

**Comprehensive Regents  
Examination in  
Modern Foreign Languages**

**Test Changes and Sampler Draft**

**Summer 2002**

**The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of Curriculum, Instruction, and Assessment  
Albany, New York 12234**

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THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Assistant Commissioner for Curriculum, Instruction and Assessment

July 2002

Dear Colleague:

*Comprehensive Regents Examination in Modern Languages: Test Changes and Sampler* is the latest in a series of documents published by the New York State Education Department that will help teachers prepare all students to meet rigorous standards of achievement in a language other than English. It explains the changes that have been made in State examinations, and provides test samplers in the four most commonly taught languages French, German, Italian, and Spanish.

The test sampler provides examples of the types of questions and the formatting that are currently being developed. Actual student work will show the types of performance that will be expected of students upon completion of the Checkpoint B course of study.

The sampler may be duplicated for use in the classroom. If you wish to respond to these materials, please direct your comments to:

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Sincerely,

  
Roseanne DeFabio

## Acknowledgments

The New York State Education Department acknowledges the significant contributions made by teachers, supervisors, and other educators in developing changes for the Comprehensive Regents Examination in Modern Foreign Languages. These contributions include a new scoring rubric for the writing section, a new reading section, and a rubric that helps to clarify the scoring of the speaking tasks. The Department also wishes to extend their thanks to these contributors for helping to field-test these new items and in facilitating the statewide turnkey training held in June 2000.

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# INTRODUCTION

## Aligning Standards and Assessments

In 1998, a Goals 2000 grant was awarded to the Hamilton-Fulton-Montgomery BOCES for the purpose of preparing teachers to help students achieve the new standards for languages other than English (LOTE). A number of activities were undertaken to achieve the grant's goal. This grant was managed by Dr. Lorraine Hohenforst

The first activity involved the convening of a group of Checkpoint A foreign language teachers to review the Second Language Proficiency Examination. These practitioners, known as the Foreign Language Assessment Committee, recommended changes in the examination that would align it more closely with the standards. They also developed rubrics for scoring the examination with the expectation that the rubrics would provide better consistency across the State in the scoring process. Their work was facilitated by Dr. Marie Warchol of the Otsego-Northern Catskills BOCES.

Once the changes were made in the examination and the rubrics were developed, a process was developed to raise the awareness of teachers. With the cooperation of the Staff and Curriculum Development Network, turnkey training was initiated to ensure statewide dissemination of the information and to organize regional-level training to administer and score the Second Language Proficiency Examination. The statewide training took place during the 1999-2000 school year and was successful in training many teachers of LOTE on these new additions to the test. The Second Language Proficiency Examination for Modern Languages Test Sampler was created and can now be found at the LOTE website, [www.emsc.nysed.gov/ciai/lote.html](http://www.emsc.nysed.gov/ciai/lote.html)

The second major activity of this grant was the formation in fall 1999 of a committee of LOTE teachers of Checkpoint B to examine the Comprehensive Regents examination and to align it to the standards. After reviewing the exam, the committee concluded that, in general, the exam had stood up to both the test of time and the rigor of the standards movement. However, the committee determined that the speaking, listening, and writing sections of the exam could be improved.

The committee determined that the essence of the speaking section should remain unchanged since it still reflects the expectations of the syllabus and the learning standards and continues to be a model for local curriculum and assessment. However, the committee concluded that new scoring guidelines would help teachers to better assess students' performance on the tasks in that section of the examination.

A review of the reading comprehension section determined that only Part III C, the slot completion activity, required modification. This task has been replaced with a long reading passage in the target language, followed by five multiple choice questions in English.

The committee also recommended a number of changes to the writing section of the examination. They created rubrics to assess revised writing tasks. Both the tasks and rubrics were tested in several schools. It is expected that once these rubrics have been disseminated and are clearly understood by teachers across the State, they will be used by all teachers of Checkpoint B. While the revisions in the writing tasks are significant, they still reflect the daily practice of New York State teachers of Checkpoint B, and they are aligned closely with the syllabus and the standards documents.

This document, the Comprehensive Regents Examination in Modern Foreign Languages Test Changes and Sampler Draft is a compilation of materials used in the statewide training. Please photocopy and distribute these materials to Checkpoint B LOTE teachers to help them prepare students for the Regents examination.

**These changes will first appear on the June 2003 examination.**

## Blueprint of Revised Comprehensive Regents Examination in Modern Foreign Languages

**Total points 100**

<b><i>Part 1</i></b>	Speaking <b><i>New scoring guidelines</i></b>	24 points
Part 2A	Listening with Questions in English <b>NO CHANGE</b>	18 points
Part 2B	Listening with Questions in Target Language <b>NO CHANGE</b>	12 points
Part 3A	Reading Comprehension Passage with Multiple Choice Questions in Target Language <b>NO CHANGE</b>	10 points
Part 3B	Realia with Multiple Choice Questions in English <b>NO CHANGE</b>	10 points
<b><i>Part 3C</i></b>	<b><i>Reading Comprehension Passage with Multiple Choice Questions in English</i></b>	10 points
<b><i>Part 4</i></b>	<b>Writing</b> <b><i>New scoring rubrics</i></b> <b><i>Two writing tasks out of three choices,</i></b> <b><i>100 words each</i></b>	8 points 8 points

(Changes in ***bold italics***)

# *Part I: Speaking*

## DIRECTIONS FOR ADMINISTRATION

### *Description*

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 may involve one or more of the four communication functions specified in the State syllabus: socializing, providing and obtaining information, expressing personal feelings or opinions, and getting others to adopt a course of action.

Each student performs a total of two tasks, randomly selected from the 60 speaking 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 six 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*

Beginning with the 1999-2000 school year, the State Education Department will provide a collection of speaking tasks in the publication *Sourcebook of Speaking Tasks for Part 1*. The 60 speaking tasks that constitute Part 1 of a Comprehensive Regents Examination in Modern Foreign Language are to be selected by the school from this 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 January and June 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 60 tasks must be selected. Each succeeding set of 60 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 60 speaking tasks from the sourcebook, 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 60 tasks selected;
- Cut out the 60 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 60 speaking tasks from the sourcebook, taking care not to select any tasks that were used on the most recent administration of the examination;
- Renumber the selected tasks from 1 to 60. Also number small pieces of paper from 1 to 60 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 a January or 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 two 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 two tasks **at random** from the 60 speaking tasks 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 60 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 60 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 breadth and content expected at Checkpoint B in the syllabus. Utterances that are comprehensible and appropriate but insufficient in content receive less than full credit. Very focused eliciting attempts may place students in situations in which such responses are unavoidable. Questions that focus narrowly on "who," "when," "where," and "at what time," for example, tend to elicit very limited responses which, although perfectly natural, do not provide students with the opportunity to demonstrate all they can do. Whenever possible, eliciting attempts should be open-ended statements rather than questions. Whenever questions are unavoidable, they should be as open-ended as possible. Ideally, the teacher should say as little as is necessary to elicit maximum responses by students.

**As conversation partner and rater**, the teacher may make two attempts at eliciting any of the six 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 on page 7. Certain teacher-student

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\* 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.

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
- socializing devices ("Hello," "How are you?" etc.) used in isolation. [**Note:** Socializing devices at the beginning of a conversation may serve the "initiating" purpose but do not qualify for credit as an utterance.]

**As the rater**, the teacher gives a maximum of 12 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 B of the syllabus:

***"Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms, but still makes many errors in formation and selection. Can use word order correctly in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communication situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensibly but has difficulty in pronouncing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public."***

As used above, the term *comprehensibility* means that the utterance would make sense to native speakers who know no English, and the term *appropriateness* 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 B.
- Award **0 credits** for utterances that are incomprehensible or inappropriate 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, the rubric that follows helps to better distinguish between Checkpoint A and Checkpoint B utterances and the awarding of credits.

The pages that follow contain teacher-created sample dialogues to highlight these differences. There are two types of samples provided. The first set of samples highlights dialogues that contain only **2-point** or **1-point** responses along with appropriate commentary explaining the rationale. The second set of samples contains dialogues with a mixture of 2-point and 1-point responses, as well as those responses that are disregarded and those that receive a zero.

# SAMPLE SCORE SHEET

## MODERN LANGUAGE REGENTS EXAMINATION SAMPLE SCORE SHEET

### PART 1

STUDENT'S NAME: \_\_\_\_\_

LANGUAGE: \_\_\_\_\_

	Utterance		First Attempt	Second Attempt	
First Task, No. _____	1	( _____ ) *	_____	_____	
	2		_____	_____	
	3		_____	_____	
	4		_____	_____	
	5		_____	_____	
	6		_____	_____	
					Total
Second Task, No. _____	1	( _____ ) *	_____	_____	
	2		_____	_____	
	3		_____	_____	
	4		_____	_____	
	5		_____	_____	
	6		_____	_____	
					Total

\*Use a check mark to indicate student's initiation of the conversation if required.

