# World Languages

# Checkpoint B Examination

## Manual for Administering and Scoring
## Part 4: Writing

**Released 1/17/20**

## 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 B 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 | 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 will be asked to demonstrate the ability to write in the target language using one or more of 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.

Part 4: Writing is worth a total of sixteen (16) points. Students are required to choose two (2) writing tasks. Each writing task is worth eight (8) points. See page two for more specific information that describes writing options for students.

*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.*

# Updates to the 2020 Examinations

Effective January 2020, Checkpoint B examinations will incorporate interpersonal writing into Part 4: Writing, as has already been done in Checkpoint A examinations. This change will be phased into the January 2020 examinations *as an option* for students to choose in Part 4: Writing. The option applies to the January 2020 examination *only*. On this examination, students will have four (4) options from which to choose on Part 4: Writing, including:

- NEW! A written response to an email prompt. Samples of this prompt will be released in the fall of 2019.
- A written response to a short text-based prompt along with bulleted suggestions.
- A written response to a second short text-based prompt along with bulleted suggestions.
- A written response based on a picture prompt written in the form of a story.

Effective June 2020, Part 4: Writing will be restructured into Part 4A: Interpersonal Writing and Part 4B: Presentational Writing. Part 4A: Interpersonal Writing will have a single read-to-write task in the form of a written response to an email prompt. This task is required. Part 4B: Presentational Writing will have two choices, from which the student must select one: a prompt written in English along with bulleted suggestions or a picture prompt about which the student must create a story. For either, the student must write a response that is appropriate to the task.

**The chart on page 3 provides a chart-based overview that conveys the new structure of Part 4: Writing that will begin with the June 2020 examination.**

## Description of Part 4A and Part 4B

| | **Part 4A: Interpersonal Writing** | **Part 4B: Presentational Writing** |
|---|---|---|
| **Task Options** | 1 task | 2 tasks |
| **Tasks to Complete** | 1 task | 1 task |
| **Point Value** | 8 points | 8 points |
| **Description of the Prompt** | 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. | *Option 1:* 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.<br><br>*Option 2:* Students will see a picture to be used as a prompt to write a story in the target language. |
| **Description of the Task** | This is a read-to-write task. Students will write a response to the given email prompt that:<br>● answers the embedded questions;<br>● includes original details that develop the response;<br>● Asks at least one additional question related to the email prompt;<br>● contains a salutation and a closing. | *Option 1:* Students will write an appropriate response that:<br>● accomplishes the given task;<br>● incorporates provided suggestions *and/or* includes original details relative to the task.<br><br>*Option 2:* Students will write a story suggested by a picture that:<br>● accomplishes the given task;<br>● incorporates original details relevant to the task. |

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

Students will be evaluated using specific rubrics: *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 original responses and may not copy phrases or sentences from the other parts of the examination.

In the rubrics, students will be evaluated on each of the following categories:

| Summary of Scoring Rubrics for Part 4: Writing | | |
|---|---|---|
| **Category** | **Description** | |
| **Completion of the Task** | In Part 4A, the student will write an appropriate response to the email prompt in the target language that:<br>● answers the questions embedded in the email;<br>● provides original details that further develop the response;<br>● ask at least one additional question related to the email prompt;<br>● include a salutation and closing. | In Part 4B, the student will write an appropriate response in the target language that addresses the situation presented by:<br>● incorporating the provided suggestions **and/or**<br>● includes original details relevant to the task. |
| **Development and Organization** | The student demonstrates a high degree of understanding of the prompt through writing which includes many original ideas that show development related to the task. Ideas expressed in the writing need to be coherent and follow a logical sequence with smooth transitions throughout. | |
| **Usage, Variety, and Level of Vocabulary** | The student writing incorporates a range of Checkpoint B vocabulary that is appropriate to the task and is used with accuracy. | |
| **Control of Language**<br>● *Subject / Verb Agreement*<br>● *Appropriate Verb Structures / Idioms*<br>● *Spelling/ Diacritical Marks*<br>● *Correct Word Order*<br>● *Adjectives / Adverbs* | The student writing demonstrates control of Checkpoint B structures and conventions. The writing is comprehensible. | |
| **Word / Character Count** | In Part 4A, the Word / Character count does not apply. | In Part 4B, the student writing includes 125 or more comprehensible words (French, Italian, Spanish) **OR** characters (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 Chinese character in the target language, preceded and followed by space.*

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

To determine word count, examination scorers 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.
- For the phonetically-based languages of French, Italian, and Spanish, a number written in textual form counts as a word. For the character-based language of Chinese, each character used to express a number should be counted. 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 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 the phonetically-based languages of French, Italian, and Spanish, brand names and place names from the target language count as one single word. For the character-based language of Chinese, each character used to express a brand name or a place name is to be counted. 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?

