



FLACS A and B Writing Guidelines

Instructions for Part 4 – Presentational/Expressive Signing

The primary goal of this section is for students to demonstrate their ability to sign in American Sign Language using the four functions of communication: **Socializing, Persuading** (getting others to adopt a course of action), **Exchanging Information** (getting and providing information), and **Expressing Personal Feelings**.

Task Structure

FLACS A-ASL: Students must complete **TWO** of the three tasks Read to Sign tasks provided. Students will record themselves signing their responses to the two tasks they've chosen.

FLACS A-Spoken Languages: Students must complete both **Part 4a** and **Part 4b**:

- **Part 4a: Writing Task** – All students must complete this task and write a response in the target language based on the provided prompt.
- **Part 4b: Visually Supported Task** – Students choose one of two provided tasks and write a response in the target language to fulfill the specified communication purpose.

FLACS B-Spoken Languages: Students must complete both **Part 4a** and **Part 4b**:

- **Part 4a: Read to Write Task** – All students must complete this task and write a response in the target language based on the provided prompt.
- **Part 4b: Choice Task** – Students choose one of two provided tasks and write a response in the target language to fulfill the specified communication purpose.

Scoring Guidelines

Each response must be signed in the student's **own words**. Responses that are copied or closely resemble material from other parts of the exam will receive **zero (0) credit**. Each part is worth a **maximum of 10 points** and must be rated using the **PRESENTATIONAL Task Rubric (effective 1/7/25)**, which evaluates: **Communication, Discourse Type, Vocabulary, Comprehensibility, and Control**. Each dimension is scored on a **0 to 2-point scale**, with no conversion necessary.

Scoring Rules and Minimum Proficiency Requirements

If a response **does not meet the task requirements** as defined under the **Communication** dimension, the **entire response must receive a score of zero (0)**. Additionally, if any dimension does not meet the **minimum proficiency level** that dimension must be scored **zero (0)**:

- Category 1-2 AND 3-4 languages Checkpoint A target is **Novice High**.
 - Minimum level is **Novice Low**
- Category 1-2 languages Checkpoint B target is **Intermediate Mid**.
 - Minimum level is **Novice High**
- Category 3-4 languages Checkpoint B target is **Intermediate Low**.
 - Minimum level is **Novice Mid**

Examples of Scoring

Checkpoint A Scoring:

Dimension	Student A	Student B (Category 1-2)	Student C (Category 3-4)
Communication	0 (below Novice Low)	2 (Novice Low)	2 (Novice High)
Discourse Type	2 (Novice High)	0 (below Novice Low)	1.5 (Novice Mid)
Vocabulary	1.5 (Novice Low)	1 (Novice Mid)	2 (Novice High)
Comprehensibility	1.5 (Novice Low)	1 (Novice Mid)	2 (Novice High)
Control	2 (Novice High)	0 (below Novice Low)	1.5 (Novice Mid)
Final Score	0 (Task not met)	4	9

Checkpoint B Scoring:

Dimension	Student A	Student B (Category 1-2)	Student C (Category 3-4)
Communication	0	2 (Inter Mid)	2 (Inter Low)
Discourse Type	2 (Inter Mid)	0 (<i>below Novice High</i>)	1.5 (Novice High)
Vocabulary	1.5 (Inter Low)	1 (<i>Novice High</i>)	2 (Inter Low)
Comprehensibility	1.5 (Inter Low)	1 (<i>Novice High</i>)	2 (Inter Low)
Control	2 (Inter Mid)	0 (below Novice High)	1.5 (Novice High)
Final Score	0 (Task not met)	4	9

Final Score Calculation

Once both writing tasks have been scored, their **combined total** determines the final **Part 4 score**.

- Enter this score in **the lower box on the last page** of the student answer booklet.
- Record it again under **“Credit Earned” for Part 4** in the **upper right corner of the first page** of the answer booklet.

FLACS A: PART 4 SCORING RUBRIC CATEGORIES 1-4 LANGUAGES

Student's Name: _____

		QUESTION 26				QUESTION 27 / 28						
		Non-Com. 0	Novice			Inter. 2	Non-Com. 0	Novice			Inter. 2	
			1	1.5	2			Low	1	1.5		2
COMMUNICATION	<i>To what extent is the task accomplished? No further scoring if a ZERO is earned in this category</i>											
DISCOURSE TYPE	<i>Extent, complexity, and organization of language (from words to structured, connected sentences).</i>											
VOCABULARY	<i>Depth of vocabulary used (breadth and appropriateness of word choice).</i>											
COMPREHENSIBILITY	<i>How well can the audience understand?</i>											
CONTROL	<i>Accuracy and organization of language structures.</i>											
SCORE												
TOTAL SCORE												

** A ZERO may be given in these categories if the level falls below Novice High.

FLACS B: PART 4 SCORING RUBRIC CATEGORY 1 & 2 LANGUAGES

Student's Name: _____

	QUESTION 26					QUESTION 27 / 28				
	Novice			Intermediate		Novice			Intermediate	
	LOW	MID	HIGH	LOW	MID	LOW	MID	HIGH	LOW	MID
	0	0	1	1.5	2	0	0	1	1.5	2
<p>COMMUNICATION</p> <p><i>To what extent is the task accomplished? No further scoring if a ZERO is earned in this category</i></p>										
<p>DISCOURSE TYPE</p> <p><i>Extent, complexity, and organization of language (from words to structured, connected sentences).</i></p>										
<p>VOCABULARY</p> <p><i>Depth of vocabulary used (breadth and appropriateness of word choice).</i></p>										
<p>COMPREHENSIBILITY</p> <p><i>How well can the audience understand?</i></p>										
<p>CONTROL</p> <p><i>Accuracy and organization of language structures.</i></p>										
SCORE										
TOTAL SCORE										

