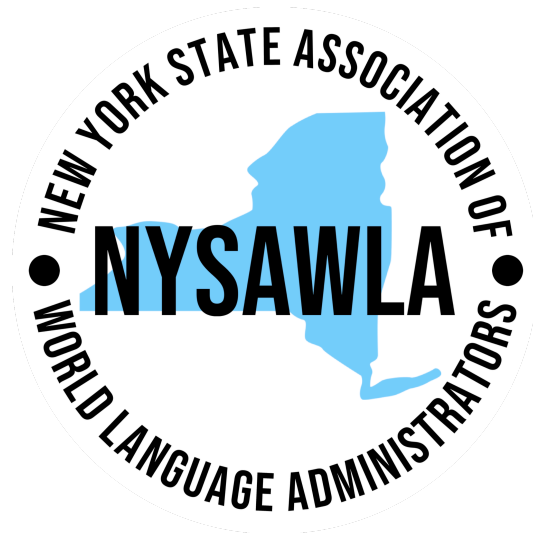


School Administrator's Manual

FLACS Checkpoint A and B Examinations



New York State Association of World Language Administrators

www.nysawla.org

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Important NYSAWLA Links

- NYSAWLA Homepage: <https://www.nysawla.org>
- NYSAWLA Membership Portal: <https://nysawla.org/nysawlamembership/>
- FLACS Exam Consortium Information: <https://nysawla.org/flacsconsortium/>
- FLACS Exam Portal: <https://nysawla.org/exam-portal/>

Section 1: Purpose of the FLACS Exams

The **FLACS Checkpoint A and Checkpoint B examinations** are locally developed, standards-based assessments created by members of the **NYSAWLA Exam Committee**. These examinations are designed to measure student proficiency in alignment with the **New York State Learning Standards for World Languages** and the **ACTFL proficiency guidelines**.

FLACS exams are administered by participating school districts as end-of-course assessments to determine whether students have met the expected proficiency targets at **Checkpoint A** or **Checkpoint B**. Successful completion of these exams may be used by districts to award high school credit and, at Checkpoint B, to satisfy the World Language assessment requirement for a **Regents Diploma with Advanced Designation**, consistent with NYSED guidance for locally developed assessments.

The FLACS exams assess student performance across the three modes of communication:

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

Each examination is designed to evaluate students' ability to use the target language meaningfully and appropriately within authentic and age-appropriate contexts, rather than to measure isolated knowledge of grammar or vocabulary.

Participation in the FLACS Exam Consortium requires districts to follow standardized procedures for administration, security, and scoring, including adherence to the NYSAWLA-approved date and time for administration of the FLACS Checkpoint A and Checkpoint B examinations, in order to ensure fairness, validity, and consistency across participating schools statewide.

The 2026 Administration Date: Monday, June 22, 2026

Checkpoint A

- Total testing time: **Two (2) hours**
- Standard start time: **9:15 a.m.**
- Early start time: **8:15 a.m.**
- Earliest permitted student release time: **9:45 a.m.**
- Scheduled end time: **11:15 a.m.**

Checkpoint B

- Total testing time: **Three (3) hours**
- Standard start time: **1:15 p.m.**
- Early start time: **12:15 p.m.**
- Earliest permitted student release time: **2:15 p.m.**
- Scheduled end time: **4:15 p.m.**

FLACS Exams MAY NOT be administered at any other time to ensure validity and security.

Section 2: FLACS Exam Overview

The FLACS examinations are offered at **Checkpoint A** and **Checkpoint B** and are designed to assess student proficiency across the three modes of communication: interpersonal, interpretive, and presentational.

The FLACS exams are based on the most current guidance issued by the New York State Education Department (NYSED) Office of Bilingual Education and World Languages (OBEWL).

- Checkpoint A exams reflect NYSED guidance effective 2024.
- Checkpoint B exams reflect NYSED guidance effective 2025.

FLACS examinations are available in the following languages:

- American Sign Language (ASL)
- Chinese (Mandarin)
- French
- German
- Italian
- Spanish

Each FLACS examination consists of **four components**, for a **total of 100 points**, administered in accordance with standardized procedures outlined in this manual.

Modality Note:

For American Sign Language (ASL) examinations, communicative modes are assessed through modality-appropriate signed and visual tasks. References throughout this manual to speaking, listening, reading, and writing should be understood to include their ASL equivalents (signing, receptive viewing, visual comprehension, and signed presentational expression).

2.1 Checkpoint A Exam Overview

The FLACS Checkpoint A examination is administered only at the conclusion of a two-year middle school sequence, consisting of Grade 7 and Grade 8, or at the conclusion of an approved accelerated Grade 8 middle school course. Administration of the Checkpoint A examination outside of the middle school program is not permitted.