## NEW GUIDELINES FOR SPEAKING

Each utterance receives

<b>2 Points (Checkpoint B) if it is...</b>	<b>1 Point (Checkpoint A) if it is...</b>	<b>0 Points if it is...</b>
<p><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Appropriate</b></p> <p style="text-align: center;"><b>AND</b></p> <p>Contains a preponderance of the following Checkpoint B attributes:</p> <ul style="list-style-type: none"> <li>• Initiates and/or sustains and/or advances the conversation</li> <li>• Uses common verb tense forms (including, past, present, future)</li> <li>• Uses accurate structure</li> <li>• Is articulated comprehensibly</li> <li>• Uses a variety of vocabulary that may expand or clarify meaning</li> <li>• Is extended (may contain more than one short, discrete utterance)</li> <li>• Uses culturally correct gestures, social conventions, and/or idiomatic expressions.</li> </ul>	<p><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Appropriate</b></p> <p style="text-align: center;"><b>BUT</b></p> <p>Is a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary/structures</p> <p style="text-align: center;"><b>OR</b></p> <p>Contains little or no evidence of Checkpoint B attributes (see Checkpoint B)</p>	<p><b>Incomprehensible</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Inappropriate</b></p> <hr/> <p style="text-align: center;"><b>Disregard if it is a...</b></p> <p>Yes/No response Socializing device Restatement of all or essential parts of what the teacher said Proper noun(s) in isolation</p>

**In order to be scored, a student utterance at Checkpoints A and B 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.

**In order to receive TWO POINTS, a student utterance:**

***Contains a preponderance of the following attributes AND IS NOT a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary and structures:***

- **Initiates and/or sustains and/or advances the conversation**, but may contain repetition, hesitation, or circumlocution.
- **Uses common verb tense forms (including past, present, future)**, but may contain minor errors in formation and selection;
- **Uses accurate structure** in simple constructions, but may contain errors in more complex ones;
- **Is articulated comprehensibly**, but with difficulty for certain sounds, or in certain positions or combinations;
- **Uses a variety of vocabulary that is appropriate to the situation and may expand or clarify meaning**, but there may be minor inaccuracies;
- **Is extended**, but may contain short, discrete responses;
- **Uses culturally correct gestures, social conventions, and/or idiomatic expressions when appropriate.**

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.

## MODEL SPEAKING RESPONSES

<b>Task</b>	I am your friend. We have just heard the weather report and we are going to make plans for the week-end. I will start the conversation.
-------------	---

<u>2-Point Utterances (Checkpoint B)</u>	<u>1-Point Utterances (Checkpoint A)</u>
<p>1. T. Salut! Tu as entendu la météo pour ce week-end?  <b>S. Oui, il fera beau.</b>  <i>Commentary: Comprehensible and appropriate; uses preponderance of Checkpoint B attributes including use of future tense.</i></p>	<p>1. T. Salut! Tu as entendu la météo pour ce week-end?  <b>S. Oui, il fait beau.</b>  <i>Commentary: Comprehensible and appropriate; it is a single, discrete Checkpoint A utterance.</i></p>
<p>2. T. Qu'est-ce qu'on va faire alors?  <b>S. J'aime nager. Allons à la plage?</b>  <i>Commentary: Comprehensible and appropriate; consists of two short, discrete statements; uses preponderance of Checkpoint B attributes including the imperative.</i></p>	<p>2. T. Qu'est-ce qu'on va faire alors?  <b>S. J'aime nager.</b>  <i>Commentary: Comprehensible and appropriate; it is a single, discrete Checkpoint A utterance.</i></p>
<p>3. T. Pas moi. Je voudrais faire autre chose.  <b>S. J'adore tous les sports. Tu jouer le tennis?</b>  <i>Commentary: Comprehensible and appropriate; error ("jouer le tennis") does not cause confusion; expands the conversation by using two short, discrete responses.</i></p>	<p>3. T. Pas moi. Je voudrais faire autre chose.  <b>S. Tu jouer le tennis?</b>  <i>Commentary: Comprehensible and appropriate; contains two basic structural errors and does not show evidence of a preponderance of Checkpoint B attributes.</i></p>
<p>4. T. Quelle bonne idée! Quand est-ce qu'on joue?  <b>S. Je suis libre samedi après-midi.</b>  <i>Commentary: Comprehensible and appropriate; it is an extended utterance using a variety of vocabulary that advances the communication.</i></p>	<p>4. T. Quelle bonne idée! Quand est-ce qu'on joue?  <b>S. Samedi nous jouons.</b>  <i>Commentary: Comprehensible and appropriate; it is a single, discrete Checkpoint A utterance; contains inaccurate word order in simple structure.</i></p>
<p>5. T. Ben, et après, on pourrait aller au café?  <b>S. D'accord. Je connais un petite café près de la parc.</b>  <i>Commentary: Comprehensible and appropriate; uses a preponderance of Checkpoint B attributes; neither gender error nor agreement error causes confusion.</i></p>	<p>5. T. Ben, et après, on pourrait aller au café?  <b>S. Ça va. Le café est bon.</b>  <i>Commentary: Comprehensible and appropriate; uses minimal vocabulary; does not show evidence of a preponderance of Checkpoint B attributes; second statement does not sustain the conversation.</i></p>
<p>6. T. Tu peux conduire la voiture de tes parents?  <b>S. Oui, je vais chercher toi à midi.</b>  <i>Commentary: Comprehensible and appropriate; expands the yes answer to continue the conversation; uses a more complex structure and the pronoun error does not cause confusion.</i>            T. Ça va. A samedi.</p>	<p>6. T. Tu peux conduire la voiture de tes parents?  <b>S. Oui.</b>  <i>Commentary: Disregard - (This is a yes/no question).</i>            T. A quelle heure tu viens me chercher.  <b>S. A midi.</b>  <i>Commentary: Comprehensible and appropriate; it is a single, discrete Checkpoint A utterance.</i></p>

## FRENCH

Task 1:	[Student initiates] I am a teacher in (country). You are having a problem with your host family. You come to me for advice. You start the conversation.
---------	---

1. **S: Excusez-moi. J'ai un problème chez moi.**

T: Qu'est-ce qu'il y a?

**Commentary:** *Comprehensible and appropriate. Student initiates, uses accurate structure, and includes more than one element in utterance.* **(2 points)**

2. **S: Il y a un problème.** (Disregard student response and provide first eliciting prompt again.)

T: Qu'est-ce qui se passe?

**S: Je ne sais pas que faire.**

**Commentary:** *Comprehensible and appropriate. Student sustains and advances the conversation and uses a complex sentence structure.* **(2 points)**

3. T: Explique-moi le problème.

**S: Je n'aime pas les dîners.**

**Commentary:** *Comprehensible and appropriate, but it is a single, short, discrete utterance consisting of Checkpoint A elements only.* **(1 point)**

4. T: Qu'est-ce qu'on mange?

**S: Beaucoup des viandes, et j'ai végétarien.**

**Commentary:** *Comprehensible and appropriate; advances the conversation with more than one idea; errors (beaucoup de; j'ai instead of je suis) do not cause confusion.* **(2 points)**

5. T: Il faut que tu dises à ta famille que tu préfères manger les légumes.

**S: Je ne peux pas.**

**Commentary:** *Comprehensible and appropriate, but it is a single, short, discrete utterance consisting of only Checkpoint A structures.* **(1 point)**

6. T: Pourquoi?

**S: Je ne veux pas insulter ma famille.**

T: Ne t'inquiète pas. Ils sont gentils.

**Commentary:** *Comprehensible and appropriate. Demonstrates a preponderance of Checkpoint B structures.* **(2 points)**

**Total points 10/12**

## FRENCH

<b>Task</b>	I am your friend. We have just heard the weather report and we are going to make plans for the week-end. I will start the conversation.
-------------	---

1. T: Allô, Compagnie LeBlanc. Puis-je vous aider?

**S: Oui.** *Disregard; (this is a yes/no question). Teacher should provide first eliciting prompt again.*

T: Vous désirez quelque chose?

**S: Oui. Je n'aime pas la chemise.**

**Commentary:** *Comprehensible and appropriate. Utterance is a single, short, discrete response consisting of exclusively Checkpoint A structures.* **(1 point)**

2. T: J'ai besoin de quelques renseignements. Votre nom et code postal s'il vous plaît.

**S: Je m'appelle Marc Dell. Je habiter à 11645.**

**Commentary:** *Comprehensible and appropriate. Student gives appropriate information. Utterance includes two short, discrete elements. Teacher prompt leads to an extended Checkpoint A response.* **(2 points)**

3. T: Bon. Ah, oui, vous avez commandé une chemise de hockey. Quel est le problème?

**S: C'est très petit.**

**Commentary:** *Comprehensible and appropriate, but it is only a short, discrete utterance consisting exclusively of Checkpoint A structures.* **(1 point)**

4. T: Mais vous avez commandé une taille moyenne, n'est-ce pas?

**S: Je ne veux pas de taille, je veux une chemise.** *(Incomprehensible; teacher provides a second eliciting prompt.)*

T: Excusez, monsieur, mais je ne comprends pas. Voulez-vous changer de taille?