To qualify for New York State's 4+1 Pathways to Graduation, Oneida-Herkimer-Madison BOCES has adopted NYSED requirements for administering and scoring examinations that are approved for the Multiple Pathways to Graduation program.

**As a result, each school district that administers our examination is required to assign a disinterested teacher to score Part 4: Writing.**

**disinterested teacher** - *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.*

# How is Part 4: Writing Scored?

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 organizations may not be used.

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

1. Before evaluating student responses, a scorer should first become familiar with:
   - The task and prompt that is being graded.
   - The specific rubric (Part 4A or Part 4B) designed to evaluate student writing so that each category of the rubric can be scored holistically.

2. To develop a holistic approach to scoring each category of the rubric, a good practice for scorers is to read a few student writing samples in their entirety before formally evaluating them. Additionally, we recommend that, whenever possible, scorers should discuss examples of student writing with other scorers for the purpose of establishing inter-scorer reliability.

3. To officially score a student writing, the scorer will read a student response in its entirety. The scorer is not permitted to make marks on the student's writing. For each writing, the scorer 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).

   - A score of zero (0) must be given for Part 4A if any of the following conditions apply to the student response:
     - ➢ It does not meet the minimum criteria (1) for the *Completion of the Task* category.
     - ➢ The words/characters used are entirely a restatement of the email prompt.
     - ➢ The response is written in a language other than the target language.
     - ➢ The student response is vague. e.g. "I don't know" or "I don't understand"
   - To determine the appropriate assignation of points for a specific category of the rubric, scorers should balance the strengths and weaknesses among the various criteria within the specific category to determine the most appropriate number of points.
   - Scorers may not penalize students in multiple categories for a single error.

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

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4. Continuing with the use of the *Student Scoring Sheet for Part 4* (Appendix C), scorers 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 Score using the conversion chart provided at the bottom of the page. Scorers will circle the converted Total Score for each task on the conversion chart at the bottom of the page;
   c. add together the Total 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* <u>and</u> his/her *Student Answer Sheet*.

# How are final scores calculated?

For each student who takes our examination, final scores for the examination must be calculated 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 *Student Answer Sheet*, please ensure that the person responsible for grading each part of the examination has written the scores on the *Student Answer Sheet* 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. |
| **Final Score Report** | For each class section, composite scores for each student on Parts 1-4 must be transferred from each *Student Answer Sheet* to his/her class section's *Final Score Report*. If a school has students taking the examination who are not currently assigned to a teacher, please complete a separate *Final Score Report* for those students. |

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

Following the administration and scoring of the examination, please follow local protocol(s) to report scores for your students. Scores do not have to be submitted to Oneida-Herkimer-Madison BOCES unless your school district is selected to participate in 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 | | |
|---|---|---|
| *Student Score Reporting Sheet*<br>*Part 1: Conversation/Roleplay* | *Section Score Reporting Sheet*<br>*Part 1: Conversation/Roleplay* | *Student Answer Sheets*<br>*Parts 2-4* |
| *Student Answer Booklets*<br>*Part 4: Writing* | *Student Scoring Sheet*<br>*Part 4: Writing* | *Final Score Report*<br>*Parts 1-4* |

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 and may be used for any purpose. *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 nor may they be integrated into presentations, worksheets, or homework if used 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 secure 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 B

