

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

H COMPREHENSIVE EXAMINATION IN HEBREW

Friday, June 20, 2003—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 check marks [✓] to indicate incorrect or omitted answers in Parts 2 and 3. Do not place a check mark 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:

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

Part 3

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

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

Part 4

In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication.

Students are instructed to choose two of the three tasks provided and write a response of at least 100 words in the target language to achieve a specified communication purpose. A word is defined as a letter or collection of letters, surrounded by space, that in the target language is comprehensible and contributes to the development of the task. This definition applies even when words are grammatically incorrect. When counting words, please note that numbers, unless written as words, and names of people are not to be counted. Place names and brand names from the target culture count as one word (all other places and brand names are disregarded), and contractions are counted as one word. In addition, salutations and closings are counted, as well as commonly used abbreviations in the target language.

Additional information concerning word count guidelines, how to apply the writing rubric, and use of the scoring rubric for students with disabilities who have a spelling exemption listed on an IEP or 504 plan is provided in the document, *Comprehensive Regents Examination in Modern Foreign Languages Test Changes and Sampler Draft*, which is available on the Department website at <http://www.emsc.nysed.gov/ciai/testing/lotegre/lotesam.pdf>.

The responses to the Part 4 writing tasks 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. Part 4 is worth a total of 16 credits. Each response is worth a maximum of eight credits and must be rated according to the writing rubric for Part 4, which is provided on the next page. This writing rubric measures five dimensions: purpose/task, organization, vocabulary, structure/conventions, and word count. The dimensions of purpose/task, organization, vocabulary, and structure/conventions are measured on a zero to four scale; the dimension of word count is measured on a zero to two scale. A writing checklist is also provided for use in rating student responses. The writing checklist requires reference to the full writing rubric for the definitions of each dimension at each level and is not intended as a substitute for the writing rubric.

After rating the student’s response for each dimension, the scores for the five dimensions must be added, resulting in a total raw score for the response. The conversion chart must be applied to that total raw score so that the proper credit is given to the student for the question. For example, if a student received a performance level score of 3 on the dimension of purpose/task, a score of 3 on the dimension of organization, a score of 2 on the dimension of vocabulary, a score of 3 on the dimension of structure/conventions, and a score of 2 on the dimension of word count, the student’s total raw score would equal 13 (the sum of the five performance level scores). According to the conversion chart, a raw score of 13 represents a converted score of 6 credits for the question.

The conversion chart for Part 4 is shown below:

| Part 4 Conversion Chart | | | | | | | | | |
|--------------------------------|-------|-------|-------|-------|------|-----|-----|-----|-----|
| Total Raw Score | 17–18 | 15–16 | 13–14 | 11–12 | 8–10 | 6–7 | 4–5 | 2–3 | 0–1 |
| Total Credits | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

After each of the two questions has been scored, the two converted scores must be added together to determine the total Part 4 score. This total Part 4 score should be entered in the last box on the last page of the student answer booklet and also under the “Credit Earned” section for Part 4, on the upper right corner of the first page of the student answer booklet.

COMPREHENSIVE HEBREW—*continued*

The writing rubric for Part 4 is shown below.

Part 4 Writing Rubric

Note that a zero can be given in any of the dimensions when the student’s performance falls below the criteria described for the performance level of 1.

| Dimension | Performance Level | | | |
|---|--|--|---|--|
| | 4 | 3 | 2 | 1 |
| Purpose/Task | Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies. | Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies. | Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies. | Attempts to accomplish the task; makes some reference to it but provides few or no supporting details. |
| Organization The extent to which the response exhibits direction, shape, and coherence | Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas. | Exhibits a logical sequence; provides a beginning, middle, and end. | Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear. | Exhibits little order; provides a series of separate sentences and/or disconnected ideas. |
| Vocabulary | Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies. | Includes a variety of vocabulary related to the topic. | Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic. | Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic. |
| Structure/Conventions <ul style="list-style-type: none"> • Subject-verb agreement • Tense • Noun-adjective agreement • Correct word order • Spelling/diacritical marks | <p>Demonstrates a high degree of control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p> | <p>Demonstrates some control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p> | <p>Demonstrates some control of Checkpoint B structure/conventions. Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A errors.</p> <p style="text-align: center;">OR</p> <p>Demonstrates a high degree of control, but uses only Checkpoint A structure/conventions.</p> | <p>Demonstrates little control of Checkpoint A or B structure/conventions:</p> <ul style="list-style-type: none"> • subject/verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks <p>Errors impede overall comprehensibility of the passage.</p> |
| Word Count | — | — | Uses 100 or more comprehensible words in the target language that contribute to the development of the task. | Uses 50–99 or more comprehensible words in the target language that contribute to the development of the task. |

COMPREHENSIVE HEBREW—*continued*

The writing checklist for Part 4 is shown below.

Part 4 Writing Checklist

Please refer to the full writing rubric for definitions of each level.

Note that a zero can be given in any of the dimensions when the student's performance falls below the criteria described for the performance level of 1.

