

FOR TEACHERS ONLY

SECOND LANGUAGE PROFICIENCY EXAMINATION

GERMAN

Monday, June 19, 2006 — 9:15 a.m.

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. Visit the site <http://www.emsc.nysed.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 at least one more time before the final scores for the examination are recorded.

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

Part 3

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

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

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.

The responses to each note 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. 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.

Part 4

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

- 31** Ich besuche dich im Juli. Ich kann nicht warten! Wie ist das Wetter im Sommer in Berlin? Soll ich meinen Badeanzug packen? Ich muss bestimmt meine Kamera bringen. Können wir den Zoo besuchen?
- 32** Guten Tag. Ich heiße Krista. Ich bin dreizehn Jahre alt. Ich spiele gern Fußball, aber ich hasse Basketball. Ich gehe gern ins Kino. Ich liebe Musik. Ich möchte eine Freundin in Deutschland finden. Sie soll meine Hobbies haben.
- 33** Ich gehe heute Nachmittag ins Einkaufszentrum. Ich möchte Klamotten kaufen. Ich brauche eine neue Hose. Meine alte Hose ist kaputt! Ich habe fünfzig Euro. Ich kann eine billige Hose kaufen.
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**Second Language Proficiency 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: 1–20
Reading	Part 3, Reading Comprehension — Items: 21–30
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.nysed.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.