World Languages

Checkpoint B Examination

Manual for Administering and Scoring
Part 1: Conversation/Roleplay

Created by

Oneida • Herkimer • Madison
BOCES

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

The Oneida-Herkimer-Madison World Language Checkpoint B examinations are scored on a 100-point scale. The breakdown of point values for each part of our examination appears below:

	Description	Point Value
Part 1	Conversation/Roleplay	24
Part 2	Listening Comprehension	30
Part 3	Reading Comprehension	30
Part 4	Writing	16

What is Part 1: Conversation/Roleplay?

The conversation/roleplay part of our examination addresses four conversation functions: 1) socializing, 2) providing and obtaining information, 3) expressing personal feelings or opinions, and 4) getting others to adopt a course of action, or persuasion.

The conversation/roleplay part of the Oneida-Herkimer-Madison BOCES World Languages examination is worth twenty-four (24) 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 twelve (12) points.
- Each conversation/roleplay will have six (6) exchanges between the student and the teacher.
- Each student utterance receives 0, 1, or 2 points dependent upon the level of comprehensibility, appropriateness, and adequacy (Checkpoint B expectations). An *utterance* is defined as *a sound, word, phrase or sentence spoken by the student in response to the given prompt.*
- In each conversation/roleplay, the student will play him/herself and the teacher will assume the role assigned in the conversation/roleplay task.

Administration of the conversation/roleplay parts of our examination must be completed during the period of time that occurs between ten (10) weeks before the administration of the written parts of our examination and no later than five (5) days prior to the administration of the written parts of our examination. A Score Reporting sheet for Part 1: Conversation/Roleplay is to be completed in ink for each class section. Student names need to be alphabetized by last name. Once completed, teachers need to submit their students' conversation/roleplay scores to their principal's office at least five (5) calendar days prior to the date of the written parts of the exam.The principal may only release these documents back to their respective teacher(s) only after written parts of the examination are scored. At this time the scorers will add the composite

scores for the conversation/roleplay parts to the written parts of the test to calculate a total examination score for each student.

The written parts of our examination will be administered on the date suggested by the Office of State Assessment at the New York State Department of Education. Please refer to their latest [Regents Examination calendar](#) to determine the date of our examination.

Where do I find the speaking task prompts?

Oneida-Herkimer-Madison BOCES will produce and distribute an exam-specific set of sixty (60) conversation/roleplay tasks for each exam administration. They are based on the former prompts issued by the New York State Education Department; however, they have been updated and restructured by Oneida-Herkimer-Madison BOCES. Schools must use the prompts created by Oneida-Herkimer-Madison BOCES.

There are two options available for accessing the current set of conversation/roleplay tasks for administration of each examination:
1. The set will be available online through the Buzz Learning Management System (LMS). Upon submission of your Checkpoint B order form, you will be sent a school-specific URL to log in to Buzz. Your login credentials will also be provided. The set of conversation/roleplay tasks can be used digitally (i.e. on the computer screen) or they can be printed on paper and cut out by hand.
2. Alternatively, your school district may choose to have us print and ship the conversation/roleplay task prompts on rip-resistant high-gloss paper. The price for the set of cards is listed on the order form and is subject to change over time.

Important: It is the responsibility of all teachers and/or administrators who access the conversation/roleplay tasks associated with the Oneida-Herkimer-Madison BOCES World Languages Examinations to keep them secure at all times. These are for testing purposes only and may not be used as practice prior to the exam administration. Following the exam administration, this set of conversation/roleplay tasks may be used for practice in the classroom.

How do I administer the speaking parts of the examination?

The teacher may choose to complete both conversations/role plays in one sitting or opt to complete them at different times or on different days. Student conversation/roleplay scores for the Checkpoint B examination must be recorded on the [score sheets provided by Oneida-Herkimer-Madison BOCES](#).