Question No. _____

Question No. _____

| Dimension | Performance Level  | 4 | 3 | 2 | 1 | 0 | 4 | 3 | 2 | 1 | 0 |
|--|--|---------------------|---|------|-------|-----|---|---|------|-------|-----|
| | | Purpose/Task | <ul style="list-style-type: none"> Accomplishes the task Includes details Connects ideas to task/purpose | | | | | | | | |
| Organization | <ul style="list-style-type: none"> Exhibits a logical and coherent sequence Has a beginning, middle, and end Makes smooth transitions | | | | | | | | | | |
| Vocabulary | <ul style="list-style-type: none"> Includes a variety of vocabulary Uses relevant and accurate words | | | | | | | | | | |
| Structure (degree to which errors hinder overall comprehensibility) | <ul style="list-style-type: none"> Subject-verb agreement Present, past, future ideas expressed as appropriate Noun-adjective agreement Correct word order Spelling/diacritical marks | | | | | | | | | | |
| Word Count | <ul style="list-style-type: none"> Comprehensible In target language | | | 100+ | 50–99 | <50 | | | 100+ | 50–99 | <50 |

This writing checklist is provided solely for the teacher's convenience. This form is not required to be completed and should not be returned to the State Education Department. In addition, when scoring Part 4 responses, no marks should be placed on the student's paper as such marks may interfere with the ability of the rater to properly apply the scoring rubric.

Part 4

A sample of an 8-credit response for each question in Part 4 follows:

31 ביום שני בערב היתה הופעה בינלאומית לריקודים בבית הספר שלנו. בבית הספר שלנו יש הרבה חוגי תרבות, והרבה תלמידים מהחוגים האלה השתתפו בהופעה. כל חוג הציג ריקוד אחד או שניים מהתרבות שלו. היו רקודים מהחוג העברי, מהחוג הרוסי, מהחוג הסיני, מהחוג ההודי, ומעוד חוגים אחרים.

המנהל פתח את ההופעה והציג את החוגים. הוא דיבר קצת על כל חוג, על התלמידים שמשתתפים בחוג, ועל הריקודים שהם הציגו.

ההופעה התחילה בזמן, והאולם היה מלא אנשים. הקהל היה ברובו מהמשפחות והחברים של המשתתפים. הקהל היה מאוד שמח, והם מחאו כפיים אחרי כל הופעה. כולם קנו כרטיסים לפני ההופעה. הרבה אנשים רצו להיכנס בלי כרטיסים, אבל השומר לא נתן להם, כי האולם היה מלא.

אני דיברתי עם המשתתפים אחרי ההופעה, והם אמרו שהם נהנו מאוד מהחוויה.

32 תלמידים יקרים,

אני תלמיד בבית ספר תיכון בברוקלין. בכתה לעברית שלנו, אנחנו קוראים עתון עברי בשם "למתחיל". שם קראנו שקבוצת תלמידים מבית הספר התיכון שלכם תבוא לבקר בארצות הברית.

אני רוצה להזמין אתכם לבוא לבקר בבית הספר שלנו בחודש הבא. תוכלו לראות הרבה כיתות כמו אנגלית, הסטוריה, מדע, ומתמטיקה. כמובן, תבואו לדבר לכל התלמידים בכתה לעברית שלנו. אנחנו מעוניינים ללמוד על החיים שלכם בארץ ישראל, ועל המקצועות שאתם לומדים בבית הספר שם. אנחנו גם רוצים לשמוע מה דעתכם על החיים בארצות הברית.

אנחנו מוכנים להכין וארוחת בוקר הארוחת צהריים בשבילכם

בחדר האוכל שלנו. אחרי השעורים, יש הרבה משחקי ספורט שבהם משתתפים התלמידים שלנו, כמו כדורסל, כדורגל, וכדור בסיס.

אשמח לקבל תשובה מכם בעתיד הקרוב.

33 כל יום משפחת כהן עסוקה. אבא הולך לעבודה מוקדם בבוקר. אמא עובדת במשרד. הבן הולך לבית הספר. בערב כולם חוזרים הביתה. המשפחה רוצה להיות ביחד. הם אוכלים ארוחת ערב. הילד אוהב את האוכל של אמא. אחרי הארוחה הילד עושה שעורי בית. הערב, המשפחה יושבת לפני הטלוויזיה בסלון ומחליטה איזה תכניות לראות. הם רואים תכנית על חיות, אבא מסביר לילד דברים שהוא לא מבין. אחר כך, הילד רוצה לראות תכנית על ספורט, ואמא מסכימה. אז הילד צריך ללכת לישון. הוא רק בן שמונה והוא צריך לישון עשר שעות כל לילה. המשפחה אוהבת להיות ביחד בערב ולדבר על נושאים מעניינים שהם ראו בטלוויזיה. זאת משפחה שמחה.

**Regents Comprehensive Examinations in Modern Languages
Map to Learning Standards**

| Key Ideas | Part of Test/Item Numbers |
|------------------|---|
| Speaking | Part 1, Speaking Test (administered prior to the written test) |
| Listening | Part 2, Listening Comprehension Items: 1–15 |
| Reading | Part 3, Reading Comprehension Items: 16–30 |
| Writing | Part 4, Writing Items: 31–33 |
| Culture | Embedded in each item of test |