Exam Components and Point Values:

Part 1: Interpersonal and Presentational Speaking / Signing — 40 points

Students complete a combination of interpersonal and presentational tasks administered individually prior to the written portion of the exam and **scored using the approved FLACS Interpersonal Rubric**.

Part 2: Interpretive Listening / Receptive Skills — 20 points

Students interpret spoken or signed passages and respond to multiple-choice comprehension questions.

Part 3: Interpretive Reading / Comprehension — 20 points

Students interpret written or visual texts and respond to multiple-choice comprehension questions.

Part 4: Presentational Writing / Expressive Signing — 20 points

Students complete two presentational tasks aligned to specified communication purposes, **scored using the approved FLACS Presentational Rubric**.

Total Possible Score: 100 points

2.2 Checkpoint B Exam Overview

The FLACS Checkpoint B examination is administered only to students who have completed a minimum of three years of study in the same world language, including a two-year middle school sequence and two additional years of high school study, typically in Grades 9 and 10.

Exam Components and Point Values:

Part 1: Interpersonal and Presentational Speaking / Signing — 40 points

Students complete a combination of interpersonal and presentational tasks reflecting higher proficiency expectations than those at Checkpoint A and **scored using the approved FLACS Interpersonal Rubric.**

Part 2: Interpretive Listening / Receptive Skills — 20 points

Students interpret longer or more complex spoken or signed passages and respond to multiple-choice comprehension questions.

Part 3: Interpretive Reading / Comprehension — 20 points

Students interpret authentic or semi-authentic texts of increased length and complexity and respond to multiple-choice comprehension questions.

Part 4: Presentational Writing / Expressive Signing — 20 points

Students complete two presentational tasks, including a source-based task and a choice-based task, **scored using the approved FLACS Presentational Rubric.**

Total Possible Score: 100 points

Administrative Note

Detailed item counts, rubrics, student answer documents, and speaking / signing reporting forms are included later in this manual to ensure all materials necessary for administration and scoring are contained in a single, consolidated resource.

Section 3: Roles and Responsibilities

Clear assignment of roles and responsibilities is essential to ensure the secure, fair, and consistent administration of the FLACS examinations. All participating districts are expected to follow the procedures outlined below.

3.1 District Exam Coordinator

Each participating district must designate a **District FLACS Exam Coordinator**. This individual serves as the primary point of contact between the district and NYSAWLA.

The District Exam Coordinator is responsible for:

- ensuring that all FLACS materials are distributed only to authorized personnel
- communicating administration timelines and procedures to building administrators
- confirming that eligibility requirements for Checkpoint A and Checkpoint B are met
- ensuring that speaking / signing assessments are administered and scored according to FLACS guidelines
- safeguarding secure exam materials before, during, and after administration

3.2 Building Principal or Designee

For the purposes of this manual, the term *Building Principal* refers to the Building Principal or their formally designated Designee.

The **Building Principal or Designee** is responsible for the secure and proper administration of the FLACS examination within their school.

The Building Principal or Designee must:

- designate appropriate staff to serve as proctors and raters
- ensure that testing conditions meet FLACS administration requirements
- confirm that only eligible students are scheduled to take the examination
- oversee the secure handling of all exam materials at the building level
- certify that scoring procedures were followed accurately and consistently

3.3 Proctors

Proctors are responsible for administering the written portions of the FLACS examination in accordance with the procedures outlined in this manual.

Proctors must:

- follow all timing and administration instructions exactly as written
- ensure that students work independently and without unauthorized materials
- maintain a secure testing environment throughout the administration
- report any testing irregularities immediately to the Building Principal

3.4 Speaking / Signing Raters

Speaking / signing Raters are responsible for administering and scoring the Part 1 Interpersonal and Presentational speaking / signing component of the FLACS examination.

Raters must:

- administer speaking / signing tasks according to FLACS guidelines
- score student performance using the **approved FLACS Interpersonal and Presentational Communication Rubrics**
- apply scoring criteria consistently across all students
- refrain from coaching, prompting, or assisting students during the task
- maintain confidentiality of student responses and scoring results

Whenever possible, districts are encouraged to implement **cross-rating or collaborative scoring practices** to promote consistency and reliability.

3.5 Teachers

Teachers may support exam administration and scoring as assigned by the Building Principal or District Exam Coordinator.

Teachers involved in the FLACS examination process must:

- adhere strictly to exam security protocols
- avoid reviewing or discussing secure exam content with students
- ensure that scoring is based solely on rubric criteria
- maintain professional confidentiality at all times

3.6 Testing Irregularities

Any suspected testing irregularities—including breaches of security, improper administration, or scoring concerns—must be reported immediately to the **Building Principal** and **District Exam Coordinator**.

The District Exam Coordinator will determine appropriate next steps in consultation with NYSAWLA, if necessary.