1. The student will randomly choose a task from the sixty (60) conversation/roleplay tasks compiled specifically for the examination being administered.
   - If using the Buzz Learning Management System (LMS), the teacher will need to create a system for drawing numbers randomly. For example, a teacher may choose to have the students draw numbers out of a hat.

     The student will draw a number randomly. 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, the student will draw a task at random from the sixty (60) cards 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.

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

3. The teacher or the student begins the conversation/role play as outlined on the task based on the instructions. The conversation/role-play 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 can be done by using open-ended questions or statements that allow the student a broad range of response options. The teacher should limit the use of questions such as "Who...?", "When...?", "Where...?" in isolation, because these types of questions may elicit simple, but inadequate, responses from the student. The teacher might lead with expressions such as "Why…?", "How…?", "Tell me about..", "What do you think about…?", etc. The teacher's job is to guide the conversation to a natural conclusion.

   Note: The following student responses in a conversation should be disregarded from scoring:
   - *Yes/no answer*
   - *Proper noun used in isolation*
   - *Simple restatement of what the teacher has said*

   If the student offers one of the above responses, it is expected that the teacher will restate his/her utterance in an effort to move the conversation/roleplay forward.

6. 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 their document [Directions for Administering Regents Examinations: [insert month and year] Administrations](#).

What are the guidelines for scoring student responses?

At the Checkpoint B level of language proficiency, students are expected to be able to participate in a conversation/roleplay and to sustain it for at least six (6) exchanges in the target language. In order for a student to receive full point value, the student's utterances must be comprehensible, appropriate, and adequate at a Checkpoint B level.

Any school that chooses to administer our exam must score their students in accordance with the definitions and guidelines below. For the purposes of this exam, Oneida-Herkimer-Madison BOCES defines these terms as follows:

> **comprehensible** - able to be understood by a native speaker who does not know English;
>
> **appropriate** - related in a logical way to the stream of conversation and/or to the teacher's previous utterance;
>
> **adequate -** refers to performance expectations for students at the Checkpoint B level, as outlined below.

According to the New York State Education Department Office of State Assessment Teacher's Manual for Administering and Scoring Part 1: Conversation/Roleplay, an adequate utterance:

> - is comprehensible and appropriate, but may be labored and employ circumlocution to express difficult words or concepts;
> - displays a good grasp of simple present, past and future tenses, but may contain errors when incorporating more complex verb forms and tenses;
> - follows correct word order in simple sentence structure, but may include errors with attempts at complicated or complex thoughts;
> - is spoken with good, clear pronunciation but may contain errors in pronunciation of the more difficult sounds of the target language;
> - often includes appropriate subject and object pronouns, usually in the right position in simple sentences; and
> - utilizes a broad range of vocabulary indicative of Checkpoint B level of speech.

How is Part 1: Conversation/Roleplay scored?

On the score sheet provided in Appendix A, the rater assigned to each student needs to record the individual scores for each of the six (6) student utterances as the conversation/roleplay progresses. The rater must take care to record the score(s) for the first and second (if applicable) attempt(s) for each utterance.

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:
- The student may have up to 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.
- If the student receives zero (0) points for the first utterance, the task ends immediately and the student receives zero (0) credit for the entire task.

Points Awarded	Descriptor of Student Response
0 points	If no response is given or the utterance is totally inadequate, incomprehensible, inappropriate, or off topic.
1 point	If an utterance is comprehensible and appropriate but is lacking in development and/or is typical of a Checkpoint A level response.
2 points	If the utterance is comprehensible and appropriate at a Checkpoint B level or beyond. *For example: The student includes two complete thoughts evidenced by compound or complex sentences, and/or elevated grammar and/or vocabulary levels.*

Who is permitted to score the conversation/roleplay tasks?

To comply with NYSED scoring requirements for 4+1 Pathways-approved examinations, Oneida-Herkimer-Madison BOCES has adopted revised requirements for scoring our World Languages Checkpoint B examination. Each school district that administers our examination is required to comply with the at least one of the three scoring options listed below:

- **assign a *disinterested* teacher to administer and simultaneously score the Conversation/Roleplay session,**

  A <u>disinterested</u> teacher is defined as *a teacher who is certified by New York State and who is someone other than the teacher of record assigned to a student.* For the purposes of scoring this examination, the teacher must be certified in the language that is being assessed.

