of the Task	Students need to respond to the Part 4A email prompt and complete one of the two 4B tasks.
Development and Organization	Students need to include details that develop the response/narrative, demonstrating an understanding of the email prompt/task. Ideas need to be coherent and follow a logical sequence throughout.
Usage, Variety, and Level of Vocabulary	Students need to incorporate a range of Checkpoint A vocabulary that is appropriate to the task and is used with accuracy.
Control of Language <ul style="list-style-type: none"> • <i>Subject / Verb Agreement</i> • <i>Appropriate Verb Structures / Idioms</i> • <i>Spelling/ Diacritical Marks</i> • <i>Correct Word Order</i> • <i>Adjectives / Adverbs</i> 	Student responses need to demonstrate control of Checkpoint A structures and conventions. The response/narrative is comprehensible.
Word / Character Count	Students need to write a response of 40 or more comprehensible words (French, Italian, Spanish) <u>OR</u> 50 or more comprehensible characters (Mandarin Chinese).

What are the requirements for the Word/Character Count?

For the purposes of scoring, Oneida-Herkimer-Madison BOCES provides the following definition:

word - a comprehensible and appropriate letter, group-of-letters, or Mandarin Chinese simplified character in the target language, preceded and followed by space.

Note: This definition applies even when words/characters are grammatically incorrect.

To determine students' word count, examination raters are required to follow the criteria listed below:

- Only comprehensible words/characters may be counted; *i.e. words that are able to be understood by a native speaker who is familiar with speech patterns of non-native speakers.*
- Contractions are to be counted as one word.
- Salutations and closings are to be counted in the word/character count.
- Numbers written in textual form count as (a) word(s) in French, Italian, and Spanish. Numbers written as (a) character(s) count as (a) character(s) in Mandarin Chinese. Numbers written in numerical form or in pinyin are not counted as words.
- Commonly used abbreviations are to be counted in the word count.
E.g.: *Ud.* or *M.* or *Sig.*
- The names of people, expressed in the target language or in English, are not to be counted in the word count (French, Italian, Spanish). The names of people expressed as (a) character(s) are to be counted for Mandarin Chinese. Each character counts as a single word. See examples below:
 - *Does not count as a word: Miguel, Pierre, Giuseppe*
 - *Count as three words: 张天明*
- Brand names and place names from the target language count as one single word (French, Italian, Spanish). Each character used to express a brand name and place name are to be counted (Mandarin Chinese). See examples below:
 - *Count as one word: El Corte Inglés, Mont St. Michel, La Fontana di Trevi*
 - *Count as two words: 耐克*

Who is permitted to score Part 4: Writing?

Any teacher who is certified by New York State to instruct students in the assessed target language may score Part 4: Writing.

Some schools may opt to have the Part 4: Writing 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 who is someone other than the teacher of record assigned to students.* This practice is encouraged, but not required by Oneida-Herkimer-Madison BOCES on our Checkpoint A examinations.

What are the steps for scoring Part 4: Writing?

The *Scoring Rubric for Part 4A: Interpersonal Writing* (Appendix A) and the *Scoring Rubric for Part B: Presentational Writing* (Appendix B) must be used to score student responses. Previously developed rubrics from Oneida-Herkimer-Madison BOCES, the New York State Education Department, and/or other vendors may not be used.

Teachers assigned to score our examination must follow the procedures outline below:

1. Before evaluating student responses, a rater should first become familiar with each category of both scoring rubrics. Each category of the rubric is to be scored holistically.
2. Before formally beginning the scoring process, a good practice for raters is to read a few student writing samples in their entirety. This provides an opportunity for raters to practice applying the rubric to student writing in a holistic manner. Additionally, we recommend that, whenever possible, raters should discuss examples of student writing with other raters for the purpose of establishing inter-rater reliability.
3. Raters may not penalize students in multiple categories for a single error.
4. When deciding between score points in a given category of the rubric, raters should balance the strengths and weaknesses among the various criteria within the category in order to determine the most appropriate score.
5. Next, the rater will read a single student response in its entirety. The rater is not permitted to make marks on the student's response. For each response, the rater will refer to the *Scoring Rubric for Part 4A: Interpersonal Writing* (Appendix A) or the *Scoring Rubric for Part 4B: Presentational Writing* (Appendix B), and then check the appropriate boxes for each category on the *Student Scoring Sheet for Part 4* (Appendix C).

