



FLACS EXAM
CHECKPOINT A & B
WRITING GUIDELINES
(revised 2023)

Writing Guidelines

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.

In this part, students must complete Part 4a and Part 4b. Part 4a is the Read to Write task. All students must complete Part 4a and write a response 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 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.

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 communication, discourse type & vocabulary, comprehensibility & control, as well as organization, on a zero-to-four scale for each dimension.

CHECKPOINT A SCORING							
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)
Scaled Score	0	1	3	5	7	9	10
CHECKPOINT B SCORING							
Chkpt B -Raw Score	0-5	6-8	9-10	11-12	13	14	15-18
Scaled Score	0	1	3	5	7	9	10

After rating the student's response for each dimension, the scores for each of the 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.

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 Presentational Writing Rubric -- Category 1 & 2

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			CHECKPOINT B		
Dimensions	NOVICE LOW*	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID		
Communication <i>To what extent is the task accomplished?</i>	does not complete the task 0 pts (no further scoring necessary)		partially completes the task 2 pts		completes the task 3 pts		
Discourse Type & Vocabulary (language complexity) <i>What type of language is used?</i>	writes incomplete sentences or lists using memorized single words 1 pt	writes complete and/or incomplete sentences using memorized words and formulaic phrases 2 pts	writes complete sentences, expressions, high-frequency memorized words and formulaic phrases 3 pts	writes in complete sentences using familiar words, expressions and phrases, may exhibit circumlocution 4 pts	consistently writes complete sentences and strings of sentences with elaboration using general and specific vocabulary 5 pts		
Comprehensibility & Control <i>How well can the audience understand?</i>	occasionally understood by someone used to communicating with novice language learners; uses words accurately and inaccurately, which hinders comprehensibility 1 pt	understood with effort by someone used to communicating with novice language learners, accurate with memorized chunks of language 2pts	usually understood by someone used to communicating with novice language learners, accurate with memorized chunks of language, may be inaccurate when expressing original ideas 2 pts	mostly understood by those accustomed to communicating with developing language learners, mostly accurate in present time 4pts	easily understood by those accustomed to communicating with developing language learners; accuracy may decrease when using time frames other than present 5 pts		
Organization <i>How are ideas organized?</i>	most ideas are presented randomly 1 pt	some ideas are presented randomly 2 pts	attempts to organize ideas by time or sequence of events 3 pts	organizes ideas by time or sequence of events 4 pts	organizes ideas in a logical sequence. 5 pts		
*Performance below Novice Low scores zero points.				adapted from: http://www.nysed.gov/world-languages/standards-and-guidelines > Resources for Teachers > Master Rubrics			
CHECKPOINT A SCORING							DATE _____
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)
Scaled Score	0	1	3	5	7	9	10
CHECKPOINT B SCORING							TOTAL RAW SCORE _____
Chkpt B - Raw Score	0-5	6-8	9-10	11-12	13	14	15-18
Scaled Score	0	1	3	5	7	9	10
							SCALED SCORE _____



FLACS Presentational Writing Rubric -- Category 3 & 4

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			Checkpoint B	
Dimensions	NOVICE LOW*	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	
Communication <i>To what extent is the task accomplished?</i>	does not complete the task 0 pts (no further scoring necessary)	partially completes the task 2 pts		completes the task 3 pts		
Discourse Type & Vocabulary (language complexity) <i>What type of language is used?</i>	writes memorized single words 1 pt	writes memorized words and formulaic phrases. 2 pts	writes complete sentences, expressions, high-frequency memorized words and formulaic phrases 3 pts	writes in complete sentences using familiar words, expressions and phrases, may exhibit circumlocution 4 pts	consistently writes complete sentences and strings of sentences with elaboration using general and specific vocabulary 5 pts	
Comprehensibility & Control <i>How well can the audience understand?</i>	ocasionally understood by someone used to communicating with novice language learners; uses words accurately and inaccurately, which hinders comprehensibility 1 pt	understood with effort by someone used to communicating with novice language learners, accurate with memorized chunks of language 2pts	usually understood by someone used to communicating with novice language learners, accurate with memorized chunks of language, may be inaccurate when expressing original ideas 2 pts	mostly understood by those accustomed to communicating with developing language learners, mostly accurate in present time 4pts	easily understood by those accustomed to communicating with developing language learners; accuracy may decrease when using time frames other than present 5 pts	
Organization <i>How are ideas organized?</i>	most ideas are presented randomly. 1 pt	some ideas are presented randomly. 2 pts	attempts to organize ideas by time or sequence of events. 3 pts	organizes ideas by time or sequence of events 4 pts	organizes ideas in a logical sequence. 5 pts	

*Performance below Novice Low scores zero points. adapted from: <http://www.nysed.gov/world-languages/standards-and-guidelines> > Resources for Teachers > Master Rubrics

CHECKPOINT A SCORING								DATE _____
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)	
Scaled Score	0	1	3	5	7	9	10	
CHECKPOINT B SCORING								TOTAL RAW SCORE _____
Chkpt B - Raw Score	0-5	6	7-8	9	10	11	12-15 (or above)	
Scaled Score	0	1	3	5	7	9	10	
								SCALED SCORE _____

Student Name _____

Checkpoint A & B Examination Part 4 Presentational Writing: Score Sheet

Student Name _____

Date _____

Class Period _____ Language _____

Teacher _____

Using the Category 1/2 or 3/4 Writing Rubric, assign a score for each category. Calculate the raw score sum and then use the conversion chart to determine points earned.

Dimension	Performance Level -->	Part 4-a					Part 4-b # _____					
		0	1	2	3	4	0	1	2	3	4	
Communication												
Discourse Type and Vocabulary												
Comprehensibility and Control												
Organization												

Part 4-a Total _____ + Part 4-b Total _____

Total Raw Score _____

CHECKPOINT A SCORING							
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)
Scaled Score/Points Earned	0	1	3	5	7	9	10
CHECKPOINT B SCORING							
Chkpt B -Raw Score	0-5	6-8	9-10	11-12	13	14	15-18
Scaled Score/Points Earned	0	1	3	5	7	9	10

POINTS EARNED _____