

WIFI: SCSD - Student

NYSAWLA

Item Writing Workshop

Presented by
Vincenza Graham and Denise Hannaoui

Agenda

8:30-9:00 am	Check-in
9:00-9:45 am	FLACS Exam Updates
9:45-10:00 am	Break
10:00-11:00 am	Speaking Rubric Review/SourceBooks
11:00-12:00 pm	Listening & Reading Development
12:00-1:00 pm	Lunch
1:00-2:30 pm	Listening & Reading Item Writing



FLACS EXAM UPDATES

*Alignment to
the New World Language Standards*

*Adopting new terminology
– presentational, interpretive, interpersonal*

Address cultural proficiency

Exam administration date: JUNE 20, 2023

Checkpoint A in AM

Checkpoint B in PM

New York State Learning Standards for World Languages (Modern Languages)

Anchor Standard: Communication

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Standard 1: Interpretive Communication

Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

Standard 2: Interpersonal Communication

Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.

Standard 3: Presentational Communication

Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.



New York State Learning Standards for World Languages (Modern Languages)

Anchor Standard: Cultures

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Standard 4: Relating Cultural Practices and Products to Perspectives

Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Standard 5: Cultural Comparisons

Learners use the target language to compare the products and practices of the cultures studied and their own.



<http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-wl-themes-and-topics-2021.pdf>

Themes & Topics for Modern Languages by Checkpoint



OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES
NEW YORK STATE EDUCATION DEPARTMENT
<http://www.nysed.gov/world-languages>



A. Identity & Social Relationships	A	B	C
Identity	X	X	X
Family & Social Relationships	X	X	X
Celebrations, Customs, & Traditions	X	X	X
B. Contemporary Life	A	B	C
Food & Meal Taking	X	X	X
House & Home	X	X	X
School Life & Education	X	X	X
Travel	X	X	X
Leisure	X	X	X
Communities & Neighborhood	X	X	X
Shopping	X	X	X
Earning a Living		X	X



<i>C. Science, Technology, & the Arts</i>	<i>A</i>	<i>B</i>	<i>C</i>
Health & Wellness	X	X	X
Physical Environment, Climate, Weather, & Geography	X	X	X
Technology, Media, & Social Media	X	X	X
The Arts		X	X
<i>D. Global Awareness & Community Engagement</i>	<i>A</i>	<i>B</i>	<i>C</i>
Environmental Issues & Sustainability		X	X
Social Justice & Human Rights			X



SPEAKING SECTION →

PART 1 A - PRESENTATIONAL*

New!

Checkpoint A (One Task)

Students will demonstrate the extent of their skills by performing a presentational speaking task.
(10 POINTS)

Checkpoint B (One Task)

Students will demonstrate the extent of their skills by performing a presentational speaking task.
(10 POINTS)