**S: Non...pas de taille moi.**

**Commentary:** *Incomprehensible after the second eliciting prompt.* **(0 points)**

5. T: Qu'est-ce que vous voulez faire, alors?

**S: Je besoin de mon argent.**

**Commentary:** *Comprehensible and appropriate. Utterance advances the conversation, uses a complex structure with minor errors, and uses relevant and accurate vocabulary.* **(2 points)**

6. T: Je regrette, ce n'est pas possible. Il faut faire un échange.

**S: Je veux retourner ma chemise pour un grand.**

T: Envoyez-nous la chemise, et nous ferons l'échange.

**Commentary:** *Comprehensible and appropriate. Response contains a preponderance of Checkpoint B attributes.* **(2 points)**

**Total points 8/12**

# MODEL SPEAKING RESPONSE

German

<b>Task</b>	I am your friend. We have just heard the weather report and we are going to make plans for the weekend. I will start the conversation.
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<b><u>2-Point Utterances (Checkpoint B)</u></b>	<b><u>1-Point Utterances (Checkpoint A)</u></b>
<p>1. T. Ich finde es gut, dass das Wetter am Wochenende schön wird.  <b>S. Wir können morgen eine Radtour machen.</b>  <i>Commentary: Comprehensible and appropriate. Utterance is complex; includes details; uses common verb tense forms correctly; uses word order correctly.</i></p>	<p>1. T. Ich finde es gut, dass das Wetter am Wochenende schön wird.  <b>S. Ich finde das gut.</b>  <i>Commentary: Disregard, (this is repetitive).</i>                      T. Was machen wir?  <b>S. Reiten ein Fahrrad.</b>  <i>Commentary: Comprehensible and appropriate Vocabulary is limited and form is problematic. Word order is incorrect.</i></p>
<p>2. T. Wohin sollen wir fahren?  <b>S. Wir gehen zum Park und haben ein Picknick. Ich bringe den Cola.</b>  <i>Commentary: Comprehensible and appropriate. Advances the conversation although there are errors; provides details; shows control of verbs.</i></p>	<p>2. T. Wohin sollen wir fahren?  <b>S. Zu das Park.</b>  <i>Commentary: Comprehensible and appropriate; limited vocabulary; no details provided. Utterance is single, short, and discrete.</i></p>
<p>3. T. Das ist eine tolle Idee! Ich kann belegte Brötchen bringen.  <b>S. Brötchen sind gut. Ich finde, dass Brötchen mit Schinken und Kase schmeckt gut.</b>  <i>Commentary: Comprehensible and appropriate. Student attempts a more complex sentence structure; errors are made that do not affect comprehensibility.</i></p>	<p>3. T. Das ist eine tolle Idee! Ich kann belegte Brötchen bringen.  <b>S. Ja, das ist die tolle Idee. Ich bringen die Käse.</b>  <i>Commentary: Simple repetition, followed by a comprehensible but limited response with Checkpoint A errors; i.e., subject-verb agreement.</i></p>
<p>4. T. Wir sollen andere Freunde einladen und dann können wir vielleicht Fußball spielen.  <b>S. Fußball ist gut. Fußball ist mein Lieblingssport. Ich bringe der Ball.</b>  <i>Commentary: Comprehensible and appropriate. There is a series of short, discrete utterances with a variety of vocabulary that extends the conversation.</i></p>	<p>4. T. Wir sollen andere Freunde einladen und dann können wir vielleicht Fußball spielen.  <b>S. Ja, gut.</b>  <i>Commentary: Comprehensible and appropriate, but there is a limited use of vocabulary. Response is a single, short, discrete utterance.</i></p>
<p>5. T. Du, ich ruf mal die Wiebke und den David an!  <b>S. Ich möchte Rolf telefonieren. Rolf ist einen guten Spieler.</b>  <i>Commentary: Comprehensible and appropriate. Student uses accurate word order and verb tense. It advances the conversation. The grammatical error does not affect comprehensibility.</i></p>	<p>5. T. Du, ich ruf mal die Wiebke und den David an!  <b>S. David ist nett. Wiebke ist nett.</b>  <i>Commentary: Comprehensible and appropriate. An opinion is expressed with simple Checkpoint A vocabulary.</i></p>
<p>6. T. Wann sollen wir uns treffen?  <b>S. Um vier. Bei mir. Alleestrasse sieben.</b>  <i>Commentary: Comprehensible and appropriate. Although the student does not respond in complete sentences, there is enough vocabulary to sustain and expand the conversation.</i></p>	<p>6. T. Wann sollen wir uns treffen?  <b>S. Vier is gut.</b>  <i>Commentary: The response is comprehensible and appropriate, but it is a single, short, discrete utterance. There is also an error in a common verb form.</i></p>

## GERMAN

Task 2:	You ordered an item from a (nationality) mail-order catalog company. You received the wrong item and you called to complain. I am the catalog representative who takes your call. I will start the conversation.
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1. **S: Ich habe ein Problem mit meiner Familie.**

T: Wie kann ich helfen?

**Commentary:** *Comprehensible and appropriate. Student successfully initiates the conversation and aids in the completion of the task. Structure and vocabulary are at Checkpoint B.* **(2 points)**

2. **S: Mein Bruder hatte mir nicht gern. Er ist ein Dummkopf.**

T: Warum denkst du das?

**Commentary:** *Comprehensible and appropriate. Although there is an incorrect verb form, there is some evidence of control at Checkpoint B; for example, there is subject-verb agreement and the correct placement of gern. The utterance aids in the completion of the task because it provides information about the student being unhappy in his/her family.* **(2 points)**

3. **S: Er spricht nicht mit mir. Ich bin alleine zu Hause.**

T: Was sagen deine Gastgebereltern dazu?

**Commentary:** *Both clauses are comprehensible and appropriate and contribute to the completion of the task. The student demonstrates control of Checkpoint B structures through the use of subject-verb agreement, the idiomatic expression zu Hause, and the correct use of the pronoun mir.* **(2 points)**

4. **S: Meine Eltern sind in den USA.** *(Inappropriate. Teacher provides a second eliciting prompt.)*

T: Nein, ich meine, deine Eltern hier in Hamburg.

**S: Eltern in Hamburg.** *(Disregard [utterance repeats prompt]; student receives another eliciting prompt.)*

T: Nein, ich meine, deine Eltern hier in Deutschland. Nicht deine Eltern in den USA. Was sagen sie? Hast du mit ihnen gesprochen?

**S: Gesprochen... O, ja, meine Eltern hier in Deutschland. Nein, ich sage nichts.**

**Commentary:** *Comprehensible and appropriate. Repeats teacher prompt but introduces new vocabulary.*

**(1 point)**

5. T: Vielleicht sollst du mal mit Herrn und Frau Schneider sprechen.

**S: Ich weiß nicht. Angst...ah...ich muss dann nach American gehen.**

**Commentary:** *Comprehensible and appropriate and demonstrates a preponderance of the attributes at Checkpoint B. Uses a variety of vocabulary; sustains and advances the conversation.* **(2 points)**

6. T: Hast du Angst? Meinst du, du musst nach Hause gehen, wenn du Probleme mit deinem deutschen Bruder hast?

**S: Was?** *(Student indicates need for clarification. Teacher provides final eliciting prompt.)*

T: Willst du hier in Deutschland bleiben?

**S: O, ich verstehe. Hier ist schön....Aber mein Bruder ist nicht. Ich will neue Familie haben.**

T: Alles klar. Ich suche eine neue Familie für dich.

**Commentary:** *Comprehensible and appropriate. The response provides information to sustain the conversation until the teacher brings it to a close.* **(2 points)**

**Total points 8/12**

## GERMAN

Task 2:	You ordered an item from a (nationality) mail-order catalog company. You received the wrong item and you called to complain. I am the catalog representative who takes your call. I will start the conversation.
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1: T: Guten Tag. Kann ich Ihnen helfen?

**S: Ja, Ich habe ein Problem.**

**Commentary:** *Comprehensible and appropriate. This is a simple, short, discrete utterance consisting of exclusively Checkpoint A structures and vocabulary.* **(1 point)**

2: T: Was ist das Problem?

**S: Ich habe ein Hemd bestellen, aber das Hemd is falsch. Kannst du helfen mir?**

**Commentary:** *Comprehensible and appropriate. Sustains and expands the conversation by identifying the problem. Errors do not hinder comprehensibility.* **(2 points)**

3: T: Also, Sie haben das falsche Hemd bekommen. Welches Hemd haben Sie bestellt?

**S: Ich möchte ein blaues Hemd haben und mein Hemd ist grün.**

**Commentary:** *Comprehensible and appropriate. Sustains the conversation and provides new information.* **(2 points)**

4: T: Also Sie haben die falsche Farbe. Es tut uns leid. Es gibt ein Problem. Die blauen Hemden sind ausverkauft.

**S: Ja, ein blaues Hemd ist gut.** *(Inappropriate. Teacher provides a second eliciting prompt.)*

T: Nein, wir haben keine blauen Hemden.

**S: Das ist nicht gut. Haben Sie eine andere Farbe?**

**Commentary:** *Comprehensible and appropriate. Student uses accurate structures and exhibits awareness of cultural correctness through the use of Sie.* **(2 points)**

5: T: Ja, wir aber die roten, aber Hemden sehen ein bisschen anders aus und kosten mehr Geld.

