

Part 1 Administration Manual

FLACS Checkpoint A and B Examinations

(Companion to the FLACS School Administrator Manual)



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 This Manual

This document provides guidance for the administration, scoring, and local management of the FLACS Part 1 Speaking / Signing component. It is intended to serve as a companion to the FLACS Administrator Manual (SAM) and should be used in conjunction with that document.

This Speaking / Signing Administration Manual is designed to support consistent, fair, and practical administration across districts while allowing for local flexibility within the parameters established by NYSAWLA.

Questions regarding administration should be directed to the District FLACS Exam Coordinator or contact NYSAWLA.

Section 2. Scope and Authority

The FLACS Part 1 Speaking / Signing component is governed by NYSAWLA as part of the FLACS examination system. Districts retain responsibility for local administration, staffing, scheduling, scoring, and reporting.

This document does not supersede district policies related to accommodations, staffing, or technology use. All accommodations provided under an IEP or 504 Plan apply to the Speaking / Signing component as determined by the district.

Section 3. Administration Window

The Speaking / Signing component may begin **no earlier than April 1** and must be completed **no later than five school days prior to the written FLACS examination**.

Districts determine local schedules for administering the Speaking / Signing component within this approved window.

Section 4. Roles and Responsibilities

4.1 District FLACS Exam Coordinator

The District FLACS Exam Coordinator is responsible for:

- ensuring the Speaking / Signing component is administered within the approved window;
- ensuring staff administering and scoring the component are appropriately qualified; and
- ensuring local procedures align with NYSAWLA guidance.

4.2 Building Principal or Designee

The Building Principal or designee oversees:

- local scheduling;
- staffing; and

- appropriate testing conditions.

4.3 Teacher / Interpersonal Speaking / Signing Partner

For purposes of this document, the term “**teacher**” refers to the qualified teacher of the target language who serves as the interpersonal speaking / signing partner and rater, unless otherwise designated by the district.

The teacher:

- administers the interpersonal speaking / signing tasks;
- ensures students understand task expectations; and
- scores student performance using the appropriate FLACS rubric.

Districts may separate the roles of interlocutor and rater if local procedures allow.

Section 5. Speaking / Signing Task Types

5.1 Overview

The FLACS Part 1 Speaking / Signing component, worth a total of **40 points**, consists of two distinct task types:

- **Interpersonal Speaking / Signing**
 - Two tasks, each worth **15 points**
- **Presentational Speaking / Signing**
 - One task worth **10 points**

Each task type has different preparation, administration, and scoring conditions.

5.2 Performance Expectations and Target Proficiency

Speaking / Signing performance must align with the proficiency targets established for each checkpoint and language category and must be evaluated using the official FLACS INTERPERSONAL and PRESENTATIONAL Task Rubrics.

Target Proficiency Levels:

- **Checkpoint A (All Categories):** Novice High
- **Checkpoint B Category 1–2 Languages:** Intermediate Mid
- **Checkpoint B Category 3–4 Languages:** Intermediate Low

If a student receives a score of zero (0) in the Communication dimension, the entire task must receive a score of zero (0), in accordance with official rubric policy.

5.3 American Sign Language

American Sign Language (ASL) follows the same administration principles as spoken languages.

Where modality differs, recordings must clearly capture signed communication. Visual clarity and appropriate camera positioning are essential.

Section 6. Interpersonal Speaking / Signing Tasks

6.1 Task Description

Interpersonal speaking / signing tasks are designed to measure the extent to which students can **negotiate meaning through direct interaction** with a conversation partner **in the target language**.

Each interpersonal task simulates a brief conversation in which:

- the student always speaks or signs **as themselves**, and
- the teacher assumes the specific role indicated in the task.

Each student completes **two interpersonal speaking / signing tasks**.

Tasks include:

- a brief description in English that establishes the purpose and setting of the interaction; and
- suggested questions to support the teacher in initiating and developing the conversation.

The teacher initiates the interaction. Students respond and exchange information related to the task.

Teachers evaluate interpersonal performances using the **FLACS INTERPERSONAL Task Rubric**.

6.2 Administration and Timing

Interpersonal speaking / signing tasks are conducted as live interactions between the student and a qualified teacher of the target language.

