

# FOR TEACHERS ONLY

The University of the State of New York

## REGENTS HIGH SCHOOL EXAMINATION

### S COMPREHENSIVE EXAMINATION IN SPANISH

**Wednesday, January 23, 2008 — 9:15 a.m. to 12:15 p.m., only**

## SCORING KEY

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Check this web site <http://www.emsc.nysesd.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins 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:

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

### Part 3

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

a (16) 1	b (21) 1	c (26) 1
(17) 3	(22) 3	(27) 2
(18) 2	(23) 2	(28) 3
(19) 1	(24) 4	(29) 3
(20) 3	(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 web site at <http://www.emsc.nyses.gov/osa/hslote.html>.

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.

<b>Part 4 Conversion Chart</b>									
<b>Total Raw Score</b>	17–18	15–16	13–14	11–12	8–10	6–7	4–5	2–3	0–1
<b>Total Credits</b>	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.

<b>Dimension</b>	<b>Performance Level</b>			
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Purpose/Task</b>  The extent to which the response exhibits direction, shape, and coherence	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.
<b>Organization</b>  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.
<b>Vocabulary</b>	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.
<b>Structure/ Conventions</b>  <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Tense</li> <li>• Noun-adjective agreement</li> <li>• Correct word order</li> <li>• Spelling/diacritical marks</li> </ul>	Demonstrates a high degree of control of Checkpoint B structure/conventions: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> Errors do not hinder overall comprehensibility of the passage.	Demonstrates some control of Checkpoint B structure/conventions: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> Errors do not hinder overall comprehensibility of the passage.	Demonstrates some control of Checkpoint B structure/conventions. Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A errors.  OR  Demonstrates a high degree of control, but uses only Checkpoint A structure/conventions.	Demonstrates little control of Checkpoint A or B structure/conventions: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• present, past, future ideas expressed as appropriate</li> <li>• noun-adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> Errors impede overall comprehensibility of the passage.
<b>Word Count</b>	—	—	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 rubric 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. \_\_\_\_\_

<b>Dimension</b>	<b>Performance Level</b>	→	4	3	2	1	0	4	3	2	1	0
<b>Purpose/Task</b>												
• Accomplishes the task • Includes details • Connects ideas to task/purpose												
<b>Organization</b>												
• Exhibits a logical and coherent sequence • Has a beginning, middle, and end • Makes smooth transitions												
<b>Vocabulary</b>												
• Includes a variety of vocabulary • Uses relevant and accurate words												
<b>Structure (degree to which errors hinder overall comprehensibility)</b>												
• Subject-verb agreement • Present, past, future ideas expressed as appropriate • Noun-adjective agreement • Correct word order • Spelling/diacritical marks												
<b>Word Count</b>			100+	50–99	<50			100+	50–99	<50		
• Comprehensible • In target language												

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 Señor Martillo,

Como ya sabe, la Señora Gómez se va a jubilar al fin de este año. Ella lleva muchos años como consejera del club de español. Necesitamos tener un consejero nuevo para continuar con el trabajo de este club. Este club tiene muchos proyectos durante el año: presentamos programas culturales a los alumnos de la escuela, damos serenatas en español a los pacientes en unos hospitales, enseñamos español a los niños en kinder y tenemos varias fiestas durante el año. Es importante que sigamos con estas actividades pero no lo podemos hacer sin usted.

Por favor, ayúdenos. Nos reunimos todos los martes a las tres y media en el salón 302.

Gracias,  
María

32 Querido presidente:

Soy Arturo Peralta y estoy estudiando en una secundaria cerca de Albany en Nueva York. Les pido que me consideren como recipiente de la beca de su organización.

Me interesa el programa de estudios hispanos de su Universidad. A mí me gusta mucho la lengua española y quiero aprender más de la cultura y de los países hispanohablantes.

Ahora soy el presidente del club de español de mi escuela y también ayudo con clases de tutoría a los estudiantes que tienen dificultades con el español. Me gustaría mejorar mi dominio de la lengua a través de este programa y creo ser buen candidato. Estudio el español desde hace muchos años y siempre aprendo y practico con mis amigos hispanos. También, escucho música hispana y miro los canales de tele en español en mi casa.

Creo que hablo bastante bien, pero quiero tener la oportunidad de hablar mejor. En el futuro me gustaría ser traductor y quisiera trabajar en los hospitales para ayudar a las personas enfermas. Después que termine la universidad, quiero viajar o vivir en Venezuela. Espero recibir esta beca porque me ayudaría mucho con mis planes para el futuro.

COMPREHENSIVE SPANISH — *continued*

- 33 La mamá de Pedrito estaba cansada. Se sentó en el sofá y se puso a leer su revista favorita. De repente llegó Pedrito muy preocupado. Le dijo a su mamá que necesitaba ensayar su trompeta, pero ¡la había dejado en la escuela! Quería que su madre lo llevara a la escuela. Ella no estaba muy entusiasmada. Lo regañó por haber olvidado otra vez. Pedrito le recordó que mañana habrá un concierto de la orquesta juvenil. Muchas personas van a asistir, incluyendo la familia. La madre decidió llevarlo a la escuela pero cuando llegaron encontraron que todo estaba cerrado con llave. ¡Qué lío! Ahora Pedro no estará listo para el concierto.

**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

**Submitting Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to [www.emsc.nysesd.gov/osa/exameval](http://www.emsc.nysesd.gov/osa/exameval).
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