**Presentational speaking may be done in person or may be recorded electronically.*

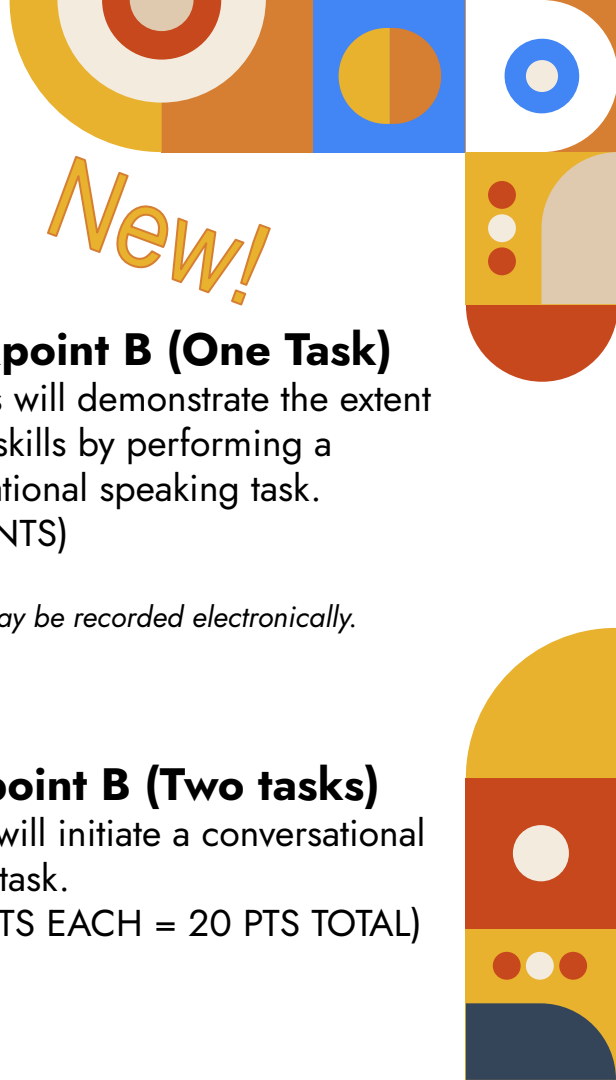
PART 1 B - INTERPERSONAL

Checkpoint A (Two tasks)

Teachers will initiate a conversational speaking task.
(10 POINTS EACH = 20 PTS TOTAL)

Checkpoint B (Two tasks)

Teachers will initiate a conversational speaking task.
(10 POINTS EACH = 20 PTS TOTAL)





LISTENING SECTION →

only slight modifications



PART 2 INTERPRETIVE LISTENING

Districts will receive listening scripts and are responsible for their own recordings.

Checkpoint A – 20 pts total

FOUR TL passages with Eng mc Qs

TWO TL passages w TL mc Qs

TWO TL passages w/note taking, Eng mc Qs

Checkpoint B – 20 pts total

FIVE TL passages w/multiple choice Qs (English)

FIVE TL passages w/multiple choice questions (TL)



READING SECTION →

PART 3 INTERPRETIVE READING

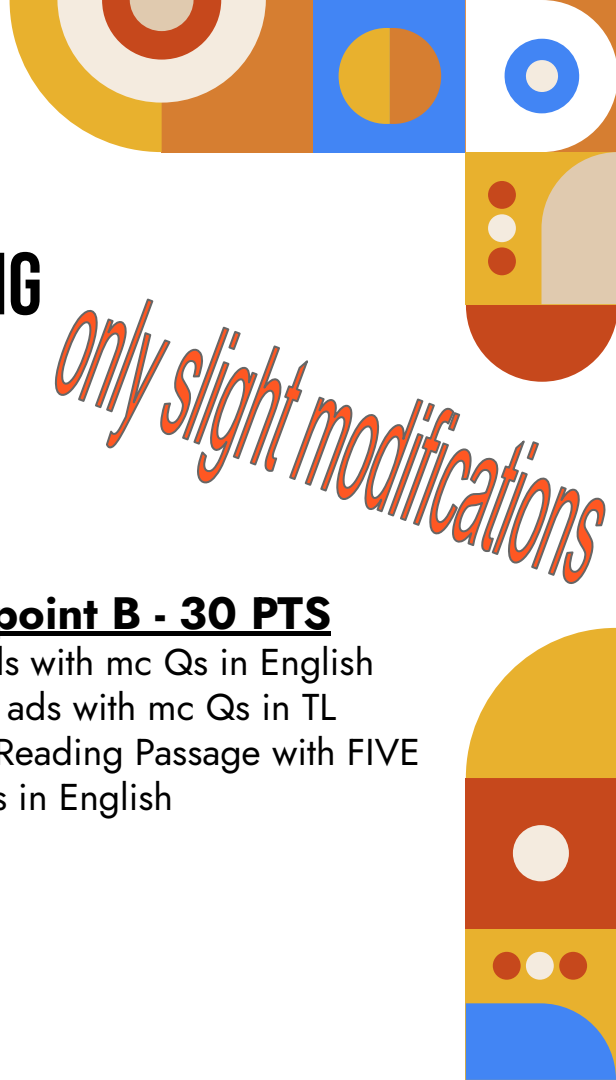
only slight modifications

Checkpoint A - 30 PTS

EIGHT TL ads with questions in English
SEVEN TL ads with questions in TL

Checkpoint B - 30 PTS

SIX TL ads with mc Qs in English
FOUR TL ads with mc Qs in TL
ONE TL Reading Passage with FIVE questions in English