- Students do **not** write notes or prepare in writing prior to beginning the task.
- The teacher presents the task orally, in English, and ensures the student understands what is being asked.
- The student is given a brief opportunity to mentally prepare before beginning the interaction.

Districts typically allot **approximately 15 minutes per student to complete two (2) interpersonal speaking / signing tasks**. This time includes:

- task presentation;
- brief mental preparation; and
- the interaction itself.

This time frame is a **guideline**, not a fixed requirement.

Students who receive extended time accommodations are provided additional time for preparation and/or performance in accordance with their approved plan.

Teachers should not rush students. Each interaction concludes when the student has completed the task.

6.3 Interaction Expectations

In administering the interpersonal speaking / signing tasks, the teacher has two primary responsibilities:

1. To serve as the student's conversation partner; and
2. To evaluate the student's performance using the FLACS INTERPERSONAL Task Rubric.

As the conversation partner, the teacher initiates the interaction and sustains the exchange in the **target language**. The teacher may repeat or rephrase questions in the target language to ensure comprehension and continuity of the interaction. Communication devices such as requests for clarification or repetition may be used in the target language when appropriate.

The teacher does not coach, provide content, or supply responses.

As a rater, the teacher elicits sufficient language to allow the student to demonstrate their ability to communicate. The teacher may use open-ended prompts to support sustained interaction.

The interaction must be conducted entirely in the **target language**. No credit may be awarded for responses given in English.

The teacher brings the conversation to a **natural close** once the student has completed the task.

6.4 Typical administration workflow

Before administering the interpersonal speaking / signing section:

- Selections from the secure speaking task booklet are identified for use.
- Copies of the FLACS INTERPERSONAL Task Rubric and any local scoring forms are prepared.
- A testing-appropriate location is secured.
- Students are scheduled to be assessed individually within the approved testing window.

During the speaking / signing examination:

- The student selects two interpersonal speaking / signing tasks at random. Once selected, tasks may not be changed or modified.
- The teacher reads each task prompt in English to ensure the student understands the purpose and setting of the interaction.
- The student is given a brief opportunity to mentally prepare.
- The teacher initiates the interaction in the target language.
- The interaction proceeds entirely in the target language.

The teacher does not coach, provide content, or otherwise assist the student. The teacher brings the conversation to a natural close once the student has completed the task.

Section 7. Presentational Speaking / Signing Tasks

7.1 Task Description

Presentational speaking / signing tasks are designed to measure the extent to which students can **communicate a message in the target language to others** in an organized spoken or signed format.

Each presentational task presents students with a situation in which the student must deliver a spoken or signed response.

Tasks may be performed live or recorded. Performances must be **spontaneous and unrehearsed**.

Teachers evaluate presentational performances using the **FLACS PRESENTATIONAL Task Rubric**.

7.2 Preparation and Performance

Preparation and performance are distinct phases.

Presentational speaking / signing tasks include:

- **approximately one to two minutes of preparation time**, and
- **approximately two minutes for the student to record their performance**.

During preparation:

- students may write notes freely; and
- students may refer to those notes during their recorded performance.

Students are **not required to speak or sign for the full two minutes** in order to receive full credit. Students are evaluated based on **successful completion of the task as described and scored by the rubric**.

Students who receive extended time accommodations are provided additional time for preparation and/or performance in accordance with their approved plan.

7.3. Recording and Technology

Districts are responsible for selecting and providing **district-approved recording devices or platforms** if they plan to record the presentational task.

- Recordings must clearly capture the student's spoken or signed performance.
- Student recordings are considered secure material and should be handled accordingly.
- Districts are responsible for resolving technical issues related to district-selected platforms.
- NYSAWLA does not require or provide a specific recording platform.

7.4 Typical administration workflow

Before administering the presentational speaking / signing section:

- Selections from the secure speaking task booklet are identified for use.
- Copies of the FLACS PRESENTATIONAL Task Rubric and any local scoring forms are prepared.
- A testing-appropriate location is secured.
- Students are scheduled to be assessed within the approved testing window.

If administering live:

- The student selects the presentational task at random.
- The teacher provides scratch paper.
- The student is given the designated preparation time.
- Upon completion of preparation time, the student delivers the presentation.
- Scratch paper is collected at the conclusion of the presentation.

