



# Modern Languages

## Checkpoint **A** Examination

### Manual for Administering and Scoring

### Part 1: Interpersonal Speaking

Created by



Oneida • Herkimer • Madison

# BOCES

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**⚠ Important:** Please add [worldlanguages@oneida-boces.org](mailto:worldlanguages@oneida-boces.org) to your email address book. Also, ask your technical support to ensure that communications sent to teachers and administrators from the 'oneida-boces.org' domain are successfully delivered.

## Introduction

Each year, Oneida-Herkimer-Madison (OHM) BOCES creates original Checkpoint A examinations in American Sign Language, Chinese, French, Italian, and Spanish. These examinations are available for any school in New York State to order and administer to their students. Adherence to the OHM BOCES World Languages Checkpoint Examinations [Terms of Administration](#) is required.

Orders may be placed from our website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages).

## What is the Format of the Checkpoint A Examination?

Checkpoint A examinations in Modern Languages are scored on a 100-point scale. The breakdown of point values for each part appears below.

Parts	Description	Point Value
<b>Part 1</b>	 Interpersonal Speaking	30 points
<b>Part 2</b>	 Interpretive Listening	20 points
<b>Part 3</b>	 Interpretive Reading	20 points
<b>Part 4</b>	 Presentational Writing	30 points

To pass this Checkpoint A examination students must earn a minimum of 65 points.

## Purpose of this Manual

The purpose of this manual is to communicate requirements for the universal administration and scoring of Part 1: Interpersonal Speaking.

**For the purposes of this examination, Oneida-Herkimer-Madison BOCES defines the following terms:**

### Definitions for Part 1: Interpersonal Speaking

**Task** - to have a conversation in the target language based on the chosen prompt

**Prompt** - the stimulus that students use as the basis to complete a task

**Dimensions** - the specific criteria, listed in our [rubric](#), that are considered during the evaluation of a student's response

# What is Part 1: Interpersonal Speaking?


In Part 1: Interpersonal Speaking, students participate in two tasks: one (1) Interview task and one (1) Roleplay task. Together, the two tasks are worth thirty (30) points.

**Part 1A: Interview** is worth fifteen (15) points. In this task, both teachers and students participate in a natural conversation based on the prompt. Students and teachers always participate as themselves (i.e. they do not roleplay).

**Part 1B: Roleplay** is also worth fifteen (15) points. In this task, teachers and students participate in a conversation based upon the contrived scenario found in the prompt. The students always participate in the conversation as themselves, while teachers roleplay the person described in the prompt.

Prompts, written in English, are the stimulus for the two (2) tasks between the teacher and each student. For each task, the student decides who initiates the conversation. The conversation is conducted exclusively in the target language.

## Sample Prompt Card

Front	Back
<div style="background-color: black; color: white; padding: 5px; display: inline-block; margin-bottom: 10px;">Roleplay</div> <span style="color: red; font-style: italic;">Task: Interview or Roleplay</span> 	<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <span style="color: red;">② Prompt #</span> <div style="background-color: #ccc; padding: 5px; border: 1px solid #ccc;">Health &amp; Wellness</div> <div style="background-color: black; color: white; padding: 5px; border: 1px solid black;">Express Feelings</div> </div> <span style="color: red; font-style: italic;">Topic / Language Function</span> <p><b>Prompt</b>            I am an exchange student from [country] in your school. I call you before school to tell you that I am sick. <span style="color: red; font-style: italic;">← Setting</span></p> <p>In our conversation you will:</p> <ul style="list-style-type: none"> <li><u>tell me how you feel about my situation</u> <span style="color: red; font-style: italic;">← Requirements of the Prompt</span></li> <li><u>ask at least one question about my illness.</u></li> </ul> <hr/> <p><b>Do you understand the prompt?</b> <span style="color: red; font-style: italic;">Task: Interview or Roleplay</span></p> <p><b>Who is going to start the conversation?</b></p> <div style="text-align: right; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 8px;">Roleplay</span> </div> </div>

### The prompts for Part 1: Interpersonal Speaking:

- target four (4) language functions: exchange information, express feelings, preferences, and opinions.
- represent a broad distribution of the [themes and topics](#) of the revised [New York State \(NYS\) Learning Standards for World Languages \(2021\)](#).
- are based upon universally understood life experiences and provide a framework for the conversation.
- are produced and distributed annually by Oneida-Herkimer-Madison BOCES.
- require the students to participate as themselves in the conversation.

### Structure of Part 1: Interpersonal Speaking

Part	Task	Required Tasks	Prompts in Set	Role of Teacher	Composition of Prompt Sets
<b>Part 1: Interpersonal Speaking</b>	Interview	1	26	Participate as Themselves	Two (2) prompts per <a href="#">topic</a>
	Roleplay	1	16	Roleplay based on the prompt	Four (4) prompts per language function

## When is Part 1: Interpersonal Speaking Administered?

Administration of Part 1: Interpersonal Speaking must be completed in accordance with the chart below:

Month of Examination	Administration Period for Part 1: Interpersonal Speaking
January	N/A - Checkpoint A exams are not available in January
June	April 1 until five (5) calendar days prior to the date of administration for Parts 2-4

**⚠ Important:** Oneida-Herkimer-Madison BOCES allows for flexibility in the date and time of the administration of Parts 2-4 of the examination, but with the following restrictions:

- The chosen date must fall within the NYS Education Department's designated Regents Examination period. Special Regents Examination dates do not apply. The possible dates and times of Checkpoint A examinations are posted annually on the Oneida-Herkimer-Madison BOCES website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages) on the Examination Information page.
- Each school district must administer the Checkpoint A examinations, across all languages, at the same date and time.


## Where Do I Find the Prompts for Part 1: Interpersonal Speaking?


Oneida-Herkimer-Madison (OHM) BOCES selects and distributes the prompts. As outlined in the OHM BOCES [Terms of Administration](#), schools are required to administer only the current prompts designed for our annual Checkpoint A examinations.

