

# FOR TEACHERS ONLY

## SECOND LANGUAGE PROFICIENCY EXAMINATION

### SPANISH

Monday, June 18, 2007 — 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 .. 1 ..	6 .. 2 ..	11 .. 4 ..	16 .. 3 ..		
2 .. 3 ..	7 .. 4 ..	12 .. 3 ..	17 .. 1 ..		
3 .. 1 ..	8 .. 3 ..	13 .. 2 ..	18 .. 2 ..		
4 .. 4 ..	9 .. 2 ..	14 .. 1 ..	19 .. 1 ..		
5 .. 3 ..	10 .. 1 ..	15 .. 3 ..	20 .. 4 ..		

#### Part 3

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

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

**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.

<b>Part 4 Conversion Chart</b>						
<b>Total Raw Score</b>	14–16	11–13	8–10	5–7	2–4	0–1
<b>Total Credits</b>	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
<b>Purpose/Task</b>	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.
<b>Vocabulary</b>	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.
<b>Structure/Conventions</b>	Exhibits a high degree of control of structure/conventions: <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling</li> </ul> Errors <i>do not</i> hinder overall comprehensibility of the passage.	Exhibits some control of structure/conventions: <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling</li> </ul> Errors <i>do not</i> hinder overall comprehensibility of the passage.	Exhibits some control of structure/conventions: <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling</li> </ul> Errors <i>do</i> hinder overall comprehensibility of the passage.	Demonstrates little control of structure or convention, or errors impede overall comprehensibility of passage.
<b>Word Count</b>	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 task.

**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
<b>Purpose/Task</b>	<ul style="list-style-type: none"> <li>• Satisfies the task</li> <li>• Connects ideas to task/purpose</li> <li>• Exhibits a logical and coherent sequence of ideas</li> </ul>										
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Incorporates a range of nouns, verbs, and/or adjectives, as appropriate to task</li> <li>• Uses relevant and accurate words</li> </ul>										
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Noun/adjective agreement</li> <li>• Correct word order</li> <li>• Spelling</li> </ul>										
<b>Word Count</b>	<ul style="list-style-type: none"> <li>• Comprehensible</li> <li>• In target language</li> <li>• Contributes to the development of the task</li> </ul>	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** Mi familia es muy simpática. Hay siete personas en la familia. Mi madre se llama María Ángel y mi padre es Francisco. Tengo tres hermanos, Juan, Pedro y Anita. Los dos hermanos son menores que yo, y la hermana es mayor. Me gusta la familia mucho.

**32** Paco,

No voy a llegar a casa hasta las cinco. Tengo que quedarme en la escuela porque necesito ayuda en la clase de matemáticas. Pienso estar en casa para la cena. Lo siento. No puedo jugar béisbol contigo hoy. Podemos jugar mañana, si quieres.

**33** doña Margarita,

A mí me gustan muchos tipos de comida. Mi favorita es el bistec. También, me encantan la pizza, las papas fritas, y el helado. No me gusta mucho el pescado. Quiero comer una comida típica española. ¡Qué deliciosa!

**Second Language Proficiency Examinations in Modern Languages  
Map to Learning Standards**

<b>Key Ideas</b>	<b>Part of Test/Item Numbers</b>
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](http://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.