

# **FLACS REGIONAL EXAMINATIONS**

## **Checkpoint A**

Modern Languages

2016-2017

FLACS as adopted from New York State Education Department

# Part 1: Speaking

## DIRECTIONS FOR ADMINISTRATION

The speaking test consists of communication tasks to be performed by students with their teacher. Each task prescribes a simulated conversation in which the student always plays the role of himself/herself and the teacher assumes the specific role indicated in the task. The tasks involve the following functions as specified in the State syllabus: Socializing/Expressing Feelings, Providing and Obtaining Information, and Persuasion. As of the 2012-2013 school year, two of the functions (Socializing and Expressing Feelings) have been combined into one category, therefore, there are a total of three tasks to be completed by each student. Each task requires 5 utterances, worth 2 points each, for a maximum of 10 points. The three tasks combined total 30 points for this section of the exam.

The speaking test is to be administered at the school's convenience from April 1 until five calendar days prior to the June 19, 2017 a.m. date of the written test. The school must select 60 tasks (20 from each of the three functions (A-Socializing/Expressing Feelings, B-Providing & Obtaining Information, and C-Persuasion) from the source book provided by FLACS. There will no longer be an evaluation for informal speaking in class. Each student performs a total of three tasks, one from each of the three functions, randomly selected from the tasks that the school has chosen from the sourcebook to make up Part 1 of the exam. Each task consists of a brief statement in English to indicate the purpose and setting of the communication, the role of the teacher, and the person who is to initiate the conversation. Each task is designed so that it can be completed in five interactions between the student and the teacher. For the purpose of this manual, the student's part in each of these interactions is called an utterance.

### Selection of the Part 1 Speaking Tasks

The speaking tasks that constitute Part 1 of the FLACS Regional Examinations in Modern Languages are to be selected by the school from the FLACS sourcebook. Since the sourcebook will not be revised on an annual basis, it will serve as the source of the Part 1 speaking tests for current and future administrations of modern language examinations. **The sourcebook contains secure examination material and must be kept under lock and key when not in use.**

Speaking tasks for part 1 of the administrations of modern language examinations should be selected as early in the school year as possible. For each successive administration of the speaking test, a new set of tasks (20 from each communication function for each of the three areas) must be selected. Each succeeding set of speaking tasks should not have been used in the preceding administration of the speaking test. The selection of the speaking tasks for the current school year must be made before students have the opportunity to practice with the remainder of the tasks in the sourcebook. The principal should take all necessary precautions to ensure that the Part 1 speaking test tasks to be administered in January and June of the current school year are kept secure. The following procedures are recommended for selection of the part 1 speaking test:

- Select the 20 speaking tasks from the sourcebook for each of the three functions (Socializing/Expressing Feelings, Providing & Obtaining Information, and Persuasion--totaling 60) taking care not to select any tasks that were used on the most recent administration of the examination;
- Make a photocopy of each page of the sourcebook containing any of the tasks that were used on the most recent administration of the examination;
- Cut out the speaking tasks from the photocopied pages and mount them on index cards, one task per card;
- At the test administration, the student picks a card, hands it to the teacher, and the teacher reads the task aloud to the student.

**OR**

- Select the 20 speaking tasks from the sourcebook for each of the three functions (Socializing/Expressing Feelings, Providing & Obtaining Information, and Persuasion--totaling 60), taking care not to select any tasks that were used on the most recent administration of the examination;
- Renumber the selected tasks. Also number small pieces of paper and place the numbered slips in a box;
- At the test administration, the student picks a numbered slip from the box and hands the slip to the teacher. The teacher locates the task that corresponds to that number in the sourcebook and reads the task aloud to the student.

For any given school year, the tasks not selected for Part 1 of the June examination may be used for instructional purposes. **However, caution must be exercised to ensure that the complete set of printed speaking tasks in the sourcebook is kept secure at all times.**

## Administration and Rating

The speaking test is to be administered individually to each student at the school's convenience at any time during the speaking test period, either in the presence of other students or with only the teacher. The three tasks need not be administered to each student in one sitting; they may be administered one task at a time during the entire speaking test period. **The Part 1 speaking tasks must be kept secure from the time they are initially selected at the beginning of the school year to the end of the speaking test period.**

The student is to pick three tasks **at random** from the 3 speaking functions previously selected to constitute Part 1. Depending on the administration method used by the teacher or school, the student will either:

- Pick an index card from the unnumbered group of cards, hand it to the teacher, And the teacher will read the task aloud to the student;

**OR**

- Pick a numbered slip of paper from a box of numbered slips and hand it to the teacher. The teacher will locate the task that corresponds to that number in the sourcebook and will read the task aloud to the student.