** A ZERO may be given in these categories if the level falls below Novice High.

FLACS B: PART 4 SCORING RUBRIC CATEGORY 3 & 4 LANGUAGES

Student's Name: _____

	QUESTION 26					QUESTION 27 / 28				
	Novice			Intermediate		Novice			Intermediate	
	LOW	MID	HIGH	LOW	MID	LOW	MID	HIGH	LOW	MID
	0	1	1.5	2		0	1	1.5	2	2
COMMUNICATION <i>To what extent is the task accomplished? No further scoring if a ZERO is earned in this category</i>										
DISCOURSE TYPE <i>Extent, complexity, and organization of language (from words to structured, connected sentences).</i>										
VOCABULARY <i>Depth of vocabulary used (breadth and appropriateness of word choice).</i>										
COMPREHENSIBILITY <i>How well can the audience understand?</i>										
CONTROL <i>Accuracy and organization of language structures.</i>										
SCORE										
TOTAL SCORE										

** A ZERO may be given in these categories if the level falls below Novice High.



FLACS Checkpoint A/B PRESENTATIONAL Task Rubric for Category 1-2 languages

	Non-Communicative		Novice Low		Novice Mid		Novice High		Intermediate Low		Intermediate Mid		Score		
	0 pts	0 pts	1 pt	0 pts	1.5 pts	0 pts	2 pts	1 pt	2 pts	1.5 pts	2 pts	2 pts	2 pts	10 pts	10 pts
Checkpoint A Score															
Checkpoint B Score															
Communication*	Does not attempt to complete the task or responds with unrelated information.	Does not attempt to complete the task or does not use the targeted language function.	Attempts to complete the task but is not successful or does not use the targeted language function.	Partially completes the task using the targeted language function.	Completes the task using the targeted language function.	Completes the task using the targeted language function with some detail.	Completes the task using the targeted language function with detail and elaboration.								
Discourse Type	Does not attempt to complete the task.	Uses single words exclusively.	Uses single words or phrases OR uses vocabulary unrelated to the task.	Uses single words and some phrases.	Uses simple sentences that include memorized expressions and high-frequency vocabulary.	Uses a combination of sentences and strings of sentences.	Uses strings of sentences to organize ideas in a logical sequence.								
Vocabulary	Does not attempt to complete the task.	Uses some memorized words or phrases OR uses vocabulary unrelated to the task.	Uses mostly memorized words and formulaic phrases.	Uses a variety of high frequency vocabulary that advances completion of the task.	Uses a blend of high frequency and topic-specific vocabulary. May use circumlocution.	Uses a variety of vocabulary related to the topic, including words, phrases and expressions that add detail and description. May use circumlocution.									
Comprehensibility	Is not comprehensible.	Is somewhat comprehensible; errors interfere with comprehensibility.	Understood with effort by someone used to communicating with novice language learners (e.g., attempt pronunciation, signing, spelling, accentuation).	Usually understood by someone used to communicating with novice language learners (e.g., pronunciation, signing, spelling, accentuation).	Understood with some effort by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).	Easily understood by those accustomed to communicating with learners (e.g., pronunciation, signing, spelling, accentuation).									
Control	Is not comprehensible.	Shows limited accuracy, even with memorized language chunks and expressions.	Accurate using memorized language chunks.	Accurate with memorized language; uses basic language structures.	Generally accurate in present time with original complete sentences.	Accurate in present time, but accuracy decreases in other time frames.									
*If the student scores a zero (0) for Communication, stop scoring and assign a score of zero (0) for the entire task.													TOTAL SCORE 10 POINTS MAX		



FLACS Checkpoint A/B PRESENTATIONAL Task Rubric for Category 3-4 languages

	Non-Communicative		Novice Low		Novice Mid		Novice High		Intermediate Low		Score	
	0 pts	0 pts	1 pt	0 pts	1.5 pts	1 pt	2 pts	1.5 pts	2 pts	2 pts	10 pts	10 pts
Communication*	Does not attempt to complete the task or responds with unrelated information.	Attempts to complete the task but is not successful or does not use the targeted language function.	Uses single words exclusively.	Partially completes the task using the targeted language function.	Uses simple sentences that include memorized expressions and high-frequency vocabulary.	Completes the task using the targeted language function.	Completes the task using the targeted language function with some detail.					
Discourse Type	Does not attempt to complete the task.	Uses some memorized words or phrases OR uses vocabulary unrelated to the task.	Does not attempt to complete the task.	Uses mostly memorized words and formulaic phrases.	Uses a variety of high frequency vocabulary that advances completion of the task.	Uses a blend of high frequency and topic-specific vocabulary. May use circumlocution.						
Vocabulary	Is not comprehensible.	Is somewhat comprehensible; errors interfere with comprehensibility.	Is not comprehensible.	Understood with effort by someone used to communicating with novice language learners (e.g., attempt pronunciation, signing, spelling, accentuation).	Usually understood by someone used to communicating with novice language learners (e.g., pronunciation, signing, spelling, accentuation).	Understood with some effort by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).						
Control	Is not comprehensible.	Shows limited accuracy, even with memorized language chunks and expressions.	Accurate using memorized language chunks.	Accurate with memorized language structures.	Generally accurate in present time with original complete sentences.							
*If the student scores a zero (0) for Communication, stop scoring and assign a score of zero (0) for the entire task.											TOTAL SCORE 10 POINTS MAX	