



Terms of Administration

World Languages Checkpoint Examinations

Guided by the World-Readiness Standards published by the American Council of Teachers of Foreign Languages (ACTFL), Oneida-Herkimer-Madison BOCES began a transition toward reflecting these standards starting with the January 2018 Checkpoint B examinations. Since that time and now with direct influence of the revised New York State Learning Standards for World Languages (2021), examinations include updated and restructured prompts in Interpersonal and Presentational communication, stimulus-based questions based on authentic resources throughout Interpretive communication, and the periodic infusion of inference-based questions. Additionally, American Sign Language (ASL) examinations require students to summarize a signed passage as well as recognize common and unique aspects of Deaf culture through a cultural comparison. Changes to both Checkpoint A and Checkpoint B examinations will continue to evolve over the coming years.

To administer and score examinations fairly and equitably, maintain their security, and contribute to their ongoing improvement, any school district that adopts our examinations agrees to the following terms:

1. Administer only the most current iteration of our examinations for the purpose of awarding checkpoint examination credit:
 - a. Checkpoint A examinations are created annually *only* for June administrations,
 - b. Checkpoint B examinations in American Sign Language and Chinese are created annually *only* for June administrations,
 - c. Checkpoint B examinations in French, Italian, and Spanish are created bi-annually for each January *and* June;
2. Maintain security of all examination materials, including Student-Selected tasks¹, through the end of the scoring period associated with the examinations;
Refer to Term 8 (page 3) for additional security protocol.
3. Administer all parts of the examinations during their designated administration periods;
 - a. Student-Selected tasks are administered during the designated periods listed below:
 - January examinations - November 15 through five (5) calendar days prior to the administration of Parts 2-4,
 - June examinations - April 1 through five (5) calendar days prior to the administration of Parts 2-4 (or 3-4 for ASL);

¹ Student-Selected tasks - Part 1 for Modern Languages and Parts 1-2 for ASL

- b. Parts 2-4 for Modern Languages and Parts 3-4 for ASL are administered entirely on a date and time chosen by each school district but with the following restrictions:
- The date chosen is a date that the NYS Education Department has reserved for the administration of regents examinations,
 - School districts assess all students at each level (Checkpoint A and B), and across languages, at the same date and time;

Notes:

- Checkpoint A examinations may be administered on a different date/time than the Checkpoint B examinations.
- Special regents days, such as ones on which new regents examinations are administered, may not be selected for the administration of examinations if the date of the special regents examination falls outside of the traditional two-week regents calendar.
- All documented accommodations, including time adjustments in the IEP and 504 Plans for students, must be followed.
- Any student with a regents exam conflict may be sequestered between examinations and still be eligible to take the checkpoint examination on the date selected by the school district.
- School districts may not move the administration date or time of regents examinations to accommodate the administration of OHM BOCES checkpoint examinations.

4. Adhere to the most recent Regents Examination rules and procedures issued by the [Office of State Assessment](#); including Safeguarding the Integrity of the Test Materials, Checking the Examination Shipment, Safeguarding Examination Materials, Student use of Communications Devices, Administering and Scoring Examinations, Testing Accommodations, and Handling of Students' Completed Examination Materials;
5. Administer Student-Selected tasks in the following manner:
- a. The prompts that are created for each administration period are required;

Example: Student-Selected prompts designed for the January 2025 examination must be used for the January 2025 examination. New prompts will be created and made available for the June 2025 examination.

Note: The NYSED-issued Checkpoint A *Teacher's Manual for Administering and Scoring Part 1: Speaking* and the Checkpoint B *Sourcebook of Speaking Tasks for Part 1* may NOT be used to administer the Student-Selected tasks on examinations developed by Oneida-Herkimer-Madison BOCES.

- b. Use of scores earned by students from a previous administration of Student-Selected tasks may occur only if:
- the previous scores were derived from an examination that was administered within seven (7) months of the administration of the current examination, *and*
 - the Student-Selected tasks that were previously administered were created by Oneida-Herkimer-Madison BOCES;

Scenarios:

*May schools transfer student scores from June to January? **Yes***

*May schools transfer student scores from June to June? **No***

- c. Administer and score Student-Selected tasks in accordance with the procedures found in each exam's respective [manual provided by Oneida-Herkimer-Madison BOCES](#);
- d. Scores for the Student-Selected tasks are submitted to the building principal ([Final Score Reports](#)) for signature a minimum of five (5) calendar days prior to administration of the remainder of the exam to ensure that scores:
- are not altered at any point thereafter,
 - are not used to impact the scoring of the remainder of the exam,
 - are maintained securely,
 - are returned to examination scorers only after the remainder of the exam has been scored;
6. Provide the *Teacher Examination Booklet* to teachers administering Parts 2-4 (Modern Languages) and Parts 3-4 (ASL) sixty (60) minutes prior to the start of the examination;
7. Adhere to the administration procedures outlined in each examination's respective [manual for administering and scoring](#) and to the directions provided in each examination's *Teacher Examination Booklet*;
8. Require each student to sign the Declaration of Academic Honesty found at the end of their respective student answer document after the examination is complete. This signature:
- a. indicates that the student has neither given nor received any form of assistance during the examination;
 - b. validates the student's examination and makes it eligible to be scored;

9. Score the examinations in the following manner:
 - a. Score validated examinations using only New York State teachers that are certified in the assessed target language;
 - b. Implement the use of a disinterested teacher² as prescribed:
 - For Checkpoint B examinations in Modern Languages: Parts 1 and 4,
 - For Checkpoint B examinations in ASL: Parts 1, 2, and 4;

For Checkpoint A examinations, we encourage school districts to use disinterested teachers to score subjective parts of the examinations; however, we do not require the use of a disinterested teacher;

 - c. Score each part of the examinations in accordance with the most recent [manuals for administration and scoring](#) as well as the scoring keys for each examination;
 - d. Scorers may only mark student answer documents for scoring purposes. Student responses may not be altered in any manner;
10. Require examination scorers to transfer scores for each part of the examination to the appropriate [Final Score Report](#);
11. Return graded student answer sheets and booklets, as well as their accompanying Final Score Reports, to the building principal by the end of the [Regents Examination period defined by NYSED](#);
12. Store the aforementioned graded student answer sheets, booklets, and reports in a secure location for a minimum of one (1) year;
13. Participate in our statewide data analysis;
 - a. School districts that are notified that they have been selected to participate in this data analysis will 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;
 - b. Districts are assured that this data will be stored securely and kept private from all people uninvolved in the development of examinations for our World Languages program;
14. Participate in a maximum of one (1) hour of field testing per school year.

² Disinterested teacher - a teacher other than the teacher of record assigned to instruct the assessed student(s)