*Options for accessing the prompts can be found on the next page.*

There are two options available for accessing the prompts published for each examination:

Options to Access Prompts	
Printed Cards	Access the Prompts Online
<p>When placing an order, schools may request that the prompts be printed on rip-resistant, high-gloss cardstock and shipped via United Parcel Service (UPS). <i>Extra charges apply.</i></p>	<p>Digital versions of the prompts are only available in the <i>World Languages Information</i> course in the Buzz Learning Management System (LMS).</p> <p>Prompts can be a) used directly from a computer screen or b) printed locally and cut out by hand.</p>
<p>Consult the deadline dates listed on the <a href="#">Order Exams page</a> of the Oneida-Herkimer-Madison BOCES website to ensure timely delivery.</p>	<p>The following people are provided a Buzz account by Oneida-Herkimer-Madison BOCES:</p> <ul style="list-style-type: none"> <li>• the person who submitted the examination order,</li> <li>• each administrator listed in the examination order,</li> <li>• each teacher of record listed in the examination order, and</li> <li>• each exam scorer listed in the examination order.</li> </ul> <p>Provided that an order is submitted for examinations, all of the people listed above are provided instructions via email that explain how to access their Buzz account.</p> <p><i>Note: An updated course is created annually for each examination. Access to this course expires on March 31 of the following year. To maintain access to our most updated courses, schools must continue to order examinations from OHM BOCES.</i></p>

 **Important:** Keep prompts for Part 1 secure at all times. They are only for the exam and may not be used for practice beforehand. After the examination is complete, prompts may be used for practice under teacher supervision only.

 **Important:** The *World Languages Exam Information* course in Buzz is the only location to access audio recordings for Part 2: Interpretive Listening as well as the *Scoring Key for Parts 2-4*. Scoring keys for Checkpoint A examinations are accessible only to verified school administrators and are made available starting at 12:00 p.m. on the first date of Regents Examinations in June.

## How is Part 1: Interpersonal Speaking Administered?

Adequate provisions are provided by each school district to accommodate students with disabilities as directed by the New York State Education Department. See the most current [School Administrator's Manual Regents Examinations](#) for more information.

Part 1A: Interview and Part 1B: Roleplay may be completed in the same class period, or at different times, or on different days.

Students may not use any electronic device, written document, or prepared notes. Use of a person or people as resources are expressly prohibited. Remove or cover any posters or decorations in the room which may assist students during the administration of Part 1: Interpersonal Speaking.

### **Prior to administering any Part 1: Interpersonal Speaking task:**

- Teachers need to be familiar with each of the prompts included in the current examination. This allows the teacher to anticipate a variety of potential nouns, verbs, and common expressions that may be used by the student.
- Decide to score the tasks live or record them. Tasks that are recorded may be scored at a later time. If the task is not recorded, it is scored directly following the task's completion. *See Page 10 for more information.*
- Prepare two copies of the *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B) per student—one for each task. These are used at the time of scoring.

### **During the conversation, students are encouraged, but not required to:**

- take an active role in the conversation,
- ask the teacher appropriate follow-up questions,
- provide details through the use of basic adjectives and adverbs,
- use simple conjunctions (and, but, because) to connect their ideas, and
- elaborate by offering explanation, clarification, and/or examples relevant to the conversation.

*A description of how to administer tasks for  
Part 1: Interpersonal Speaking can be found on the next page.*

**⚠ Important: For any task in Part 1, teachers read the *Teacher Instructions for Part 1: Interpersonal Speaking in Modern Languages (Appendix A)* to each student.**

The following procedures describe the sequence of actions required to administer a single task as scripted in the *Teacher Instructions*:

1. Define the task for the student as *a conversation in the target language based on a prompt* that the student chooses. Remind the student that, to earn full credit, the student needs to:
  - meet both requirements in the prompt,
  - speak in complete sentences,
  - use a wide variety of vocabulary, and
  - include original ideas.
2. Provide the student up to one (1) minute to randomly select two (2) prompts (see page 5), consider how to have a conversation based on each, and choose one (1) to complete.

Methods for Random Selection of Part 1: Interpersonal Speaking Prompts	
Shuffle Cards	Locally Chosen Randomization Method
Shuffle the appropriate set of cards for the task being administered.	<p>Create a system for selecting two (2) numbers randomly. For example, a teacher may opt to have the students draw numbers out of a hat or use an online number generator, such as <a href="http://www.random.org">www.random.org</a>.</p> <p>Once the numbers have been selected, show the corresponding prompts to the student.</p> <p><i>Note: There are twenty-six (26) prompts for the Interview task and sixteen (16) prompts for the Roleplay task.</i></p>

**⚠ Important: Once a student has chosen a prompt, it may not be exchanged for a different one.**

3. Ask the student if there are any questions about the task. Remind the student that neither suggestions or advice may be provided during the conversation.
4. With the prompt still visible to the student, read the prompt aloud, ask if the student understands it, and ask who will initiate the conversation. If the student does not understand the prompt, clarify it. Do not provide advice that is specific to the prompt.
5. Provide the student up to one (1) minute to prepare for the conversation.
6. Initiate the conversation or allow the student to initiate the conversation as per the student's choice. Once the conversation begins, do not provide any further clarification on the task or prompt.
7. Once Part 1A: Interview has been completed, repeat steps 1-6 for Part 1B: Roleplay.



## What is the Role of the Teacher in Part 1: Interpersonal Speaking?

In both Part 1A: Interview and Part 1B: Roleplay, the role of the teacher is to act as a sympathetic conversation partner who is used to communicating with novice language learners. The teacher is responsible for explaining all directions, participating in the conversation while adhering to the prompt, sustaining the conversation as needed, and guiding the conversation to a natural conclusion at the appropriate time.

### Explaining Directions

The teacher reads and explains the *Teacher Instructions for Part 1: Interpersonal Speaking in Modern Languages* (Appendix A) to each student when the task is administered. This document explains the step-by-step procedures of how each Interpersonal Speaking task is completed.

These directions may be translated into the student's native language. The prompt, however, may not be translated.

### Participating in the Conversation

As a sympathetic conversation partner, the teacher:

- speaks exclusively in the target language,
- adheres to the prompt at all times,
- allows the student the opportunity to advance and/or expand the conversation,
- seeks clarification if the student is not comprehensible, and
- provides approximately 2-3 minutes for each conversation.

### Sustaining the Conversation

The teacher's participation is intended to help the student maintain and advance the conversation while providing the student the opportunity to display proficiency. This is best done by using open-ended questions or statements, such as "*How?*", "*Why?*", "*Tell me about...*", "*What do you think?*", etc., that allow the student a broad range of response options. The teacher should avoid asking *yes* or *no* questions, and tag questions such as "*and you?*", "*right?*", etc., as these types of questions often make it difficult for the student to advance the conversation.

If the conversation is nearing an end and the student has not fulfilled both requirements of the chosen prompt, the teacher should encourage the student to continue the conversation by asking questions such as "*Is there anything else?*", "*Is there something else you want to say?*", "*Is that all you have to say?*". The teacher may not ask the student if they have any questions as this would be leading the student to address an aspect of the prompt that is the student's responsibility to complete.

