



FLACS EXAM

SCHOOL ADMINISTRATOR'S MANUAL

FLACS Checkpoint A and B exams are given in Spanish, French, Italian, German, Chinese, and ASL (checkpoint A only) and are created by members of the NYSAWLA organization exam committee to provide districts access to uniform, standards-based exams which meet the NYS LOTE requirement for an Advanced Regents Diploma.

The FLACS Checkpoint A and B exams consist of two components:

1. A speaking assessment (ASL Expressive assessment) – given individually to students, no later than five days prior to the exam date.
2. A listening (ASL receptive), reading (ASL interpretive) and writing (ASL expressive see-to-sign) component – given to classes or small/large groups on the NYSED recommended administration date for Checkpoint A and B exams

More general information about exams can be found at <https://nysawla.org/flacsconsortium/>

TABLE of CONTENTS

EXAM DESIGNEES	3
SUPERINTENDENT APPROVAL	3
EXAM DATE FLEXIBILITY	3
FLACS EXAM PORTAL PAGE INFORMATION	4
INTERPERSONAL/PRESENTATIONAL SPEAKING RUBRICS	5
SPEAKING ADMINISTRATION GUIDELINES	5
SECURE PRESENTATIONAL/INTERPERSONAL SPEAKING TASK SOURCEBOOKS	5
PRACTICE SPEAKING TASKS	5
WRITING GUIDELINES	5
STUDENT ANSWER DOCUMENTS	5
RECORDING GUIDELINES FOR AUDIO/LISTENING SECTION	6
GENERAL PROCTOR DIRECTIONS	6
SCORING	6
DATA COLLECTION	6
ACCESS TO ARCHIVED EXAMS	6
FLACS EXAM COMPONENTS	7
PART 1: INTERPERSONAL/PRESENTATIONAL SPEAKING TASKS	7
PART 2: LISTENING – Sections 2a, 2b, and 2c	7
PART 3: READING - Sections 3a and 3b	7
PART 4: WRITING - Sections 4a and 4b	7
FLACS A DESCRIPTION	8
FLACS B DESCRIPTION	8
FLACS ASL CHECKPOINT A DESCRIPTION	9
APPENDIX A	10
APPENDIX B	11

EXAM DESIGNEES

School districts who join the FLACS exam consortium designate/identify an "exam designee" who is responsible for disseminating information and exams to those who need it within the district. The exam designee may share exam information and documents with colleagues in other buildings. Although NYSAWLA only requires 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, NYSAWLA is focused on providing professional development to our members, keeping them informed of updates and changes in our field.

When exams and other secure information are released to the exam designee, they will be able to access it by clicking on the "**Exam Designee Access**" bar located on our exam portal.

<https://nysawla.org/exam-portal/>

 EXAM DESIGNEE ACCESS

This link will become active on June 1, 2023 and the password will be sent to exam designees that have been indicated by the NYSAWLA member in good standing. Note that to maintain security, early access to exams should not be granted to those who teach a FLACS-level course.

SUPERINTENDENT APPROVAL

NYSAWLA does not require written superintendent approval for FLACS exam administration. The member or exam designee must share the Exam Consortium Terms (Appendix A of this document) with their Superintendent or his/her designee and other school administrators, such as principals and assistant principals. Member districts must abide by the terms of test administration, storage, and security. If you have any questions or concerns, please reach out to us prior to exam administration.

EXAM DATE FLEXIBILITY

NYSAWLA follows NYSED processes and procedures development and administration of the FLACS exams, including field testing and other statistical analyses to ensure reliability, validity and integrity. As such, one of the requirements established by NYSAWLA for use of these exams is that districts agree to administer the exams on a set date and time. No additional dates or times are allotted for the exams in order to maintain validity of the exams statewide. Districts whose students who are unable to sit for the exam on the established date and time must forfeit the use of the exams and use an alternative means to assess those students or wait to administer the exams at the following administration (the subsequent year), which is an option permitted by NYSED.

FLACS EXAM PORTAL PAGE INFORMATION

<https://nysawla.org/exam-portal/>

FLACS Exam Portal

Exam Administration Date: Monday, June 24, 2024



Checkpoint A & B Writing Rubrics

We are proud to announce that the FLACS Checkpoint A & B Writing Rubrics are now available to you, along with the [Presentational Writing Guidelines \(to be published soon\)](#) and updated [Writing Score Sheet](#).

Note that we have combined checkpoint A & B rubrics in order to demonstrate the progression of proficiency levels in a more cohesive manner.

NYS delineates two (2) categories of modern languages based on the time needed for English speakers to develop proficiency.

Category 1 and 2 modern languages include those that use a Roman-based alphabet (e.g., Spanish, French, German, Italian, Swahili).