Important: The *Student Scoring Sheet for Part 4* (Appendix C) is an abbreviated guide to the rubrics associated with Part 4A and Part 4B. It is not a replacement for these detailed rubrics.

Note: If a student is does not complete the task assigned, the student must be assigned a score of zero for the category Completion of the Task. If this occurs, no further categories of the rubric may be evaluated. A score of zero (0) must be issued to the student for the task under evaluation.

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6. Continuing the use of the *Student Scoring Sheet for Part 4* (Appendix C), raters will:
 - a. tally the Raw Score for each writing task and write it in the appropriate box;
 - b. convert each student’s Total Raw Score to Total Credit using the conversion chart provided at the bottom of the page. Raters will circle the converted Total Credit scores on the conversion chart at the bottom of the page;
 - c. add together the Total Credit scores for Part 4A and Part 4B and write the Total Score for Part 4: Writing in its appropriate box;
 - d. transfer each student’s Total Score for Part 4: Writing to the appropriate box on the front page of his/her respective *Student Answer Booklet* and his/her *Student Answer Sheet*.

How are final scores calculated?

Final scores for the examination must be calculated for each student who takes our examination and recorded in two places: 1) on each *Student Answer Sheet* that is delivered with the examination and 2) on the *Final Score Report* (Appendix D).

	Directions
Student Answer Sheet	When calculating the total score of all parts of the examination on the <i>Student Answer Sheet</i> , please ensure that the person responsible for grading each part of the examination has both written the scores on the <i>Student Answer Sheet</i> and has added his/her initials next to the score. Likewise, the person responsible for adding together student scores on the four parts of the examination needs to add his/her initials next to the Total Score for all parts of the examination.
Final Score Report	The <i>Final Score Report</i> must be filled out for each class section. If a school has students who are taking the examination that are not currently assigned to a teacher, please complete a separate <i>Final Score Report</i> to include those students. Composite scores for each student on Parts 1-4 must be transferred from each <i>Student Answer Sheet</i> to his/her class section’s <i>Final Score Report</i> .

What are schools required to do with examinations after scoring is complete?

Following the administration and scoring of the examination, please follow local protocols to report scores for your students. Scores do not have to be submitted to Oneida-Herkimer-Madison BOCES unless your school is selected to participate in our Statewide data analysis. Additionally, schools administering the Oneida-Herkimer-Madison BOCES World Languages examinations are instructed to store the following documents in a secure area for one (1) calendar year:

Documents Available for Recall		
<i>Student Score Reporting Sheet Part 1: Conversation/Roleplay</i>	<i>Section Score Reporting Sheet Part 1: Conversation/Roleplay</i>	<i>Student Answer Sheets Parts 2-4</i>
<i>Student Answer Booklets Part 4: Writing</i>	<i>Student Scoring Sheet Part 4: Writing</i>	<i>Final Score Report Parts 1-4</i>

Upon completion of the scoring process, the examination materials, including the Part 1: Conversation/Roleplay tasks, Part 2: Teacher Examination Booklet, and Parts 2-4 Student Test Booklet are considered released to schools that have purchased our examination. *Permission to share these materials with schools who have not purchased our examination is not granted.*

Important: Part 1: Conversation/Roleplay tasks are *only* released for use in the classroom under teacher supervision. They may not be distributed to students for use outside of the classroom.

Reminder: Per our [Terms of Administration](#) - which were agreed upon at the time examinations were ordered - we require school districts agree to:

Participate in our statewide data analysis. School districts that are notified 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. If selected, school districts will copy each student answer booklet before shipping the original student answer booklet to Oneida-Herkimer-Madison BOCES. Districts are assured that this data will be stored in a secured facility and kept private to all those outside of our World Languages examination program.

If your school is selected to participate in this data-analysis, further instructions will be provided upon notification of your selection.

