

# **FLACS REGIONAL EXAMINATIONS**

## **Checkpoint B**

Modern Languages

Test Guidelines and Sampler

2016-2017

FLACS as adopted from New York State Education Department

# Part 1: 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.

The speaking test is to be administered at the school's convenience from April 1 until five calendar days prior to the date of the written test on the afternoon of June 19, 2017. 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

The 60 speaking tasks that constitute Part 1 of the FLACS Regional Examinations in Modern Languages are to be selected by the school from the FLACS 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 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 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 that were used on the most recent administration of the examination;
- 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 the 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 situation 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 interactions, although natural in

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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.

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 will 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 sample 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 FLACS REGIONAL EXAMINATION**  
**PART I**

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

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

	UTTERANCE		FIRST ATTEMPT	SECOND ATTEMPT	
First Task, No. _____	1	( _____ ) *	_____	_____	
	2		_____	_____	
	3		_____	_____	
	4		_____	_____	
	5		_____	_____	
	6		_____	_____	Total

	UTTERANCE		FIRST ATTEMPT	SECOND ATTEMPT	
Second Task, No. _____	1	( _____ ) *	_____	_____	
	2		_____	_____	
	3		_____	_____	
	4		_____	_____	
	5		_____	_____	
	6		_____	_____	Total

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



## GUIDELINES FOR SPEAKING

Each utterance receives

2 Points (Checkpoint B) <i>if it is...</i>	1 Point (Checkpoint A) <i>if it is...</i>	0 Points <i>if it is...</i>
<p style="text-align: center;"><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>Comprehensible</b></p> <p style="text-align: center;"><b>AND</b></p> <p style="text-align: center;"><b>Appropriate</b></p> <p style="text-align: center;"><b>BUT</b></p> <p style="text-align: center;"><b>OR</b></p> <p>Is a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary/structures</p> <p>Contains little or no evidence of Checkpoint B attributes (see Checkpoint B)</p>	<p style="text-align: center;"><b>Incomprehensible</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p style="text-align: center;"><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.**

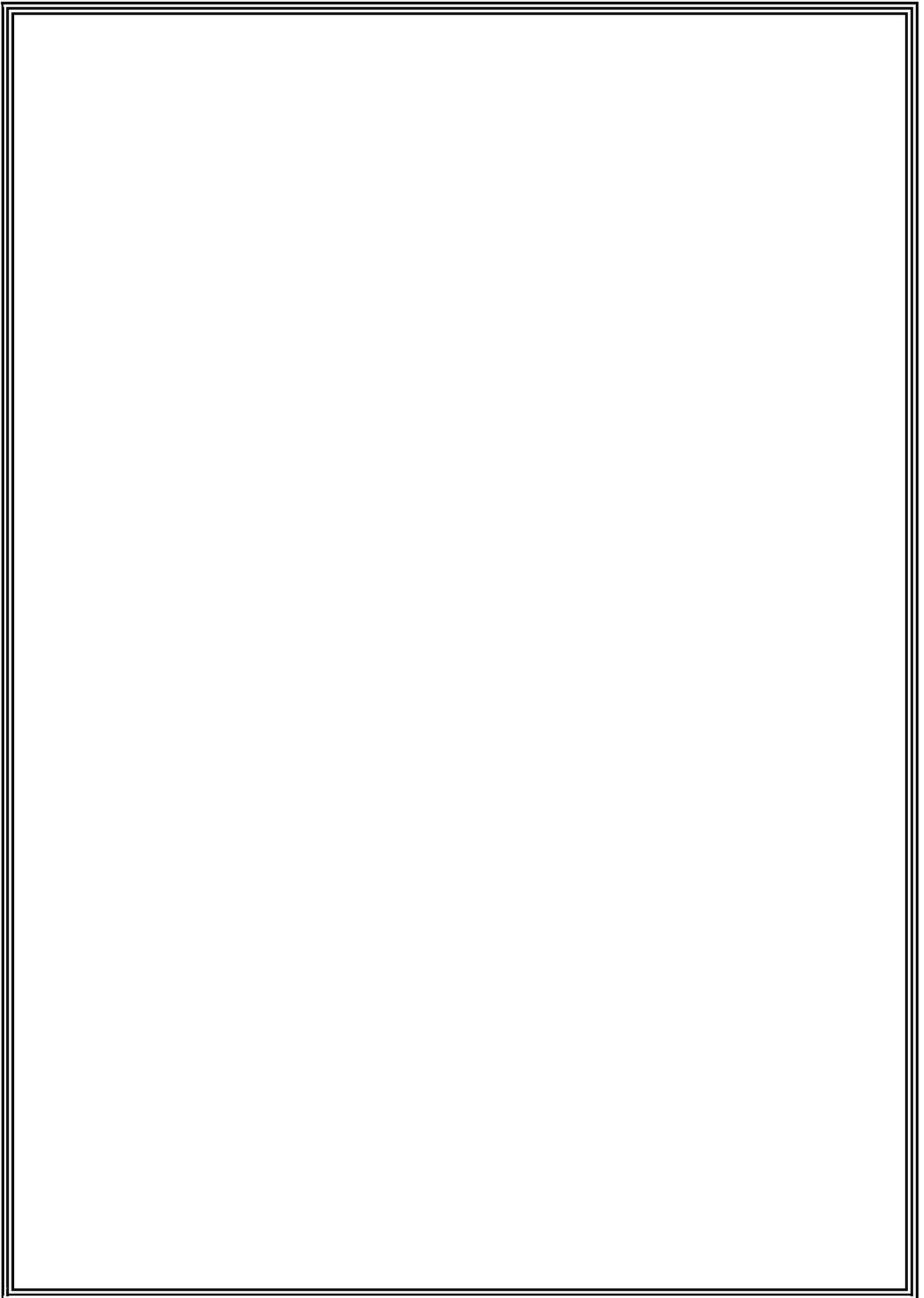
Note: Each utterance does not have to satisfy all of the criteria articulated above in order to score two points. The quality of the utterance should be predominantly characterized by these descriptors.