If administering as a recorded task (individually or in a group setting):

- District-approved recording devices or platforms are prepared and verified as functional.
- Students select their task at random.
- Scratch paper is provided.
- Students are given the designated preparation time.
- Upon completion of preparation time, students initiate the recording and deliver their presentation.
- At the conclusion of the recording period, students stop the recording and submit it according to district procedures.
- Scratch paper is collected.

Recorded materials are treated as secure assessment materials.

Section 8. Scoring and Reporting

8.1 Scoring and Reporting

All speaking / signing performances are scored using the **FLACS INTERPERSONAL and PRESENTATIONAL Task Rubrics**, as appropriate to the task type and checkpoint level.

- Interpersonal and presentational tasks are scored separately.
- Scores are based on observable performance aligned to rubric criteria.

NYSAWLA provides official **Part 1 Speaking Scores Reporting Forms**, individual and whole class. Districts are encouraged to use this form, as it aligns directly with the FLACS examination structure.

8.2 Practice, Rubric Familiarity, and Scoring Consistency

Districts are encouraged to support scoring consistency by engaging in local professional practices aligned to the **FLACS INTERPERSONAL and PRESENTATIONAL Task Rubrics**.

Such practices may include:

- encouraging teachers to use the rubrics in classroom practice so students are familiar with performance expectations and scoring conventions; and
- conducting **inter-rater reliability exercises** at the district or building level to promote fair and consistent scoring.

These practices are recommended and are not mandated by NYSAWLA.

8.3 Rubric Updates

Districts are encouraged to verify that they are using the **most current versions of the FLACS INTERPERSONAL and PRESENTATIONAL Task Rubrics**.

The most up-to-date rubrics are available for download on the **NYSAWLA website**.

Section 9. Student Participation

Students are expected to attempt all parts of the Speaking / Signing component.

Students may refuse to participate in any portion of the Speaking / Signing component. Such refusals are handled in accordance with district policy. Performance consequences are inherent to the assessment and are not disciplinary in nature.

Section 10. Security

Speaking / Signing tasks, including but not limited to secure task booklets, student recordings and scratch paper, are secure assessment materials and must be handled in accordance with the FLACS Administrator Manual.

Section 11. Appendix

- Illustrative Speaking / Signing Samples
- Official Individual Student Reporting Forms
- Official Whole Class Reporting Form

Illustrative Speaking / Signing Samples

The following samples are provided for illustrative purposes only. They are intended to demonstrate how student performance may align with the FLACS INTERPERSONAL and PRESENTATIONAL Task Rubrics.

Districts are encouraged to conduct local inter-rater reliability exercises to promote consistent and fair scoring across teachers and buildings.

These samples do not replace professional judgment or the rubric criteria.

INTERPERSONAL SPEAKING SAMPLE 1

Situation: I am your host mother. We are talking about your friends in your home country and activities you typically do with them on weekends.

Checkpoint A - Novice High

Teacher: Have you met friends in (host country)?

Student: Yes, I meet two friends. They are nice.

Teacher: What do you do with them on weekends?

Student: We go to park. We play soccer and talk.

Teacher: What do you like to do in your home country with your friends?

Student: In my country we go to the mall. We eat pizza. Is fun.

Teacher: Do you miss your friends from your home country?

Student: Yes, I miss them. They are very funny.

Teacher: Do you talk to them now?

Student: Yes, sometimes on the phone. Do you have friends in another country?

Teacher: Yes, I do. That's nice that you stay in touch.

Commentary: This interaction aligns with Novice High performance. The student responds using simple sentences and short strings of sentences to exchange basic information. The student participates in the interaction and sustains communication at a basic level. Communication is generally understandable to someone accustomed to interacting with novice language learners.

Checkpoint B – Intermediate Mid

Teacher: Have you met friends in (host country)?

Student: Yes, I meet three girls. They name is Tati, Samuel, and Felicia.

Teacher: What do you do with them on weekends?

Student: We go to park, we like play soccer. Last Saturday there is a party. It was fun.

Teacher: What kind of party was it?

Student: It was Tati's birthday. We go her house house for birthday party. Her 15 years old.

Teacher: Was it similar to a birthday party in (your country)?

Student: It is similar, yes. All the friends they go. Friends from the school. We play music and talked. But the food it's very different to my country.

Teacher: What food is typically served in (your country) at birthday parties?

Student: In my country normally for birthday party we eat pizza or go to restaurant. Always we have the birthday cake. But I like the food from Tati's party. Is good too.

Teacher: Great. I'm glad you had a good time.

Commentary: This interaction aligns with Intermediate Mid performance. The student sustains the conversation using strings of sentences and responds appropriately to follow-up questions. The student demonstrates the ability to negotiate meaning and create with language, including instances of circumlocution when precise vocabulary is not available. The interaction would be understandable to someone accustomed to interacting with developing language learners.

INTERPERSONAL SPEAKING SAMPLE 2

Checkpoint A – Novice High

Teacher: What do you think about school this year? Do you like it?

Student: School is fun! My favorite class math class. Teacher nice.

Teacher: When I was in school, math was very difficult for me. I didn't enjoy it at all!

Student: Math is easy. What is your favorite subject?

Teacher: My favorite class was (language class), of course. What do you think about that class?

Student: Hard class. Talk a lot.

Teacher: Why do you think (language class) is hard?

Student: I no like...I don't understand...

Teacher: Well why is (language class) harder for you than other classes? For example, you think math and science are easy, right?

Student: I shy. Don't like talk.

Teacher: I understand. I was not shy when I was a student in school.

Student: You are friendly.

Commentary: This interaction aligns with Novice High performance. The student responds using simple sentences and short strings of sentences and participates in the exchange of basic information. Communication is generally understandable to someone accustomed to interacting with novice language learners.

Checkpoint B – Intermediate Mid

Teacher: What do you think about school this year? Do you like it?

Student: I like it. I have a lot of classes and a lot of homework. But it's good.

Teacher: Which are your favorite classes?

Student: My favorite class is English. I get good grade.

Teacher: What makes your English class better than your other classes?

Student: I like because we read many good book. We are read science fiction book. The teacher she is funny. Also no hard tests. My other class, like math, more difficult.

Teacher: When I was in school, science was very difficult for me. I didn't enjoy it at all!

Student: Really? Science is interesting. We do the....in the laboratory...use materials like chemicals ... make the reports. Which class you like in school?

Teacher: My favorite class was (language class), of course. What do you think about that class?

Student: I like it but not my favorite. I am a little bit shy. That class is talk a lot so I don't like everything. But I like to learning about other cultures.

Teacher: That's interesting. It seems like you are learning a lot.

Commentary: This interaction aligns with Intermediate Mid performance. The student sustains the conversation using strings of sentences and provides some elaboration. The student demonstrates the ability to create with language and maintain the exchange, including limited circumlocution. Communication is understandable to someone accustomed to interacting with developing language learners.

INTERPERSONAL SPEAKING SAMPLE 3

Checkpoint A – Novice High

Teacher: Hi, my name is (___). What's your name?

Student: I am (___).

Teacher: Tell me about your family.

Student: I do not have big family.

Teacher: Oh no? You have a small family?

Student: Yes, small family. I have only sister.

Teacher: Oh, you have a sister. Can you tell me more about her?

Student: Yes, She eight years old. She is nice. She plays soccer. You have sister?

Teacher: I have a big family, I have two step sisters and one half brother.

Student: Interesting. Do you like your family?

Teacher: My family is very nice and everyone is fun. I love my family.

Student: Me too.

Commentary: This interaction aligns with Novice High performance. The student communicates using simple sentences and short strings of sentences to exchange basic information. The interaction is generally understandable to someone accustomed to interacting with novice language learners.

Checkpoint B – Intermediate Mid

Teacher: Hi, my name is (___). What's your name?

Student: I am (___), nice to meet you. Do you live near the school?

Teacher: Yes, I just moved here from another city. We live two blocks away.

Student: That's awesome! Welcome! Why are you move here?

Teacher: My mother got a new job in this area so we moved here.

Student: What job she do?

Teacher: She is a doctor. She works at the hospital.

Student: My mother works in the city.

