FLACS Checkpoint A Examination - Writing

Part 4

The primary purpose of this part is for the student to demonstrate the ability to write in the target language using the four functions of language as the vehicle for communication. These functions of language are: socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings about a given topic. Instructions concerning the rating of Part 4 are included in the publication *FLACS Checkpoint A Exam Manuals*. Visit the site http://www.flacs.org/portal/ and select the Exam Manuals link to access this publication.

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 at least 50 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 note of at least 50 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. When counting words, please note that 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.

The responses to each writing sample 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. Each part is worth a maximum of ten credits and must be rated according to the writing rubric for Part 4, which is provided below. This writing rubric measures the dimensions of task completion, vocabulary, structure/conventions, and word count on a zero-to-four scale for each dimension. 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.

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 2 on the dimension of vocabulary, a score of 2 on the dimension of structure/conventions, and a score of 4 on the dimension of word count, 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.

The conversion chart for Part 4 is shown below.

Total Raw Score	16	15-14	12-13	11	10	9-8	7-6	5-4	3-2	1	0
Total Credits	10	9	8	7	6	5	4	3	2	1	0

After each of the two writing passages have 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 lower box of 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.

FLACS Checkpoint A Examination
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 for 4a

Dimension	Performance Level			
	4	**3**	**2**	**1**
Task Completion	Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose. *Student makes reference to and/or incorporates many details from the source passage in way that demonstrates a high degree of understanding of the document(s).*	Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies. *Student makes reference to and/or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).*	Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies. *Student makes limited reference to and/or incorporates few details from the source passage in way that demonstrates minimal understanding of the document(s).*	Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies. *Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).*
Vocabulary	Utilizes a wide variety of original vocabulary that expands the topic. There may be minimal inaccuracies. *The vocabulary or expressions are not directly copied from the sources/documents provided.*	Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies. *The vocabulary or expressions are not directly copied from the sources/ documents provided.*	Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic. *Most of the vocabulary or expressions are directly copied from the sources/ documents provided.*	Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic. *A majority of the vocabulary or expressions are directly copied from the sources/documents provided.*
Structure/ Conventions	Demonstrates a high degree of control of Checkpoint A structure/convention: • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage	Demonstrates some degree of control of Checkpoint A structure/conventions: • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks A few errors may be present; however the errors do not hinder overall comprehensibility of the passage.	Demonstrates limited control of Checkpoint A structure/conventions • subject-verb agreement • noun-adjective agreement • correct word order • spelling/diacritical marks AND/OR Errors do hinder comprehensibility in parts of the passage	Demonstrates minimal control of Checkpoint A structure/conventions AND/OR Errors impede overall comprehensibility of the passage.
Word Count	Uses 50 or more comprehensible words in the target languages that contribute to the development of the task.	Uses 35-49 comprehensible words in the target languages that contribute to the development of the task.	Uses 25-34 comprehensible words in the target languages that contribute to the development of the task.	Uses 15-24 comprehensible words in the target languages that contribute to the development of the task.

Total Raw Score	16	15-14	12-13	11	10	9-8	7-6	5-4	3-2	1	0
Total Credits	10	9	8	7	6	5	4	3	2	1	0

Part 4 Writing Rubric

Dimension Performance Level →	Question No. 26 4	3	2	1	0	Question No. 28 / 27 (circle) 4	3	2	1	0
Task Completion • Satisfies the task • Connects ideas to task/purpose • Exhibits a logical and coherent sequence of Ideas *-References and/or incorporates details from source(s)* *Demonstrates understanding of source(s)*										
Vocabulary • Incorporates a range of nouns, verbs, and/or adjectives, as appropriate to task • Uses relevant and accurate words *-Vocabulary from source(s) used appropriately, not copied completely*										
Structure • Subject/verb agreement • Noun/adjective agreement • Correct word order • Spelling										
Word Count • Comprehensible • In target language • Contributes to the development of the task	50+	49-40	39-30	29-20	<20	50+	49-40	39-30	29-20	<20

The conversion chart for Part 4 is shown below:

Total Raw Score	16	15-14	12-13	11	10	9-8	7-6	5-4	3-2	1	0
Total Credits	10	9	8	7	6	5	4	3	2	1	0