**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 prompt. The ideas expressed are connected to the email prompt but may include minimal unrelated statements or phrases. The student response addresses all the questions in the email prompt, asks at least one original question related to the email prompt, and contains an appropriate salutation and closing. | The student response is generally appropriate to the email prompt. The ideas expressed are connected to the email prompt, but there may be some unrelated statements or phrases. The student response includes most of the following: answers the majority of the questions in the email prompt, asks at least one original question related to the email prompt, and/or contains an appropriate salutation and closing. | The student response is partially appropriate to the email prompt. The ideas expressed are somewhat connected to the email prompt, but there may be several unrelated statements or phrases. The student response includes most of the following: answers some of the questions in the email prompt, asks one original question related to the email prompt, and/or contains an appropriate salutation and closing. | The student response is minimally appropriate to the email prompt. There may be statements, phrases, or questions unrelated to the email prompt, but there is at least one statement, phrase, or question which connects to the prompt. The student response minimally addresses or does not address questions in the email prompt, may not include an original question related to the email prompt, and/or may not include either a salutation or closing. |
| **Development and Organization** | The student response includes many 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 and effective transitions are used to develop the response. Possible minor digressions do not hinder the response or stray from the intent of the prompt. | The student response includes some original details that develop the response, demonstrating a general degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence and generally effective transitions are used to develop this response. Possible minor digressions may hinder the development of the response or stray from the intent of the prompt. | The student response includes few own original details that develop the response, demonstrating some degree of understanding of the prompt. There is coherence of ideas that follow a logical sequence and somewhat effective transitions are used to develop this response. Possible frequent digressions may hinder the development of the response and may stray from the prompt. | The student response includes minimal original details that develop 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. Transitions are awkward or missing in the response. Possible constant digressions hinder development of the response and stray from the prompt. |
| **Usage, Variety, and Level of Vocabulary** | The student response exhibits a wide range of Checkpoint B 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 B 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 B 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 B 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**<br>• *Subject /Verb Agreement*<br>• *Variety /Accuracy of Tense*<br>• *Complex /Compound Sentences*<br>• *Syntax /Word Order*<br>• *Spelling /Diacritical Marks*<br>• *Adjectives /Adverbs* | The student response demonstrates strong control of Checkpoint B 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 B 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 B structures and conventions <u>or</u> strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation. | The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation. |

| Conversion Chart for Part 4A: Interpersonal Writing | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total Raw Score** | 16-15 | 14-13 | 12-11 | 10-9 | 8-7 | 6 | 5 | 4 | 0 | If the student response is deemed scorable, it must receive at least a one (1) point in every category. |
| **Total Converted Credits** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |

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Appendix A

# Scoring Rubric for <u>Part 4B: Presentational Writing</u> ◆ Checkpoint B

**A score of zero (0) must be given <u>for Part 4B</u> 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** |
| **Development and Completion of the Task** | The student response is clearly appropriate to the prompt. The ideas expressed are connected to the prompt but may include minimal unrelated statements or phrases. The student includes many details that develop the response. | The student response is generally appropriate to the prompt. The ideas expressed are connected to the prompt, but there may be some unrelated statements or phrases. The student includes some details that develop the response. | The student response is partially appropriate to the prompt. The ideas expressed are somewhat connected to the prompt, but there may be several unrelated statements or phrases. The student includes few details that develop the response. | The student response is minimally appropriate to the prompt. The ideas expressed are minimally connected to the prompt; however, there is at least one statement or phrase that is connected to the prompt. The student includes very few or no details that develop the response. |
| **Organization** | The response exhibits a clear sense of organization: beginning, body, conclusion. The ideas follow a logical sequence and the use of effective transitions supports coherence. | The response exhibits a general sense of organization: beginning, body, conclusion. The ideas generally follow a logical sequence and some use of effective transitions supports coherence. | The response exhibits some sense of organization. There may be a beginning and/or conclusion that are unclear. The ideas generally do not follow a logical sequence and there is minimal use of transitions that support coherence. | The response exhibits little to no sense of organization. The ideas do not follow in a logical sequence. There is no use of transitions to support coherence. |
| **Usage, Variety, and Level of Vocabulary** | The response exhibits a wide range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with accuracy, although there may be minimal inaccuracies. | The response exhibits a good range of Checkpoint B vocabulary that enhances the response and is appropriate to the task. Vocabulary is used with general accuracy, although there may be some inaccuracies. | The response exhibits a basic range of Checkpoint B vocabulary <u>or</u> relies on Checkpoint A vocabulary that is somewhat appropriate to the task. Vocabulary inaccuracies may be present as well as some use of words outside the target language. | The response exhibits a minimal range of Checkpoint B vocabulary <u>or</u> extensive reliance on Checkpoint A vocabulary. Vocabulary is used with little or no accuracy. Many words outside of the target language may be present. |
| **Control of Language** <ul><li>*Subject/Verb Agreement*</li><li>*Variety/Accuracy of Tense*</li><li>*Complex/Compound Sentences*</li><li>*Syntax/Word Order*</li><li>*Spelling/Diacritical Marks*</li><li>*Adjectives/Adverbs*</li></ul> | The student response demonstrates strong control of Checkpoint B 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 B 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 B structures and conventions <u>or</u> strong control of only Checkpoint A structure and conventions. The response may be somewhat incomprehensible. Errors may force interpretation. | The student response demonstrates little ability to control Checkpoint A or B structures and conventions. The response is mostly incomprehensible. Frequent errors obstruct comprehensibility and force interpretation. |
| **Word/Character Count** | **X** | **X** | Uses a minimum of 125 words/characters that are comprehensible and appropriate and contribute to the development of the response. | Uses less than 125 comprehensible and appropriate words/characters that contribute to the development of the response. |