Teacher: What does she do?

Student: I don't know how to say ... she works for a company... buys products for a store ... she look for clothes or things for the house. The company is sells products.

Teacher: Oh that sounds like an interesting job. Tell me more about your family. What do you all do for fun?

Student: I have a brother. He is funny. We play basketball sometimes. On the weekends we visit my grandparents. We stay home and watch shows.

Teacher: That's nice.

Commentary: This interaction aligns with Intermediate Mid performance. The student maintains the interaction using strings of sentences, including elaboration and circumlocution when specific vocabulary is not readily available. This reflects the ability to create with language and negotiate meaning, consistent with Intermediate Mid performance.

PRESENTATIONAL SPEAKING SAMPLE 1

Situation: You are a student in (country) and are giving a presentation about your family.

You may wish to include: who you consider as members of your family, a description of a few family members, what activities you do together, traditions you share as a family, why they are important to you

Checkpoint A – Novice High

Hello, I am (name). There are four people in my family: I have brother, mother, stepfather. My brother is tall and he funny. My family watch tv and eats the restaurants. My family have traditions a lot. Example is celebrate my mom's birthday. We eat cake. She like it. My family is nice and have good time together.

Commentary: This response aligns with Novice High performance. The student communicates using simple sentences and short strings of sentences to address the task. The message is generally understandable to someone accustomed to interacting with novice language learners, despite errors. The student provides relevant information and demonstrates emerging organization.

Checkpoint B – Intermediate Mid

Hello, my name is (name). Today I am like to talk to you about my family. To begin, my family it's small - is only four person. I live with my brother, mother, and stepfather. Normally, we get along good. My brother and I have a good relationship because we are both like the sports - like to play basketball, things like that. We play the sports together. My brother he is funny - always laughing. He's a funny guy and always making me laugh. With my mom and stepfather in our free time, we watch a lot the science fiction shows. Yes we like that. Next week is my mom's birthday. Every year we celebrate with the whole family. They come my grandparents, aunts, and uncles. It is one of my favorite days of the year because we enjoy to spend time together.

Commentary: This response aligns with Intermediate Mid performance. The student sustains communication through strings of sentences with elaboration and supporting details. The response reflects the ability to create with language, connecting ideas beyond isolated sentences. The message is understandable to someone accustomed to interacting with developing language learners, despite grammatical errors. The response shows organization and development appropriate to the level.

PRESENTATIONAL SPEAKING SAMPLE 2

Situation: You are giving a presentation to the (language) club about a trip to (country) that you want to take with the club. You may wish to discuss: where you want to go and why, when you plan to travel, what you will bring with you on the trip, what sites you want to see, what activities you would like to do

Checkpoint A – Novice High

Hello, I am (name). I want to go to Costa Rica. It's good for the club. Costa Rica has a lot beaches. Nice beaches. We swim and play soccer to the beach. We can go July because no school. We need passport and suitcase, many things. I bring shirts, shorts, bathing suits. I want go a lot.

Commentary: This response aligns with Novice High performance. The student uses simple sentences and short strings of sentences to communicate basic information related to the task. The message is generally comprehensible to a sympathetic listener, despite errors. The student addresses required elements in a limited but appropriate manner.

Checkpoint B – Intermediate Mid

Hello, my name is (name). Today I will like to talk to you about we take a trip to Costa Rica. This is my recommendation for our trip. Costa Rica is a perfect destination. We should go there because many outdoor activities. We can swim at the beaches, and play sports like soccer with los ticos. I recommend to go in spring vacation. We need to pack a lot of things - bathing suits, sunblock, and sunglasses because very hot and sunny in Costa Rica. Also, we can take a day trip to see volcano, see zoo, or see nature park. Costa Rica has too many interesting plants and animals that we can see. It will be so much fun when we go.

Commentary: This response aligns with Intermediate Mid performance. The student produces strings of sentences with elaboration and supporting details, addressing multiple aspects of the task. The response reflects the ability to create with language and connect ideas. The message is understandable to someone accustomed to interacting with developing language learners.

