World Languages

Checkpoint B Examination

Manual for Administering and Scoring
Part 4: Writing

Created by

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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 the 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 4: Writing?

In Part 4: Writing, the students must demonstrate 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) getting others to adopt a course of action, or persuasion.

The writing part of the Oneida-Herkimer-Madison BOCES World Languages examination is worth sixteen (16) points. In Part 4: Writing, there are three (3) writing task options. Students are required to choose two (2) writing tasks. Each writing task will have a maximum score of eight (8) 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 their document* [*Directions for Administering Regents Examinations: [insert month and year] Administrations*](#)*.*

What are the required components of Part 4: Writing?

In this part of the examination, students are evaluated using the *Scoring Rubric for Part 4: Writing* found as Appendix A. 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.

The categories for scoring are: Development and Completion of the Task, Organization of the Task, Variety and Level of Vocabulary, Control of Language and Word Count.

- In <u>Development and Completion of the Task</u>, students are required to complete the chosen task by incorporating details that support a response that is directly related to the task itself. Statements made should be both comprehensible and appropriate to the task.
- In <u>Organization of the Task</u>, students are asked to produce a response that includes a clear beginning, middle, and end. Transitions should be used to maintain a logical sequence in their response.
- In <u>Variety and Level of Vocabulary</u>, students are expected to incorporate vocabulary indicative of a Checkpoint B level course that is accurate, enhances, and expands the chosen topic.
- In <u>Control of Language</u>, student writing will demonstrate its comprehensibility through the use and control of proper grammar, structure, and conventions.
- In <u>Word Count</u>, students must ensure that they have met the word/simplified Chinese character count requirements indicated on the *Scoring Rubric for Part 4: Writing* (Appendix A).

Note: If students make a mistake in their writing, they should draw one line through that error and write the correct word(s)/or simplified Chinese character(s). Students should not write over their handwriting errors.

What are the guidelines for the Word Count category?

For the purposes of scoring, Oneida-Herkimer-Madison BOCES defines a word as *a comprehensible and appropriate letter/group-of-letters in the target language, or a Chinese simplified character, preceded and followed by space*. This definition applies even when words, or Chinese simplified characters, are grammatically incorrect.

To assess each student's word count, exam raters will follow the criteria listed below:
- Only words that meet the following criteria shall be considered in the word count:
  - **comprehensible** - able to be understood by a native speaker who does not understand English
  - **appropriate** - related in a logical way to the development of the sentence/task
- Contractions are to be counted as one word.
- Salutations and closings are to be counted in the word count.
- Commonly used abbreviations are to be counted in the word count. For example: *Ud.* or *M*. or *Sig.*

- For languages other than Mandarin Chinese, names of people in either the target language or English are not 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
- For languages other than Mandarin Chinese, brand names and place names from the target language count as one single word. For Mandarin Chinese, each character counts as a single word. See examples below:
  - *Count as one word: El Corte Inglés, Mont St. Michel, La Fontana di Trevi*
  - *Count as two words:* 耐克

What are the steps for scoring Part 4: Writing?

Schools that choose to administer Oneida-Herkimer-Madison BOCES World Languages Examinations must use the *Scoring Rubric for Part 4: Writing* provided as Appendix A. As raters grade students' work, they should not place any marks on student writing responses.

Note: Unlike Parts 2 and 3 which require a <u>copy</u> of the Student Answer Booklet to be scored , raters must use the <u>original</u> student answer booklet when scoring Part 4: Writing.

1. Before evaluating student responses, a rater should first become familiar with each category of the *Scoring Rubric for Part 4: Writing* (Appendix A). Each category is to be scored holistically.
2. 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 to determine the most appropriate score.
3. Before formally beginning the scoring process, a good practice for raters is to read a few responses in their entirety. It is important to do this because of the nature of scoring each category of the rubric holistically. This provides an opportunity for raters to practice applying the rubric to student writing. Additionally, we recommend that, whenever possible, raters discuss examples of student writing with other raters for the purpose of establishing inter-rater reliability.
4. Next, the rater will read a student response in its entirety. Make no mark on the student answer booklet. Then, check the appropriate boxes for each category on the *Student Scoring Sheet for Part 4: Writing* (Appendix B).

   Note: Should a student be unable to complete the task assigned, the student must be assigned a score of zero (0) for *Development and Completion of the Task* and no further categories of the rubric may be evaluated for his/her writing submission.

5. On the *Student Scoring Sheet for Part 4: Writing* (Appendix B) raters will then tally the Raw Score for each writing task.
6. For each task, raters will use the *Conversion Chart for Part 4: Writing* found at the bottom of Appendix B to convert each student's Total Raw Score to Total Credit. Circle the converted Total Credit scores on the conversion chart.
7. Next, raters will add together the Total Credit scores for the first task and the second task and write the Total Score for Part 4: Writing in the box located on the bottom of the page.
8. Finally, raters will transfer each student's Total Score for Part 4: Writing to the appropriate box on front page of his/her respective *Student Answer Booklet*.

Who is permitted to score Part 4: Writing?

