

Part 4 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 Guide

This document provides guidance for the scoring and local management of the FLACS Part 4 Writing component. It should be used in conjunction with the official FLACS PRESENTATIONAL Task Rubric and the FLACS Administrator Manual (SAM).

This guide is intended to support consistent, fair, and practical scoring across districts while allowing for local calibration practices within the parameters established by NYSAWLA.

Section 2. Scope and Authority

The FLACS Part 4 Writing component is governed by NYSAWLA as part of the FLACS examination system. Districts retain responsibility for local administration, staffing, scoring procedures, and reporting.

This document does not supersede district policies related to accommodations. All accommodations provided under an IEP or Section 504 Plan apply to the Writing component as determined by the district.

Section 3. Purpose of Part 4: Presentational Writing / Signing

The purpose of Part 4 is for students to demonstrate their ability to communicate in the target language in presentational mode by developing ideas in an organized manner for an audience, without the opportunity for interaction or clarification. Responses must address the task provided and fulfill the specified communication purpose.

Students may be required to:

- Socialize
- Persuade (encourage others to adopt a course of action)
- Exchange information
- Express personal feelings

Part 4 measures the student's ability to:

- Develop relevant content
- Organize ideas coherently
- Use vocabulary appropriate to the topic
- Demonstrate control of language structures consistent with the checkpoint level
- Produce language that is comprehensible to those accustomed to communicating with developing language learners, as described in the official rubric

Scoring is based on demonstrated proficiency as defined by the official **FLACS PRESENTATIONAL Task Rubric**.

Section 4. Task Structure

Checkpoint A – Spoken Languages

Students must complete both tasks:

- Part 4A – Writing Prompt (Mandatory)
- Part 4B – Visually Supported Task (Choice of one)

Checkpoint A Target Proficiency

- All Categories: Novice High

Checkpoint B – Spoken Languages

Students must complete both tasks:

- Part 4A – Read-to-Write Task (Mandatory)
 - Students must respond to the prompt using the provided source documents.
- Part 4B – Writing Prompt (Choice of one)

Checkpoint B Target Proficiency

- Category 1–2 Languages: Intermediate Mid
- Category 3–4 Languages: Intermediate Low

ASL – Checkpoints A & B

Part 4 consists of two See-to-Sign presentational tasks. Students develop and record signed responses based on visual materials and a video prompt. Evaluation focuses on expressive communication in ASL. English grammar conventions are not evaluated.

ASL Target Proficiency Levels mirror those established for spoken languages at each checkpoint.

Section 5. Scoring Framework

Each task is worth 10 points. Each task must be scored using the official **FLACS PRESENTATIONAL Task Rubric**. The most up-to-date version is available on the [NYSAWLA website](#).

Each of the following dimensions is scored on a 0–2 scale:

- Communication
- Discourse Type
- Vocabulary
- Comprehensibility
- Control

Add the five dimension scores to determine the task score (maximum 10).

No conversion chart is used.

Total Part 4 score = 20 points.

5.1 Communication and Task Requirement Rule

If a response does not meet the task requirements as defined under the Communication dimension, the response must receive a score of zero (0). If the student scores a zero (0) for Communication, stop scoring and assign a score of zero (0) for the entire task.

5.2 Minimum Proficiency Requirement

If any dimension does not meet the minimum proficiency level of Novice Low, that dimension must be scored zero (0).

5.3 Academic Integrity

- Responses must be written or signed in the student's own words.
- No credit may be given for a response that is copied or substantially similar to material from other parts of the examination.

5.4 Local Interrater Reliability

FLACS examinations are scored locally. Department administrators or lead teachers are responsible for establishing appropriate calibration practices within their districts. Scoring must remain aligned to the proficiency descriptors in the official rubric.

For calibration purposes only:

- Checkpoint A responses typically contain about 50 words.
- Checkpoint B responses typically contain about 100 words.

There is no required minimum or maximum word count for Part 4. These figures are provided to support interrater consistency and are not scoring criteria.

5.5 Score Recording Procedures

After scoring both tasks:

1. Add the two task scores to determine the total Part 4 score (maximum 20).
2. Enter the total score in:
 - The lower box on the last page of the student answer booklet
 - The "Credit Earned" box for Part 4 on the first page
3. **Do not round individual task scores.**
4. Rounding occurs only after all four parts of the examination have been tabulated.

Appendix

- Official Part 4 Scoring Sheets

PART 4 SCORING RUBRIC CATEGORIES 1-4 LANGUAGES

Student's Name: _____

A

	QUESTION 21					QUESTION 21 / 23				
	Non-Com.	NOVICE			Inter	Non-Com.	NOVICE			Inter
		Low	Mid	High	Low		Low	Mid	High	Low
	0	1	1.5	2	2	0	1	1.5	2	2
COMMUNICATI-ON <i>To what extent is the task accomplished?</i> No further scoring if a ZERO is earned in this category										
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.
 ** Do NOT round up score at this stage. Rounding occurs when the FINAL SCORE has been calculated.

PART 4 SCORING RUBRIC CATEGORIES 1-2 LANGUAGES

Student's Name: _____

B

	QUESTION 21					QUESTION 21 / 23				
	Non-Com.	Novice		Intermediate		Non-Com.	Novice		Intermediate	
		Mid	High	Low	Mid		Mid	High	Low	Mid
0	0.5	1	1.5	2	0	0.5	1	1.5	2	
COMMUNICATI-ON <i>To what extent is the task accomplished?</i> No further scoring if a ZERO is earned in this category										
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.
 ** Do NOT round up score at this stage. Rounding occurs when the FINAL SCORE has been calculated.