Section 4: Exam Security and Confidentiality

Maintaining the security and confidentiality of FLACS examinations is essential to ensuring fairness, validity, and statewide consistency. All FLACS exam materials are considered **secure** and must be handled accordingly.

4.1 Secure Materials

Secure materials include, but are not limited to:

- examination booklets and prompts
- listening and viewing materials
- speaking / signing task prompts
- scoring keys and rubrics designated for secure use
- student responses prior to scoring completion

Secure materials must be accessed **only by authorized personnel** and **only during approved administration and scoring windows**.

4.2 Handling and Storage of Materials

Districts and schools must ensure that all secure materials are:

- stored in a secure, locked location when not in use
- distributed only to staff with an assigned role in exam administration or scoring
- collected promptly at the conclusion of each testing session
- protected from duplication, photography, recording, or electronic transmission

Secure materials may not be reviewed, copied, or discussed outside of authorized administration and scoring activities.

4.3 Prohibited Actions

The following actions are **strictly prohibited**:

- Administering the current, secure FLACS examination prior to the official examination date communicated to NYSAWLA members and posted to the NYSAWLA website.
- Reviewing secure exam content with students prior to administration.
- Providing students with advanced knowledge of exam prompts or questions.
- Copying, photographing, recording, or electronically sharing secure exam materials.
- Using current, secure FLACS exam content for instructional, practice, or review purposes prior to its official release.
- Administering the examination outside the approved eligibility parameters.

4.4 Speaking / Signing Security

Speaking and signing tasks must be administered in a manner that preserves confidentiality and standardization.

- Tasks may not be rehearsed, previewed, or modified
- Raters may not coach, prompt, or assist students during task completion
- Student performances and scoring results must remain confidential
- Any recordings made for scoring or verification purposes must be handled as secure materials.

4.5 Testing Irregularities and Breaches

Any suspected breach of exam security or testing irregularity must be reported immediately to the **Building Principal** and **District FLACS Exam Coordinator**.

The District FLACS Exam Coordinator will determine appropriate next steps and may consult with the **NYSAWLA** as needed. Failure to adhere to security requirements may result in invalidation of student results and/or loss of consortium participation for the affected exam cycle.

Section 5: Administration Timeline

The FLACS examinations follow a standardized annual administration timeline to ensure consistency, security, and fairness across participating districts. Districts are expected to adhere to the timeline outlined below.

5.1 Speaking / Signing Administration Window

Part 1: Interpersonal and Presentational Speaking / Signing is administered **prior to the written examination**.

The interpersonal and presentational speaking components of the FLACS examination may begin on April 1 and must be completed five school days prior to the written examination (Parts 2–4).

speaking / signing tasks must be completed **before** students sit for the written exam.

5.2 Written Examination Date and Examination Duration

The **written portion** of the FLACS examination (Parts 2–4) is administered on the **official FLACS exam date** established annually by NYSAWLA.

All participating districts must administer the written exam **on the same date** to preserve exam security and standardization.

Use of the current or any released FLACS examination for make-up testing, alternate administrations, or late testing is not permitted.

The written portion of the FLACS examination (Parts 2–4) must be administered in accordance with the standard duration and administration times established by NYSAWLA.

Checkpoint A

- Total testing time: **Two (2) hours**
- Standard start time: **9:15 a.m.**
- Early start time: **8:15 a.m.**
- Earliest permitted student release time: **9:45 a.m.**
- Scheduled end time: **11:15 a.m.**

Checkpoint B

- Total testing time: **Three (3) hours**
- Standard start time: **1:15 p.m.**
- Early start time: **12:15 p.m.**
- Earliest permitted student release time: **2:15 p.m.**
- Scheduled end time: **4:15 p.m.**

Districts must ensure that supervision, staffing, and scheduling are arranged to support these administration windows. Students may not be dismissed prior to the earliest release time, even if they complete the examination early.

5.3 Scoring Window

Scoring of all exam components occurs during the **official scoring window** set by the local school district.

speaking / signing tasks and written components must be scored using the **approved FLACS rubrics**.

Districts are responsible for ensuring that scoring is completed accurately and in a timely manner.

5.4 Release of Materials

Following the completion of the administration and scoring window, select FLACS exam materials may be **formally released** for instructional and practice use.

Current exam forms remain secure and may not be used for instructional purposes prior to official release.

Administrative Note

Specific dates for the written exam administration and release of materials are communicated by the NYSAWLA to all participating districts and are posted on the NYSAWLA website. Districts should plan local schedules accordingly.

Section 6: Speaking / Signing Administration

The **Speaking / Signing section (Part 1)** of the FLACS examination assesses students' ability to communicate interpersonally and presentationally in the target language. This component must be administered in a standardized manner to ensure fairness, validity, and consistency across participating districts.