To qualify for New York State's 4+1 Pathways to Graduation, Oneida-Herkimer-Madison BOCES has adopted NYSED requirements for administering and scoring our World Languages Checkpoint B examinations. Each school district that administers our exam must:

> ● assign a *disinterested* teacher to score Part 4: Writing.
>
> A disinterested teacher is defined as *a New York State certified teacher who is someone other than the teacher of record assigned to instruct a student. The teacher must be certified in the language that is being assessed.*

Scoring Rubric for Part 4: Writing ◆ Checkpoint B

Note: Students may receive a zero (0) in any of the categories below when their performance fails to achieve the holistic criteria described for 1 point.

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	Performance Level			
Category	**4**	**3**	**2**	**1**
Development and Completion of the Task	The response clearly accomplishes the task. There are many details that develop the topic. There may be minor statements or phrases that are inappropriate to the topic.	The student response generally accomplishes the task. There are some details that develop the topic. There may be a few statements or phrases that are inappropriate to the topic.	The student response partially accomplishes the task. There are a few details which develop the topic. There may be several statements or phrases that are inappropriate to the topic.	The student minimally accomplishes the task. There are very few or no details which develop the task. There are many statements or phrases, inappropriate to the topic.
Organization of the Task	The response provides a clear sense of organization: beginning, body, conclusion. The response has coherence and the ideas follow a logical sequence. There is evidence of good transitions throughout.	The response provides a general sense of organization: beginning, body, conclusion. The response has some coherence and the ideas generally follow a logical sequence. There is evidence of some use of transitions.	The response provides some sense of organization. There may be a beginning or conclusion that is unclear. The response has little coherence and the ideas generally do not follow in a logical sequence. Transitions may be lacking.	The response provides little to no sense of organization. There is minimal or no coherence and the ideas do not follow in a logical sequence. There is no use of transitions.
Variety and Level of Vocabulary	The response exhibits a wide range of Checkpoint B vocabulary that enhances and develops the topic. The vocabulary is used with accuracy, although there may be minimal inaccuracies.	The response exhibits a good range of Checkpoint B vocabulary that develops the topic. The vocabulary used is generally accurate, although there are some inaccuracies.	The response exhibits a basic range of Checkpoint B vocabulary or predominantly Checkpoint A vocabulary that somewhat develops the topic. There may be many inaccuracies.	The response exhibits a minimal range of Checkpoint B or extensive reliance on Checkpoint A vocabulary. The vocabulary is used with little or no accuracy. The response may contain many English words due to lack of basic vocabulary.
Control of Language ● *Subject / Verb Agreement* ● *Variety / Accuracy of Tense* ● *Complex/Compound Sentences* ● *Syntax* ● *Spelling* ● *Diacritical Marks* ● *Word Order* ● *Adjectives/Adverbs*	Demonstrates strong control of Checkpoint B structure and conventions. The writing sample is comprehensible and cohesive. There may be minimal errors, which do not impede comprehensibility.	Demonstrates general control of Checkpoint B structure and conventions. There may be a few errors which do not impede overall comprehensibility.	Demonstrates fair control of Checkpoint B structure and conventions. Errors interrupt comprehensibility and may force interpretation. OR Demonstrates strong control of only Checkpoint A structure and conventions.	Demonstrates minimal control of Checkpoint A or B structure and conventions. Frequency of errors obstructs comprehensibility and forces interpretation.
Word Count	**X**	**X**	Uses a minimum of 100 words that are comprehensible and appropriate and contribute to the development of the writing sample.	Uses 50-99 comprehensible and appropriate words that contribute to the development of the writing sample.

Appendix A

Student Scoring Sheet for Part 4: Writing ◆ Checkpoint B

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Note: A student may receive a zero (0) in any of the categories below when his/her performance fails to achieve the criteria described for 1 point.

Student Name _____

	Task No. _____					Task No. _____				
	Performance Level									
Category	**4**	**3**	**2**	**1**	**0**	**4**	**3**	**2**	**1**	**0**
Development & Completion of Task ● Accomplishes the task ● Includes details ● Appropriateness to the topic										
Organization of the Task ● Clear sense of organization ● Beginning, body, conclusion ● Logical sequence ● Good transition										
Variety & Level of Vocabulary ● Wide range of vocabulary that enhances the topic ● Accuracy										
Control of Language ● Agreement of Subject/Verb ● Variety & Accuracy of Tense ● Complex/Compound Sentences ● Syntax ● Spelling ● Diacritical Marks ● Word Order ● Adjectives/Adverbs										
Word/Character Count	**x**	**x**	> 100	50-99	<49	**x**	**x**	> 100	50-99	<49

1st Task Raw Score _____   **2nd Task Raw Score _____**

Conversion Chart for Part 4: Writing									
Raw Score	17-18	15-16	13-14	11-12	8-10	6-7	4-5	2-3	0-1
1st Task Total Credit	8	7	6	5	4	3	2	1	0
2nd Task Total Credit	8	7	6	5	4	3	2	1	0

Total Score for Part 4: Writing _____