Once a task has been selected by the student, it cannot be substituted for another or done over if the first performance is unsatisfactory.\* Care should be taken that no student selects the same task twice.

In administering the test, the teacher has two major responsibilities: (1) to act as the student's conversation partner and (2) to rate the student's performance. As the conversation partner, the teacher applies real-life communication devices in the target language to keep the students on task and to ensure the continuity of the conversation. Communication devices such as "Sorry, I didn't understand that," "Would you say that again, please?" or "No, what I meant was..." could be used in the target language for that purpose. An additional responsibility of the teacher as the conversation partner is to help bring the conversation to a natural conclusion.

**As the conversation partner**, the teacher influences the student's performance by the nature of the eliciting attempts. In order to qualify for full credit, the student's utterances must be consistent with the level of readiness and content expected at Checkpoint A in the syllabus. Utterances that are incomprehensible do not receive credit. Whenever possible, eliciting attempts should be open-ended statements rather than simple questions that might elicit yes/no responses or repetition. Whenever asking questions, they should be as open-ended as possible.

**As conversation partner and rater**, the teacher may make two attempts at eliciting any of the five student utterances. If the student has not produced a comprehensible and appropriate utterance after the teacher's first two eliciting attempts at the beginning of the conversation, the student receives no credit for the entire task. However, during the conversation, if a student has not produced a comprehensible and appropriate utterance after the teacher's second eliciting attempt, the student receives no credit for that utterance, and the teacher should shift to another aspect of the task.

To facilitate rating while acting as the conversation partner, the teacher should use a score sheet to keep track of the student's utterances, to record the number of eliciting attempts for each, and to record the number of credits awarded for each utterance. A sample score sheet is provided in this packet. Certain teacher student interactions, although natural in the course of a conversation, do not provide evidence of the student's ability to produce language. They should be disregarded for rating purposes. Examples of such interactions are:

- Yes/no responses
- Restatements of all or essential parts of what the teacher has said
- Proper names used in isolation

\*At times the task a student selects may not be appropriate for that student, usually due to a student's particular disability or religious beliefs. In such cases, that student should be allowed to substitute another task. In order for the student with the disability to be eligible to substitute a task, that student must have been identified by the school district's Committee on Special Education as having a disability, and the need for the substitution must be consistent with the student's Individualized Education Plan (IEP). A student is eligible to substitute tasks due to religious beliefs if it can be demonstrated that the student has been excused from participating in similar conversational situations during the school year.

**As the rater**, the teacher gives a maximum of 10 credits for each task according to the following criteria:

- Award **2 credits** for each utterance that is comprehensible, appropriate, and consistent with the following proficiency statement at Checkpoint A of the syllabus:

“Can use appropriate strategies to initiate and respond to simple statements and engage in simple face-to-face conversations with more fluent or native speakers of the same age group within the vocabulary, structure, and phonology appropriate to the communicative situations of this level. Can be understood, is comprehensible, with some repetitions and circumlocutions by native speakers used to foreigners attempting to speak their language.”

As used above, the term *comprehensibility* means that the utterance would make sense to native speakers who know little or no English, and the term *appropriate* means that the utterance contributes to the completion of the task.

- Award **1 credit** for each utterance that is comprehensible and appropriate but below the Level indicated in the proficiency statement at Checkpoint A.
- Award **0 credits** for utterances that are incomprehensible or in appropriate following the teacher’s second eliciting attempt.

The nature of the speaking assessments as well as the scoring and rating of this section has not changed. However, in order to help teachers with the scoring process, examine the rubric that follows. The pages that follow contain sample dialogues to highlight scoring of the speaking tasks.