**S: Mehr Geld. Das finde ich nicht gut. Wieviel kostet es?**

**Commentary:** *Comprehensible and appropriate. Sustains and advances the conversation with a series of short, discrete responses.* **(2 points)**

6: T: 5 Euro mehr. Soll ich Ihnen das Rote schicken?

**S: Ja, wann?**

**Commentary:** *Comprehensible and appropriate, but it is a short, discrete utterance consisting exclusively of Checkpoint A structures and vocabulary.*

T: In fünf Tagen bekommen Sie das Hemd Danke Schön. Auf Wiederhören *(teacher ends conversation).*

**(1 point)**

**Total points 11/12**

## MODEL SPEAKING RESPONSE

Italian

<b>Task</b>	I am your friend. We have just heard the weather report and we are going to make plans for the week-end. I will start the conversation.
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<b><u>2-Point Utterances (Checkpoint B)</u></b>	<b><u>1-Point Utterances (Checkpoint A)</u></b>
<p>1. T. Il telegiornale dice che questo weekend piovgerà.  <b>S. Oh che peccato. Volevo andare alla spiaggia.</b>  <i>Commentary: Response is appropriate and comprehensible. Student advances and expands the topic. The vocabulary and grammar are Checkpoint B.</i></p>	<p>1. T. Il telegiornale dice che questo weekend piovgerà.  <b>S. Oh non mi piace.</b>  <i>Commentary: Response is appropriate and comprehensible; however, it does not meet the criteria for Checkpoint B because it uses simple sentence structure and Checkpoint A vocabulary.</i></p>
<p>2. T. Sì, è un peccato. Adesso che facciamo?  <b>S. Possiamo andare al cinema. Cosa pensi?</b>  <i>Commentary: Response is comprehensible and appropriate. Verb forms and grammar are correct. Vocabulary advances and sustains the topic. Response is at Checkpoint B.</i></p>	<p>2. T. Sì, è un peccato. Adesso che facciamo?  <b>S. Vado al cinema.</b>  <i>Commentary: Response is comprehensible and appropriate. Verb form is incorrect. Vocabulary is limited. The student does not expand the conversation.</i></p>
<p>3. T. Che buon' idea! Che c'è in visione?  <b>S. Ho sentito che c'è un bello film con Roberto Benigni.</b>  <i>Commentary: Response is comprehensible and appropriate. The student demonstrates control of verb structure and successfully sustains the topic. Minor grammatical error does not impede comprehension.</i></p>	<p>3. T. Che buon' idea! Che c'è in visione?  <b>S. Film commedia con Roberto Benigni.</b>  <i>Commentary: Response is comprehensible and appropriate. Word choice is incorrect. Vocabulary is at Checkpoint A.</i></p>
<p>4. T. Interessante! Ma danno questo film solo alle otto e io di solito ceno alle otto.  <b>S. Non importa. Possiamo fare qualche altra cosa.</b>  <i>Commentary: Response is comprehensible and appropriate. There is accurate use of an idiom. The student advances the conversation.</i></p>	<p>4. T. Interessante! Ma danno questo film solo alle otto ed io di solito ceno alle otto.  <b>S. Io non ceno.</b>  <i>Commentary: Response is comprehensible and appropriate. However, the vocabulary is limited and at Checkpoint A. Response does not advance or expand conversation.</i></p>
<p>5. T. Va bene, perché non ceni da noi questo sabato?  <b>S. A che ora posso venire? Vuoi io porto una cosa?</b>  <i>Commentary: Comprehensible and appropriate; minor errors do not impede comprehensibility or intention of the speaker. Response advances the conversation.</i></p>	<p>5. T. Va bene, perché non ceni da noi questo sabato?  <b>S. Grazie, porto Coca Cola.</b>  <i>Commentary: Comprehensible and appropriate. Answer sustains conversation at Checkpoint A level.</i></p>
<p>6. T. Non portare nulla. Ci penso io. Cosa suggerisci fare dopo la cena?  <b>S. Possiamo guardare un video nuovo che comprato.</b>  <i>Commentary: Comprehensible and appropriate. Answer sustains conversation at Checkpoint A level.</i></p>	<p>6. T. Non portare nulla. Ci penso io. Cosa suggerisci fare dopo la cena?  <b>S. Guardo la televisione.</b>  <i>Commentary: Response is comprehensible and appropriate; however, the verb form is incorrect, and the vocabulary is at Checkpoint A.</i></p>

## ITALIAN

Task 1:	[Student initiates] I am a teacher in (country). You are having a problem with your host family. You come to me for advice. You start the conversation.
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1.	<p><b>S: Ho un problema a casa.</b> T: Mi dispiace. C'è qualcosa che posso fare io?</p> <p><b>Commentary:</b> Student initiates with accuracy. Utterance is comprehensible and appropriate. <span style="float: right;"><b>(2 points)</b></span></p>
2.	<p><b>S: Sì, posso fare io?</b> (Disregard; teacher provides first eliciting prompt again.) T: No, no, vuoi che io ti aiuti? <b>S: Sì, grazie, non mi piace il cibo italiano.</b> T: Ho capito, ma tutto? Cosa non ti piace della cucina italiana?</p> <p><b>Commentary:</b> Comprehensible and appropriate. Student sustains and advances the conversation. Structure is accurate. <span style="float: right;"><b>(2 points)</b></span></p>
3.	<p><b>S: Gli spaghetti.</b> T: E allora cosa ti piace mangiare?</p> <p><b>Commentary:</b> Comprehensible and appropriate; however, student uses minimal language skills at Checkpoint A. <span style="float: right;"><b>(1 point)</b></span></p>
4.	<p><b>S: Mi piace molto la carne ai ferri.</b> T: Perché non glielo dici alla tua madre italiana?</p> <p><b>Commentary:</b> Comprehensible and appropriate. Student extends conversation, demonstrating a preponderance of Checkpoint B skills. <span style="float: right;"><b>(2 points)</b></span></p>
5.	<p><b>S: Non voglio offenderla.</b> T: Non ti preoccupare, parlo io con lei</p> <p><b>Commentary:</b> Comprehensible and appropriate. Uses accurate structure in keeping with attributes of Checkpoint B. <span style="float: right;"><b>(2 points)</b></span></p>
6.	<p><b>S: Va bene. Grazie.</b> T: Parlerò con lei domani.</p> <p><b>Commentary:</b> Comprehensible and appropriate. Contains a single, discrete Checkpoint A utterance. <span style="float: right;"><b>(1 point)</b></span></p>

**Total points 10/12**

## ITALIAN

Task 2:	You ordered an item from a (nationality) mail-order catalog company. You received the wrong item and you called to complain. I am the catalog representative who takes your call. I will start the conversation.
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1. T: Pronto, Postal Market, Mi dica per favore.

**S: C'è...c'è..uno errore.**

**Commentary:** Comprehensible and appropriate. Uses exclusively Checkpoint A vocabulary and structure; includes an error and does not expand the idea in order to demonstrate Checkpoint B proficiency. **(1 point)**

2. T: Ah...un errore, mi dispiace. Di che genere è l'errore?

**S: Ho ricevuto la camicia blu no rossa.**

**Commentary:** Comprehensible and appropriate. Sustains the conversation. Although there are errors, it provides some detail. **(2 points)**

3. T: Mi dispiace. Mi può dare il numero della matricola.

**S: Matricola? No...mi madre...io comprato.** (Disregard; teacher provides first eliciting prompt again.)

T: No, il numero della ricevuta.

**S: Oh, il numero è 44019.**

**Commentary:** Comprehensible and appropriate; however, vocabulary is limited to Checkpoint A. **(1 point)**

4. T: Mi potrebbe per piacere confermare il Suo nome e indirizzo?

**S: Mi chiamo Antonio Pagliaccio. Abito alla quindici strada a Brooklyn, New York.**

**Commentary:** Comprehensible and appropriate. Student extends, sustains, and advances the conversation with a series of short, discrete responses. **(2 points)**

5. T: Va bene, per piacere rimandi la camicia blu via posta al più presto possibile.

**S: Vado al posta ufficio oggi.**

**Commentary:** Comprehensible and appropriate, but does not demonstrate Checkpoint B competency. Errors in Checkpoint A structures. **(1 point)**

6. T: D'accordo non appena riceviamo il pacchetto. Le rimandiamo la camicia giusta.

**S: Sì, La ringrazio molto.**

**Commentary:** Comprehensible and appropriate. Demonstrates that the student is aware of cultural conventions. Structurally correct and closes conversation effectively. **(2 points)**