The interpersonal and presentational speaking components of the FLACS examination may begin on April 1 and must be completed five school days prior to the written examination (Parts 2–4).

6.1 Administration Format

6.1a Interpersonal Speaking / Signing

All students must complete **two interpersonal speaking / signing tasks**.

Interpersonal tasks are administered **individually** and require students to interact spontaneously with the rater.

Interpersonal speaking / signing tasks are scored using the approved FLACS Interpersonal Communication Rubric.

Tasks must be administered prior to the written examination and within the designated administration window.

6.1b Presentational Speaking / Signing

All students must complete one presentational speaking / signing task.

The presentational task may be administered during the same session as the interpersonal speaking / signing tasks or may be recorded and scored separately.

Presentational speaking / signing tasks are scored using the approved FLACS Presentational Rubric.

6.2 Administration Conditions

Speaking / signing assessments must be conducted in a **quiet, appropriate setting** that allows students to focus without interruption.

Only the student and the designated rater(s) may be present during the administration.

For **interpersonal speaking / signing tasks**:

- No dictionaries, notes, scripts, or external supports are permitted.

For **presentational speaking / signing tasks**:

- Students must be provided **designated preparation time** as specified in the task directions.
- Students may take notes during the preparation period and **may refer to those notes** while completing the presentational task.
- Notes may not be shared, reused, or retained after task completion.

6.3 Role of the Rater

Speaking / signing tasks must be administered and scored by qualified raters designated by the Building Principal or Exam Designee.

Raters must:

- follow task directions exactly as written
- present prompts clearly and without modification
- allow students to respond without coaching, prompting, or assistance
- apply scoring criteria consistently across all students
- NOT provide feedback to students during or after task completion.

6.4 Recording and Documentation

Districts may record speaking / signing performances **for scoring verification or quality-control purposes**, at the district's discretion.

Any recordings created are considered **secure materials** and must be handled in accordance with FLACS security requirements.

Scores must be recorded on the **approved FLACS Speaking / Signing Reporting Form** and retained according to district procedures.

6.5 Scoring Practices

speaking / signing scores contribute **40 points** to the total exam score.

Whenever possible, districts are encouraged to use **cross-rating or collaborative scoring** practices to promote reliability and consistency.

Final scores must reflect the rater's professional judgment based solely on rubric criteria.

6.6 Irregularities During Speaking / Signing

Any irregularities during the administration or scoring of speaking / signing tasks must be reported immediately to the **Building Principal or Exam Designee** and **District FLACS Exam Coordinator**.

Section 7: Written Examination Administration (*Listening, Reading, and Writing*)

The written portion of the FLACS examination assesses students' interpretive and presentational communication skills and must be administered in a standardized manner to ensure fairness, validity, and consistency across participating districts.

7.1 Components of the Written Examination

The written examination consists of the following components:

- **Part 2: Interpretive Listening / Receptive**
- **Part 3: Interpretive Reading / Comprehension**
- **Part 4: Presentational Writing / Signing**

All students must complete **all components** of the written examination.

7.2 Administration Conditions

The written examination must be administered on the official FLACS exam date.

Testing must occur in a **quiet, supervised setting** that meets standard testing conditions.

Proctors must follow all timing and administration instructions exactly as written.

Students must work **independently** and may not communicate with one another during the exam.

7.2a Testing Format by Language Modality

For spoken languages, students receive a paper copy of the written examination.

For American Sign Language (ASL), the written examination is administered using either a paper copy of the exam, or a secure, NYSAWLA-provided digital format (e.g., Google Form).

The written examination must be administered in accordance with the standard start times, testing durations, and earliest release times published in Section 5 and Appendix A of this manual. All components of the written examination must be administered in accordance with any testing accommodations documented in a student's current IEP or Section 504 Plan, as outlined in Section 8 of this manual.

7.3 Permitted and Prohibited Materials

Unless otherwise specified in the exam materials:

Permitted materials

- pens or pencils, as appropriate
- approved accommodations documented in **students' IEPs or Section 504 Plans**

Prohibited materials

- dictionaries, glossaries, notes, or reference materials
- electronic devices of any kind
- unauthorized instructional aids

7.4 Listening Administration

Districts may administer Part 2: Interpretive Listening using one of the following approved methods:

- a NYSAWLA-provided recording of the FLACS listening script,
- a district-created recording of the FLACS listening script, or
- a qualified proctor reading or signing the FLACS listening script live.

In all cases, the FLACS listening script must be delivered exactly as written, using a natural, consistent pace and without emphasis, explanation, or clarification.

Directions and prompts must be delivered exactly as provided in the exam materials.

Listening selections may not be paused, repeated, or modified except when explicitly required by a student's documented IEP or Section 504 Plan.

7.5 Reading and Writing Administration

Reading passages and writing tasks must be completed during the designated testing period.

Students may not receive assistance, clarification, or feedback beyond standard directions.