Attached are the following:

- 1-A reporting sheet for a summary of student scores for teachers’ rosters.
- 2-A scoring sheet for the three speaking tasks
- 3-Guidelines for scoring the speaking task
- 4-A sample conversation with a student
- 5-The scoring sheet for the sample conversation



**MODERN LANGUAGE FLACS REGIONAL EXAMINATION  
SCORING SHEET**

**PART 1: SPEAKING**

Teacher \_\_\_\_\_ Language \_\_\_\_\_

Date \_\_\_\_\_ Student \_\_\_\_\_

| Task: No. _____ |       | <u>First Attempt</u> | <u>Second Attempt</u> |                    |
|-----------------|-------|----------------------|-----------------------|--------------------|
| 1               | (*_ ) | _____                | _____                 |                    |
| 2               |       | _____                | _____                 |                    |
| 3               |       | _____                | _____                 |                    |
| 4               |       | _____                | _____                 |                    |
| 5               |       | _____                | _____                 | <b>TOTAL</b> _____ |

| Task: No. _____ |       | <u>First Attempt</u> | <u>Second Attempt</u> |                    |
|-----------------|-------|----------------------|-----------------------|--------------------|
| 1               | (*_ ) | _____                | _____                 |                    |
| 2               |       | _____                | _____                 |                    |
| 3               |       | _____                | _____                 |                    |
| 4               |       | _____                | _____                 |                    |
| 5               |       | _____                | _____                 | <b>TOTAL</b> _____ |

| Task: No. _____ |       | <u>First Attempt</u> | <u>Second Attempt</u> |                    |
|-----------------|-------|----------------------|-----------------------|--------------------|
| 1               | (*_ ) | _____                | _____                 |                    |
| 2               |       | _____                | _____                 |                    |
| 3               |       | _____                | _____                 |                    |
| 4               |       | _____                | _____                 |                    |
| 5               |       | _____                | _____                 | <b>TOTAL</b> _____ |

\*indicates student initiates

**TOTAL SCORE**\_\_\_\_\_

## GUIDELINES FOR SPEAKING

Each utterance receives

| 2 Points (Checkpoint A) <i>if it is...</i>   | 1 Point <i>if it is...</i>  | 0 Points <i>if it is...</i>   |
|--|---|---|
| <b>Comprehensible</b><br><br><b>AND</b><br><br><b>Appropriate</b><br><br><b>AND</b>  | <b>Comprehensible</b><br><br><b>AND</b><br><br><b>Appropriate</b><br><br><b>BUT</b><br><br><b>OR</b>  | <b>Incomprehensible</b><br><br><b>AND/OR</b><br><br><b>Inappropriate</b>  |
| Contains some or all of the following Checkpoint A attributes: <ul style="list-style-type: none"> <li>• Initiates the conversation (Hello, Excuse me, Good morning, etc.) and sustains the conversation</li> <li>• Uses familiar vocabulary and structures to express meaning or circumlocution to express meaning beyond the students' current level of knowledge</li> <li>• Uses utterances of conversation partner as a clue or resource for unfamiliar language for correcting, clarifying, or restating the student's own utterances</li> <li>• Uses learned expressions in appropriate situations to sustain conversation</li> <li>• Uses self correction to clarify meaning</li> <li>• Uses culturally correct gestures, social conventions, and/or idiomatic expressions.</li> </ul> | Is a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary/structures<br><br><b>OR</b><br><br>Contains little or no evidence of Checkpoint A attributes | <b>Disregard <i>if it is a...</i></b><br><br>Yes/No response<br>Restatement of all or essential parts of what the teacher said<br>Proper noun(s) in isolation |

**In order to be scored, a student utterance at Checkpoint must be:**

- **Comprehensible:** Utterance makes sense to native speakers who know no English, but who Are accustomed to speaking with nonnative speakers;
- AND**
- **Appropriate:** Utterance contributes to the completion of the task.

Note: Each utterance does not have to satisfy all of the criteria articulated above in order to score two points. The quality of the utterance should be predominantly characterized by these descriptors.



## Sample Administration of a Task

The student has randomly selected the following task:

B31. [Student initiates] You say: You are in a store, looking at clothes. I am a salesclerk. You are going to tell me what you are looking for. You will start the conversation.

### Presentation of the Task

#### **Teacher Says**

English: You are in a store looking at clothes. I am a sales clerk. You are going to tell me what you are looking for. You will start the conversation. Do you understand the situation?

English: All right. Remember that we are in a store, and you are looking at some clothes. I will give you a few seconds to think about what you may want to say in (target language) in this situation. (short pause)

English: All right. Are you ready? From now on, we'll use no more English.