**Total points 9/12**

## MODEL SPEAKING RESPONSE

Spanish

<b>Task</b>	I am your friend. We have just heard the weather report and we are going to make plans for the weekend. I will start the conversation.
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<b><u>2-Point Utterances (Checkpoint B)</u></b>	<b><u>1-Point Utterances (Checkpoint A)</u></b>
<p>1. T. Va a llover. ¿Qué vamos a hacer?  <b>S. Tal vez podemos mirar la televisión.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B, including a variety of vocabulary (tal vez).</i></p>	<p>1. T. Va a llover. ¿Qué vamos a hacer?  <b>S. Uhm .... mirar el televisión.</b>  <i>Commentary: Comprehensible and appropriate; uses basic Checkpoint A vocabulary and structure; is a single, short, discrete utterance and includes an error.</i></p>
<p>2. T. No es una buena idea.  <b>S. ¿Por qué no te gusta la idea?</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B, including accurate question formation.</i></p>	<p>2. T. No es una buena idea.  <b>S. ¿Por qué?</b>  <i>Commentary: Comprehensible and appropriate; although the response advances the conversation, it is a single, short, discrete utterance.</i></p>
<p>3. T. Porque siempre miramos la televisión.  <b>S. Vamos al cine y después comemos.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B, including extended response.</i></p>	<p>3. T. Porque siempre miramos la televisión.  <b>S. Vamos al cine.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, uses basic Checkpoint A vocabulary and structure exclusively, and is a single, short, discrete utterance.</i></p>
<p>4. T. ¿Hay algo interesante en el cine?  <b>S. Sí, una película de horror. Escucho es muy bueno.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B. Utterance contains minor errors in formation.</i></p>	<p>4. T. ¿Hay algo interesante en el cine?  <b>S. Sí, una película de horror.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, uses basic Checkpoint A vocabulary and structure exclusively, and is a single, short, discrete utterance.</i></p>
<p>5. T. No me gustan las películas de horror.  <b>S. ¿Prefieres ver una ciencia-ficción?</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B, including accurate structure.</i></p>	<p>5. T. No me gustan las películas de horror.  <b>S. ¿Una ciencia-ficción?</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, uses basic Checkpoint A vocabulary and structure exclusively, and is a single, short, discrete utterance.</i></p>
<p>6. T. Bueno ¿Cuándo y dónde?  <b>S. El sábado, a las dos, en el centro comercial.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, and demonstrates a preponderance of the attributes of Checkpoint B, including extended response.</i></p>	<p>6. T. Bueno ¿Cuándo y dónde?  <b>S. Sábado.</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation, uses basic Checkpoint A vocabulary and structure exclusively, and is a single, short, discrete utterance.</i></p>

## SPANISH

Task 1:	[Student initiates] I am a teacher in (country). You are having a problem with your host family. You come to me for advice. You start the conversation.
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1. **S: Yo tengo una problema. Yo necesito tu ayuda.**

T: Sí, ¿Cuál es el problema?

**Commentary:** *Comprehensible and appropriate. Student initiates the conversation and demonstrates a preponderance of Checkpoint B attributes. Contains a minor error in format.* **(2 points)**

2. **S: Sí.** (*Disregard; yes/no answer. Teacher provides first eliciting prompt.*)

T: ¿Está todo bien con la familia?

**S: Pues, la familia Ramírez es bastante simpática pero....**

**Commentary:** *Comprehensible and appropriate. Utterance advances the conversation and demonstrates a preponderance of Checkpoint B attributes.* **(2 points)**

3. T: ¿Pero qué? ¿Tienes un problema con la familia?

**S: Pues, no estoy contenta con la comida de la familia. No sé qué hacer.**

**Commentary:** *Comprehensible and appropriate. Utterance advances the conversation and demonstrates a preponderance of Checkpoint B attributes.* **(2 points)**

4. T: ¿Qué tipo de comida sirven en casa?

**S: Sirven mucho carne y soy vegetariana**

**Commentary:** *Comprehensible and appropriate. Utterance advances the conversation and demonstrates a preponderance of Checkpoint B attributes. Contains a minor error in formation.* **(2 points)**

5. T: ¿Has hablado con los padres de la familia Ramírez?

**S: Mis padres no hablan con la familia Ramírez. Viven en California.** (*Incomprehensible and inappropriate. Teacher provides a second eliciting prompt.*)

T: Puedes hablar con la madre de la familia aquí en España.

**S: No quiero ella triste.**

**Commentary:** *Comprehensible and appropriate. Utterance advances the conversation but uses exclusively Checkpoint A vocabulary. Contains errors in format.* **(1 point)**

6. T: Ella no estará triste. Ella quiere que tú estés feliz aquí y es importante que comas.

**S: Muy bien, yo hablaré con ella esta noche. Gracias.**

**Commentary:** *Comprehensible and appropriate. Response advances the conversation and demonstrates a preponderance of Checkpoint B attributes.*

T: De nada. (*Teacher closes the conversation.*)

**(2 points)**

**Total points 11/12**

## SPANISH

Task 2:	You ordered an item from a (nationality) mail-order catalog company. You received the wrong item and you called to complain. I am the catalog representative who takes your call. I will start the conversation.
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1.	<p>T: Buenos días. ¿En qué puedo servirle?  <b>S: Recibo una chaqueta. Es incorrecto.</b>  <i>Commentary: Comprehensible and appropriate. Exhibits a preponderance of Checkpoint B attributes, although errors are present. Advances the conversation with new information. (2 points)</i></p>
2.	<p>T: ¿Incorrecto? ¿Por qué?  <b>S: Quiero...quería una chaqueta roja pero recibí una chaqueta azul.</b>  <i>Commentary: Comprehensible and appropriate. Demonstrates Checkpoint B attributes including selection and correct use of verb tenses. (2 points)</i></p>
3.	<p>T: Lo siento mucho. Es un problema.  <b>S: Sí. Es un problema grande.</b> (Disregard, restatement of teacher prompt. Teacher provides first eliciting prompt again.)  T: Es un problema porque no tenemos chaquetas azules ahora.  <b>S: ¿Cuándo chaquetas azules?</b>  <i>Commentary: Comprehensible and appropriate; lacks a verb and is a discrete Checkpoint A utterance. (1 point)</i></p>
4.	<p>T: No lo sé exactamente. ¿Tal vez prefiere otro color?  <b>S: Sí, hace calor.</b> (Inappropriate response; teacher provides a second eliciting prompt.)  T: No, no hablo del tiempo. Hablo del color azul. Tenemos otros colores, pero no tenemos azul.  <b>S: Bueno, necesito una chaqueta. ¿Tiene Ud. verde?</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation by giving and asking for information. Multiple short responses indicate an ability to expand the topic. (2 points)</i></p>
5.	<p>T: Sí, Tenemos verde y podemos mandarle una.  <b>S: Bueno. ¿Cuándo?</b>  <i>Commentary: Comprehensible and appropriate; advances the conversation but only at Checkpoint A. (1 point)</i></p>
6.	<p>T: Tendrá su chaqueta en tres días.  <b>S: Sí. Muchas gracias por su ayuda. Hasta luego.</b>  <i>Commentary: Comprehensible and appropriate. Brings conversation to an appropriate close. (2 points)</i>  T: Espere un momento. Necesito información sobre su nombre y dirección.</p>

**Total points 9/12**

# *Part III: Reading*

## READING COMPREHENSION

The reading comprehension section of the LOTE Comprehensive Regents examination continues to be worth 30 points and consists of 15 questions, each worth 2 points.

**Part III A - Unchanged:** One long reading passage with five questions and multiple choice answers in the target language.

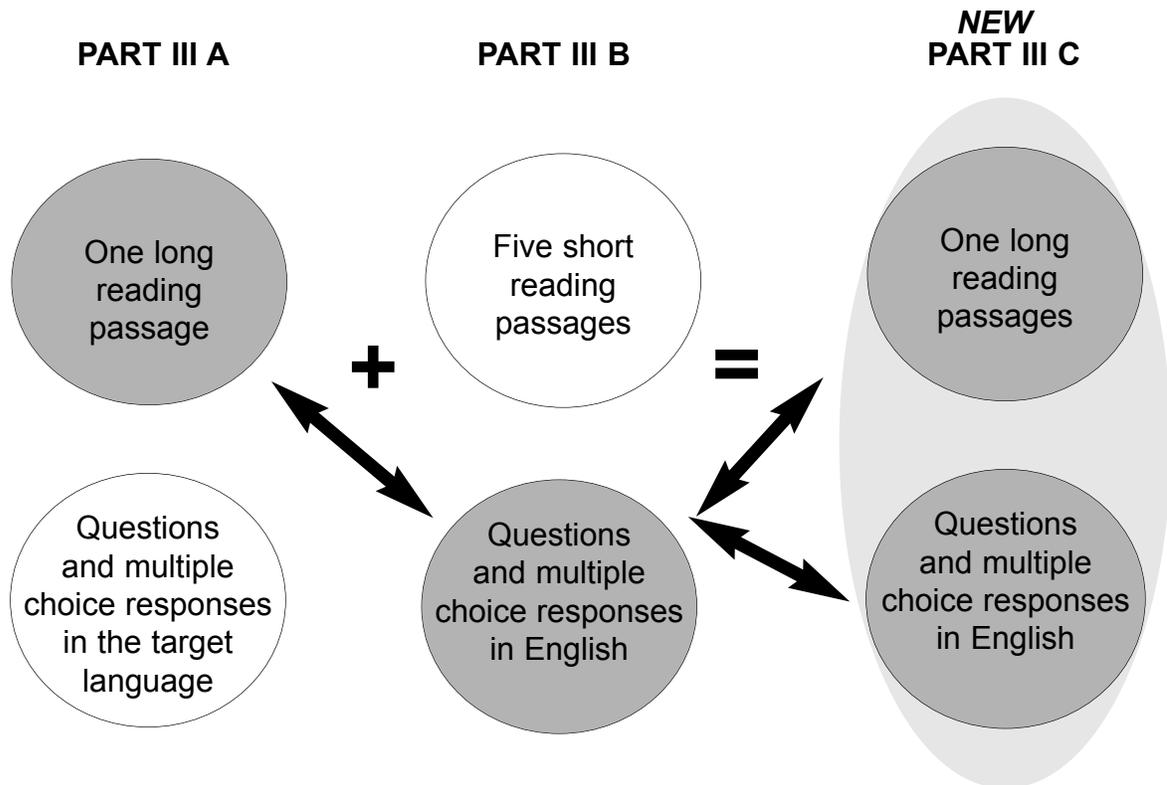
**Part III B - Unchanged:** Five short reading passages of realia with questions and multiple choice answers in English.