- **have the student's teacher administer the Conversation/Roleplay session while a *disinterested* teacher is in the room and simultaneously scores the student's utterances, or**

- **have the student's teacher administer the Conversation/Roleplay session and record the student's responses.** The audio recording would subsequently be scored by a *disinterested* teacher. Please note that if this option is chosen, the audio recordings must be immediately destroyed once the student responses have been scored.

Sample Task Administration and Scoring

(Student initiates): I am your friend in (country). You want to do something special for your host family. You would like some suggestions. You start the conversation.

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, please find a sample of how a student and teacher might role-play the above scenario. In addition, please pay close attention to the rating notes that can be used to enhance the teacher's understanding of how to score the conversation/roleplay part of our Checkpoint B assessment.

Student says	Teacher says	Rating
1) I want to buy a gift for my (nationality) family. They are so nice to me.	What kinds of things do they like?	Initiating; comprehensible and appropriate. Includes two complete thoughts. *Score: 2 points*
2) Um, they go travel.	Interesting! Where do they like to go?	Comprehensible and appropriate. Too brief. Below Checkpoint B level of proficiency. *Score: 1 point*
3) My Mom shops at our mall a lot.	Excuse me (or, I did not understand, etc...). Where does your host family like to travel?	Comprehensible but inappropriate. The student misunderstands the question. The teacher needs to elicit a second student attempt.
Oh, they like to travel to Italy in the summer to visit their friends.	That sounds like fun. What do you think would be a good gift for that trip?	Restatement for first part of the utterance ("like to travel") followed by an infinitive phrase. *Score: 1 point*

The scoring sample continued on the next page.

Student says	Teacher says	Rating
4) Do you think they would like beach towels because they will go swimming?	That's an excellent idea! Do you know where you can buy beach towels?	Comprehensible and appropriate. Sufficient detail and Checkpoint B level grammar. *Score: 2 points*
5) I don't have a lot of money.	I think that the mall may have them on sale this week.	Comprehensible and somewhat appropriate. Too brief. *Score: 1 point*
6) Excellent! I will go to the mall this afternoon. I hope that I can buy two blue towels.	Have fun shopping and good luck. I am sure that your host family will like your gift.	Comprehensible and appropriate. Sufficient detail and Checkpoint B level grammar. *Score: 2 points*
		Total Score: ***9 /12 points***

World Languages Checkpoint B Examination
◆ Student Score Reporting Sheet ◆
Part 1: 7cbj YfgUh]cb#Fc`Yd`Um

Student's Name _____

Langauge _____

		Utterance		First Attempt	Second Attempt
First Task	No. _____	1	(_____) *Student initiated*	_____	_____
		2		_____	_____
		3		_____	_____
		4		_____	_____
		5		_____	_____
		6		_____	_____

TOTAL _____

		Utterance		First Attempt	Second Attempt
Second Task	No. _____	1	(_____) *Student initiated*	_____	_____
		2		_____	_____
		3		_____	_____
		4		_____	_____
		5		_____	_____
		6		_____	_____

TOTAL _____

Appendix A

World Languages Checkpoint B Examination
◆ Section Score Reporting Sheet ◆
Part 1: Conversation/Roleplay

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This document is to be completed in ink for each class section. Student names need to be alphabetized by last name. Once completed, submit this form to your Principal's office <u>at least five calendar days</u> prior to the date of the written section of the exam.

Student's Name	First Task (0-12)	Second Task (0-12)	TOTAL*

*This score is to be transferred to the student's answer booklet for the written portion of the examination.

Language _____ Class Period _____ Teacher _____

School _____ City or P.O. _____

Received in my office _____ _____
           Date   *Principal's Signature*

Appendix B