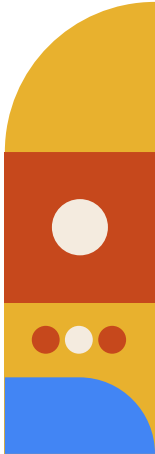
WRITING SECTION →



essentially the same

PART 4 INTERPERSONAL/ PRESENTATIONAL WRITING

Checkpoints A & B will remain the same.
Two writing tasks – 20 pts



Checkpoint A: Changes in Point Values

OLD POINT VALUES

PART 1: SPEAKING – 30 points →
3 tasks, 5 utterances, 2 pts max each

PART 2: LISTENING – 30 points →
5 mc/Eng Qs x 2pts ea
5 mc/TL Qs x 2 pts
2 note-tkg w/5 mc Eng Qs x 2 pts

PART 3: READING – 20 points →
6 ads/Eng Qs x 2 pts ea
4 ads/TL Qs x 2 pts ea

PART 4: WRITING – 20 points →
2 tasks, 10 pts each

NEW POINT VALUES

30 points (rubric-based)
1 Tasks - Part 1A - Presentational (max 10 pts)
2 Tasks - Part 1B - Interpersonal

20 points
4 mc/Eng Qs x 2 pts ea
2 mc/TL Qs x 2pts ea
2 passages w/note-tkg; 2 Eng mc per passage (4) x 2 pts ea

30 points
8 ads/Eng Qs x 2 pts ea
7 ads/TL Qs x 2 pts ea

20 points
2 tasks, 10 pts each

Checkpoint B: Changes in Point Values

OLD POINT VALUES

PART 1: SPEAKING – 24 points

2 tasks, 6 utterances ea, max 2 pts ea

NEW POINT VALUES

30 points (rubric-based)

1 Tasks - Part 1A - Presentational (max 10 pts)

2 Tasks - Part 1B - Interpersonal (max 20 pts)

PART 2: LISTENING – 26 points

8 mc/Eng Qs x 2pts ea

5 mc/TL Qs x 2 pts

20 points

5 mc/Eng Qs x 2 pts ea

5 mc/TL Qs x 2 pts ea

PART 3: READING – 30 points

6 ads/Eng Qs x 2 pts ea

4 ads/TL Qs x 2pts ea

1 rdg passage, 5 Eng mc Qs x 2 pts

30 points

6 ads/Eng Qs x 2 pts ea

4 ads/TL Qs x 2 pts ea

1 rdg passage, 5 Eng Qs x 2 pts ea

PART 4: WRITING – 20 points

2 tasks, 10 pts each

20 points

2 tasks, 10 pts each



Other Changes to Note...

- **Speaking Assessment Rubrics**
- Speaking Task Practice Booklet
- Secure Speaking Task Booklet
- Student Answer Documents
- Listening Section Recordings
NOT provided by NYSAWLA

LINKS

[NYS WL Themes & Topics](#)

[Proficiency Ranges & Performance Indicators](#)

[ACTFL Speaking Proficiency Levels](#)

FLACS Exam Questions

In order to respond to questions in the most effective way, please click on the following link if you have a question about the upcoming changes to FLACS exams: <https://forms.gle/9jppCrbqUuerULiP6>



Speaking Rubric Review

Districts will receive:

1. Updated Speaking Rubric (published!)
2. Practice Booklet (Nov-Dec 2022)
3. Secure Booklet (April 1st, 2023)

Speaking rubrics have been published to our website! Check them out!