**Part III C - Changed:** One long reading passage with five questions and multiple choice answers in English. This will replace the long reading with slot completion questions.

The change in Part III C is the result of an attempt to more accurately assess reading comprehension. The committee determined that the use of English for questions based on authentic target language texts can provide another way to assess reading comprehension. They concluded that the use of English in the questions and answers, based on a long reading passage, does not interfere with the students' opportunity to demonstrate true comprehension. This might, in fact, offer an even more accurate picture of the students' skills at this level.

The samples that follow were created from samples taken from past Part III A Regents examinations.

### PART III: COMPREHENSIVE REGENTS EXAMINATION IN LOTE



## SAMPLE READINGS (PART III C)

French

**Directions:** The passage below is followed by five questions or incomplete statements. Choose the word or expression that best answers each question or completes each statement on the basis of the passage. Write the number of the correct answer in the space provided in your answer booklet.

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A 37 ans, Ghislaine Robert fait des randonnées de ski de fond l'hiver avec son père, du conditionnement physique en toutes saisons, du tennis et du ski alpin avec son mari, de la natation avec sa mère, du canot avec ses deux enfants, du badminton avec son frère cadet. Et ce n'est pas tout. Plusieurs fois par semaine, cette femme très occupée réussit à dérober de précieuses minutes à son emploi du temps pour s'adonner à son sport favori: la course à pied. S'entraîne-t-elle pour les jeux olympiques? Presque. Dans quelle discipline? La médecine!

Au cours des derniers Jeux mondiaux universitaires, qui avaient lieu au Japon, Ghislaine Robert était chef de l'équipe médicale. Elle devenait ainsi la première femme de toute l'histoire du sport canadien à assumer ces fonctions pendant une telle manifestation sportive. Ces jeux sont les plus importants après les jeux olympiques.

Même quand elle n'est pas partie à l'autre bout du monde, Ghislaine Robert a un agenda très chargé. Elle soigne des athlètes du haut calibre au Centre national d'entraînement à Montréal. Elle travaille aussi à la clinique Synergie, au département de santé publique de l'Hôpital général de Montréal, et à son cabinet privé de Terrebonne. Si l'on ajoute à cela sa charge de médecin officiel de l'équipe nationale de handball féminin et de l'équipe nationale de ski, on se demande comment elle trouve le temps pour son mari et ses deux enfants.

Ghislaine a toujours emprunté des chemins peu fréquentés. Enfant, elle faisait partie d'une équipe (masculine) de soccer, elle jouait au hockey et elle était la seule fille de son cours de judo! En grandissant, elle a continué à être pionnière en suivant ses propres idées. "Quand je suis entrée à l'université, il y a près de 20 ans, la spécialité de médecine sportive n'existait pas encore, mais déjà je savais que c'était ce que je voulais faire."

A voir ce parcours sans faute, on se demande pourquoi elle n'a pas fait une carrière d'athlète. Simplement parce qu'elle déteste...la compétition. "Quand on arrive à un haut niveau, il y a beaucoup de guerres psychologiques entre les athlètes, chacun voulant montrer aux autres qu'il est en forme... Moi, je suis bien plus à l'aise dans les ambiances de camaraderie et je n'ai pas besoin de médaille pour apprécier mes performances."

1. Which sport does Ghislaine Robert prefer?
  - 1 skiing
  - 2 hockey
  - 3 running
  - 4 handball
  
2. Ghislaine Robert spends her free time with her family by
  - 1 watching television
  - 2 going shopping
  - 3 traveling internationally
  - 4 playing sports

3. What did Ghislaine Robert do at the University World Games?
- 1 She translated for the athletes.
  - 2 She provided health care for the participants.
  - 3 She coached her children.
  - 4 She participated in two sports.
4. Which activity best describes Ghislaine Robert's daily life?
- 1 trying to balance professional and personal activities
  - 2 managing a large medical corporation
  - 3 spending the day training for athletic competitions
  - 4 staying at home now to be with her family
5. Which statement about Ghislaine Robert is best supported by the passage?
- 1 She broke down gender barriers in sports.
  - 2 She finished medical school at the age of 20.
  - 3 She won a gold medal at the Olympics.
  - 4 She specialized in designing equipment.

## READING PART III C

German

**Directions:** The passage below is followed by five questions or incomplete statements. Choose the word or expression that best answers each question or completes each statement on the basis of the passage. Write the number of the correct answer in the space provided in your answer booklet.

---

Am Sonntag kommt das Formel-1-Autorennen nach Hockenheim. Und Millionen deutscher Fans hoffen auf einen deutschen Triumph. 20 000 Camper haben schon ihre Zelte aufgeschlagen. Die Hotels im Umkreis von 50 km sind völlig ausgebucht. Über 300 000 Zuschauer haben zwischen 230 und 550 Mark für die 3-Tage-Karten bezahlt. Es ist absoluter Wahnsinn! Und seit Monaten sind keine Karten mehr zu bekommen! Die Deutschen sind im Formel-1-Fieber!

Und die Fans sind verrückt nach Michael Schumacher, dem Formel-1-Star, dem zweimaligen Formel-1-Weltmeister. Alle sind im "Schumi"-Fieber. Am Sonntag werden die Fans "Schuuuuuumi" brüllen, wenn sie Michael Schumacher sehen, den großen und berühmten Formel-1-Rennfahrer aus Kerpen. Er ist jung, cool, gutaussehend und sehr beliebt. Er fährt einen roten Ferrari und ist die Nummer 1 der Formel 1.

Aber kann er es wirklich schaffen? Kann er nochmal gewinnen? Obwohl er viel trainiert, müssen wir uns fragen: Ist der Doppel-gewinner in Form? Schumi ist 28 Jahre alt und sagt, dass er manchmal ein komisches Gefühl im Bauch hat, weil das Mega-Rennen etwas Besonderes für ihn ist: ein extrem emotionales Rennen. Die größte Frage: Kann er seine Führung in der Weltmeisterschaft halten?

Schumi hat Sorgen und sagt: Wir hatten Probleme mit dem Motor bei den letzten Tests. Ich bin besorgt und hoffe, dass wir eine Lösung finden. Unser Team hat die besten Mechaniker der Welt. Wenn sie die Probleme nicht lösen können, setzen wir möglicherweise einen neuen Motor ein. Ich bin nervös und es wird sehr, sehr hart sein, aber keiner stoppt mich mehr.

Im Training ist Schumacher normalerweise nicht so gut, im Rennen dafür aber viel besser. Er hofft, dass diese Statistik auch bei diesem Rennen hält. Wenn ja, dann wird er bestimmt gewinnen. Im Training hatte er diesmal wieder Schwierigkeiten und deshalb glaubt er, dass er im Rennen bestimmt besser sein wird. Schumi bleibt immer cool und seine Fans wünschen ihm viel Glück!

Auch wenn die Fans keine Karten für das große Rennen haben, gibt es doch eine Möglichkeit, das Rennen anzuschauen. Sie bleiben einfach zu Hause und sehen das große Rennen live und exklusiv auf Kabel DF 1—und alles ohne Unterbrechungen und ohne Werbung.

1. Which statement is best supported by the passage?
  - 1 There will be no campers at this event.
  - 2 There will be many hotel rooms available.
  - 3 There will be many people at this event.
  - 4 There are many tickets still available.
  
2. Who is this driver?
  - 1 The owner of the Ferrari Motor Company
  - 2 A famous and well-liked person
  - 3 The winner of this formula event
  - 4 An inexperienced driver

3. Why is Schumacher concerned about this event?
  - 1 Ticket sales for the event are down.
  - 2 The race car has mechanical problems.
  - 3 He has health problems.
  - 4 He has had bad luck.
  
4. What is a concern for this driver?
  - 1 He is too sick to drive at this time.
  - 2 He has inexperienced mechanics.
  - 3 He is worried about the car.
  - 4 He does not usually win.
  
