FOR TEACHERS ONLY

FLACS

CHECKPOINT B EXAMINATION

SPANISH EXAM

Monday June 20, 2016 – 1:15 p.m. to 4:15 p.m.
(Early start time - 12:15 p.m.)
(Earliest release time – 2:00 p.m.)

Mechanics of Rating

• Use only red ink or red pencil in rating Regents Examination papers. Do not attempt to correct the student's work by making insertions or changes of any kind.
• Use check marks [✓] to indicate incorrect or omitted answers in Parts 2 and 3. Do not place a check mark beside a correct answer.
• Record the credit for each part in the appropriate credit box on the student's answer booklet.
• Record the total examination score (the sum of the credits the student received for each part) in the box in the upper right corner of the answer booklet.
• Check carefully for mechanical errors (e.g., addition). Using a calculator might be helpful.
• Write your initials clearly in the appropriate space on the answer booklet.

SCORING KEY

Part 1
Record the credit for “Part 1: Speaking” as previously reported to the building principal, allowing a maximum of 24 points.

Part 2
Allow a total of 26 points, two points for each of the following:

<table>
<thead>
<tr>
<th>a</th>
<th>1</th>
<th>4</th>
<th>(4)</th>
<th>3</th>
<th>(7)</th>
<th>1</th>
<th>b</th>
<th>9</th>
<th>2</th>
<th>(12)</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2)</td>
<td></td>
<td>4</td>
<td>(5)</td>
<td>2</td>
<td>(8)</td>
<td>3</td>
<td></td>
<td></td>
<td>(10)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td>2</td>
<td>(6)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(11)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Part 3
Allow a total of 30 points, two points for each of the following:

<table>
<thead>
<tr>
<th>a</th>
<th>(14)</th>
<th>2</th>
<th>b</th>
<th>(19)</th>
<th>3</th>
<th>c</th>
<th>(24)</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15)</td>
<td>1</td>
<td></td>
<td>(20)</td>
<td>4</td>
<td></td>
<td>(25)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(16)</td>
<td>1</td>
<td></td>
<td>(21)</td>
<td>2</td>
<td></td>
<td>(26)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(17)</td>
<td>4</td>
<td></td>
<td>(22)</td>
<td>4</td>
<td></td>
<td>(27)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(18)</td>
<td>2</td>
<td></td>
<td>(23)</td>
<td>1</td>
<td></td>
<td>(28)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Part 4

In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication.

In this part, students must complete Part 4a and part 4b. Part 4a is the mandatory Read to Write task. All students must complete Part 4a and write a response of 100 words in the target language to accomplish the task provided. In Part 4b, students are to choose one of the two tasks provided and write a response of 100 words in the target language to achieve a specified communication purpose. A word is defined as a letter or collection of letters, surrounded by space that in the target language is comprehensible and contributes to the development of the task. This definition applies even when words are grammatically incorrect. Please note that numbers, unless written as words, and names of people are not to be counted. Place names and brand names from the target culture count as one word (all other places and brand names are disregarded), and contractions are counted as one word. In addition, salutations and closings are counted, as well as commonly used abbreviations in the target language.

Additional information concerning how to apply the writing rubric, and use of the scoring rubric for students with disabilities who have a spelling exemption listed on an IEP or 504 plan is provided in the document originally provided by New York State for the former Regents exams, entitled “Comprehensive Regents Examination in Modern Foreign Languages Test Changes and Sampler Draft”.

The responses to the Part 4 writing tasks must be written in the student’s own words; no credit should be given for a response that is copied or substantially the same as material from other parts of the examination. Part 4 is worth a total of 20 credits. Each response is worth a maximum of ten credits and must be rated according to the writing rubric for Part 4, which is provided on the next page. This writing rubric measures four dimensions: purpose/task, organization, vocabulary, and structure/conventions. The dimensions of task completion, organization, vocabulary, and structure/conventions are measured on a zero to four scale. A writing checklist is also provided for use in rating student responses. The writing checklist requires reference to the full writing rubric for the definitions of each dimension at each level and is not intended as a substitute for the writing rubric. If possible, each answer paper for all FLACS examinations in world languages should be rated by two foreign language teachers to ensure the accuracy of the scores.