Checkpoint A/B Presentational Rubric

Standard 3 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to **describe, inform, narrate, explain, or persuade.**

Checkpoint A/B Interpersonal Rubric

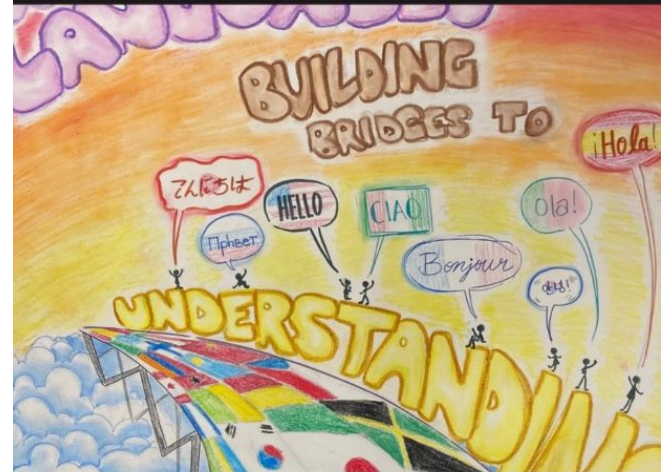
Standard 2 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express **feelings, preferences, and opinions.**



<https://liltfl.org>

LILT Conference – November 5, 2022
North Shore High School

2022 Annual Conference



Vendors
Raffles
Professional
Development
Saturday
November 5, 2022

Keynote Speaker:
William Anderson
Hofstra University,
Massapequa Schools

To sign up:
liltfl.org



Creating Multiple Choice Questions

→ Listening and Reading Comprehension Items

Multiple Choice test items are composed of three parts:

- A **stem** (the question)
- A correct **answer** (The correct answer must be 100% correct, 100% of the time)
- Multiple (3) **distractors** (incorrect responses)



NOTE...

First steps...

- Refer to Themes/Topics Sheet when selecting content.
- Ensure content is at an appropriate level of difficulty

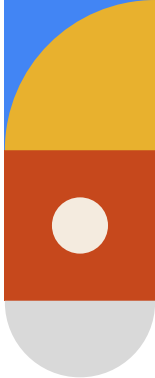
When creating a question, keep in mind...

- Questions should not rely on one word
- Do not use negatives in the question or options (no lists)

Answer Choices...

- Should be similar in length
- Answers must be plausible
- Choices should be grammatically correct

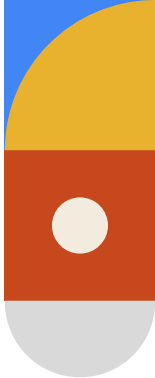
Don't forget...

- Place repeated words in the stem, NOT in the options
 - Use culturally appropriate content
 - Students should not be able to answer the question solely by reading the question and the options (they need to rely on the text)
- 



Distractors

Designing plausible distractors is the most challenging aspect of multiple choice item writing.

- A good distractor is one that may be chosen by low achievers, but probably not by high achievers.
 - The distractors are clearly not the correct answer once the best answer is selected.
 - All distractors should be similar in length and format (i.e. verbs, infinitives, statements) to the correct choice.
- 

Distractors Do NOT...

- Have more than one answer that is possibly correct
- Make the correct answer noticeably shorter or longer than the distractors
- Use copyrighted material.
- Public domain content like newspaper/internet articles and ads are permissible (indicate your source whenever possible)

Tips for questions (stems)...

Use complete sentences that end in a question mark:

What city is the capital of Sweden?

The capital city of Sweden is _____

Ensure the question poses a clear problem:

(avoid ambiguity and extra, irrelevant, reading)

How long did the Italian Renaissance last for?

How long did the Italian Renaissance, which represented a rebirth in the arts and sciences, last for?

Try to avoid using negatives:

(if need to use them, put the negative at the end and bold it)

Which statement regarding tidal volume is true?

Which statement is false regarding tidal volume?

Which statement regarding tidal volume is false?

Avoid questions that don't give any information:

Which statement regarding tidal volume is true?

Which of the following statements is true?

-Don't be wordy