

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

H COMPREHENSIVE EXAMINATION IN HEBREW

Friday, June 21, 2002—9:15 a.m. to 12:15 p.m., only

SCORING KEY

Mechanics of Rating

- Use only *red* ink or *red* pencil in rating Regents examination papers. Do *not* attempt to *correct* the student's work by making insertions or changes of any kind.
- Use checkmarks [✓] to indicate incorrect or omitted answers in Parts 2 and 3. Do not place a checkmark beside a correct answer. Underscore student errors in Part 4.
- Record the credit for each part in the appropriate credit box on the student's answer booklet.
- Record the total examination score (the sum of the credits the student received for each part) in the appropriate space in the box in the upper right corner of the answer booklet.
- Check carefully for mechanical errors (e.g., addition). Using a calculator might be helpful.
- Write your initials clearly in the appropriate space on the answer booklet.

Part 1

Record the credit for Part 1: Speaking, as previously reported to the building principal.

Part 2

Allow a total of 30 credits, two credits for each of the following:

3 (13)	1 (10) <i>b</i>	3 (7)	3 (4)	4 (1) <i>a</i>
1 (14)	3 (11)	1 (8)	2 (5)	2 (2)
4 (15)	2 (12)	4 (9)	2 (6)	1 (3)

Part 3

Allow a total of 30 credits, two credits for each of the following:

2 (26) <i>c</i>	1 (21) <i>b</i>	1 (16) <i>a</i>
1 (27)	4 (22)	3 (17)
3 (28)	2 (23)	2 (18)
4 (29)	4 (24)	3 (19)
1 (30)	2 (25)	4 (20)

Part 4

Principles:

In Part 4*a*, students are instructed to write one note (choice of one out of two) of at least six clauses for a total of six credits. In Part 4*b*, students are instructed to write either a narrative based on a picture or a letter. The narrative or letter must contain at least 10 clauses for a total of 10 credits. The answers to Part 4 must be written in the student's own words; no credit should be given for a response that is copied or substantially the same as material from other parts of the examination.

In order to qualify for any credit, the note and the narrative/letter must achieve the stated purpose.

The rating procedure described below provides for one credit for each clause: $\frac{2}{3}$ credit for comprehensibility-appropriateness and $\frac{1}{3}$ credit for form. The six clauses in the note (Part 4a) may be contained in fewer than six sentences, and the 10 clauses in the narrative/letter (Part 4b) may be contained in fewer than 10 sentences.

For the purpose of rating, a *clause* must contain a verb, a stated or implied subject, and additional words necessary to convey meaning. The intent is to credit the ideas expressed, regardless of the number of sentences in which they are expressed.

Comprehensibility is determined by the rater's visual inspection and judgment as to whether the clause would be understood by a literate native reader of Hebrew who knows no English, but is used to dealing with foreigners. *Appropriateness* is determined on the basis of the clause's contribution to the development of the note and narrative/letter.

Form is adherence to conventional rules of grammar and orthography.

Procedure:

For rating Part 4, the student's answer booklet contains three columns labeled C (*Comprehensibility*), A (*Appropriateness*), and F (*Form*). For Part 4a, the columns are numbered 1 through 6 to correspond to the first six clauses in the note, and for Part 4b, the columns are numbered 1 through 10 to correspond to the first 10 clauses in the narrative/letter.

- 1. Read the note or the narrative/letter in its entirety to determine whether the stated purpose has been achieved.** If the purpose has not been achieved, leave all boxes for that note or narrative/letter blank.

Please keep in mind that students may employ a wide array of strategies to accomplish the purpose of the note or narrative/letter, using a variety of vocabulary and grammatical structures.

- 2. Proceed as follows if the purpose of the note or the narrative/letter has been achieved:**

- Identify the first six clauses in the note or the first 10 clauses in the narrative/letter by slash marks as shown in the examples (/₁, /₂, /₃, etc.). Do not include the datelines, salutations, and closings supplied in the student's test booklet. Rate only the clauses you have identified by slash marks.
- Determine the comprehensibility-appropriateness of the first clause.
 - If the clause is incomprehensible or inappropriate, leave all three boxes blank and go on to the next clause.
 - If the clause is comprehensible and appropriate, place a checkmark [✓] in the C box and in the A box.
- Evaluate the form of the first clause by underlining ALL errors. Do not underline more than three diacritical marks in each note or narrative/letter. (The past practice of circling repeated errors has been discontinued.)
 - If the clause contains no more than one error, place a checkmark in the F box (i.e., there is no penalty for one error per clause).
 - If the clause contains more than one error, leave the F box blank.
- Rate the remaining clauses in the same manner.

