

FLACS EXAM CHECKPOINT A & B WRITING GUIDELINES

(revised Spring 2024)

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.

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-five scale for each dimension.

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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.

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

Student Name				
Otta a on the internet				



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

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				Check	point B					
Dimensions	NOVIC	E LOW*	NOVIC	E MID	NOVIC	E HIGH	INTERMEDIATE LOW	INTERMEDIATE MID		
Communication To what extent is the task accomplished?	(2 pts			completes the task 3 pts	k		
Discourse Type & Vocabulary (language complexity) What type of language is used?	writes memori words	formulaic phrases.			writes complete expressions, his memorized wor formulaic phras 3 pts	gh-frequency ds and	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 How well can the audience understand?	ocasionally understood by someone used to communicating with novice language learners; uses words accuratelty 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 underst someone used communicating language learn with memorized language, may when expressir ideas 3 pts	with novice ers, accurate I chunks of be inaccurate	mostly understood by those accustomed to communicating with developing language learners, mostly accurate in present time	easily understood by those accustomed to communicating with developing language learners; accuracy may decrease when using time frames other than present			
Organization How are ideas organized?	most ideas are randomly.	ideas are presented some ideas are presented		attempts to on by time or sequ		organizes ideas by time or sequence of events	organizes ideas in a logical sequence.			
	1 pt		2 pts		3 pts		4 pts	5 pts		
*Performance below No	vice Low scores	zero points.		adapte	ed from: <u>http://www.</u>	nysed.gov/world-la	nguages/standards-and-guidelines > R	Resources for Teachers > Master Rubrics		
			CHECKPO	INT A SCOF	RING			DATE		
Chkpt A - Raw Score	0	1-3	4	5-6	7	8	9-12 (or above)	1		
Scaled Score	d Score 0 1 3 5		5	7 9		10				
			CHECKPO	INT B SCOR	RING			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		



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

Student Name		Date														
Class PeriodLang		Teacher														
Using the Category 1/2 or 3/4 and then use the conversion c						ach (cate <u>c</u>	gory.	Calc	ulate	e the	raw	scor	e sur	n	
			Part 4-a Part 4-b #									_				
Dimension Po	Dimension Performance Level>					2	3	4	5	0	1	2	3	4	5	
Communication																
Discourse Type and Vocabul																
Comprehensibility and Contr																
Organization																
Part 4-a Total + Part 4-b Total Total Raw Score																
		CHECKP	OINT	A S	COR	ING										
Chkpt A - Raw Score	0	1-3	4		5-6		7	7 8 9-12 (or above)								
Scaled Score/Points Earned	0	1	3		5		7 9			10						
		CHECKP	OINT	BS	COR	ING										
Chkpt B -Raw Score	0-5	6-8	9-10		11-12	2	13		14	15-18						
Scaled Score/Points Earned	0	1	3		5		7 9				10					
										PO]	INTS	EAR	NED			