

FOR TEACHERS ONLY

SECOND LANGUAGE PROFICIENCY EXAMINATION

SPANISH

Monday, June 21, 1999 — 9:15 a.m.

SCORING KEY

Mechanics of Rating

- Use only *red* ink or *red* pencil in rating proficiency 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 and incomprehensible and/or inappropriate list items in Part 4b. Do *not* place a checkmark beside a correct answer.
- Record the credit for each part and subpart in the appropriate credit box on the student's answer sheet.
- 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 sheet. *At this time*, a credit of $\frac{1}{2}$ or more should be raised to the next credit.
- 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 sheet.

Part 1

Directions for administering and rating the student's oral communication performance are contained in the New York State Education Department publication *Second Language Proficiency Examinations: Modern Languages, Teacher's Manual, Part 1: Speaking*. In the spaces provided on the answer sheet, record the credits for Parts 1a and 1b as reported to the principal.

Part 2

Allow a total of 40 credits, two credits for each of the following:

2a		2b		2c	
1..2..	6..1..	11..4..	16..2..		
2..4..	7..2..	12..2..	17..1..		
3..2..	8..1..	13..3..	18..1..		
4..3..	9..4..	14..4..	19..3..		
5..3..	10..4..	15..2..	20..4..		

Part 3

Allow a total of 20 credits, two credits for each of the following:

3a		3b	
21..2..	24..1..	27..3..	29..1..
22..1..	25..4..	28..1..	30..2..
23..2..	26..2..		

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[OVER]

Part 4

- 4a** Students have been directed to write two notes in Spanish of at least 12 words each to achieve a specified communication purpose. Each note is worth three credits.

Rate each note as follows:

- Read the entire note to determine whether the purpose has been achieved.
- If the purpose has been achieved and the note consists of at least 12 comprehensible words (not including date, salutation, and closing), give three credits.
- If the purpose has been achieved but the note consists of fewer than 12 comprehensible words (not including date, salutation, and closing), give two credits.
- If the purpose has not been achieved (regardless of the number of words used), give no credit.

A sample of acceptable responses follows:

31 21 de junio de 1999

Me gusta la comida. Es muy buena. Quiero comer el pollo la próxima vez.

32 21 de junio de 1999

Vamos a tu casa las 3:00. Necesito estudiar para el examen de historia. Hasta luego.

- 4b** Students have been directed to write two lists in Spanish of four items each on specified topics. Each list is worth two credits, $\frac{1}{2}$ credit for each comprehensible and appropriate item. One-word items must *not* be proper names.

Rate each list by awarding $\frac{1}{2}$ credit for each comprehensible and appropriate item on the list. Place a checkmark [✓] next to incomprehensible and/or inappropriate items that should receive no credit.

A sample of acceptable responses follows:

- | | |
|--------------------------|---------------------------|
| 33 (1) la escuela | 34 (1) inteligente |
| (2) la oficina | (2) simpático(a) |
| (3) el supermercado | (3) atlético(a) |
| (4) el banco | (4) alto(a) |
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