After rating the note and the narrative/letter, count the number of checkmarks. Write the total number in the blank next to "Total Checks" below the narrative/letter. Divide that number by three and round the result to the nearest whole number. Write that whole number in the "Credit" box for Part 4. The following table is provided for your convenience in converting the total number of checkmarks to credit for Part 4.

COMPREHENSIVE HEBREW—*continued*

Total Checks	Credit
48, 47	16
46, 45, 44	15
43, 42, 41	14
40, 39, 38	13
37, 36, 35	12
34, 33, 32	11
31, 30, 29	10
28, 27, 26	9

Total Checks	Credit
25, 24, 23	8
22, 21, 20	7
19, 18, 17	6
16, 15, 14	5
13, 12, 11	4
10, 9, 8	3
7, 6, 5	2
4, 3, 2	1

- a For each note, an example of a response worth six credits follows. The slash marks indicate how each sample note has been divided into clauses.

31 גברת נכבדה,

בשבוע שעבר היתה לנו חגיגה גדולה. 1/ ראינו סרטים מִישראל. 2/ שְׁחַקְנוּ מִשְׁחָקִים בְּעֵבְרִית. 3/ מאה סטודנטים בָּאוּ לַחֲגִיגָה. 4/ כולם אהבו את האוכל הישראלי 5/ שאת שלחת לנו. 6/ הפלאפל היה טעים מאד. תודה רבה על העזרה שלך.

בכבוד רב,
דן כהן

32 אדון נכבד,

קניתי מחשב מהחברה שלכם. 1/ המחשב הגיע אלי בדואר לפני יומיים, 2/ אבל החבילה היתה שבורה. 3/ לכן המחשב לא פועל. 4/ שילמתי אלף דולר בעדו, 5/ ואני רוצה להחזיר את המחשב לכם 6/ ולקבל מחשב חדש במקומו.

בכבוד רב,
צבי אליעזר חבר

- b For each narrative/letter, an example of a response worth 10 credits follows. The slash marks indicate how each sample narrative/letter has been divided into clauses.

33 גברת ירון נסעה למוסך 1/ כדי לקחת את המכונית שלה. 2/ היא לבושה יפה, 3/ כי היא רוצה ללכת למסיבה אצל חברים. 4/ המכונאי עדיין מתקן את המכונית. 5/ הוא אומר לה 6/ שהמכונית צריכה הרבה תיקונים. 7/ גברת ירון מדברת בטלפון עם בעלה. 8/ היא אומרת לו 9/ שהמכונית לא תהיה מוכנה עד מחר. 10/ היא מבקשת ממנו לבוא למוסך כדי לקחת אותה למסיבה. הבעל אומר שהוא יבוא בעוד עשר דקות.

34 21 ביוני 2002

דבורה היקרה,

אני שמחה מאד שאת כותבת כתבה על החיים היום-יומיים של נערים ונערות בארצות הברית. 1/ אני אשתדל לספר לך משהו על החיים שלנו. 2/ בדרך כלל, אנחנו הולכים לבית הספר משמונה או תשע בבוקר עד שתיים או שלוש אחר הצהריים. 3/ אנחנו לומדים הרבה מקצועות כמו הסטוריה, עברית, אנגלית, מתמטיקה ומדע. 4/ אחרי בית הספר, אנחנו צריכים לעשות שעורי בית, 5/ אבל אנחנו גם אוהבים להסתכל בטלוויזיה 6/ ולשחק במשחקי מחשב. 7/ בסוף השבוע, יש לנו זמן ללכת לקולנוע 8/ ולשחק במשחקי ספורט. 9/ משחקי הספורט שאנחנו אוהבים ביותר הם כדור בסיס, כדור סל, וכדורגל. 10/ לפעמים אנחנו הולכים לאכול במסעדה או בבית קפה. אנחנו אוהבים להזמין פיצה, המבורגר, או נקניקיות, ואנחנו שותים הרבה קוקה קולה. אני מקוה שעזרתני לך להבין את החיים של נערים ונערות בארצות הברית.

שלך,
צפורה