#### **Student Says**

English: Yes, I think so.

English: Yes, I think so

### Task Begins

| <i><b>Teacher Says</b></i>  | <i><b>Student Says</b></i>                           | <i><b>Rating</b></i>  |
|---|--|---|
| (1)   | (Target Language): Pardon me...                      | Student initiated conversation. Socializing device: disregard for rating purposes. Student has two more opportunities for first utterance. Teacher should make first eliciting attempt. |
| (Target Language): Hello. Can I help you find something?                              | (T.L.): I want to buy...                             | 1 credit: Comprehensible and appropriate, but incomplete. Student has another opportunity.  |
| (T.L.): What would you like to buy?   | (T.L.): I want sweat air. (mispronunciation of word) | 2 credits: Comprehensible and appropriate.  |
| =====   |  |   |
| (2) (T.L.): Oh, you would like to see sweaters!—for anyone in particular?             | (T. L.): For mine...                                 | 1 credit: Comprehensible, but demonstrating minimal proficiency.  |
| =====   |  |   |
| (3) (T.L.): I see—for yourself. What color would you like?                            | (T.L.): I like cheap.                                | Comprehensible but inappropriate. Student has one more opportunity for this utterance. Teacher should make second eliciting attempt.  |
| (T.L.): All these sweaters are inexpensive. Do you like dark colors or bright colors? | (T.L.): Bright.                                      | Restatement. Disregard. Teacher should make second eliciting attempt again.   |
| (T.L.): Which bright colors?  | Shrugs shoulders, says nothing.                      | 0 credit: No utterance.   |
| =====   |  |   |
| (4) (T.L.): H m m ... I guess you don't know. How about this sweater?                 | (T.L.): Yes, I buy.                                  | 1 credit: Comprehensible and appropriate, demonstrating minimal proficiency.  |
| (5) (T. L). Great. Would you like to see anything else?                               | (T.L.) Yes, I want look books else please.           | 1 credit. Comprehensible and appropriate, demonstrating minimal proficiency.  |

The following score sheet illustrates the rating of this task.

Write scores for Part 1 in **ink** and submit completed score sheets to the principal's office no later than five calendar days before the date of the written test.

## SAMPLE SCORING OF SAMPLE TASK

### PART 1: SPEAKING

Teacher \_\_\_\_\_ Language \_\_\_\_\_

Date \_\_\_\_\_ Student Janet Task

|                   |             |  | <u>First Attempt</u> | <u>second Attempt</u> |                    |
|-------------------|-------------|--|----------------------|-----------------------|--------------------|
| Task A: No. _____ | 1 ( _____ ) |  | _____                | _____                 |                    |
|                   | *           |  |                      |                       |                    |
|                   | 2           |  | _____                | _____                 |                    |
|                   | 3           |  | _____                | _____                 |                    |
|                   | 4           |  | _____                | _____                 |                    |
|                   | 5           |  | _____                | _____                 | <b>TOTAL</b> _____ |

|                       |                |  | <u>First Attempt</u> | <u>second Attempt</u> |                       |
|-----------------------|----------------|--|----------------------|-----------------------|-----------------------|
| Task B: No. <u>31</u> | 1 ( <u>√</u> ) |  | <u>0</u>             | <u>2</u>              |                       |
|                       | *              |  |                      |                       |                       |
|                       | 2              |  | <u>0</u>             | <u>2</u>              |                       |
|                       | 3              |  | <u>0</u>             | <u>0</u>              |                       |
|                       | 4              |  | <u>1</u>             | <u>   </u>            |                       |
|                       | 5              |  | <u>1</u>             | _____                 | <b>TOTAL</b> <u>6</u> |

|                   |             |  | <u>First Attempt</u> | <u>second Attempt</u> |                    |
|-------------------|-------------|--|----------------------|-----------------------|--------------------|
| Task C: No. _____ | 1 ( _____ ) |  | _____                | _____                 |                    |
|                   | *           |  |                      |                       |                    |
|                   | 2           |  | _____                | _____                 |                    |
|                   | 3           |  | _____                | _____                 |                    |
|                   | 4           |  | _____                | _____                 |                    |
|                   | 5           |  | _____                | _____                 | <b>TOTAL</b> _____ |

\*indicates student initiates

**TOTAL SCORE**\_\_\_\_\_