***Further information on Sustaining the Conversation can be found on the next page.***

**Continued from the previous page on the subject of Sustaining the Conversation.**

**Teachers SHOULD:**

- speak at a pace that a novice language learner can understand comfortably,
- use vocabulary that a novice language learner can understand,
- redirect the student when the conversation is off topic,
- allow the student sufficient opportunity to respond before replying,
- ask follow-up questions,
- vary both the types and the content of questions,
- ask the student to explain or elaborate,
- seek clarification when the student is not comprehensible\*, and
- help the student understand through repetition and/or rephrasing.

*\*including when English or non-target language is used*

**Teachers are NOT permitted to:**

- offer advice or suggestions,
- refer the student to the prompt after the conversation has started,
- use non-target language,
- exaggerate speech in an unnatural manner,
- speak at an unnaturally slow pace,
- use gestures to help the student understand vocabulary or common expressions,
- ignore an incomprehensible expression without seeking clarification, or
- deny access to any accommodation listed in an Individualized Education Plan (IEP) or a 504 Plan.

**Guidelines for Use of English and Non-target Language**

The use of English or other non-target language words may affect comprehensibility of a sentence or phrase.

- Students are allowed to use proper nouns, titles, and brand names in non-target languages. If the use of English or non-target language causes confusion, then the teacher seeks clarification from the student.
- Students are not allowed to use other non-target language words. These words are ignored by the teacher, who attempts to make meaning based on any target language words remaining in the sentence or phrase, and seek clarification as needed.

*See on Page 16 to see an example.*

**Guiding the Conversation to a Natural Conclusion**

Once the student has been given ample opportunity to address both requirements of the prompt and display their proficiency level in each dimension of the rubric, the teacher guides the conversation to a natural conclusion. A natural conclusion winds down the conversation rather than ends the conversation abruptly.

**Exemplars for Interviews**

- *“Thank you for sharing information about your family. Enjoy your day!”*
- *“Our hobbies are very different. Soccer sounds very interesting!”*

**Exemplars for Roleplays**

- *“I hope you find your lost dog!”*
- *“It was nice to see you. Tell your mom I said hello!”*

## Who is Permitted to Score Part 1: Interpersonal Speaking?

Any teacher who is certified by New York State to instruct students in the assessed target language may score Part 1: Interpersonal Speaking, including the teacher of record or a **disinterested teacher** (a teacher who is not assigned to instruct the students that are being assessed; i.e. not the teacher of record).

While OHM BOCES does not require the use of a disinterested teacher to score Part 1: Interpersonal Speaking, it is strongly recommended as a best practice in scoring. It is the responsibility of the school to locate and coordinate the use of disinterested scorers.

*Note: Use of a disinterested teacher is required for Checkpoint B examinations produced by OHM BOCES.*

### Options to Use a Disinterested Teacher

1. Assign a disinterested teacher to administer Part 1: Interpersonal Speaking and score the task immediately following its completion.	2. The student's teacher administers Part 1: Interpersonal Speaking while a disinterested teacher observes the live conversation. The disinterested teacher scores the task immediately following its completion.	3. The student's teacher administers and records Part 1: Interpersonal Speaking. The recording is scored by a disinterested teacher at a later time. The recordings are <u>destroyed immediately after scoring</u> .
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## When is Part 1: Interpersonal Speaking Scored?

Scoring of Part 1: Interpersonal Speaking may begin on April 1 each year, when prompts become available for administration. Administration and scoring of Part 1 tasks is to be completed at least five days before the administration of Parts 2-4. *See Page 4 for more information.*

**⚠ Important:** Checkpoint examinations are intended to be an accurate and current assessment of a student's ability to use the target language. As such, scores from previous examinations and/or classroom performance may not be applied to the scores of the OHM BOCES Checkpoint A examinations.

## How is Part 1: Interpersonal Speaking Scored?

The task for students is to have a conversation in the target language based on the chosen prompt. Each of the two (2) tasks for Part 1: Interpersonal Speaking are scored independently from the other. The score of each task is determined through holistic consideration of the conversation followed by alignment with the *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B).

Prior to scoring, prepare two copies of the rubric per student; one copy for each task. The scorer completes the heading at the top of the rubric, including student name, interview or roleplay, prompt number, date of administration, and the scorer's initials.

During the conversation the scorer may opt to take notes, however, no score may be assigned for any individual dimension until the conclusion of the conversation. As the task is now scored holistically, individual utterances are no longer scored one-by-one.

Following the completion of a task, the scorer chooses the appropriate Proficiency Level based on the descriptions of each dimension in the rubric. The scorer writes the corresponding point value in the Score column. The Score is determined by adding together the scores earned in each dimension.

## How is the Rubric Used?

**Completion of the Task** is a gateway dimension. Special scoring implications are described below.

### Scoring Implications for Completion of the Task

**!** Important: Unrelated or tangentially related comments by the student are ignored when scoring **Completion of the Task**.

If a student earns at least two (2) points, a Novice Low Proficiency Level, the remaining dimensions of the rubric are eligible for scoring.

If a student earns at least two (2) points, a Novice Low Proficiency Level, then the student must be rated at a minimum Proficiency Level of Novice Low in the remaining three (3) dimensions.




If a student rates as Unrelated or Non-Communicative, a score of zero (0) is assigned for the entire task.

**Completion of the Task** is weighted more heavily than the other dimensions of the *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B). On the rubric, only scores of 6, 4, 2, or 0 may be issued for the **Completion of the Task** dimension. Students may not earn an odd number of points or partial points in this dimension.

Similarly, only scores of 3, 2, 1, or 0 may be earned in the dimensions of **Expression and Understanding**, **Comprehensibility and Control of Language**, and **Discourse and Vocabulary**. Both related and tangentially related comments may contribute to scoring. Students may not earn partial points in these dimensions either.

The image below is provided to show the layout of the scoring rubric. The full-page rubric can be found at the end of the manual as Appendix B.

### Scoring Rubric for Part 1: Interpersonal Speaking (Modern Languages)

Dimension	Proficiency Levels				Score 0, 2, 4, 6
	Novice High 6	Novice Mid 4	Novice Low 2	Unrelated or Non-Communicative 0	
<b>Completion of the Task</b> How well does the student fulfill the purpose for communication?	The student completes the task using the targeted language function to clearly maintain and advance a conversation while addressing both requirements of the prompt.	The student partially completes the task using the targeted language function to somewhat maintain and advance the conversation while somewhat addressing both requirements of the prompt OR fully addressing only one requirement of the prompt.	The student minimally completes the task using the targeted language function, struggling to maintain and advance the conversation while partially addressing only one requirement of the prompt OR minimally addressing both requirements of the prompt.	The student is unable to initiate or maintain a conversation that is related to the prompt.*	
<i>*If the student earns a zero (0) for Completion of the Task, stop scoring and assign a score of zero (0) for the entire task.</i>					
Dimensions	Novice High 3	Novice Mid 2	Novice Low 1	Unrelated or Non-Communicative 0	Score 1, 2, 3
<b>Expression and Understanding</b> How well does the student express him/herself? How well does the student understand what others communicate to him/her?	The student predominantly responds and reacts* appropriately to the conversation partner, perhaps expressing varied and original ideas. The student may need minimal repetition and/or rephrasing from the teacher.	The student sometimes responds and reacts* appropriately to the conversation partner. The student needs frequent repetition and/or rephrasing from the teacher.	The student struggles to respond and react* appropriately to the conversation partner. The student needs continual repetition and/or rephrasing from the teacher.		
<b>Comprehensibility and Control of Language</b> How well is the student understood? How accurately is the student's message communicated?	The student can be understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, do not interfere with overall comprehensibility.	The student can be somewhat understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, interfere with overall comprehensibility.	The student can be minimally understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, impede overall comprehensibility and force interpretation.		
<b>Discourse and Vocabulary</b> What language does the student use? What words does the student use to communicate?	The student predominantly uses simple sentences which introduce a wide variety of vocabulary and common expressions at various points in the conversation that are appropriate to the prompt.	The student sometimes uses simple sentences which introduce some variety of vocabulary and common expressions at various points in the conversation that are appropriate to the prompt.	The student rarely uses simple sentences which introduce little to no variety of vocabulary and common expressions in the conversation that are appropriate to the prompt.		
				<b>Total Score</b>	___ / 15

\*Including initiating the conversation if the student chooses to initiate.

## How to Interpret the Dimensions of the Rubric?

This chart isolates the scorable aspects of each dimension of the *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B) and identifies the characteristics of Novice High proficiency in each dimension.

Description of the Dimensions Part 1: Interpersonal Speaking	
Dimensions	Description
<b>Completion of the Task</b>	<p>Measures how well a student uses the targeted language function to have a conversation in the language being assessed. The scorer evaluates the degree to which the requirements of the chosen prompt are addressed.</p> <p><i>At the Novice High proficiency level, the student completes the task using the targeted language function to clearly maintain and advance a conversation based on both requirements of the prompt.</i></p>
<b>Expression and Understanding</b>	<p>Measures how well a student can respond and react appropriately to the conversation partner. The inclusion of varied and original ideas is also taken into account. The scorer considers how often the student needs repetition and rephrasing to continue the conversation.</p> <p><i>At the Novice High proficiency level, the student predominantly responds and reacts appropriately to the conversation partner, perhaps expressing varied and original ideas. The student may need minimal repetition and/or rephrasing from the teacher.</i></p>
<b>Comprehensibility and Control of Language</b>	<p>Measures how well a student can be understood by someone who is used to communicating with novice language learners. The scorer considers how errors affect the student's overall comprehensibility during the conversation.</p> <p><i>At the Novice High proficiency level, the student can be understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, do not interfere with overall comprehensibility.</i></p>
<b>Discourse and Vocabulary</b>	<p>Measures the degree to which a student relies upon simple sentences, short phrases, and/or single words to express ideas. In addition, the scorer assesses both the variety and the frequency with which new vocabulary and common expressions are introduced by the student.</p> <p><i>At the Novice High proficiency level, the student predominantly uses simple sentences which introduce a wide variety of vocabulary and common expressions at various points in the conversation that are appropriate to the prompt.</i></p>

***A glossary of important terms in the rubric can be found on the next page.***

## **Glossary:**

- **Advance Conversation:** A student advances the conversation by influencing its direction.  
*This is commonly done by asking relevant questions, sharing opinions, or expanding the topic through description, elaboration, or explanations.*
- **Appropriate:** The student speaks in a way that is relevant to the prompt and to the conversation.  
*Information that is unrelated to the prompt does not positively factor into the scoring of any dimension.*
- **Comprehensibility:** Comprehensibility is the ability to be understood by someone who is used to communicating with novice language learners.  
*Students are encouraged to circumlocute when they lack the vocabulary to express themselves. Successful circumlocution is considered fully comprehensible.*
- **Error:** An error is an inaccuracy.  
*The inaccuracy may or may not affect comprehensibility. When a student self-corrects, the scorer does not consider the effect of the error on comprehensibility. Delayed, hesitant, or labored responses are not errors.*
- **Maintain Conversation:** A student maintains the conversation by responding and reacting appropriately to the teacher.  
*This is commonly done by answering questions appropriately or agreeing with the teacher without expanding the topic or introducing new ideas.*
- **Original Ideas:** Original ideas are ideas that have not been previously introduced in the conversation by either participant.  
*This may include explanation or elaboration of an answer. For example, a student responding to a basic question such as “How old are you?” may respond appropriately, “I am 13 years old. I am in 8th grade,” introducing the concept of grade which was not mentioned previously.*
- **Variety:** Variety is the expectation of being new, different, or diverse.  
*While acknowledging that students at the Checkpoint A level often recycle words used by the teacher to answer a question, students are also expected to introduce previously unused vocabulary at various points in the conversation.*
- **Vocabulary:** Vocabulary words are words expressed by the student that are specific to the topic and/or related to the situation introduced by the prompt.  
*Vocabulary words go beyond words, phrases, and expressions that are commonplace in everyday communication. See pages 15-19 to see examples of vocabulary words that are factored into scoring.*

***The remainder of this page has been left blank intentionally.***

## What are the Post-Scoring Procedures?

Once Part 1A: Interview and Part 1B: Roleplay have been scored for all students, the teacher transfers the scores from the *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B) to the *Part 1 Score Report* (Appendix C).

### Complete the following procedures after Part 1: Interpersonal Speaking is scored:

1. Submit original copies of the following documents to the building principal no less than five (5) calendar days prior to the administration of Parts 2-4:
  - *Scoring Rubric for Part 1: Interpersonal Speaking* (Appendix B)
  - *Part 1 Score Report* (Appendix C)

**⚠ Important:** Parts 2-4 must be administered within the NYS Education Department's designated Regents Examinations period. The possible dates and times of Checkpoint A examinations are posted annually on the Oneida-Herkimer-Madison BOCES website at [www.oneida-boces.org/worldlanguages](http://www.oneida-boces.org/worldlanguages) on the Examination Information page.