All student responses must be recorded on the approved FLACS student answer sheets or Scantron forms.

For American Sign Language (ASL), Part 4: Presentational Writing is completed as a recorded signed response using a district-approved device (e.g., a district-provided Chromebook or tablet) and handled as secure exam material.

7.6 Role of the Proctor

Proctors administering the written examination must:

- ensure adherence to all testing procedures
- maintain a secure testing environment
- monitor students throughout the testing period
- report any testing irregularities immediately to the **Building Principal or Exam Designee**

7.7 Administration of the ASL Written Examination

The American Sign Language (ASL) FLACS examination follows the same overall timing, security, and supervision requirements as spoken-language examinations. However, administration procedures differ by modality and delivery format, as outlined below.

For all ASL administrations, the **official time allotments do not change**:

Checkpoint A: Two (2) hours

Checkpoint B: Three (3) hours

7.7.1 ASL Administration Using Paper-Based Examinations

Schools administering the ASL examination using a paper-based format must adhere to the following procedures:

Part 2: Interpretive Receptive Section

- Prompts are delivered either through **live signing** by a qualified proctor or via a **video recording** on a classroom SmartBoard or comparable display device.
- Each prompt is presented **two times**.
- Students are provided dedicated response time (typically **approximately 30 seconds**) to answer each item.
- This section is **timed**.
- Students may **not** view prompts additional times beyond the two permitted presentations, except as required by a documented IEP or Section 504 Plan.

Part 3: Interpretive Comprehension Section

- The proctor plays the video prompt corresponding to each question.
- Video prompts may be replayed **as many times as needed** until all students have responded.
- Once responses are completed, the proctor advances to the next item.

Part 4: Presentational Expressive Section (See-to-Sign)

- The proctor plays each of the provided **See-to-Sign video prompts** as many times as needed.
- Students record **two signed video responses** using a district-approved device.
- Recorded responses are submitted according to district procedures and treated as secure exam materials.

7.7.2 ASL Administration Using the NYSAWLA-Provided Google Form

Schools administering the ASL examination using the NYSAWLA-provided Google Form must adhere to the following procedures:

Students access the secure Google Form using a **district-approved device**.

Part 2: Interpretive Receptive Section

- Prompts are delivered either through **live signing** by a qualified proctor or via a **video recording** on a classroom SmartBoard or comparable display device.

- Each prompt is presented **two times**.
- Students are provided dedicated response time (**approximately 30 seconds**) to answer each item.
- This section is **timed**.
- Students may **not** view prompts additional times beyond the two permitted presentations, except as required by a documented IEP or Section 504 Plan.

Parts 3 and 4: Interpretive and Presentational Sections

- Video prompts are embedded directly within the Google Form.
- Students may view prompts **as many times as needed** to answer questions.
- Students record and submit their **Part 4 signed responses** directly through the form.

7.7.3 Administration Consistency

Regardless of administration format (paper-based or Google Form), districts must ensure that:

- Total testing time does not exceed the official time allotment.
- All administration procedures are applied consistently within the school.
- Exam security and confidentiality are maintained at all times.

7.8 Testing Irregularities

Any irregularities during the administration of the written examination must be reported immediately to the **Building Principal or Exam Designee** and the **District FLACS Exam Coordinator**.

Section 8: Testing Accommodations

All testing accommodations provided during the administration of the FLACS examination must be **explicitly documented** in a student's current **Individualized Education Program (IEP)** or **Section 504 Plan**.

Accommodations apply to **all components** of the examination, including speaking / signing, listening, reading, and writing, as specified in the student's plan.

8.1 Typical Accommodations

Typical accommodations may include, but are not limited to:

- extended time
- separate location or small-group setting
- enlarged copies of examination materials
- additional repetitions of listening selections
- use of approved assistive technology
- alternative response formats, when appropriate to the language and modality

8.2 Implementation of Accommodations

Accommodations must be implemented **exactly as documented** in the student's IEP or Section 504 Plan.

Accommodations must **not alter the construct** being assessed.

Accommodations must be provided in a manner that **maintains exam security and standardization**.

No accommodations may be provided that are **not explicitly documented** in a student's IEP or Section 504 Plan.

8.3 Responsibility for Accommodations

The **Building Principal or Exam Designee** is responsible for ensuring that all required accommodations are provided appropriately during the administration of the FLACS examination.

Section 9: Scoring and Rating Procedures

All components of the FLACS examination must be scored in a standardized and consistent manner to ensure fairness, reliability, and validity across participating districts.

9.1 General Scoring Principles

All exam components must be scored using the **approved FLACS rubrics and scoring materials**.

Scoring must reflect a student's demonstrated performance **at the time of testing**.

Scores must be based solely on the criteria described in the applicable rubric.

No partial credit or adjustments may be made outside the parameters of the approved scoring guidelines.

9.2 Speaking / Signing Scoring (Part 1)

Interpersonal Speaking / Signing tasks are scored using the approved FLACS Interpersonal Rubric.

Presentational Speaking / Signing tasks are scored using the approved FLACS Presentational Rubric.

speaking / signing scores contribute a total of 40 points to the overall exam score.

Whenever possible, districts are encouraged to implement collaborative scoring practices to support consistency and reliability.

9.3 Written Component Scoring (Parts 2–4)

Part 2: Interpretive Listening and Part 3: Interpretive Reading are scored using the approved FLACS answer keys.

Part 4: Presentational Writing / Signing is scored using the approved FLACS Presentational Writing Rubric.

Each written component contributes 20 points to the total exam score.

9.4 Scoring Conditions

Scoring must occur within the local district's established scoring window, as determined by the district calendar.

Scoring must be conducted by qualified raters designated by the Building Principal or Exam Designee.

9.5 Recording and Reporting Scores

All scores must be recorded accurately using the approved FLACS scoring and reporting forms.

Districts are responsible for maintaining secure records of student scores in accordance with local procedures.

NYSAWLA does not require data submission at this time.

9.6 Scoring Irregularities

Any concerns related to scoring accuracy, rubric application, or procedural irregularities must be reported to the **Building Principal or Exam Designee** and the **District FLACS Exam Coordinator** for review.

9.7 District Item Analysis and Scoring Adjustments

NYSAWLA recognizes that districts may encounter unique instructional contexts and student populations when administering the FLACS Checkpoint A and Checkpoint B examinations.

Districts are **encouraged to conduct local item analyses during the scoring process** and may determine whether to award credit for individual test items that present unforeseen issues for students within their district.

When making such determinations, credit **may be awarded only when 50% or more of students** within the district respond incorrectly to a given item.

Any scoring adjustments must be applied **consistently to all students within the district** and documented locally.

This guidance is intended to support fair, responsible, and transparent scoring practices while maintaining the integrity of the FLACS examinations.

Section 10: Materials Management and Post-Administration Procedures

Proper handling of examination materials before, during, and after administration is essential to maintaining exam security and integrity. Districts are responsible for ensuring that all materials are managed in accordance with the procedures outlined below.

10.1 Release and Distribution of Exam Materials

NYSAWLA releases **FLACS Checkpoint A and Checkpoint B** examination materials, including test booklets and teacher administration scripts, in **early June**. Exact release dates are communicated annually to participating districts and are **posted on the NYSAWLA website**.

Scoring keys and related scoring materials are released on the **official date of exam administration**.

Districts are responsible for **copying and distributing all examination materials locally** in accordance with exam security requirements.

10.2 Secure Materials

Secure materials include, but are not limited to:

- examination booklets and prompts
- listening scripts and recordings
- speaking / signing prompts
- student answer sheets
- scoring keys and rubrics designated for secure use
- recorded student responses (where applicable)

All secure materials must be accessed **only by authorized personnel**.

10.3 Collection of Materials

At the conclusion of each administration session:

- all examination materials must be **collected immediately**
- proctors must verify that **no materials remain with students**
- used and unused materials must be returned to the **Building Principal or Exam Designee**

Recorded responses (e.g., ASL Part 4 or recorded presentational speaking tasks) must be secured immediately following completion.

10.4 Storage and Retention

Secure materials must be stored in a locked, secure location when not in use.

Districts must retain materials in accordance with local district retention policies.

Recorded student responses must be stored securely and access limited to authorized personnel only.

NYSAWLA does not require districts to submit examination materials or recordings.

10.5 Post-Administration Use of Materials

Current exam materials may not be reused for make-up testing or alternate administrations.

Released FLACS examinations may be used for instructional and practice purposes.

Secure materials may not be duplicated, shared, or posted electronically unless formally released.

10.6 Disposal of Materials

When secure materials are no longer required for scoring, review, or retention:

materials must be **destroyed securely** (e.g., shredding for paper materials; permanent deletion for digital files)

disposal must follow **local district procedures** for secure documents

10.7 Reporting Concerns

Any concerns related to material handling, security, or post-administration procedures must be reported to the **Building Principal or Exam Designee** and the **District FLACS Exam Coordinator**.

Section 11: Contact Information and Support

NYSAWLA provides support to participating districts regarding the administration of the FLACS Checkpoint A and Checkpoint B examinations.

District-level questions related to exam administration, materials, scoring, or procedures should first be directed to the district's FLACS Exam Coordinator.

If additional clarification or support is needed, districts may contact NYSAWLA using the contact information provided on the NYSAWLA website.

NYSAWLA communications, updates, and announcements related to FLACS examinations are distributed through official NYSAWLA channels and posted on the NYSAWLA website.

11.1 Questions Related to Exam Content

Questions related to individual exam questions, prompts, or tasks should be directed to NYSAWLA by the district's FLACS Exam Coordinator prior to the exam administration date, whenever possible.

On the day of exam administration, inquiries regarding specific exam questions or prompts may experience delayed response times due to active test administration and security considerations.

Appendix A: Typical FLACS Examination Timeline

The timeline below reflects a **typical administration cycle** for the FLACS Checkpoint A and Checkpoint B examinations. Exact dates are communicated annually by NYSAWLA and posted on the NYSAWLA website.

September 1

NYSAWLA announces the official FLACS examination date.

Updated rubrics and any test changes are announced and reviewed during NYSAWLA's first general membership meeting of the academic year.

October – November

FLACS Item Writing Workshops

NYSAWLA-hosted item writing workshop dates are announced. Districts are encouraged to participate by allowing teachers to attend workshops or submit draft items to support the development of the current year's FLACS examinations.

April 1 – Five School Days Prior to the Written Examination

Part: Interpersonal and Presentational Speaking / Signing Administration Window

Districts administer:

- Interpersonal Speaking / Signing tasks
- Presentational Speaking / Signing tasks
- Speaking / signing administrations are scheduled locally.

Presentational speaking or signing responses are recorded using a district-approved device if not scored live.

June 1

Release of Examination Materials

FLACS examination materials and teacher dictation scripts are released by NYSAWLA to the district's FLACS Exam Designee.

Districts are responsible for copying and securing all materials in accordance with exam security procedures.

Late June: Official FLACS Examination Date (announced annually by NYSAWLA)

Written Exam Administration

Districts administer the written components of the examination at the designated times:

- Part 2: Interpretive Listening
- Part 3: Interpretive Reading
- Part 4: Presentational Writing

Checkpoint A

- Total testing time: **Two (2) hours**
- Standard start time: **9:15 a.m.**
- Early start time: **8:15 a.m.**

- Earliest permitted student release time: **9:45 a.m.**
- Scheduled end time: **11:15 a.m.**

Checkpoint B

- Total testing time: **Three (3) hours**
- Standard start time: **1:15 p.m.**
- Early start time: **12:15 p.m.**
- Earliest permitted student release time: **2:15 p.m.**
- Scheduled end time: **4:15 p.m.**

Scoring keys are released on the day of exam administration.

Post-Administration

Districts score all exam components during the local scoring window.

Materials are retained or securely disposed of in accordance with local district policy.

Appendix B: Supporting Documents Checklist

The following documents support the administration, scoring, and reporting of the **FLACS Checkpoint A and Checkpoint B examinations**. Districts should ensure that all applicable materials are available to designated staff prior to exam administration.

Administration Materials

- FLACS Administrator Manual
- Teacher Administration Scripts
- Examination Booklets (student-facing)
- Part 1 Speaking / Signing Materials
 - Speaking / Signing Interpersonal Task Prompts
 - Speaking / Signing Presentational Task Prompts
 - Part 1 Reporting Form
- Part 2 Interpretive Listening /Receptive Materials
 - Listening / Signing Scripts and/or Audio Recordings for spoken languages (where applicable)
 - Prerecorded ASL video prompts (where applicable)

Student Materials

- Student Answer Sheets
- Scantron (if applicable)
- NYSAWLA-provided Google Form for ASL examinations
- District-approved recording device for presentational speaking and/or signing responses

Scoring Materials

- Interpersonal Communication Rubric
- Presentational Communication Rubric
- Scoring Keys (*released on the day of exam administration*)

Optional / Local Materials

- Enlarged-print examinations (as required by IEPs or 504 Plans)
- Local scoring cover sheets or tracking documents
- Secure storage materials (e.g., locked cabinets, folders)

Notes

NYSAWLA does not require districts to submit examination materials or recordings.

All materials must be handled in accordance with the procedures outlined in this Administrator Manual.

Appendix C: FLACS Examination Outlines

FLACS Checkpoint A for Spoken Languages

Part 1: Presentational and Interpersonal Speaking (40 points)

- **1 Presentational Task** (10 points)
- **2 Interpersonal Tasks** (15 points each, 30 points total)

Part 2: Interpretive Listening (20 points)

- **2A:** 4 items – Passages in the **Target Language**, questions in English (8 points)
- **2B:** 2 items – Passages in the **Target Language**, questions in the **Target Language** (4 points)
- **2C:** 2 passages in the **Target Language** with 2 questions each, in English (8 points)

Part 3: Interpretive Reading (20 points)

- **3A:** 6 items – Short readings/ads in the **Target Language**, multiple-choice questions in English (12 points)
- **3B:** 4 items – Short readings/ads in the **Target Language**, multiple-choice questions in the **Target Language** (8 points)

Part 4: Presentational Writing (20 points)