Category 3 and 4 modern languages include American Sign Language (ASL), indigenous languages (e.g., Seneca, Tuscarora), those languages that are character-based (e.g., Chinese, Japanese, Korean, Mandarin), and those that use non-Roman-based alphabets (e.g., Arabic, Greek, Hebrew, Russian).

✍ Checkpoint A&B Writing Rubric CAT 1&2 (revised 10/26/23)

✍ Checkpoint A&B Writing Rubric CAT 3&4 (revised 10/26/23)

The following documents can be found on this page:

School Administrator's Manual
Speaking Administration Guidelines
Speaking: Interpersonal and Presentational Rubrics
Writing and See-to-Sign Guidelines
Writing Rubrics
Answer Documents
Recording Guidelines
General Proctor Directions

-consortium members only-
Speaking Interpersonal/Presentational Speaking Tasks Sourcebook

INTERPERSONAL/PRESENTATIONAL SPEAKING RUBRICS

Rubrics are accessed by clicking links on the Exam Portal page. It is highly recommended that these rubrics be used throughout the year, enabling students and teachers to become familiar with this type of evaluation.

SPEAKING ADMINISTRATION GUIDELINES

Speaking Administration Guidelines provide guidance on administering the newly-revised Interpersonal/Presentational Speaking section. Printable **Speaking Tasks Scoring and Reporting Sheets** are included in the guidance booklet. NYSAWLA member districts who will be administering FLACS exams are given access to these booklets when membership is processed for the school year.

The Interpersonal/Presentational Speaking section of the FLACS exam may begin on **April 1** and should be concluded no later than five days prior to the FLACS Exams. The Reporting Sheets should be submitted to the principal or designee no later than five days prior to exams.

SECURE PRESENTATIONAL/INTERPERSONAL SPEAKING TASK SOURCEBOOKS

Please read the guidelines carefully and review changes to how the speaking task booklets are to be used. ALL items in our speaking task booklets may be used for either practice or as secure testing items. Each district decides which and how many items from each theme will be used for testing purposes. Once secure testing items are selected, districts may then use the other items as practice throughout the year.

PRACTICE SPEAKING TASKS

NYSAWLA has eliminated a separate Practice Speaking Tasks booklet and now includes practice and secure items together in the Presentational/Interpersonal Speaking Tasks Sourcebooks. Districts select secure items. Once selected, other items in the booklet may be used to practice throughout the year.

WRITING GUIDELINES

The writing guidelines contain a description of this section of the exam as well as printable **writing rubrics and scoring sheets**.

STUDENT 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.

RECORDING GUIDELINES FOR AUDIO/LISTENING SECTION

Beginning with the June 2023 exams, NYSAWLA will not provide audio recordings of this section. Teacher dictation scripts will be made available early enough for districts to create their own recordings if they so choose. Districts also have the option of reading this section live to students on exam day. Guidelines are available on the exam portal page for districts to use when recording the interpretive listening section of the FLACS exams.

GENERAL PROCTOR DIRECTIONS

Printable instructions for those who will be proctoring exams are 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. As per NYSED regulations, 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

ACCESS TO ARCHIVED EXAMS

The 2017, 2018, and 2023 FLACS Exams may be used for practice. All other exams remain secure and should not be used for practice or any other uses. Administrators in good standing receive access to these documents when their membership is processed. They may also request access from NYSAWLA at any time.

FLACS EXAM COMPONENTS

PART 1: INTERPERSONAL/PRESENTATIONAL SPEAKING (or SIGNING) TASKS

The interpersonal and presentational speaking components of the FLACS exam may begin on April 1 and must be completed no later than 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.

PART 2: LISTENING – Sections 2a, 2b, and 2c

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

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.

TEACHER DICTATION (LISTENING) SCRIPT

Copies of the dictation 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. Students should be instructed to begin the next section of the exam until such time that the teacher arrives to give the listening section.

PART 3: 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.

PART 4: 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.

FLACS A DESCRIPTION

Part 1: Presentational/Interpersonal Speaking 30 points

- 1 presentational task
- 2 interpersonal tasks

Part 2: Interpretive Listening 20 points

- 2-a 4 items - passages in target language, question in English
- 2-b 2 items - passages in target language, question in target language
- 2-c 2 passages, with 2 questions each, in English

Part 3: Interpretive Reading 30 points

- 3-a 8 items - short readings or ads in target language, multiple choice items in English
- 3-b 7 items - short readings or ads in target language, multiple choice items in target language

Part 4: Presentational/Interpretive Writing 20 points

- 4-a Read to Write - students use two documents to develop and write about a given topic
 - 4-b Select one of two writing prompts
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FLACS B DESCRIPTION