2. The building principal signs the bottom of each *Part 1 Score Report*. This signature indicates that the principal has taken full responsibility for the confidentiality of the scores, including keeping them secure from teachers and scorers.

**⚠ Important:** Do not make copies of completed *Scoring Rubrics* or the *Part 1 Score Report* until all exam grades are final.

3. The principal releases the *Part 1 Score Report* to scorers only after scoring for Parts 2-4 is completed.
4. To calculate Final Scores for each student, teachers list the Total Score for each of the four (4) parts of the examination on each *Student Answer Sheet* ([Link](#)), then add the scores together.
5. Scores on each *Student Answer Sheet* are transferred to the *Final Score Report* (Appendix D). The teacher signs the bottom of the *Final Score Report* certifying that the [Terms of Administration](#) of OHM BOCES were followed throughout administration and scoring of the examination.
6. Follow locally-developed procedures to report scores in line with New York State requirements. Examination scores are not reported to OHM BOCES.
7. All student answer documents and all scoring documents are stored in a secure location by the school district for a period of one (1) year. If requested, original copies of these documents are to be submitted to Oneida-Herkimer-Madison BOCES for data analysis purposes. Further instructions are provided if your school is selected to participate in data analysis.

## How can I Contact OHM BOCES if I Have Questions?

We invite both questions and feedback from schools that use our examinations! Questions can be submitted in a ticket to the [OHM eLearning Web Help Desk](#). Feedback is encouraged via our annual survey.



## Marker Conversations for Part 1: Interpersonal Speaking

The following pages include Marker Conversations that serve to further clarify the administration and scoring processes explained in this manual. Each Marker Conversation includes a prompt, transcriptions of a realistic conversation, administration notes to better understand teacher responses in the conversation, scores for each dimension, and explanations of the assigned scores.

### Important References:

- [How is Part 1: Interpersonal Speaking Administered?](#) (Page 6-7)
- [What is the Role of the Teacher in Part 1: Interpersonal Speaking?](#) (Page 8-9)
- [How is Part 1: Interpersonal Speaking Scored?](#) (Page 10)
- [How is the Rubric Used?](#) (Page 11)
- [How to Interpret the Dimensions of the Rubric?](#) (Page 12-13)

The following notations are used in the Marker Conversations on pages 16-19.

### Notations Key for Marker Papers

<b>strikethrough</b>	Non-target language words are marked with a strikethrough. <b>Scoring Implications:</b> <i>These words are <u>ignored</u> by the scorer, who attempts to make meaning based on any target language words remaining in the sentence or phrase.</i>
<b>[brackets]</b>	Pronunciation errors are marked with square brackets. <b>Scoring Implications:</b> <i>Pronunciation errors affect scoring <u>only</u> if they impact the comprehensibility of a sentence or phrase.</i>
<b><u>underline</u></b>	Incomplete sentences are marked with an underline. <b>Scoring Implications:</b> <i>Scorers evaluate the predominance of simple sentences compared to single words and phrases.</i>



**Sample #1 - Interview Task**

**Prompt:** We are going to talk about where we live.  
 In our conversation you will: give me details about your home *and* ask me for details about my home. **Topic:** House & Home  
**Targeted Language Function:** Describe

Conversation		Comments
Teacher (Initiates)	Student	
Parle-moi de ta maison. <i>(Talk to me about your house.)</i>	Bleu <i>(Blue)</i>	<i>Note: The purpose of this comment section is to offer insight into the thought process of the teacher during the conversation. Individual utterances are no longer scored one-by-one.</i> Teacher initiates (student's choice). Open-ended statements allow students a broad range of response options. Response is comprehensible and appropriate but only a single word.
Dis-moi plus de ta maison. <i>(Tell me more about your house.)</i>	Um...Il regarde...um, um...pretty <i>(Um...It watches/looks at ...um, um...)</i>	English words ("pretty") are disregarded. Errors impede comprehensibility.
Je ne comprends pas. Qu'est-ce que tu veux dire? <i>(I don't understand. What do you want to say?)</i>	Je ne veux pas. <i>(I don't want.)</i>	The teacher seeks clarification. Response is comprehensible but inappropriate.
Combien de salles est-ce qu'il y a? <i>(How many rooms are there?)</i>	Maison est [grande]. <i>(House is [big].)</i>	The teacher redirects the conversation. Response is comprehensible, and uses a complete sentence. It is appropriate to the prompt, but not the conversation.
Mais combien de salles? <i>(But how many rooms?)</i>	Il y a trois salles. <i>(There are three rooms.)</i>	The teacher rephrases the question. Response is comprehensible, appropriate, and uses a complete sentence. Although appropriate, the teacher feels it is not logical and attempts to clarify.
Trois salles! Ce n'est pas une très grande maison. Est-ce que tu veux dire trois chambres? <i>(Three rooms! This is not a big house. Do you mean to say three bedrooms?)</i>	Oui, J'ai trois chambres. As-tu une maison? <i>(Yes, I have three bedrooms. Do you have a house?)</i>	Response is comprehensible, appropriate, and uses a complete sentence. The student asks a question that is appropriate to the conversation and prompt.
Mais oui! J'ai une très belle maison. Ma maison est blanche. <i>(But yes, I have a very beautiful house. My house is white.)</i>	J'aime les maisons blanches. <i>(I like white houses.)</i>	Response is comprehensible, appropriate, and uses a complete sentence.
Quelle est ta partie de la maison favorite? <i>(What is your favorite part of the house?)</i>	Oui, um, umm...j'aime la maison. <i>(Yes, um, umm... I like the house.)</i>	The teacher asks an open ended question. Response is comprehensible, but inappropriate.
Oh, c'est bon! Est-ce que tu veux dire quelque chose de plus? <i>(Oh, that is good! Do you want to say something more?)</i>	Non, merci <i>(No, thank you)</i>	The teacher brings the conversation to a natural conclusion.

Scoring		
<b>Completion of the Task</b>	The student struggles to maintain and advance the conversation, minimally completing the task by minimally addressing both requirements of the prompt. The student does this by providing some details (" <i>blue</i> ", " <i>big</i> ", " <i>there are three rooms</i> ") and asking one very weak question (" <i>Do you have a house</i> ").	Novice Low <b>2</b>
<b>Expression and Understanding</b>	The student sometimes responds and reacts appropriately in the conversation. Frequent repetition and rephrasing on the part of the teacher are needed to continue the conversation.	Novice Mid <b>2</b>
<b>Comprehensibility and Control of Language</b>	The student can be understood by someone who is used to communicating with novice language learners. Errors (pronunciation, use of English) do not interfere with overall comprehensibility.	Novice High <b>3</b>
<b>Discourse and Vocabulary</b>	The student sometimes uses simple sentences, but one word responses (" <i>blue</i> ") and phrases (" <i>House is big</i> ") are also present. The student introduces little variety of vocabulary (" <i>blue</i> ", " <i>big</i> ") at various points in the conversation. Despite introducing little variety of vocabulary, the discourse is strong enough to carry the score into the Novice Mid range.	Novice Mid <b>2</b>
		Total Score <b>9</b>

Sample #2 - Interview Task		
<b>Prompt:</b> We are going to talk about where we live. In our conversation you will: <u>give me details about your home</u> <i>and</i> <u>ask me for details about my home.</u>		<b>Topic:</b> House & Home <b>Targeted Language Function:</b> Describe
Conversation		Comments
Student (Initiates)	Teacher	<i>Note: The purpose of this comment section is to offer insight into the thought process of the teacher during the conversation. Individual utterances are no longer scored one-by-one.</i>
Hola. Mi casa es grandes y rojo. Um... Mi casa es alto y um... <i>(Hello. My house is big and red. Um...My house is tall and um...)</i>	¿Cuántos cuartos hay en tu casa? <i>(How many rooms are there in your house?)</i>	Student initiates (student's choice). Response is comprehensible, appropriate, uses complete sentences, and introduces several vocabulary words ("big", "red", "tall") appropriate to the prompt.
cinco...¿Y tu casa? <i>(five...And your house?)</i>	Hay ocho cuartos en mi casa. ¿Cuál es tu cuarto favorito y por qué es tu favorito? <i>(There are eight rooms in my house. Which is your favorite room and why is it your favorite?)</i>	Response is comprehensible and appropriate, but it is not a complete sentence. The teacher encourages the student to elaborate and provide details by asking a "why" question, which provides an opportunity for the student to advance the conversation.
baño y...um... <i>(bathroom and...um...)</i>	¿Por qué te gusta más el baño? <i>(Why do you like the bathroom the most?)</i>	The student answers one of the two questions. Response is comprehensible and appropriate, but it is unclear if the student understands. The teacher rephrases the second question.
Porque bonita <i>(Because pretty)</i>	¿Cuál es otro cuarto de tu casa que te gusta? <i>(What is another room of your house that you like?)</i>	Response is comprehensible and appropriate, but not a complete sentence. New vocabulary ("pretty") is introduced to the conversation.
¿Qué? <i>(What?)</i>	¿Tienes otro cuarto favorito? <i>(Do you have another favorite room?)</i>	The student does not understand. The teacher rephrases the question.
la [cocina] y comer ¿Cuántos [domino] en la casa? <i>(the [kitchen] and to eat. How many... in the house?)</i>	Domino? No comprendo. Explícame. <i>(Domino? I don't understand. Explain to me.)</i>	The first sentence is comprehensible, appropriate, but not complete. The mispronounced word "domino" impedes compressibility. The teacher seeks clarification.
Um... Yo el seis baños. ¿Y tú? <i>(Um... I the six bathrooms. And you?)</i>	En mi casa hay tres baños. <i>(In my house there are three bathrooms.)</i>	Response is comprehensible and appropriate to the prompt, but inappropriate to the conversation.
Bueno <i>(Good)</i>	¿Quieres hablar más sobre tu casa o mi casa? <i>(Do you want to talk more about your house or my house?)</i>	The teacher encourages the student to continue the conversation because the task is incomplete and the student has not demonstrated proficiency in each dimension.
No, adios <i>(No, good-bye.)</i>	Gracias por hablar conmigo sobre tu casa. <i>(Thank you for talking with me about your house.)</i>	The teacher guides the conversation to a natural conclusion.

Scoring		
<b>Completion of the Task</b>	The student somewhat maintains and advances the conversation, somewhat completing the task by addressing both requirements of the prompt. The student does this by providing some details ("five rooms", "bathroom is pretty", "eat in the kitchen") asking several weak questions ("And your house?", "How many...in the house?", "and you?"). Questions are mostly simple tag questions that do not advance the conversation in any significant way.	Novice Mid <b>4</b>
<b>Expression and Understanding</b>	The student sometimes responds and reacts appropriately to the teacher, with a few inappropriate responses. Frequent repetition and rephrasing on the part of the teacher are needed to continue the conversation.	Novice Mid <b>2</b>
<b>Comprehensibility and Control of Language</b>	The student can be somewhat understood by someone who is used to communicating with novice language learners. Errors (pronunciation, conjugation errors) sometimes interfere with comprehensibility.	Novice Mid <b>2</b>
<b>Discourse and Vocabulary</b>	Aside from the simple sentences that initiate the conversation, the student rarely uses complete sentences. The student introduces little variety of vocabulary ("big", "red", "tall", "bathroom"), most of which is introduced when the student initiates the conversation, instead of at various points.	Novice Low <b>1</b>
		<b>Total Score</b> <b>9</b>

**Sample #3 - Roleplay Task**

**Prompt:** I am your friend from China. We are shopping at the mall. We are trying on clothes.  
 In our conversation you will: tell me what you think about my outfits and ask me what I think about your outfits.  
**Topic:** Shopping  
**Targeted Language Function:** Express Opinions

Conversation		Comments
Teacher (Initiates)	Student	
你喜欢我的衣服吗？ (Do you like my clothes?)	我喜欢你的衣服。你喜欢你的...你喜欢我的衣服吗？ (I like your clothes. You like your...Do you like my clothes?)	<i>Note: The purpose of this comment section is to offer insight into the thought process of the teacher during the conversation. Individual utterances are no longer scored one-by-one.</i> Teacher initiates (student's choice). Response is comprehensible, appropriate, and uses complete sentences. The student self-corrects which does not impact scoring.
你的衣服有点儿大。你的衣服多少钱？ (Your clothes are a little big. How much are your clothes?)	五十钱, Um...太贵了... (fifty money, Um...too expensive...)	Response is comprehensible (errors: using "money" instead of "dollars" do not interfere with comprehension) and appropriate, but does not use complete sentences. The student adds an original idea ("too expensive") to the conversation.
对, 五十块有点儿贵。 (Right, fifty dollars is a bit expensive.)	我要买蓝色的衣服。你喜欢这件蓝色的衣服吗？ (I want to buy blue clothes. Do you like these blue clothes?)	The student shows advancement by introducing an original idea ("wanting to buy blue clothes") and by asking the teacher a second question.
我不喜欢蓝色的衣服。我喜欢红色的衣服。 (I don't like blue clothes. I like red clothes.)	我也喜欢红色的衣服。 (I also like red clothes.)	Response is comprehensible, appropriate, and uses a complete sentence. It does not introduce new vocabulary.
你还要买什么？ (What else do you want to buy?)	我明天[去]游泳。我要买游泳衣。 (I am [going] swimming tomorrow. I want to buy a swimsuit.)	Response is comprehensible, appropriate, and uses complete sentences. The student shows advancement by introducing original ideas ("going swimming tomorrow", "buying a swimsuit") to the conversation.
好的, 你喜欢什么颜色的游泳衣？ (OK, What color swimsuit do you like?)	红色的游泳衣 (red swimsuits)	Response is comprehensible, and appropriate to the conversation, but it is not a complete sentence and the vocabulary is recycled. There are no new vocabulary or ideas presented by the student.
这件红色的游泳衣, 你觉得怎么样？ (What do you think about this red one?)	我喜欢 (I like)	Response is comprehensible and appropriate, but does not use a complete sentence.
太好了! 我们去买吧! (Great! let's go buy it!)		The teacher brings the conversation to a natural conclusion.