| Conversion Chart for <u>Part 4B: Presentational Writing</u> | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total Raw Score** | 18-17 | 16-15 | 14-13 | 12-11 | 10-9 | 8-7 | 6 | 5 | 0 | If the student response is deemed scorable, it must receive at least a one (1) point in every category. |
| **Total Converted Credits** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | |

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# Student Scoring Sheet for Part 4: Writing ◆ Checkpoint B

**Directions:** Score all responses using the guidelines, requirements, and rubrics found in the <u>Manual for Administering and Scoring Part 4: Writing</u>. Students are expected to complete both a response to 1) the email in Part 4A: Interpersonal Writing and 2) one of the two task options in Part 4B: Presentational Writing. Part 4: Writing may only be scored by a disinterested teacher. For either Part 4A or Part 4B, if criteria for *Completion of the Task* are not met, the response must receive a score of zero *for that entire task*.

**Student Name** _____

| Part 4A: Interpersonal Writing | | | | | | Part 4B: Presentational Writing | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Performance Level | | | | | | Performance Level | | | | |
| Category | 4 | 3 | 2 | 1 | 0 | Category | 4 | 3 | 2 | 1 | 0 |
| **Completion of the Task**<br>● *Appropriate to the prompt*<br>● *Address all questions*<br>● *Ask at least one question*<br>● *Appropriate salutation and closing* | | | | | | **Development & Completion of Task**<br>● *Appropriate to the prompt*<br>● *Accomplish the task*<br>● *Include details* | | | | | |
| **Development and Organization**<br>● *Original details*<br>● *Coherence of ideas*<br>● *Logical sequence*<br>● *Use of transitions* | | | | | X | **Organization**<br>● *Clear sense of organization*<br>● *Logical sequence*<br>● *Use of transitions* | | | | | X |
| **Usage, Variety, & Level of Vocabulary**<br>● *Wide range of vocabulary*<br>● *Accuracy of vocabulary* | | | | | X | **Usage, Variety, & Level of Vocabulary**<br>● *Wide range of vocabulary*<br>● *Accuracy of vocabulary* | | | | | X |
| **Control of Language**<br>● *Subject/Verb Agreement*<br>● *Variety/Accuracy of Tense*<br>● *Complex/Compound Sentences*<br>● *Syntax/Word Order*<br>● *Spelling/Diacritical Marks*<br>● *Adjectives/Adverbs* | | | | | X | **Control of Language**<br>● *Subject/Verb Agreement*<br>● *Variety/Accuracy of Tense*<br>● *Complex/Compound Sentences*<br>● *Syntax/Word Order*<br>● *Spelling/Diacritical Marks*<br>● *Adjectives/Adverbs* | | | | | X |
| | X | X | X | X | X | **Word/Character Count**<br>● *Use at least 125 words or characters* | X | X | ≥125 words or characters | <125 words or characters | X |
| | Raw Score: _____ | | | | | | Raw Score: _____ | | | | |

| **Conversion Chart for Part 4A** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Raw Score** | 16-15 | 14-13 | 12-11 | 10-9 | 8-7 | 6 | 5 | 4 | 0 |
| **Corverted Score** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

| **Conversion Chart for Part 4B** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Raw Score** | 18-17 | 16-15 | 14-13 | 12-11 | 10-9 | 8-7 | 6 | 5 | 0 |
| **Corverted Score** | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

## Combined Converted Score: _____ / 16

Appendix C

**FINAL SCORE REPORT ◆ WORLD LANGUAGES CHECKPOINT EXAMINATIONS**

# Checkpoint B Examination in _____

*This document must be completed in ink for each class section. Student names are to be alphabetized by last name. This document, along with original student answer sheets, must be kept on file for one (1) year after the date of the exam. These documents must be available for recall by Oneida-Herkimer-Madison BOCES upon request.*

| Student's Name | Part 1 | Part 2 | Part 3 | Part 4 | Final Score |
|---|---|---|---|---|---|
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