## MODEL SPEAKING RESPONSE

French

**Task** | 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.

<u>2-Point Utterances (Checkpoint B)</u>	<u>1-Point Utterances (Checkpoint A)</u>
<p>1. T. Salut! Tu as entendu la météo our 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. Qú est-ce qú 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. Qú est-ce qú 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 qú 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 qú 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>  <p>T. Ça va. A samedi.</p> </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>  <p>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> </p>



## FRENCH

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

1. <b>S: Excusez-moi. J'ai un problème chez moi.</b> T: Qu'est-ce qu'il y a? <b>Commentary:</b> <i>Comprehensible and appropriate. Student initiates, uses accurate structure, and includes more than one element in utterance.</i> <b>(2 points)</b>
2. <b>S: Il y a un problème.</b> (Disregard student response and provide first eliciting prompt again.) T: Qu'est-ce qui se passé? <b>S: Je ne sais pas que faire.</b> <b>Commentary:</b> <i>Comprehensible and appropriate. Student sustains and advances the conversation and uses a complex sentence structure.</i> <b>(2 points)</b>
3. T: Explique-moi le problème. <b>S: Je n'aime pas les dîners.</b> <b>Commentary:</b> <i>Comprehensible and appropriate; but it is a single, short, discrete utterance consisting of Checkpoint A elements only.</i> <b>(1 point)</b>
4. T: Qu'est-ce qu'on mange? <b>S: Beaucoup des viandes, et j'ai végétarien.</b> <b>Commentary:</b> <i>Comprehensible and appropriate; advances the conversation with more than one idea; errors (beau-coup de; j'ai stead of je suis) do not cause confusion.</i> <b>(2 points)</b>
5. T: Il faut que tu dises à ta famille que tu préfères manger les légumes. <b>S: Je ne peux pas.</b> <b>Commentary:</b> <i>Comprehensible and appropriate, but it is a single, short, discrete utterance consisting of only Checkpoint A structures.</i> <b>(1 point)</b>
6. T: Pourquoi? <b>S: Je ne veux pas insulter ma famille.</b> T: Ne t'inquiète pas. Ils sont gentils. <b>Commentary:</b> <i>Comprehensible and appropriate. Demonstrates a preponderance of Checkpoint B structures.</i> <b>(2 points)</b>

**Total points 10/12**

## FRENCH

**Task** | 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.

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. Cotre nom et code postal s'il vous plait.  
**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:** *Comprehensible 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 regrett, 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

**Task** | 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.

<b>2-Point Utterances (Checkpoint B)</b>	<b>1-Point Utterances (Checkpoint A)</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 Käse 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. This 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. Aleestrasse 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.

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 duzu?

**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...ish 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.

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. Student uses accurate structures and exhibits awareness of cultural correctness through the use of Sie.*