Scoring		
<b>Completion of the Task</b>	The student clearly maintains and advances the conversation, completing the task by addressing both requirements of the prompt. The student does this by giving opinions ("I like your clothes", "I also like red clothes", "I like") and asking for the teacher's opinion ("Do you like my clothes?", "Do you like these blue clothes?").	Novice High <b>6</b>
<b>Expression and Understanding</b>	The student responds and reacts appropriately. Repetition and rephrasing on the part of the teacher are not needed. Occasionally, the student expresses varied and original ideas ("too expensive", "I am going swimming", "I want to buy a swimsuit").	Novice High <b>3</b>
<b>Comprehensibility and Control of Language</b>	The student is fully comprehensible to someone used to communicating with novice language learners. Errors (pronunciation, using "money" instead of "dollars") do not interfere with comprehensibility.	Novice High <b>3</b>
<b>Discourse and Vocabulary</b>	The student sometimes uses simple sentences but also includes many short phrases ("fifty money", "too expensive", "red swimsuits", "I like"). The student introduces some vocabulary ("expensive", "blue", "swim", "swimsuit") but many sentences repeat "to like".	Novice Mid <b>2</b>
		Total Score <b>14</b>

Sample #4 - Roleplay Task		
<b>Prompt:</b> I am your friend from Italy. We are shopping at the mall. We are trying on clothes. In our conversation you will: <u>tell me what you think about my outfits</u> and <u>ask me what I think about your outfits</u> .		<b>Topic:</b> Shopping <b>Targeted Language Function:</b> Express Opinions
Conversation		Comments
Teacher (Initiates)	Student	
Ti piace la mia maglietta? (Do you like my t-shirt?)	Mi piace, è bella! <u>E la mia maglietta?</u> <i>I like it, it's pretty! And my t-shirt?</i>	<i>Note: The purpose of this comment section is to offer insight into the thought process of the teacher during the conversation. Individual utterances are no longer scored one-by-one.</i> Teacher initiates (student's choice). Response is comprehensible, appropriate, and uses complete sentences, but the vocabulary of the question is recycled.
La tua maglietta è molto bella. Quali pantaloni vuoi? (Your t-shirt is very nice. Which pants do you want?)	I pantaloncini non mi piacciono. Mi piacciono i pantaloni lunghi neri. I pantaloni nero costano molto poco. <i>(I don't like the shorts. I like the black pants. The black pants cost very little.)</i>	Response is comprehensible, appropriate, and uses complete sentences. New vocabulary ("shorts", "black pants") and original ideas ("black pants cost very little") are introduced to the conversation.
Perché ti piacciono i pantaloni neri? (Why do you like the black pants?)	Perché ho tante magliette nere. Nero è mio colore preferito. Non mi piace rosso, il giallo, rosa. Metto sempre vestiti nero. Anche le mie scarpe sono nero. <i>(Because I have many black t-shirts. Black is my favorite color. I don't like red, yellow, pink. I always wear black clothes. Even my shoes are black.)</i>	Asking "why" questions is a good way to encourage students to elaborate and provide details that help advance the conversation.  Response is comprehensible, somewhat appropriate and uses complete sentences. Errors (noun-adjective agreement) do not interfere with comprehensibility. New vocabulary ("red", "yellow", "shoes" etc.) and original ideas ("favorite color", "I always wear black clothes.") are introduced to the conversation.
A me piace il verde! Compriamo i pantaloni neri e le magliette? (I like green! Are we buying the black pants and the t-shirts?)	<u>Sì, va bene</u> <i>(Yes, ok.)</i>	Response is comprehensible, appropriate, and is a complete sentence.
Hai ancora qualcosa da dire? (Do you have anything more to say?)	<u>No</u> <i>(No)</i>	Teachers should encourage students to continue the conversation if they have not completed the task or demonstrated proficiency in a specific dimension.
Va bene. Andiamo! (Ok. Let's go!)		The teacher brings the conversation to its natural conclusion.

Scoring		
<b>Completion of the Task</b>	Although the student maintains and advances a conversation, most of the responses are only <i>tangentially</i> related to the prompt nor do they use the targeted language function (Express Opinions). Because the student's initial response <i>is</i> based on the prompt and includes an appropriate question, the student minimally addresses both requirements of the prompt. Additionally, the sole question asked is recycled from the question already asked by the teacher and it does not advance the conversation.	Novice Low <b>2</b>
<b>Expression and Understanding</b>	The student responds appropriately to the teacher. Repetition and rephrasing on the part of the teacher are not needed. Occasionally, the student expresses varied and original ideas (" <i>black pants cost very little</i> ", " <i>I always wear black clothes</i> ", etc.).	Novice High <b>3</b>
<b>Comprehensibility and Control of Language</b>	The student is fully comprehensible to someone used to communicating with novice language learners. Errors (adjective-noun agreement, missing articles) do not interfere with overall comprehensibility.	Novice High <b>3</b>
<b>Discourse and Vocabulary</b>	The student predominantly uses simple sentences. The student introduces a wide variety of vocabulary (" <i>shorts</i> ", " <i>black</i> ", " <i>cost</i> ", " <i>favorite</i> ", " <i>red</i> ", " <i>yellow</i> " etc.) at various points in the conversation that are appropriate to the prompt.	Novice High <b>3</b>
		Total Score <b>11</b>

# Teacher Instructions

## for Part 1: Interpersonal Speaking in Modern Languages

Part 1: Interpersonal Speaking consists of two (2) tasks: Part 1A: Interview and Part 1B: Roleplay. Each task is based on a prompt. Original prompts are created annually for each examination. Only the most current prompts may be used to administer the examination for course credit.

