



FLACS EXAM SCHOOL ADMINISTRATOR'S MANUAL

The FLACS Checkpoint A and B exams consist of two components and are given in Chinese, French, German, Italian, and Spanish. The two components are:

1. A speaking assessment –
given individually, no later than five days prior to the exam date.
2. A listening, reading and writing component –
given to classes or small/large groups on the NYSED recommended administration date for Checkpoint A and B exams

EXAM DESIGNEES

When someone joins our organization and they indicate their district will be administering FLACS exams, they also indicate who the "exam designee" would be for their district. The exam designee is responsible for disseminating information and exams to those who need it within the district. This may mean sharing exam information with colleagues in other buildings. Although we only require one membership for the district, we encourage all world language administrators/leaders within a district to join. In addition to providing access to our regionally developed FLACS exams, our organization is focused on providing professional development to our members, as well as keeping them informed of happenings in our field.

ANSWER DOCUMENTS

The student Answer Documents are provided in two forms -- a hand-scored version for teachers who have students hand write their answers, and a scantron/bubble sheet document for those who hand out bubble sheets or scantrons with their exams. These documents are readily accessible on our website and can be printed at any time.

SPEAKING ASSESSMENT

SPEAKING – Section 1

The Speaking assessment of the FLACS exam may begin on April 1 and must be completed five school days prior to the exam. Scoring Sheets are included in the guidance booklet and can be copied any time prior to the start of this section. The Reporting Sheets must be completed, signed and submitted to the principal or designee no later than five days prior to the exam. See the **Speaking Tasks Guidelines** (<https://nysawla.org/exam-portal/>) for specific guidance on administering this component.

LISTENING, READING & WRITING ASSESSMENT

LISTENING – Sections 2a, 2b, and 2c

Districts can opt to use the recorded audio or have teachers read this section aloud to groups of students using the listening script provided.

NOTE: If preferred, a district can decide to create their own audio recording using the script provided. To maintain the proper security, the person who is recording must not be a FLACS level teacher.

RECORDED AUDIO

The audio file must be distributed and available to each proctor. Ensure that the audio is working properly prior to the start of the exam, and, when played, all students can hear it clearly. There should be approximately 30 seconds between items, but proctors may press pause if more time is necessary or an IEP indicates extended time.

LISTENING SCRIPT

Copies of the listening script must be made for each teacher who will be reading this section. They should be distributed within two hours of test administration so teachers can have time to review and practice. It is important to read naturally and clearly, so that each item can be heard by the group. Since a teacher may have multiple classes to read aloud in, this section can be given at any point during test administration if it is necessary. Students should be instructed to begin the next section of the exam until such time that the teacher arrives to give the listening section.

READING - Sections 3a and 3b

Directions are given for each of two reading sections in students' test booklets. Students are to read the directions and complete sections 3a and 3b.

WRITING - Sections 4a and 4b

Students must complete both sections of the writing component of the exam.

Part 4a is the Read to Write task. All students must write a response of 50 words (Checkpoint A) or 100 words (Checkpoint B) 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 50 words (Checkpoint A) or 100 words (Checkpoint B) in the target language to achieve a specified communication purpose. Refer to the *Writing Guidelines* document (<https://nysawla.org/exam-portal/>) for specific information on scoring, conversion to points, and rubrics.

EXAM DETAILS

CHECKPOINT A

PART 1: SPEAKING – 30 points

Student must perform a total of three tasks, one in each of three categories consistent with the four communication functions specified in the State syllabus:

- (A) socializing or expressing feelings,
- (B) providing/obtaining information, and
- (C) getting others to adopt a course of action (persuasion).

For each task, students must have five utterances or interactions with the teacher. Each utterance is worth 0 points (no credit), 1 point (minimal proficiency) or 2 points (proficient/beyond).

PART 2: LISTENING – 30 points

2a (10 points) : Five multiple-choice questions measuring comprehension of oral target-language stimuli; responses provided in English.

2b (10 points): Five multiple-choice questions measuring comprehension of oral target-language stimuli; responses provided in target language.

