

Wifi

SCSD - Student


Password: Smithtown

<https://us06web.zoom.us/j/86952303298>

FLACS ASL Checkpoint A Item Writing Workshop



Presented by Vincenza Graham and Denise Hannaoui



FLACS
EXAM
FOCUS



*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



Agenda



8:30-9:00 am Check-in

9:00-9:45 am ASL FLACS Exam Outline

Format of Exam

Rubrics

9:45-10:00 am Break

10:00-12:00 am Breakout Sessions

12:00-1:00 pm Lunch

1:00-2:30 pm Breakout Sessions

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





C. Science, Technology, & the Arts

	A	B	C
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>	A	B	C
Environmental Issues & Sustainability		X	X
Social Justice & Human Rights			X



Format of FLACS ASL Exam

PART 1 – Expressive Skills (Interpersonal) (30 points)

Communication Tasks - 2 Dialogues (min. of 4 exchanges)

1 presentational task

(Completed 5 days before date of exam)

PART 2 – Receptive Skills (Interpretive) (20 points)

10 stories available - district selects 6 of the 10 to use in exams

2 Follow up multiple choice questions per story (3 w/signed Qs, 3 w/written Qs; signed twice)

(each story & questions on a separate page)

PART 3 – Comprehension (Interpretive) (30 points)

Videos and mixed media that can be re-watched

Written multiple choice questions that focus on history, culture, syntax/structure (15 Qs total)

*PART 4 – Expressive Skills (Presentational) (20 points)

1 See-to-Sign (students record response) - video with a document - student signs a reply

DRAFT



Breakout Groups

1. Review, revise, create rubrics to reflect ASL skills
 2. Part 1 – Review speaking task booklets
 3. Part 2
 4. Part 3
 5. Part 4
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