For each task, the students will randomly select two (2) prompts, review each, and choose one (1) to complete.

On each prompt, two (2) requirements are listed for the student to address in the conversation. Additionally, the topic and targeted language function are identified.

*Note: Comprehensive procedures documenting how to administer Part 1: Interpersonal Speaking can be found on Pages 6-9 of the [Manual for Administering and Scoring Part 1: Interpersonal Speaking](#).*

**The Directions to Administer an Interpersonal Speaking Task, found on the next page, will be read aloud to each student before beginning any Part 1: Interpersonal Speaking task.<sup>1</sup>**



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<sup>1</sup> If the student is performing both tasks on the same date and time, the directions only need to be read aloud once. If the tasks are administered on different dates or times, the directions are to be read aloud for each task.

These directions may be translated into the student's native language.

### Directions to Administer an Interpersonal Speaking Task

**Teacher says:**

This task is part of your Checkpoint A examination score. It is worth fifteen (15) points.

The use of any electronic device, written document, prepared notes, decorations, or other persons as resources during the examination are expressly prohibited.

Your task is to have a conversation in (*language*) based on the chosen prompt. To earn full credit, you need to:

- talk about both requirements in the prompt,
- speak in complete sentences,
- use a variety of vocabulary, and
- include your own ideas.

*[use a random selection method to have the student select two prompts]<sup>2</sup>*

**Teacher says:**

To begin, you will randomly select two (2) prompts. Look at each prompt closely, think about what you might say in each conversation, and choose one (1) prompt that you will use to complete this task.

Please select two (2) prompts now. You will have up to one (1) minute to make your choice.

*[pause up to one (1) minute to allow the student to make a choice]*

**Teacher says:**

If you have any questions, you must ask them before this task begins.

Keep in mind that I am not able to provide you with any suggestions or give you any advice about what you should say in this conversation.

Do you have any questions about what you are expected to do?

*[pause to allow for questions]*

**Directions to the Teacher:**

Make sure the prompt is visible to both the student and the teacher. Read the entire prompt aloud to the student, emphasizing the two questions:

1. Do you understand the prompt?
2. Who is going to start the conversation?

If the student plans to initiate the conversation, say "You may begin when you are ready."

If the student prefers the teacher to initiate the conversation, say "Let me know when you are ready to begin."




*[pause up to one (1) minute for the student to prepare and then proceed with the conversation]*

<sup>2</sup> Options for random selection are described on Page 7 of the [Manual for Administering and Scoring Part 1: Interpersonal Speaking](#)

# Scoring Rubric for Part 1: Interpersonal Speaking (Modern Languages)

Student Name: \_\_\_\_\_  Interview  Roleplay Prompt # \_\_\_\_\_ Date of Administration \_\_\_\_\_ Scorer's Initials \_\_\_\_\_

**Directions:** The scorer evaluates each dimension of the rubric holistically based on the entire conversation, which is conducted in the target language. Only a score of 6, 4, 2, or 0 may be assigned for *Completion of the Task*. If a student earns any points for *Completion of the Task*, each remaining dimension is then scored on a scale of 3, 2, or 1 point(s). Calculate the *Total Score* for this task by adding the scores earned in each of the four (4) dimensions.

Proficiency Levels					
Dimension	Novice High 6	Novice Mid 4	Novice Low 2	Unrelated or Non-Communicative 0	Score 0, 2, 4, 6
<b>Completion of the Task</b> How well does the student fulfill the purpose for communication?	The student completes the task using the targeted language function to clearly maintain and advance a conversation while addressing both requirements of the prompt.	The student partially completes the task using the targeted language function to somewhat maintain and advance the conversation while somewhat addressing both requirements of the prompt OR fully addressing only one requirement of the prompt.	The student minimally completes the task using the targeted language function, struggling to maintain and advance the conversation while partially addressing only one requirement of the prompt OR minimally addressing both requirements of the prompt.	The student is unable to initiate or maintain a conversation that is related to the prompt.*	
<i>*If the student earns a zero (0) for <u>Completion of the Task</u>, stop scoring and assign a score of zero (0) for the entire task.</i>					
Dimensions	Novice High 3	Novice Mid 2	Novice Low 1	Unrelated or Non-Communicative 0	Score 1, 2, 3
<b>Expression and Understanding</b> How well does the student express him/herself? How well does the student understand what others communicate to him/her?	The student predominantly responds and reacts* appropriately to the conversation partner, perhaps expressing varied and original ideas. The student may need minimal repetition and/or rephrasing from the teacher.	The student sometimes responds and reacts* appropriately to the conversation partner. The student needs frequent repetition and/or rephrasing from the teacher.	The student struggles to respond and react* appropriately to the conversation partner. The student needs continual repetition and/or rephrasing from the teacher.		
<b>Comprehensibility and Control of Language</b> How well is the student understood? How accurately is the student's message communicated?	The student can be understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, do not interfere with overall comprehensibility.	The student can be somewhat understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, interfere with overall comprehensibility.	The student can be minimally understood by someone who is used to communicating with novice language learners. Errors, including pronunciation, impede overall comprehensibility and force interpretation.		
<b>Discourse and Vocabulary</b> What language does the student use? What words does the student use to communicate?	The student predominantly uses simple sentences which introduce a wide variety of vocabulary and common expressions at various points in the conversation that are appropriate to the prompt.	The student sometimes uses simple sentences which introduce some variety of vocabulary and common expressions at various points in the conversation that are appropriate to the prompt.	The student rarely uses simple sentences which introduce little to no variety of vocabulary and common expressions in the conversation that are appropriate to the prompt.		
				<b>Total Score</b>	____ / 15

\*Including initiating the conversation if the student chooses to initiate.

# World Languages Checkpoint A Examination

## ◆ **Part 1 Score Report** ◆ Chinese / French / Italian / Spanish



Oneida • Herkimer • Madison

# BOCES

**Directions:** This document is to be completed in ink for each class section. Alphabetize students by their last names. Once completed, submit this report to the principal for signature at least five calendar days prior to the administration of Parts 2-4. Scores for Part 1 will remain confidential until scoring for Parts 2-4 is completed.

<b>Student Names</b>	<b>Interview Score</b>	<b>Roleplay Score</b>	<b>Total Score*</b>

\*The Total Score is to be transferred to each student’s *Student Answer Sheet* as well as the *Final Score Report* (Appendix D).

Language _____	Class Period _____	Teacher _____
School _____	City or P.O. _____	
Received by _____	_____	
<i>Date</i>	<i>Principal’s Signature</i>	







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