PRESENTATIONAL SPEAKING SAMPLE 3

Situation: You are describing a meal that you can prepare. You may wish to include: what dishes you plan to prepare and why, the ingredients needed, where you will buy what you need, steps to prepare, whether or not it is healthy

Checkpoint A – Novice High

Hi, I am (name). My favorite food is chicken and rice. Is delicious. I go supermarket for buy the ingredients. I buy rice, chicken, onion, tomatoes. I pay not a lot money for buy everything. I cook the chicken and rice in my kitchen. My mom helps. It is healthy and is good.

Commentary: This response aligns with Novice High performance. The student communicates using simple sentences and limited connected ideas to complete the task. The message is generally understandable to someone accustomed to interacting with novice language learners. Development is limited but appropriate to the level.

Checkpoint B – Intermediate Mid

Hello, my name is (name). One of my favorite meals to prepare is chicken and rice. I make very good! I like it because taste good and and easy to cook. Prepare it not hard actually very easy. First you got to supermarket you buy all the ingredients. If buy good ingredients you make good chicken and rice! To make, you cut the chicken, then you cook with the rice. You cook about 30 minutes - not too long time. Chicken and rice is good for the health because no sugar and no too much salt. I make it a lot because my family is loves it.

Commentary: This response aligns with Intermediate Mid performance. The student sustains communication through strings of sentences with some elaboration. The response reflects the ability to create with language and provide supporting details. The message is understandable to someone accustomed to interacting with developing language learners, despite noticeable errors.



FLACS Checkpoint A Interpersonal Task Scoring Sheet

Student: _____ **Period:** _____
Teacher: _____ **Date:** _____

TASK #:	Non-Com (0)	Novice Low (1.5)	Novice Mid (2.5)	Novice High (3)	Notes:
Communication*					
Discourse Type and Vocabulary					
Expression					
Comprehensibility and Control					
Understanding					
Total Score 15 Points Max					

TASK #:	Non-Com (0)	Novice Low (1.5)	Novice Mid (2.5)	Novice High (3)	Notes:
Communication*					
Discourse Type and Vocabulary					
Expression					
Comprehensibility and Control					
Understanding					
Total Score 15 Points Max					



FLACS Checkpoint B Interpersonal Task Category 1-2 Scoring Sheet

Student: _____ Period: _____

Teacher: _____ Date: _____

TASK #:	Non-Com Nov Low(0)	Novice Mid (0.5)	Novice High (1)	Interm Low (2)	Interm Mid (3)	Notes:
Communication*						
Discourse Type and Vocabulary						
Expression						
Comprehensibility and Control						
Understanding						
Total Score 15 Points Max						

TASK #:	Non-Com Nov Low(0)	Novice Mid (0.5)	Novice High (1)	Interm Low (2)	Interm Mid (3)	Notes:
Communication*						
Discourse Type and Vocabulary						
Expression						
Comprehensibility and Control						
Understanding						
Total Score 15 Points Max						



FLACS Checkpoint B Interpersonal Task Category 3-4 Scoring Sheet

Student: _____ **Period:** _____
Teacher: _____ **Date:** _____

TASK #:	Non-Com Nov Low(0)	Novice Low (0.5)	Novice Mid (0.5)	Novice High (1)	Interm Low (2)	Notes:
Communication*						
Discourse Type and Vocabulary						
Expression						
Comprehensibility and Control						
Understanding						
Total Score 15 Points Max						

TASK #:	Non-Com Nov Low(0)	Novice Low (0.5)	Novice Mid (0.5)	Novice High (1)	Interm Low (2)	Notes:
Communication*						
Discourse Type and Vocabulary						
Expression						
Comprehensibility and Control						
Understanding						
Total Score 15 Points Max						



NYSAWLA FLACS CHECKPOINT EXAM PART 1 REPORTING FORM

Please submit to your department administrator. Record students' score on their answer booklets.

Student's Name	Interpersonal Task #1 (15 pts max)	Interpersonal Task #2 (15 pts max)	Presentational Task (10 pts max)	Total 40 pts
1.				
2.				
3.				
4.				
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29.				
30.				

Language: _____ Class: _____ School: _____

Teacher: _____ Period: _____ CHECKPOINT A:

WL Admin: _____ Date: _____ CHECKPOINT B:

PART 1 REPORTING FORM

REV. 01/19/2026