5. What does the author specifically recommend to fans who have no tickets?
  - 1 Buy tickets to the race that day at the door.
  - 2 Watch the race on television.
  - 3 Listen to the race on the radio.
  - 4 Follow the race on the Internet.

## READING PART III C

Italian

**Directions:** The passage below is followed by six questions or incomplete statements. Choose the word or expression that best answers each question or completes each statement on the basis of the passage. Write the number of the correct answer in the space provided in your answer booklet.

---

La cucina romana in un certo senso, è rappresentativa delle varie tendenze delle cucine regionali d'Italia. Oggi, infatti, il tipico menù romano è ricco di ricette che provengono dal Lazio, dall'Abruzzo e dalle Marche.

La pasta, senza dubbio, è uno dei piatti più significativi nei ristoranti e nelle trattorie. È più che altro pastasciutta. Pensate agli spaghetti alla carbonara, dove il sapore della carne di maiale si unisce a uova, aglio, olio, peperoncino e formaggio pecorino! Questo piatto, oggi considerato romano ha lontane origini in Umbria.

Tipicamente il primo piatto per un romano consiste di pastasciutta o pasta in brodo con legumi come le tradizionali pasta e fagiola pasta e ceci o pasta e piselli. Questi piatti rappresentano la cucina romana e ne esaltano il suo carattere rustico e popolare.

Ma cosa c'è di più buono di un secondo piatto composto d'abbacchio, cioè d'agnello arrosto, o di saltimbocca detti appunto "alla romana"? Ai nostri giorni, il pesce è anche diventato un elemento essenziale dell'alimentazione della capitale italiana. Branzini, spigole, dentici ed altri tipi di pesce sono i pezzi più comuni proprio come in altre città italiane. Ricordiamo anche il classico fritto di "pezzetti", cioè con cervella, fegato, carciofi, zucchine, ricotta, mele e pere. Quest'ultimo piatto, originario del Piemonte, è apprezzato anche a Roma.

Specialmente ai nostri giorni, il pesce è anche diventato un elemento essenziale dell'alimentazione della capitale italiana. Branzini, spigole, dentici ed altri tipi di pesce sono i pezzi più comuni come proprio in altre città italiane.

La verdura e gli ortaggi sono altri protagonisti della mensa "storica" di questa città, con i carciofi in prima fila. Questi si cuociono con aromi oppure in compagnia dei piselli. Si possono anche gustare i carciofi in pinzimonio o leggermente bruciacchiati "alla giudia".

E per completare il pasto non dimentichiamo i dolci tipici romani come il castagnaccio, una torta a base di frutta autunnale; le "frappe" un dolce di pasta fritta zuccherata; ed infine i "maritozzi" panini dolci e soffici con uva passa. Questi sono solamente tre dei tanti dolci di origine romana, ma in qualsiasi pasticceria si possono trovare dolci e pasta di tutte le altre regioni d'Italia: sfogliatelle napoletane, cannoli siciliani, il panforte senese e gli amaretti di Saronno. Roma non è solo la capitale politica del paese, ma è diventata uno dei capoluoghi della gastronomia italiana e ben rappresenta le ricche tradizioni della cucina regionale.

1. Why is Roman cuisine representative of other regions of Italy?
  - 1 It incorporates the use of pecorino cheese on every dish.
  - 2 Many Romans eat the specialties of many areas outside of Rome.
  - 3 Many people from other regions settle in Rome.
  - 4 It combines various ingredients from old Roman recipes.

2. The author suggests that soups with a combination of various vegetables and pasta honor
- 1 the humble origins of Italian cuisine
  - 2 popular dishes from Umbria
  - 3 the vegetables found in this region
  - 4 the combination of various regional cooking
3. A common dish from the Piedmont region of Italy includes
- 1 a stuffed fish served with vegetables
  - 2 a selection of boiled meats
  - 3 a baked selection of vegetables
  - 4 a mixture of vegetables, dairy, and fruit
4. According to the passage, how is seafood now considered?
- 1 good for dental health
  - 2 a rarity in many other cities of Italy
  - 3 one of the staples of Italian cuisine
  - 4 a delicacy reserved for special occasions
5. Which vegetable is identified by the author as having a long history in Roman cuisine?
- 1 artichokes
  - 2 zucchini
  - 3 carrots
  - 4 peas
6. What are two typical Italian desserts?
- 1 uva passa and sfogliatelle
  - 2 amaretti and maritozzi
  - 3 commoli and panaforte
  - 4 frappe and castagnaccio

## READING PART III C

Spanish

**Directions:** The passage below is followed by five questions or incomplete statements. Choose the word or expression that best answers each question or completes each statement on the basis of the passage. Write the number of the correct answer in the space provided in your answer booklet.

---

### Papel de la Tierra

No hay duda, la tierra todo lo da. Y un claro ejemplo es el papel que se fabrica en las montañas chiapanecas (una región de México) utilizando pétalos de flores, hojas de árbol, y otras partes de la vegetación como del maíz, bejucos, cepa de plátano, bambú, hasta se usa ropa reciclada.

Continuando la tradición del pueblo maya, un grupo de artesanos que se compone de mujeres y hombres mayas y mestizos, produce desde hace veinte años papel hecho a mano. También hacen libros impresos, pinturas e ilustraciones en madera. Estos artesanos son los miembros del Taller de Leñateros en Chiapas.

En este establecimiento, además de fabricar papel con fibras naturales y material reciclado, enseñan, por medio de sus publicaciones, el arte popular y la tradición maya de cerámica y manuscritos. Este grupo ha ganado tres premios por el papel hecho a mano, dos veces el Premio Nacional de Artesanía de México y también el premio Manos de México.

Las mujeres indígenas son las responsables de darle forma, color y vida a los diferentes tipos de papel. En el patio de una casa humilde se repite una escena sacada del año 800 de nuestra era. Una mujer maya, vestida a la manera tradicional, seca al sol pedazos de papel. Ella nos transporta a la elaboración tradicional de los manuscritos mayas que fueron destruidos por los conquistadores para eliminar su historia. El material con que se hacían los antiguos manuscritos era la piel de venado y la corteza de árboles. El papel era importante en la decoración de la ropa de los dioses y sacerdotes en los ritos sagrados. Para algunos este papel representa el espíritu indio, un espíritu profundo y sabio, lo esencial de la tierra.

En 1978 el taller editó su primer libro dedicado a los niños con un tema ecológico y para 1992 editaron “La Jícara”, una revista-objeto de arte que representa lo mejor de la literatura maya actual.

Así es Chiapas, una tierra llena de milagros. El papel de los viejos mayas, que hoy llega a nuestras manos para escribir la historia de un amor o de una guerra, tiene origen en esta tierra.

1. Which statement is best supported by the passage?
  - 1 Recycling is rarely practiced in this area of Mexico.
  - 2 Corn, flowers, and leaves are made into fabric.
  - 3 The earth is a source of everything we need.
  - 4 Traditional ways of doing things are no longer practiced.

2. What happened to the ancient Mayan manuscripts?
  - 1 They were elaborately decorated.
  - 2 They were transported by a Mayan woman to her home.
  - 3 They were destroyed by invaders.
  - 4 They were stolen by other indigenous groups.
  
3. What is the main purpose of the *taller*?
  - 1 to create and offer for sale unique manuscripts
  - 2 to preserve Mayan literature and culture
  - 3 to design and produce children's clothing
  - 4 to modernize and improve their economic system
  
4. What is noteworthy about the women of the Chiapanecas mountains?
  - 1 They have developed a new method of making paper.
  - 2 They play an important role in the production of paper.
  - 3 They have suggested alternative uses of paper.
  - 4 They have saved a large volume of paper.
  
5. The first book edited by this organization was about
  - 1 environmental issues
  - 2 ancient music
  - 3 children's art
  - 4 Maya chiefs

***Part IV:***  
***Writing***

## OVERVIEW

The Foreign Language Assessment Committee recommended that the writing section of the Comprehensive Regents examination needed to be revised in order to be aligned with the current performance indicators found in the document *Learning Standards for Languages Other Than English*. The revision focused on two aspects. First, the students would be held accountable for producing more actual writing: a minimum of 100 words. Secondly, each of the **two out of three** tasks would be worth 8 points each. The total point value for this section remains 16 points.

The committee studied the rubric created for the Second Language Proficiency Examination and agreed to keep the guidelines for the word count exactly the same. One dimension, organization, was added to the rubric. The other dimensions were modified for Checkpoint B level study. The definitions of each dimension contain language that is found in either the New York State syllabus *Modern Languages for Communication* or in the *Learning Standards for Languages Other Than English* documents.

With minor exceptions, the tasks will remain basically the same, with students continuing to choose **two out of three** tasks. The students will continue to have the choice of writing a narrative from a picture stimulus while the other choices might be letters, entries in a diary or journal, movie reviews, etc. As in the past, the student will be provided with a list of possible subtopics that might be incorporated into the writing sample. The emphasis will be on making sure that the tasks are broad enough so that the students will be able to produce 100 words and that the subtopics are bulleted to make them more visually evident to the student.

