FOR TEACHERS ONLY

SECOND LANGUAGE PROFICIENCY EXAMINATION

FRENCH

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

Part 3

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

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

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 publication *Second Language Proficiency Examinations, Directions for Administering and Scoring.*

In this part, students are to choose two of the 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 applies 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, 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	14 – 16	11 – 13	8 – 10	5 – 7	2 – 4	0 – 1
Total Credits	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 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 corner of the first page of the student answer booklet.

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.

Dimension	Performance Level			
	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 that expands the topic in the statement/question to include nouns, verbs, and/or adjectives, as appropriate to the task.	Utilizes a wide 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	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 to the development of the table.

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.

Dimension Performance Level ⟶	Question No. _____					Question No. _____				
	4	3	2	1	0	4	3	2	1	0
Purpose/Task • Satisfies the task • Connects ideas to task/purpose • Exhibits a logical and coherent sequence of ideas										
Vocabulary • Incorporates a range of nouns, verbs, and/or adjectives, as appropriate to task • Uses relevant and accurate words										
Structure • Subject/verb agreement • Nounladjective 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	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   Je suis à Paris. C'est une ville super! Il fait beau tous les jours. On visite la Tour Eiffel et le Louvre. On prend le métro. Les repas sont délicieux: j'adore les desserts français! Je voyage avec ma famille et deux amis. Paris est formidable!

32 Cher Claude:
     Je t'invite à un pique-nique chez moi le 29 juin à 13 h. Toute la classe de français va venir. Je prépare des salades et des sandwiches. Tu peux apporter des CD et des chips? S'il pleut, le pique-nique est le 1er juillet. Téléphone-moi!

Sylvie

33   J'habite à Syracuse. C'est une grande ville. En hiver, il neige beaucoup. En été, il fait beau. Il y a un lac. J'aime faire du ski nautique. Le football américain est très populaire à l'université.

4b   Students have been directed to write two lists in French of four items each on specified topics. Each list is worth two credits, ½ credit for each comprehensible and appropriate item. One-word items must *not* be proper names.

Rate each list by awarding ½ 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: