

## FLACS Checkpoint B Examination Part 4 – Writing

In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication.

In this part, students must complete Part 4a and part 4b. Part 4a is the mandatory Read to Write task. All students must complete Part 4a and write a response of 100 words in the target language to accomplish the task provided. In Part 4b, students are to choose one of the two tasks provided and write a response of 100 words in the target language to achieve a specified communication purpose. A word is defined as a letter or collection of letters, surrounded by space that in the target language is comprehensible and contributes to the development of the task. This definition applies even when words are grammatically incorrect. Please note that numbers, unless written as words, and names of people are not to be counted. Place names and brand names from the target culture count as one word (all other places and brand names are disregarded), and contractions are counted as one word. In addition, salutations and closings are counted, as well as commonly used abbreviations in the target language.

Additional information concerning how to apply the writing rubric, and use of the scoring rubric for students with disabilities who have a spelling exemption listed on an IEP or 504 plan is provided in the document originally provided by New York State for the former Regents exams, entitled “Comprehensive Regents Examination in Modern Foreign Languages Test Changes and Sampler Draft”.

The responses to the Part 4 writing tasks must be written in the student’s own words; no credit should be given for a response that is copied or substantially the same as material from other parts of the examination. Part 4 is worth a total of 20 credits. Each response is worth a maximum of ten credits and must be rated according to the writing rubric for Part 4, which is provided on the next page. This writing rubric measures four dimensions: purpose/task, organization, vocabulary, and structure/conventions. The dimensions of task completion, organization, vocabulary, and structure/conventions are measured on a zero to four scale. A writing checklist is also provided for use in rating student responses. The writing checklist requires reference to the full writing rubric for the definitions of each dimension at each level and is not intended as a substitute for the writing rubric. If possible, each answer paper for all FLACS examinations in world languages should be rated by two foreign language teachers to ensure the accuracy of the scores.

After rating the student’s response for each dimension, the scores for the four dimensions must be added, resulting in a total raw score for the response. The conversion chart must be applied to that total raw score so that the proper credit is given to the student for the question. For example, if a student received a performance level score of 3 on the dimension of task completion, a score of 3 on the dimension of organization, a score of 2 on the dimension of vocabulary, and a score of 3 on the dimension of structure/conventions, the student’s total raw score would equal 11 (the sum of the four performance level scores). According to the conversion chart, a raw score of 11 represents a converted score of 7 credits for the question.

After each of the two questions has been scored, the two converted scores must be added together to determine the total Part 4 score. This total Part 4 score should be entered in the last box on the last page of the student answer booklet and also under the “Credit Earned” section for Part 4, on the upper right corner of the first page of the student answer booklet.

**The conversion chart for Part 4 is shown below:**

<b>Total Raw Score</b>	<b>16</b>	<b>15-14</b>	<b>12-13</b>	<b>11</b>	<b>10</b>	<b>9-8</b>	<b>7-6</b>	<b>5-4</b>	<b>3-2</b>	<b>1</b>	<b>0</b>
<b>Total Credits</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

## Part 4 Writing Rubric

Note that a 0 can be given in any of the dimensions when the student’s performance falls below the criteria described for the performance level of 1.

*\*Applicable only when grading the CC – Read to Write Task*

	Performance Level			
Dimension	4	3	2	1
<b>Task Completion</b>	<p>Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose.</p> <p><i>*Student makes reference to and / or incorporates many details from the source passage in way that demonstrates a high degree of understanding of the document(s).</i></p>	<p>Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies.</p> <p><i>*Student makes reference to and / or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).</i></p>	<p>Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies.</p> <p><i>*Student makes limited reference to and / or incorporates few details from the source passage in way that demonstrates minimal understanding of the document(s).</i></p>	<p>Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies.</p> <p><i>*Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).</i></p>
<b>Organization</b> The extent to which the response exhibits direction, shape, and coherence	<p>Includes a logical and coherent sequence throughout. Provides a clear sense of beginning, middle, and end. Makes smooth transitions between ideas.</p>	<p>Includes a logical sequence throughout. Provides a beginning, middle, and end.</p>	<p>Attempts to include a logical sequence throughout. The beginning or ending is abrupt or unclear.</p>	<p>Utilizes minimal order of ideas or information. Provides a series of separate sentences and/or disconnected ideas.</p>
<b>Vocabulary</b>	<p>Utilizes a wide variety of vocabulary original that expands the topic. There may be minimal inaccuracies.</p> <p><i>* The vocabulary or expressions are not directly copied from the sources/ documents provided.</i></p>	<p>Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies.</p> <p><i>* The vocabulary or expressions are not directly copied from the sources/ documents provided.</i></p>	<p>Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>* Most of the vocabulary or expressions are directly copied from the sources/ documents provided.</i></p>	<p>Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>* All of the vocabulary or expressions are directly copied from the sources/ documents provided.</i></p>
<b>Structure/Conventions</b>	<p>Demonstrates a high degree of control of Checkpoint B structure/convention:</p> <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p>Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some degree of control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p>A few errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates limited control of Checkpoint B structure/conventions or only uses Checkpoint A structure / conventions</p> <p style="text-align: center;">AND / OR</p> <p>Errors do hinder comprehensibility in parts of the passage and/or there are numerous Checkpoint A errors.</p>	<p>Demonstrates minimal control of Checkpoint A or B structure/conventions</p> <p style="text-align: center;">AND/OR</p> <p>Errors impede overall comprehensibility of the passage.</p>

