

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

S COMPREHENSIVE EXAMINATION IN SPANISH

Wednesday, January 26, 2005 — 1:15 to 4:15 p.m., only

SCORING KEY

Any clarifications or changes to this scoring key or this examination will be posted on the New York State Education Department web site at <http://www.emsc.nysed.gov/osa/>. Check this web page before starting your scoring process and several times throughout the Regents examination period.

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.
- 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:

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

Part 3

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

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

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.

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 SPANISH—*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.

If a student's response receives a performance level score of zero on the dimension of purpose/task, the entire response should receive a score of zero. Please note, however, that in order to receive a score of zero on the dimension of purpose/task, the student's response must be completely unrelated to the topic. A student's response must not be given a zero on the dimension of purpose/task if the response can be associated with the task in any manner whatsoever. In such an instance, the student's response must be rated on each of the dimensions of the writing rubric.

Part 4

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

31 En nuestro colegio no podemos llevar la ropa que queremos. Las reglas son demasiado exigentes, y todos los alumnos, los chicos y las chicas, se quejan mucho. No entendemos por qué no podemos llevar una gorra en el edificio. Llevar una gorra o una capucha no tiene nada que ver con cuánto aprendemos. Quizás sea mejor que podamos ponernos una gorra o una capucha porque así estamos más cómodos. Además en unas aulas hace mucho frío y una capucha es necesaria. Muchas alumnas quieren ponerse las faldas cortas que están de moda, pero si se las ponen, tienen que cambiarse a otra ropa. Si no tienen ropa adecuada en el colegio, tienen que ir a casa para conseguir otra ropa ¡Es absurdo faltar a una o dos clases para cambiarse de ropa! Cuando revisen las reglas para el año próximo, hay que tener unos alumnos en el comité.

32 Querida mamá,

¡Tengo muchos planes para el año que viene! Primero, quiero seguir estudiando el español. Después de pasar el año con ustedes en Madrid, creo que hablo y comprendo mucho más. Espero hablar español más este invierno cuando vaya de vacaciones con mis padres a México.

En el invierno voy a esquiar tres fines de semana con mi mejor amigo Mike. Vamos a quedarnos en casa de sus abuelos en los Adirondacks.

Además de la escuela y el esquí, voy a trabajar como voluntario en el hospital de mi ciudad. Ayudo a los enfermeros que siempre están muy ocupados, y estoy aprendiendo mucho también. Más que todo me gusta atender a los pacientes. ¡Lo aprecian mucho!

Ahora que sé más español, cuando vayamos a México, mi familia quiere que yo les sirva de guía; ¡porque soy el único hispanohablante de la familia!

Nos veremos el verano próximo.

Su hijo,

Pablo

- 33 El Sr. López tiene una esposa y dos niños. Es vendedor de coches. Trabaja muchas horas cada día. Hoy, recibe una llamada telefónica de su esposa. El hermano de su esposa está visitando para el fin de semana. La Sra. López va a preparar una comida para su familia y su hermano. Su marido va al almacén para comprar un poco de pan, leche, y queso. ¡Sorpresa! Descubre que el hermano está en el almacén. El hermano desea comprar algunos regalos para los niños. También desea ayudar a su hermana a preparar una comida para la familia. Los dos hombres ríen y hablan y después se van a casa a preparar la comida.

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