Scoring Rubric for Part 4A: Interpersonal Writing ♦ Checkpoint A

A score of zero (0) must be given for Part 4A if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The words/characters used are entirely a restatement of the email prompt.
- 3) The response is written in a language other than the target language.
- 4) The student response is vague. e.g. "I don't know" or "I don't understand"

Category	Performance Levels			
	4	3	2	1
Completion of the Task	The student response is clearly appropriate to the email task. The ideas expressed are connected to the task but may include minimal unrelated statements or phrases. The student response addresses all the questions in the email prompt and includes a salutation and closing.	The student response is generally appropriate to the email prompt. The ideas expressed are connected to the task, but there may be some unrelated statements or phrases. The student response addresses most of the questions in the email prompt and includes a salutation and closing.	The student response is partially appropriate to the email prompt. The ideas expressed are somewhat connected to the task, but there may be several unrelated statements or phrases. The student response addresses at least one of the questions in the email prompt and includes a salutation, closing, or both.	The student response is minimally appropriate to the email prompt. There may be statements or phrases unrelated to the task, but there is at least one statement which connects to the prompt. The student response minimally addresses or does not address questions in the email prompt and/or may not include either a salutation or closing.
Development and Organization	The student response includes many of his/her own original details that develop the response, demonstrating a high degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence. Possible minor digressions do not hinder the response or stray from the intent of the prompt.	The student response includes some of his/her own original details that develop the response, demonstrating a general degree of understanding of the prompt. There is coherence of ideas that generally follow a logical sequence. Possible minor digressions may hinder the development of the response or stray from the intent of the prompt.	The student response includes few of his/her own original details that develop the response, demonstrating some degree of understanding of the prompt. There is some coherence of ideas that somewhat follow a logical sequence. Possible frequent digressions may hinder the development of the response and may stray from the prompt.	The student response includes minimal original detail that develops the response, demonstrating little understanding of the prompt. There is little or no coherence of ideas and they do not follow in a logical sequence. Possible constant digressions hinder development of the response and stray from the prompt.
Usage, Variety, and Level of Vocabulary	The student response exhibits a very good range of Checkpoint A vocabulary not found in the prompt that is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies.	The student response exhibits a good range of Checkpoint A vocabulary not found in the prompt that is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies.	The student response exhibits a basic range of Checkpoint A vocabulary not found in the prompt that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language.	The student response exhibits little ability to introduce Checkpoint A vocabulary not found in the prompt and appropriate to the task. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.
Control of Language <ul style="list-style-type: none"> • Subject / Verb Agreement • Appropriate Verb Structures / Idioms • Spelling/ Diacritical Marks • Correct Word Order • Adjectives / Adverbs 	The student response demonstrates strong control of Checkpoint A structures and conventions. The response is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student response demonstrates moderate control of Checkpoint A structures and conventions. The response is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student response demonstrates some control of Checkpoint A structures and conventions. The response may be somewhat incomprehensible. Errors may force interpretation.	The student response exhibits little ability to use Checkpoint A structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word / Character Count	The student response contains 40 or more comprehensible words OR 50 or more comprehensible characters in the target language being assessed.	The student response contains 31-39 comprehensible words OR 45-49 comprehensible characters in the target language being assessed.	The student response contains 21-30 comprehensible words OR 35-44 comprehensible characters in the target language being assessed	The student response contains 1-20 comprehensible words OR 1-34 comprehensible characters in the target language being assessed

Conversion Chart for Part 4A: Interpersonal Writing

Total Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Total Converted Credits	10	9	8	7	6	5	4	3	2	1	0



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Scoring Rubric for Part 4B: Presentational Writing ♦ Checkpoint A

A score of zero (0) must be given for Part 4B if any of the following conditions apply to the student response:

- 1) It does not meet the minimum criteria (1) for the Completion of the Task category.
- 2) The response is written in a language other than the target language.
- 3) The student response is vague. e.g. "I don't know" or "I don't understand"