This section contains the rubrics and checklists, word counts, and sample papers that will help the teacher to better understand the scoring process and the dimensions of the rubric.

## WORD COUNT GUIDELINES

**Definition:** A word is a letter or collection of letters, surrounded by space, which in the target language is comprehensible, and contributes to the development of the task. This definition holds even when words are grammatically incorrect.

Example: *à le* (French) = 2 words; *de el* (Spanish) = 2 words

- Names of people do not count.
- Place names and brand names from the target culture count as words; all other places (*K-Mart*) and brand names (*Coke, Pepsi*) are disregarded.
- Contractions are one word.
- Salutations and closings in notes written in the target language are counted. (There is no penalty if students do not use salutations or closings.)
- Commonly used abbreviations in target language are counted.

<i>French</i>	<i>German</i>	<i>Italian</i>	<i>Spanish</i>
<i>Île St. Louis</i> = 3 words <i>La Tour Eiffel</i> = 3 words <i>La Eiffel Tower</i> = 2 words <i>Paris</i> = 1 word <i>L'hôpital</i> = 1 word <i>Jacques</i> = 0 words <i>des États-Unis</i> = 2 words <i>les Galleries Lafayette</i> = 3 words <i>J'ai</i> = 1 word (verb contractions = 1 word)	<i>Josef</i> = 0 words <i>Auf Wiedersehen</i> = 2 words <i>Wie geht's</i> = 2 words <i>Deutschland</i> = 1 word <i>München</i> = 1 word <i>Marktplatz</i> = 1 word <i>Fanta</i> = 1 word <i>Sprite</i> = 0 words	<i>Giuseppe</i> = 0 words <i>Il Colosseo</i> = 2 words <i>Venezia</i> = 1 word <i>nell 'aula</i> = 1 word <i>la Coca-cola</i> = 1 word <i>fare lo shopping</i> = 3 words <i>all 'una</i> = 1 word <i>alle tre</i> = 2 words <i>d'estate</i> = 1 word <i>in primavera</i> = 2 words	<i>Nueva York</i> = 2 words <i>el Corte Inglés</i> = 3 words <i>La Universidad de Salamanca</i> = 4 words <i>José</i> = 0 words <i>La Torre Pendente</i> = 3 words

(Checkpoint B)  
Writing Rubric

DRAFT

Dimension	The response: 4	3	2	1
<b>Purpose/Task</b>	Accomplishes the task; includes <b>many</b> details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes <b>some</b> details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes <b>few</b> details, some of which may be only <b>loosely connected</b> to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides <b>few or no</b> supporting details.
<b>Organization</b> The extent to which the response exhibits direction, shape, and coherence.	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
<b>Vocabulary</b>	Includes a <b>wide variety</b> of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a <b>variety</b> of vocabulary related to the topic.	Includes <b>basic</b> vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes <b>limited</b> vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
<b>Structure/Conventions</b> • Subject-verb agreement • Tense • Noun-adjective agreement • Correct word order • Spelling/diacritical marks	• Demonstrates a <b>high degree</b> of control of <b>Checkpoint B</b> structure/conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks  <b>Errors do not hinder overall comprehensibility of the passage.</b>	Demonstrates <b>some</b> control of <b>Checkpoint B</b> structure/ conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks  <b>Errors do not hinder overall comprehensibility of the passage.</b>	Demonstrates <b>some</b> control of <b>Checkpoint B</b> structures/conventions.  <b>Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A errors.</b>  ----- OR -----  Demonstrates a <b>high degree</b> of control, but uses <i>only</i> <b>Checkpoint A</b> structures/conventions.	Demonstrates <b>little control</b> of <b>Checkpoint A</b> or <b>B</b> structures/Conventions: • subject/verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks  <b>Errors impede overall comprehensibility of passage.</b>

Word Count: 100+ words = 2 points, 50-99 = 1 point, <50 = 0 points

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for "1."

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

17 - 18 = 8	11 - 12 = 5	4 - 5 = 2
15 - 16 = 7	8 - 10 = 4	2 - 3 = 1
13 - 14 = 6	6 - 7 = 3	0 - 1 = 0

**(Checkpoint B)  
Writing Checklist**

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
<b>Purpose/Task</b> <ul style="list-style-type: none"> <li>Accomplishes the task</li> <li>Includes details</li> <li>Connects ideas to task/purpose</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>Exhibits a logical and coherent sequence</li> <li>Has a beginning, middle, and end</li> <li>Makes smooth transitions</li> </ul>					
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Includes a variety of vocabulary</li> <li>Uses relevant and accurate words</li> </ul>					
<b>Structure</b> (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> <li>Subject-verb agreement</li> <li>Present, past, future ideas expressed as appropriate</li> <li>Noun-adjective agreement</li> <li>Correct word order</li> <li>Spelling/diacritical marks</li> </ul>					
<b>Word Count</b> <ul style="list-style-type: none"> <li>Comprehensible</li> <li>In target language</li> </ul>			100 +	50 99	<50

Conversion Chart		
Raw Score	=	Total Score
17-18	=	8
15-16	=	7
13-14	=	6
11-12	=	5
8-10	=	4
6-7	=	3
4-5	=	2
2-3	=	1
0-1	=	0

Total Raw Score

Final Task Score

**Using the conversion chart**

**By applying the rubric, compute the raw score for each writing task. Find that raw score on the conversion chart, which creates a score of up to 8 points. Add the two scores (one score from each of the two tasks) together and record this total score (up to 16 points) on the answer booklet.**

## SAMPLE WRITING TASKS

*Directions:* Complete the following writing task by using **100** words. The writing task should be written entirely in the target language. Be sure to organize your response and to include a **beginning, middle, and ending**. The structure or expressions used should be connected **logically** and should demonstrate a **wide range of vocabulary**.

### Abbreviations used:

TC = Target Culture

TL = Target Language

### Sample Tasks:

1. You are an exchange student in a (TC) high school and are part of the school newspaper staff there. Write a review of a cultural event that you have recently attended (movie, play, concert, museum exhibit, festival). You may wish to include:
  - What was the event that you attended
  - With whom you attended the event and how you got there
  - A description of the event
  - What you did and/or saw there
  - What you liked and/or disliked about the event
  - The opinion of some other people who also participated in this same event
2. You have just read a piece of literature (a short story, poem, novel, etc.) in your English class and it has greatly impressed you. In a letter to your pen pal, express your feelings (positive and/or negative) about what you have read. After identifying what you have read, you may wish to include:
  - The name of the author
  - The subject matter or content of the reading
  - How you liked the reading
  - Your reaction detailing what it was that you especially liked or disliked about it
  - How you felt after reading it
  - If you would recommend this reading to a friend
3. You have just returned from a trip in (TC) country. You were dissatisfied with the trip. Write a well-organized letter in (TL) explaining the problems and the reason for your dissatisfaction. You may wish to include:
  - Dates of the trip/where you traveled
  - With whom you traveled
  - Problems with hotel accommodations
  - Problems with the tours you took
  - How these problems disrupted the trip
  - Suggestions for resolving the problems
4. You recently hosted a party and prepared a recipe that you had received from your (TC) pen pal. Something went wrong and you didn't get the results you were hoping for. Write a note to your pen pal telling him/her about the event. You may wish to include:
  - The date, time, and reason for the party
  - Who came to the party
  - What you did for entertaining
  - The preparations you undertook for the party
  - Why you thought things turned out the way they did
  - A request for help with the recipe or some clarifications about the recipe

5. The local chapter of the (TL) Society has announced a scholarship to study in (TC), along with the support of the embassy. In order to enter the contest, you must write a composition about yourself and why you should receive the scholarship. You may wish to include:
  - Your academic background
  - Your extracurricular activities
  - How you would benefit from the scholarship
  - How you could share your experience with your peers
  - How you might contribute to the TC by being a recipient of the scholarship
  
6. You are keeping a journal but you are writing it in the (TL) so that your younger brother/sister can't read it! Today something incredible happened to you. Write an entry in your journal about it. You may wish to include:
  - Details about what happened
  - When and where it happened
  - Information about who was involved in this event
  - Information about why it happened
  - Your feelings about this when it happened and how you feel about it now
  - What you think might happen next

## SPELLING EXEMPTIONS

**Use the new scoring rubrics for students with disabilities who have a spelling exemption listed on their IEP or on the 504 plan.**

These directions pertain specifically to the writing sections of the Second Language Proficiency Examinations (SLP, Part IV) and the Comprehensive Regents examinations (Regents, Part IV).

In order to fairly rate the student's paper, it is advised that the teacher first read over the entire sample to determine the general comprehensibility of the written response. Then the teacher should go through the response a second time, noting places where the student's spelling does not resemble any meaningful word in the target language and is incomprehensible, or is not easily identifiable as a meaningful word in the target language, ***given the overall context of the entire written response***. In the cases where the word or words render the sentence incomprehensible, the teacher should refer to the rubric for accurate scoring. The dimension that contains conventions of language is not to be ignored as it is possible that the word order or the use of words may affect your rating. When the spellings do not interfere with the comprehensibility of the entire passage, and when the teacher clearly knows the intent, the student is in no way penalized for these errors.