Part 1: Presentational/Interpersonal Speaking 30 points

- 1 presentational task
- 2 interpersonal tasks

Part 2: Interpretive Listening 20 points

- 2-a 5 items - passages in target language, questions in English
- 2-b 5 items - passages in target language, questions in target language

Part 3: Interpretive Reading 30 points

- 3-a 6 items - short readings or ads in target language, multiple choice items in English
- 3-b 4 items - short readings or ads in target language, multiple choice items in target language
- 3-c 5 items - one passage in target language, 5 multiple choice items in English

Part 4: Presentational/Interpretive Writing 20 points

- 4-a Read to Write - students use two documents to develop and write about a given topic
- 4-b Select one of two writing prompts

FLACS ASL CHECKPOINT A DESCRIPTION

Part 1: Expressive Skills (Interpersonal & Presentational) – 30 pts

2 Interpersonal tasks

1 presentational task

Part 2: Receptive Skills (Interpretive) – 20 points

2-a – 6 signed stories with 1 signed question each

2-b – 4 signed stories with 1 written question each

Part 3: Comprehension (Interpretive) – 30 points

Multiple Choice Video Comprehension Questions related to culture, history, syntax/structure or NYS themes and topics appropriate for Checkpoint A (15 questions total)

Part 4: Expressive Skills (Presentational) – 20 points

Two See-to-Sign Items – Students use a video and document/mixed media to develop and record signed responses about a given topic – 10 pts each



APPENDIX A

EXAM CONSORTIUM TERMS

Fall 2023

NYSAWLA Checkpoint A and B exams can be used in the same manner as those previously provided by NYSED. Specifically, a locally developed Checkpoint A Exam, in addition to the successful completion of two units of study, must be passed in order to grant (1) one unit of high school credit to 8th graders. A locally developed Checkpoint B Exam, in addition to earning three units of credit, must be passed to grant students a Regents Diploma with Advanced Designation.

Checkpoint A and Checkpoint B exams are offered in the following languages: Chinese, French, German, Italian, Spanish and ASL (Checkpoint A only). These exams are currently given in over 200 schools statewide.

As a member of the Exam Consortium, please note the following terms:

- For security reasons we require that districts choosing to participate adhere to a common date and time for administering the exams. We use the NYSED suggested date for locally developed assessments on their June Examination Schedule to administer our exams. If your district cannot adhere to the administration date, you may not participate in the consortium this year.
- Participating districts are encouraged to support the development of test items by allowing teachers to attend item writing workshops and/or submit items developed at the district level.
- All items will be field-tested prior to finalizing and releasing exams.
- Passwords to access the listening, reading and writing portions of the exams will be made available to the Superintendent's designee prior to the exam date in order to allow time to reproduce and secure the exams until their administration. The listening dictation script can be used by districts to make their own recordings of this section. NYSAWLA no longer provides audio files (effective June 2023).
- We request that participating districts submit exam results to the NYSAWLA Exam Database. Links to the database will be provided subsequent to the exam administration.
- As with NYSED exams, no make-ups or alternate administration will be permitted.
- To obtain Latin, Greek, or Hebrew exams, please contact:
Latin – [Brian Serwicki](mailto:brian.serwicki@gmail.com) at brian.serwicki@gmail.com
Greek – [Maria Makedon](mailto:mm@goarch.org) at mm@goarch.org
Hebrew – [Shelley Hill](mailto:shill@thejewisheducationproject.org) at shill@thejewisheducationproject.org

If you have any questions, please contact us at exams@nysawla.org

APPENDIX B

FLACS 2024 EXAM TIMELINE

Timeline	FLACS A/B Exams
April 1 - June 10	Administration window for speaking section using the Secure interpersonal/presentational Speaking Tasks booklet (password protected – see your Exam Designee for access)
Fri, May 31, 12:00 PM	<p>Password is released to Exam Designees to access secure exam information.</p> <p>Visit the Exam Portal page and click on the Exam Designee Access bar. Enter the password to access all secure testing materials and exams. Components of each assessment will be released on this page at the designated times listed.</p> <p>FLACS Checkpoint A and Checkpoint B Exams released on this date.</p> <p>*The district test coordinator/designee is responsible for maintaining security, copying, and distributing the exams.*</p>
Mon, June 24, 2024	<p>Test Administration Day</p> <p>AM - FLACS Checkpoint A</p> <p>Exam Answers released on <i>Exam Designee Access</i> page at 12:00 pm</p> <p>PM - FLACS Checkpoint B</p> <p>Exam Answers released on <i>Exam Designee Access page</i> at 2:00 pm</p>
June 24 - July 5	<p>Exam Data due to NYSAWLA</p> <p>Please submit data by district, not by school.</p> <p>LINK WILL BE PROVIDED WHEN EXAMS ARE RELEASED</p>

Questions? Email exams@nysawla.org