2c (10 points): Five multiple-choice questions measuring comprehension of oral stimuli; responses provided in English. Note-taking on passage is optional.

PART 3: READING – 20 points

3a (12 points): Six multiple-choice questions measuring comprehension of written target-language stimuli; responses provided in English.

3b (8 points): Four multiple-choice questions measuring comprehension of written target-language stimuli; responses provided in target language.

PART 4: WRITING – 20 points

Two writing tasks, 50 words each. One task will be a Read to Write Common Core task, requiring referencing from a reading source(s) provided. The other task is to be chosen from two descriptive or narrative prompts. Each task is worth a maximum of 10 points. Tasks are scored using the writing rubric provided.

CHECKPOINT B

PART 1: SPEAKING- 24 points

Student performs a total of 2 speaking tasks and must complete six interactions for each task with the teacher. Each utterance is worth 0 points, 1 point (Checkpoint A response) or 2 points (Checkpoint B response).

PART 2: LISTENING – 26 points

2a (16 points): Eight multiple-choice questions measuring comprehension of oral target-language stimuli; responses provided in English.

2b (10 points): Five multiple-choice questions measuring comprehension of oral target-language stimuli; responses provided in target language.

PART 3: READING – 30 points

3a (10 points): Long reading passage followed by 5 questions in the target language.

3b (10 points): Five ads or short passages; each followed by a question in English.

3c (10 points): Long reading passage followed by 5 questions in English.

PART 4: WRITING – 20 POINTS

Two writing tasks, 100 words each. One task will be a Read to Write Common Core task, requiring referencing from a reading source(s) provided. The other task is to be chosen from two descriptive or narrative prompts. Each task is worth a maximum of 10 points. Tasks are scored using the writing rubric provided.

SCORING

Each answer document contains a space for entering the score for each component of the exam as well as the final grade. Copies of the Speaking component Reporting Sheets must be available to those who are scoring exams so that speaking scores can be recorded on the answer documents. .

It is a district's responsibility to coordinate scoring and ensure that proper procedures are followed when scoring exams. Teachers should be familiar with the writing rubrics within the Writing Guidelines booklet and have looked at the sample full-credit answers, when provided, prior to scoring. In alignment with Regents exams, we recommend that teachers not grade their own students' exams.

DATA COLLECTION

In an ongoing effort to provide districts across NY State with a performance study, it is asked that each district compile data from all schools within the district and send us **one** data set each for Checkpoint A and B. Data will be analyzed and shared with participating districts. Below is the data we collect. Please take special care in submitting your data to ensure its accuracy. A Google form will be shared shortly after the exam administration.

Total Number of students tested
Total Number of students passing
Percentage passing
Number of students achieving Mastery (85%+)
Percentage achieving Mastery (85%+)
Number of students failing
Percentage failing

FLACS 2022 EXAM TIMELINE

Timeline	FLACS A/B Exams
April 1 - June 10	Administration window for speaking section using the Secure Speaking Tasks booklet (password protected – see your Exam Designee for access) Please click here>>
Friday, April 8	Deadline for NYSAWLA Membership if you plan on administering FLACS exams *When you become a member, you are automatically enrolled in the exam consortium* Please click here>>
Week of June 6 ----- Friday, June 17	<p>Password Released to Exam Designees for access to FLACS Checkpoint A and Checkpoint B Exams (excluding audio and teacher scripts)</p> <p>*The district test coordinator/designee is responsible for maintaining security, copying, and distributing the exams*</p> <hr/> <p>RELEASE of AUDIO and TEACHER SCRIPTS for all Exams</p>
Tuesday, June 21	<p>Test Administration Day</p> <p>AM - FLACS Checkpoint A Exam Answers released to exam designees at 12:00 pm</p> <p>PM - FLACS Checkpoint B Exam Answers released to exam designees at 2:00 pm</p>
June 24 - July 8	Exam Data due to NYSAWLA Please submit data by district, not by school. LINK WILL BE PROVIDED WHEN EXAMS ARE RELEASED

Questions? Email exams@nysawla.org