- **4A: Writing Prompt Selection** – One writing prompt (mandatory) with **suggested details provided**. (10 points)
- **4B: Visually Supported Selection** – Choose **ONE** of two visually supported writing prompts with **suggested details provided**. (10 points)

FLACS Checkpoint B for Spoken Languages

Part 1: Presentational and Interpersonal Speaking (40 points)**

- **1 Presentational Task** (10 points)
- **2 Interpersonal Tasks** (15 points each, 30 points total)

Part 2: Interpretive Listening (20 points)

- **2A:** 5 items – Passages in the **Target Language**, questions in **English** (10 points)
- **2B:** 5 items – Passages in the **Target Language**, questions in the **Target Language** (10 points)

Part 3: Interpretive Reading (20 points)**

- **3A:** 4 items – Short readings/ads in the **Target Language**, multiple-choice questions in the **Target Language** (8 points)
- **3B:** 6 items – 2 Medium-length readings in the **Target Language**, 3 multiple-choice questions in the **English** per reading. (12 points)

Part 4: Presentational Writing (20 points)

- **4A: Read-to-Write** – Students analyze two documents to develop a response on a given topic, with **suggested details provided** (10 points).
- **4B: Writing Prompt Selection** – Students choose between two writing prompts, with **suggested details provided** (10 points).

ASL – FLACS Checkpoint A and B

Part 1: Expressive Skills (Interpersonal and Presentational) (40 points)

- **1 Presentational Task** (10 points)
- **2 Interpersonal Tasks** (15 points each, 30 points total)

Part 2: Receptive Skills (Interpretive) (20 points)

- **2A:** 4 passages in **American Sign Language (ASL)**, with one written question each (8 points total)
- **2B:** 6 passages in **American Sign Language (ASL)**, with one signed question each (12 points total)

Part 3: Comprehension (Interpretive) (20 points)

- **10 Multiple-Choice Video Comprehension Questions** focused on NYS themes and topics, incorporating elements of culture, history, and syntax/structure.

Part 4: Expressive Skills (Presentational) (20 points)

- **Two See-to-Sign Items** – Students use a combination of visual materials and a short video prompt to develop and record a signed response about a given topic. Suggested details are provided. (10 points each)

The American Sign Language (ASL) Checkpoint A and Checkpoint B examinations share the same structural format. The content, tasks, and proficiency expectations differ and are aligned to the applicable Checkpoint A or Checkpoint B standards.

Appendix D: NYSAWLA FLACS Exam Consortium Overview and Participation Terms

The **NYSAWLA FLACS Checkpoint A and B Examinations** are locally developed world language assessments created and maintained by the New York State Association of World Language Administrators (NYSAWLA) for use by member districts through the NYSAWLA Exam Consortium. These secure, field-tested, standards-aligned exams are administered in over 200 districts statewide. Since NYSED discontinued producing the World Language Proficiency and Regents language exams in 2011, districts have been permitted to use locally developed, vendor-, or consortium-provided assessments to meet state credit and diploma requirements. NYSAWLA provides exams in American Sign Language, Mandarin Chinese, French, German, Italian, and Spanish.

Checkpoint A exams are administered after the successful completion of two units of study in a world language, most often following a 7th and 8th grade language sequence. Passing the Checkpoint A exam is required to grant one (1) unit of high school credit to 8th grade students. Checkpoint B exams are administered after the successful completion of three units of study in a world language and must be passed to meet the requirements for a Regents Diploma with Advanced Designation.

Member districts must adhere to the following guidelines in order to participate in our consortium:

Exam Administration Date: For security purposes, all participating districts are required to administer the NYSAWLA FLACS Checkpoint A and B Examinations on the common date and time announced by NYSAWLA in early fall. Districts unable to follow the designated administration schedule will not be able to administer the examinations for that year.

Item Development: Participating districts are encouraged to support exam development by allowing teachers to attend NYSAWLA item-writing workshops and by submitting items developed independently directly through our website for review and consideration.

Exam Access: Access to the NYSAWLA FLACS Checkpoint A and B Examinations will be released to the Superintendent's designee in early June to allow time for reproduction and secure storage consistent with NYSED guidance for Regents exams.

Listening Section: NYSAWLA will provide AI-generated audio files for the Part 2 Listening Section for all languages except American Sign Language. Districts may use their own recordings or read the scripts live on the day of the exam.

Item Analysis: NYSAWLA permits districts to conduct their own item analysis when scoring exams and to award credit for individual items if 50% or more of their students answered the item incorrectly. This adjustment applies only within the district's own scoring process.

Make-up Exams: The NYSAWLA FLACS Checkpoint A and B Examinations may not be used as make-up exams or administered on any date other than the stated administration date. Districts that require a make-up exam should use an alternative assessment, such as their own locally developed assessment.