Category	Performance Levels			
	4	3	2	1
Completion of the Task	The student writing sample clearly accomplishes the task. The ideas expressed are connected to the task but may include minimal unrelated statements or phrases.	The student writing sample generally accomplishes the task. The ideas expressed are connected to the task but there may be a few unrelated statements or phrases.	The student writing sample partially accomplishes the task. The ideas expressed are somewhat connected to the task but there may be several unrelated statements or phrases.	The student writing sample minimally accomplishes the task. There may be statements or phrases unrelated to the task but there is at least one statement which connects to the task.
Development and Organization	The student writing sample includes many of his/her own original details that develop the narrative. There is coherence and the ideas follow a logical sequence throughout. Possible minor digressions do not hinder the development of the narrative.	The student writing sample includes some of his/her own details that develop the narrative. There is coherence and the ideas generally follow a logical sequence. Possible minor digressions hinder the development of the narrative.	The student writing sample includes few of his/her own details that develop the narrative. There is some coherence of ideas that somewhat follow a logical sequence. Possible frequent digressions hinder the development of the narrative.	The student writing sample includes minimal original detail that develops the narrative. There is little coherence and ideas do not follow in a logical sequence. Possible constant digressions hinder the development of the narrative.
Usage, Variety, and Level of Vocabulary	The student writing sample exhibits a very good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with accuracy, although there may be minimal inaccuracies.	The student writing sample exhibits a good range of Checkpoint A vocabulary that is appropriate to the task. The vocabulary is used with general accuracy, although there may be some inaccuracies.	The student writing sample exhibits a basic range of Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside of the target language.	The student response exhibits little ability to introduce Checkpoint A vocabulary that is appropriate to the task. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present.
Control of Language <ul style="list-style-type: none"> • Subject / Verb Agreement • Appropriate Verb Structures / Idioms • Spelling/ Diacritical Marks • Correct Word Order • Adjectives / Adverbs 	The student writing sample demonstrates strong control of Checkpoint A structures and conventions. The writing sample is fully comprehensible. There may be minimal errors which do not impede comprehensibility.	The student writing sample demonstrates moderate control of Checkpoint A structures and conventions. The writing sample is generally comprehensible. There may be a few errors which do not impede overall comprehensibility.	The student writing sample demonstrates some control of Checkpoint A structures and conventions. The writing sample may be somewhat incomprehensible. Errors may force interpretation.	The student response exhibits little ability to use Checkpoint A structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation.
Word / Character Count	The student response contains <i>40 or more comprehensible words</i> OR <i>50 or more comprehensible characters</i> in the target language being assessed.	The student response contains <i>31-39 comprehensible words</i> OR <i>45-49 comprehensible characters</i> in the target language being assessed.	The student response contains <i>21-30 comprehensible words</i> OR <i>35-44 comprehensible characters</i> in the target language being assessed.	The student response contains <i>1-20 comprehensible words</i> OR <i>1-34 comprehensible characters</i> in the target language being assessed.

Conversion Chart for Part 4B: Presentational Writing

Total Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Total Converted Credits	10	9	8	7	6	5	4	3	2	1	0



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Student Scoring Sheet for Part 4: Writing ♦ Checkpoint A



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Please use one copy of this sheet per student to score Part 4: Writing. Once scored, composite scores need to be transferred to both the *Student Answer Sheet* and *Student Answer Booklet* of each student as well as the *Final Score Report* for each class section.

Student Name _____

Category	Part 4A					Part 4B					
	Performance Level										
	4	3	2	1	0	4	3	2	1	0	
Development and Completion of Task <ul style="list-style-type: none"> Accomplishes the task For the email only: <ul style="list-style-type: none"> Responds to questions Includes a salutation/closing 											
Development and Organization of the Response <ul style="list-style-type: none"> Includes original, appropriate details Shows coherence Follows a logical sequence For the email only: demonstrates an understanding of the email prompt 											
Usage, Variety, and Level of Vocabulary <ul style="list-style-type: none"> Wide range of vocabulary that enhances the response Vocabulary is used with accuracy 											
Control of Language <ul style="list-style-type: none"> Subject/Verb Agreement Appropriate Verb Structures/Idioms Spelling/Diacritical Marks Correct Word Order Adjectives/Adverbs 											
Word Count/Character Count <ul style="list-style-type: none"> Comprehensible 	40+	31-39	21-30	10-20	<10	40+	31-39	21-30	10-20	<10	Words
	50+	45-49	35-44	24-34	>23	50+	45-49	35-44	24-34	>23	Characters
Part 4A Raw Score _____						Part 4B Raw Score _____					

Conversion Chart for Part 4: Writing											
Raw Score	19-20	17-18	15-16	13-14	11-12	9-10	7-8	5-6	3-4	1-2	0
Part 4A	10	9	8	7	6	5	4	3	2	1	0
Part 4B	10	9	8	7	6	5	4	3	2	1	0
Total Score for Part 4: Writing _____/20											