After rating the student’s response for each dimension, the scores for the four dimensions must be added, resulting in a total raw score for the response. The conversion chart must be applied to that total raw score so that the proper credit is given to the student for the question. For example, if a student received a performance level score of 3 on the dimension of task completion, a score of 3 on the dimension of organization, a score of 2 on the dimension of vocabulary, and a score of 3 on the dimension of structure/conventions, the student’s total raw score would equal 11 (the sum of the four performance level scores). According to the conversion chart, a raw score of 11 represents a converted score of 7 credits for the question.

After each of the two questions has been scored, the two converted scores must be added together to determine the total Part 4 score. This total Part 4 score should be entered in the last box on the last page of the student answer booklet and also under the “Credit Earned” section for Part 4, on the upper right corner of the first page of the student answer booklet.

The conversion chart for Part 4 is shown below:

<table>
<thead>
<tr>
<th>Total Raw Score</th>
<th>16</th>
<th>15-14</th>
<th>12-13</th>
<th>11</th>
<th>10</th>
<th>9-8</th>
<th>7-6</th>
<th>5-4</th>
<th>3-2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Part 4 Writing Rubric

Note that a 0 can be given in any of the dimensions when the student’s performance falls below the criteria described for the performance level of 1.

*Applicable only when grading the CC – Read to Write Task

<table>
<thead>
<tr>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Completion</td>
</tr>
<tr>
<td>Dimension</td>
</tr>
<tr>
<td>Task Completion</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Structure/Conventions</td>
</tr>
</tbody>
</table>

* The vocabulary or expressions are not directly copied from the sources/documents provided.

* Most of the vocabulary or expressions are directly copied from the sources/documents provided.

* All of the vocabulary or expressions are directly copied from the sources/documents provided.


Part 4b – Sample Writing Tasks

29  Read to write

Querido Diego,

Espero que tú y tu familia estén bien. Estoy escribiéndote para hacer planes para nuestro viaje este verano. Estoy muy entusiasmado sobre esta experiencia. Creo que prefiero ir a Vieques, una isla en Puerto Rico. Podemos llegar a la isla por barco o por avión desde San Juan.

Me atraen los varios cuerpos de agua bioluminiscentes y quiero visitar la Bahía Bioluminiscente porque es el más luminoso de todos.

Podemos quedarnos en hospederías y comer en varios restaurantes diferentes. Hay una variedad en los precios. Es posible seleccionar el precio que nos convenga.

Tenemos mucho estrés en la vida y esta isla con sus playas hermosas provee la paz y tranquilidad. Creo que es el mejor lugar para nosotros.

Tu amigo,

Juan Pablo

30  Letter

Estimado Señor García,

Estoy escribiéndole esta carta para darle muchas gracias por la comida que su compañía donó al Club de Español de Central High School. Nos ayudó a recaudar fondos para una caridad importante en nuestra comunidad. Hay muchas familias que necesitan comida y ropa. Nuestro club tiene muchos eventos durante el año para proveer fondos para esta caridad. Es importante ayudar a la gente pobre y pensar en otras personas en nuestro barrio.

Ojalá que en el futuro su compañía continúe donando comida a nuestro club. Este marzo tenemos planes para hacer un carnaval. Deseamos dar mucho dinero al centro de beneficios. Si Uds. pueden ayudarnos, por favor, contácteme al 555 1234.

Le agradecemos su generosidad,

Juan Miguel Hernández

31  Picture

En unos días voy a una feria de profesiones. Yo voy a buscar información sobre la profesión de fisioterapeuta. Tengo interés en las ciencias y me gusta ayudar a la gente, especialmente a los niños. Tengo una tía que es fisioterapeuta y trabaja cerca de mi casa. Me invitó a acompañarla a la casa de algunas de sus pacientes para observarla.

Ella gana mucho dinero cuando va a las casas; si trabaja en una clínica gana menos dinero. Creo que voy a empezar en un hospital o en una clínica. Puedo ir a las casas de mis pacientes en el futuro después de tener alguna experiencia.

Tengo planes de asistir a la Universidad de Scranton en Pennsylvania porque tiene un buen programa aún hasta el doctorado en terapia física.Prefiero trabajar en Nueva York cerca de mi familia y mis amigos. Creo que tengo una buena disposición para una fisioterapeuta. Soy paciente y simpática.