



Oneida-Herkimer-Madison BOCES

Modern Languages Checkpoint A Examination Format



	Interpersonal Communication	Interpretive Communication	Presentational Communication	
Total Value	30%	40%	30%	
# of Tasks / Questions	1 Interview task 1 Roleplay task	30 multiple-choice questions <i>Part 2: Interpretive Listening - 15 questions</i> <i>Part 3: Interpretive Reading - 15 questions</i>	1 Email task 1 Free Response task	
Point Values	15 points per task	<i>Conversion chart provided</i>	15 points per task	
Options for Tasks / Questions	For each task, the students will randomly select two (2) prompts, review each, and choose one (1) to complete.	N/A	For both <u>Part 4A</u> and <u>Part 4B</u> , students are provided with two (2) prompts for each task and must choose one (1) to complete.	
Task Descriptions	<p><u>Part 1: Interpersonal Speaking</u></p> <p>A prompt, written in English, is the stimulus for the conversation between the teacher and each student.</p> <p>For each task, the student decides who initiates the conversation. The conversation is in the target language.</p> <p><u>Part 1A: Interview task</u></p> <ul style="list-style-type: none"> Teachers participate as themselves Students participate as themselves <p><u>Part 1B: Roleplay task</u></p> <ul style="list-style-type: none"> Teachers roleplay the person described in the prompt Students participate as themselves 	<p><u>Part 2: Interpretive Listening</u></p> <p>The teacher reads the passages (<i>provided by OHM BOCES</i>).</p> <p><u>OR</u></p> <p>The exam proctor plays the pre-recorded audio files of the passages read by a heritage speaker (<i>provided by OHM BOCES</i>).</p>	<p><u>Part 3: Interpretive Reading</u></p> <p>Students read passages, infographics, and/or advertisements written in the target language.</p>	<p><u>Part 4: Presentational Writing</u></p> <p><u>Part 4A - Email task:</u> Students compose an email that meets the requirements of the task and addresses the prompt.</p> <p><u>Part 4B - Free Response task:</u> Students compose a response that meets the requirements of the task and addresses the prompt.</p> <p><i>Both Parts 4A and 4B:</i> <i>Students demonstrate their abilities to describe, to share information (inform), or to give reasons (persuade).</i></p>
Task Format	<p><u>For both Part 1A: Interview and Part 1B: Roleplay</u></p> <p>The prompts:</p> <ul style="list-style-type: none"> represent a broad distribution of the themes and topics of the revised New York State (NYS) World Languages standards (2021). are based upon universally understood life experiences providing a framework for the conversation. represent a broad distribution of the language functions: exchange information, express feelings, preferences, and opinions. require the student to play the role of themselves in the conversation. <p><u>Part 1A: Interview task</u></p> <ul style="list-style-type: none"> Annually, twenty-six (26) original prompts are composed for the administration of each examination; two prompts per topic. Students and their teachers have a natural conversation based upon the topic addressed by the prompt. <p><u>Part 1B: Roleplay task</u></p> <ul style="list-style-type: none"> Annually, sixteen (16) original prompts are composed for the administration of each examination; four per language function. Students and their teachers have a conversation based upon the contrived scenario described in the prompt. 	<p><u>Part 2: Interpretive Listening</u></p> <ul style="list-style-type: none"> <u>Part 2A:</u> 7 questions and answers in English <u>Part 2B:</u> 3 questions and answers in the target language <u>Part 2C:</u> 5 questions in English with picture-based answers 	<p><u>Part 3: Interpretive Reading</u></p> <ul style="list-style-type: none"> <u>Part 3A:</u> 10 questions and answers in English <u>Part 3B:</u> 5 questions and answers in the target language 	<p><u>Part 4: Presentational Writing</u></p> <p><u>Part 4A - Email task</u> Two (2) text-based prompts, both accompanied by a picture, are provided as options to complete this task. Students will select one (1) prompt and <u>compose an email</u>.</p> <p><u>Part 4B - Free Response task</u> Two (2) prompts are provided as options to complete this task:</p> <ul style="list-style-type: none"> text-based prompt accompanied by a picture picture-based prompt <p>Students will select one (1) prompt and <u>compose a response</u>.</p> <p><i>Both Parts 4A and 4B</i> <i>All text is in English, inclusive of the tasks, prompts, and the bulleted suggestions. The bulleted suggestions MAY serve as a guide for students to compose their responses. Students will complete both Presentational Writing tasks in the target language.</i></p>

	Interpersonal Communication	Interpretive Communication	Presentational Communication
Grading Description	A rubric for Part 1, developed by OHM BOCES, defines the scoring dimensions for each task. <i>Students must complete all aspects of the prompt to earn full credit. Each dimension of the rubric is scored holistically.</i>	Conversion chart provided	A rubric for Part 4, developed by OHM BOCES, defines the scoring dimensions for each task. <i>Students must complete all aspects of the prompt to earn full credit. Each dimension of the rubric is scored holistically.</i>

OHM BOCES Guidelines for selecting Stimuli for Interpretive Communication	OHM BOCES Guidelines for Writing Multiple-Choice Questions
<ol style="list-style-type: none"> 1. Only authentic resources will be used 2. Errors in grammar and/or use of regionalized vocabulary will not be modified. A disclaimer will be read to students at the start of each examination to make them aware of this possibility. 3. Text may be “chunked” by OHM BOCES to simplify a complex passage, as outlined by NYSED. 4. Original graphics that are incorporated into source material may or may not be included. 5. Graphics will be printed in black and white or grayscale. 6. Each stimulus contains at least one clue to the correct answer. Clues may be direct or indirect. 	<ol style="list-style-type: none"> 1. For each stimulus, students may be prompted to answer one (1) to three (3) questions. 2. The stimuli contain: <ul style="list-style-type: none"> • vocabulary and grammar conventions representative of NYS Checkpoint A Standards. • some vocabulary that may be unfamiliar to students at the Checkpoint A level. • clear fonts and graphics printed in grayscale or black and white. 3. Questions on the examination: <ul style="list-style-type: none"> • are comprehensible without having to read the answer choices. • represent a broad distribution of the themes and topics of the revised NYS World Languages standards (2021). • are only written in an affirmative format. • often rely on the use of synonyms for vocabulary in the stimuli. 4. Correct answer choices: <ul style="list-style-type: none"> • are the clear and/or best answer to the question. • rely solely on the stimuli, not on prior knowledge. 5. Incorrect answer choices: <ul style="list-style-type: none"> • are relevant to the question that is asked. • are unsubstantiated by the stimuli. • contain information associated with the stimuli. 6. All answer choices: <ul style="list-style-type: none"> • are written in a similar length or follow a pattern of length for each question. • are written using conventional and consistent grammar. • are mutually exclusive. • exclude using closed words (e.g. always, all, never). 7. Part 2 and Part 3 each include approximately: <ul style="list-style-type: none"> • 6-8 Easy questions • 14-16 Medium questions • 6-8 Difficult questions • Part 2 and Part 3 each include some inferential questions.