**(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 Dankeschön. 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 weekend. I will start the conversation.
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<u>2-Point Utterances (Checkpoint B)</u>	<u>1-Point Utterances (Checkpoint A)</u>
<p>1. T. Il telegiornale dice che questo weekend pioverà.  <b>S. Oh che peccato. Volevo andare alla spiaggia.</b>  <i>Commentary:</i> Response is appropriate and comprehensible. Student advances and expands the topic. The vocabulary and grammar are Checkpoint B.</p>	<p>1. T. Il telegiornale dice che questo weekend pioverá.  <b>S. Oh non mi piace.</b>  <i>Commentary:</i> 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.</p>
<p>2. T. Sì, è un peccato. Adesso che facciamo?  <b>S. Possiamo andare al cinema. Cosa pensi?</b>  <i>Commentary:</i> Response is comprehensible and appropriate. Verb forms and grammar are correct. Vocabulary advances and sustains the topic. Response is at Checkpoint B.</p>	<p>2. T. Sí, è un peccato. Adesso che facciamo?  <b>S. Vado al cinema.</b>  <i>Commentary:</i> Response is comprehensible and appropriate. Verb form is incorrect. Vocabulary is limited. The student does not expand the conversation.</p>
<p>3. T. Che buon' idea! Che c'è in visione?  <b>S. Ho sentito che c'è un bellow film con Roberto Benigni.</b>  <i>Commentary:</i> Response is comprehensible and appropriate. The student demonstrates control of verb structure and successfully sustains the topic. Minor grammatical error does not impede comprehension.</p>	<p>3. T. Che buon' idea! Che c'è in visione?  <b>S. Film commedia con Roberto Benigni.</b>  <i>Commentary:</i> Response is comprehensible and appropriate. Word choice is incorrect. Vocabulary is at Checkpoint A.</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:</i> Response is comprehensible and appropriate. There is accurate use of an idiom. The student advances the conversation.</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:</i> Response is comprehensible and appropriate. However, the vocabulary is limited and at Checkpoint A. Response does not advance or expand conversation.</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:</i> Comprehensible and appropriate; minor errors do not impede comprehensibility or intention of the speaker. Response advances the conversation.</p>	<p>5. T. Va bene, perché non ceni da noi questo sabato?  <b>S. Grazie, porto Coca Cola.</b>  <i>Commentary:</i> Comprehensible and appropriate. Answer sustains conversation at Checkpoint A level.</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:</i> Comprehensible and appropriate. Answer sustains conversation at Checkpoint A level.</p>	<p>6. T. Non portare nulla. Ci penso io. Cosa suggerisci fare dopo la cena?  <b>S. Guardo la televisione.</b>  <i>Commentary:</i> Response is comprehensible and appropriate; however, the verb form is incorrect, and the vocabulary is at Checkpoint A.</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.

1. **S: Ho un problema a casa.**

T: Mi dispiace. C'è qualcosa che posso fare io?

**Commentary:** Student initiates with accuracy. Utterance is comprehensible and appropriate.

(2 points)

2. **S: Sì, posso fare io?** (Disregard; teacher provides first eliciting prompt again.)

T: no, no, vuoi che io ti aiuti?

**S: Sì, grazie, non mi piace il cibo italiano.**

T: Ho capito, ma tutto? Cosa non ti piace della cucina italiana?

**Commentary:** Comprehensible and appropriate. Student sustains and advances the conversation.

Structure is accurate.

(2 points)

3. **S: Gil spaghetti.**

T: E allora cosa ti piace mangiare?

**Commentary:** Comprehensible and appropriate; however, student uses minimal language at

Checkpoint A.

(1 point)

4. **S: Mi piace molto la carne ai ferri.**

T: Perché non glielo dici alla tua madre italiana?

**Commentary:** Comprehensible and appropriate. Student extends conversation, demonstrating a preponderance of Checkpoint B skills.

(2 points)

5. **S: Non voglio offenderla.**

T: Non ti preoccupare, parlo io con lei

**Commentary:** Comprehensible and appropriate. Uses accurate structure in keeping with attributes of Checkpoint B skills.

(2 points)

6. **S: Va bene. Grazie.**

T: Parlerò con lei domani.

**Commentary:** Comprehensible and appropriate. Contains a single, discrete Checkpoint A utterance.

(1 point)

**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.

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 no 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

**Task** | 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.

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

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: Sì.** (Disregard; yes-no answer. Teacher provides first eliciting prompt.)

T: ¿Está todo bien con la familia?

**S: Pues, la familia Ramírez es bastante simpático 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: Da 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.

1. T: Buenos días. ¿En qué puedo servirle?

**S: Recibo una chaqueta. Es incorrecto.**

**Commentary:** Comprehensible and appropriate. Exhibits a preponderance of Checkpoint B attributes, although errors are present. Advances the conversation with new information.

(2 points)

2. T: ¿Incorrecto? ¿Por qué?

**S: Quiero...quería una chaqueta roja pero recibí una chaqueta azul.**

**Commentary:** Comprehensible and appropriate. Demonstrates Checkpoint B attributes including selection and correct use of verb tenses.

(2 points)

3. T: Lo siento mucho. Es un problema.

**S: Sí. Es un problema grande.** (Disregard, restatement of teacher prompt. Teacher provides first eliciting prompt again.)

T: Es un problema porque no tenemos chaquetas azules ahora.

**S: ¿Cuándo chaquetas azules?**

**Commentary:** Comprehensible and appropriate; lacks a verb and is a discrete Checkpoint A utterance.

(1 point)

4. T: No lo sé exactamente. ¿Tal vez prefiere otro color?

**S: Sí, hace calor.** (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.

**S: Bueno, necesito una chaqueta. ¿Tiene Ud. verde?**

**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)

5. T: Si, Tenemos verde y podemos mandarle una.

**S: Bueno. ¿Cuándo?**

**Commentary:** Comprehensible and appropriate; advances the conversation by but only at Checkpoint A.

(1 point)

6. T: Tendrá su chaqueta en tres días.

**S: Sí. Muchas gracias por su ayuda. Hasta luego.**

**Commentary:** Comprehensible and appropriate. Brings conversation to an appropriate close.

T: Espere un momento. Necesito información sobre su nombre y dirección.

(2 points)

**Total points 9/12**