

FOR TEACHERS ONLY

SECOND LANGUAGE PROFICIENCY EXAMINATION

GERMAN

Monday, June 18, 2001 — 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. 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.
- 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 .. 4 ..	6 .. 2 ..	11 .. 3 ..	16 .. 4 ..		
2 .. 3 ..	7 .. 3 ..	12 .. 2 ..	17 .. 3 ..		
3 .. 2 ..	8 .. 1 ..	13 .. 1 ..	18 .. 2 ..		
4 .. 2 ..	9 .. 4 ..	14 .. 2 ..	19 .. 4 ..		
5 .. 1 ..	10 .. 2 ..	15 .. 1 ..	20 .. 1 ..		

Part 3

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

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

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[OVER]

Part 4

The primary purpose of this part is for the student to demonstrate the ability to write in the target language using the four functions of language as the vehicle for communication. These functions of language are: socializing, getting others to adopt a course of action, getting and providing information and expressing personal feelings about a given topic. Instructions concerning the rating of Part 4 are included in the document, *Second Language Proficiency Examinations, Directions for Administering and Scoring*.

In this part, students are to choose two out of three tasks provided and write a note of at least 30 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 holds even when words are grammatically incorrect. When counting words, please note that 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.

Each note is worth a maximum of five credits and must be rated according to the writing rubric for Part 4, which is provided below. This writing rubric measures the dimensions of purpose/task, vocabulary, structure/conventions, and word count on a zero to four scale for each dimension. 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 four dimensions must be added together, 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 "2" on the dimension of vocabulary, a score of "2" on the dimension of structure/conventions and a score of "4" on the dimension of word count, the student's total raw score would equal "11" (the sum of the four performance level scores). According to the conversion chart, a raw score of "11" represents a converted score of "4" credits for the question.

The conversion chart for Part 4 is shown below:

Part 4 Conversion Chart	
Total Raw Score	Total Credits
14 – 16	5
11 – 13	4
8 – 10	3
5 – 7	2
2 – 4	1
0 – 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 lower box of the last page of the student answer booklet and also under the "Credit Earned" section for Part 4, on the upper right-hand corner of the first page of the student answer booklet.

SLP GERMAN — *continued*

The writing rubric and checklist for Part 4 are 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."

Performance Level				
Dimension	4	3	2	1
Purpose/Task	Satisfies the task, connects all ideas to task/purpose, and exhibits a logical and coherent sequence of ideas throughout.	Satisfies the task; connections are implied with few irrelevancies.	Satisfies the task; connections may be unclear with some irrelevancies.	Makes at least one statement which satisfies the task. Remaining statements are irrelevant to the task.
Vocabulary	Utilizes a wide variety of vocabulary which expands the topic in the statement/question to include nouns, verbs, and/or adjectives as appropriate to the task.	Utilizes a variety of vocabulary relevant to the topic in statements/questions to include nouns, verbs, and/or adjectives as appropriate to the task.	Utilizes vocabulary, some of which is inaccurate or irrelevant to the task.	Utilizes limited vocabulary, most of which is inaccurate or irrelevant to the task.
Structure/ Conventions . subject/verb agreement . noun/adjective agreement . correct word order . spelling	Exhibits a high degree of control of structure/conventions: . subject/verb agreement . noun/adjective agreement . correct word order . spelling Errors do not hinder overall comprehensibility of the passage.	Exhibits some control of structure/ conventions: . subject/verb agreement . noun/adjective agreement . correct word order . spelling Errors do not hinder overall comprehensibility of the passage.	Exhibits some control of structure/ conventions: . subject/verb agreement . noun/adjective agreement . correct word order . spelling Errors do hinder overall comprehensibility of the passage.	Demonstrates little control of structure or convention, or errors impede overall comprehensibility of passage.
Word Count	Uses 30 or more comprehensible words in target language that contribute to the development of the task.	Uses 25 - 29 comprehensible words in target language that contribute to the development of the task.	Uses 20 - 24 comprehensible words in target language that contribute to the development of the task.	Uses 15 - 19 comprehensible words in target language that contribute

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."

	4	3	2	1	0
Purpose/Task • Satisfies the task • Connects ideas to task/purpose • Exhibits a logical and coherent sequence of ideas					
Vocabulary (in statements/questions) • Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task • Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) • Subject/verb agreement • Noun/adjective agreement • Correct word order • Spelling -					
Word Count • Comprehensible • In target language • Contributes to the development of the task	30+	25-29	20-24	15-19	<15

Part 4

A sample of a five-credit response for each question in Part 4 follows:

31 Lieber Martin!

Ich bin mit meiner Familie in Berlin. Es macht viel Spaß. Die U-Bahn ist toll. Das Hotel ist prima und das Essen hier ist sehr gut. Wir sehen heute das Brandenburger Tor.

Deine Susanne

32 Liebe Monika!

Morgen macht meine Familie ein Picknick. Wir fahren um 10 Uhr in den Park. Kannst du mitkommen? Wir essen Wurst und Kartoffelsalat. Wir spielen Fußball. Hoffentlich regnet es nicht. Ruf mich an!

Dein Michael

33 Lieber Markus!

Ich wohne in einem Dorf in den Catskill Bergen. Das Wetter ist meistens schön. Im Sommer gibt es viel Sonne und im Winter viel Schnee. Das ist gut, denn ich kann schwimmen und Ski laufen.

Deine Helga

4b Students have been directed to write two lists in German 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:

