

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

H COMPREHENSIVE EXAMINATION IN HEBREW

Tuesday, June 22, 2004—9:15 a.m. to 12:15 p.m., only

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 "Latest 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 Regents 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 in the appropriate credit box on the student's answer booklet.
- 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 booklet.
- 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 booklet.

Part 1

Record the credit for Part 1: Speaking, as previously reported to the building principal.

Part 2

Allow a total of 30 credits, two credits for each of the following:

4 (13)	1 (10) <i>b</i>	4 (7)	1 (4)	4 (1) <i>a</i>
2 (14)	3 (11)	1 (8)	3 (5)	2 (2)
4 (15)	2 (12)	2 (9)	4 (6)	3 (3)

Part 3

Allow a total of 30 credits, two credits for each of the following:

3 (26) <i>c</i>	1 (21) <i>b</i>	1 (16) <i>a</i>
2 (27)	2 (22)	4 (17)
1 (28)	1 (23)	2 (18)
4 (29)	4 (24)	3 (19)
3 (30)	3 (25)	1 (20)

Part 4

In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication.

Students are instructed to choose two of the three tasks provided and write a response of at least 100 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 numbers, unless written as words, and 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.

Additional information concerning word count guidelines, how to apply the writing rubric, and use of the scoring rubric for students with disabilities who have a spelling exemption listed on an IEP or 504 plan is provided in the document, *Comprehensive Regents Examination in Modern Foreign Languages Test Changes and Sampler Draft*, which is available on the Department website at <http://www.emsc.nysed.gov/ciai/testing/lotegre/lotesam.pdf>.

The responses to the Part 4 writing tasks 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. Part 4 is worth a total of 16 credits. Each response is worth a maximum of eight credits and must be rated according to the writing rubric for Part 4, which is provided on the next page. This writing rubric measures five dimensions: purpose/task, organization, vocabulary, structure/conventions, and word count. The dimensions of purpose/task, organization, vocabulary, and structure/conventions are measured on a zero to four scale; the dimension of word count is measured on a zero to two scale. 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 five 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 3 on the dimension of organization, a score of 2 on the dimension of vocabulary, a score of 3 on the dimension of structure/conventions, and a score of 2 on the dimension of word count, the student’s total raw score would equal 13 (the sum of the five performance level scores). According to the conversion chart, a raw score of 13 represents a converted score of 6 credits for the question.

The conversion chart for Part 4 is shown below.

Part 4 Conversion Chart									
Total Raw Score	17–18	15–16	13–14	11–12	8–10	6–7	4–5	2–3	0–1
Total Credits	8	7	6	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 last box on 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 for Part 4 is 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	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides few or no supporting details.
Organization The extent to which the response exhibits direction, shape, and coherence	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
Structure/Conventions <ul style="list-style-type: none"> • Subject-verb agreement • Tense • Noun-adjective agreement • Correct word order • Spelling 	<p>Demonstrates a high degree of control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint B structure/conventions. Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A errors.</p> <p style="text-align: center;">OR</p> <p>Demonstrates a high degree of control, but uses only Checkpoint A structure/conventions.</p>	<p>Demonstrates little control of Checkpoint A or B structure/conventions:</p> <ul style="list-style-type: none"> • subject/verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling <p>Errors impede overall comprehensibility of the passage.</p>
Word Count	—	—	Uses 100 or more comprehensible words in the target language that contribute to the development of the task.	Uses 50–99 or more comprehensible words in the target language that contribute to the development of the task.

COMPREHENSIVE HEBREW—*continued*

The writing checklist for Part 4 is shown below.

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.

Question No. _____

Question No. _____

Dimension	Performance Level 	Question No. _____					Question No. _____				
		4	3	2	1	0	4	3	2	1	0
Purpose/Task <ul style="list-style-type: none"> • Accomplishes the task • Includes details • Connects ideas to task/purpose 											
Organization <ul style="list-style-type: none"> • Exhibits a logical and coherent sequence • Has a beginning, middle, and end • Makes smooth transitions 											
Vocabulary <ul style="list-style-type: none"> • Includes a variety of vocabulary • Uses relevant and accurate words 											
Structure (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> • Subject-verb agreement • Present, past, future ideas expressed as appropriate • Noun-adjective agreement • Correct word order • Spelling 											
Word Count <ul style="list-style-type: none"> • Comprehensible • In target language 			100+	50–99	<50			100+	50–99	<50	

This writing checklist is provided solely for the teacher's convenience. This form is not required to be completed and should not be returned to the State Education Department. In addition, when scoring Part 4 responses, no marks should be placed on the student's paper as such marks may interfere with the ability of the rater to properly apply the scoring rubric.

If a student's response receives a performance level score of zero on the dimension of purpose/task, the entire response should receive a score of zero. Please note, however, that in order to receive a score of zero on the dimension of purpose/task, the student's response must be completely unrelated to the topic. A student's response must not be given a zero on the dimension of purpose/task if the response can be associated with the task in any manner whatsoever. In such an instance, the student's response must be rated on each of the dimensions of the writing rubric.

Part 4

A sample of an 8-credit response for each question in Part 4 follows:

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מורה יקר,

בעוד חודש, הכתה לעברית שלנו תערוך טיול לאיזה מקום מענין.
אני רוצה להציע שניסע באונייה לראות את פסל החרות ואת האי
בשם "אליס איילנד".

אני כבר ראיתי תמונות של פסל החרות, ועכשיו אני רוצה לראות
אותו ממש במו עיני. זה פסל של אשה שמסמלת את החופש של
התושבים בארצות הברית. ביד הימנית שלה, האשה מרימה אל
השמים לפיד עם שלהבת, וביד השמאלית היא אווזת ספר. היא
עומדת על בסיס של אבן, ועל הבסיס הזה נחרת שיר מאת
המשוררת אמה לזרוס. בשיר הזה, פסל החרות מזמין אנשים מכל
חלקי העולם לבוא ולמצא חיים יותר טובים באמריקה.

אחרי שנראה את פסל החרות, נחזור לאונייה, ונסע הלאה עד שנגיע
לאליס איילנד. המורה להיסטוריה סיפר לנו שבסוף המאה התשע
עשרה ובהתחלת המאה העשרים הגיעו מיליונים של מהגרים
מאירופה לארצות הברית דרך האי הזה. היום יש מדריכים באי
שמסבירים למבקרים בדיוק מה שקרה למהגרים כשהם הגיעו
לאליס איילנד. סבא שלי ספר לי שסבא שלו הגיע לארצות הברית
מפולין דרך אליס איילנד.

אני מקוה שתקבל את הצעתי לקחת את הכתה שלנו לראות את פסל
החרות ואת אליס איילנד.

בכבוד רב,

אבי קליין

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אני מאוד עצובה עכשיו, כי החברה שלי חנה אמרה לי שהיא תעבור
בעוד חדש לגור בלוס אנג'ליס.

חנה היא החברה הכי טובה שלי. פגשתי אותה בפעם הראשונה
כשהיינו ילדות קטנות בכתה א' ומאז ועד היום המשכנו להיות
חברות טובות. חנה היא בחורה כל כך נחמדה. אני אוהבת לשוחח
אתה על כל מה שקורה לנו בכל יום. לפעמים, כשיש לי בעיה, אני
מספרת לחנה מה שדואג לי, ואז היא מיעצת לי איך לפתור את
הבעיה.

כל יום אני מבלה הרבה זמן עם חנה. אנחנו נפגשות אחרי בית הספר
לעשות שעורי בית ביחד. חנה עוזרת לי לעשות את השעורים
במתמטיקה, ואני עוזרת לה בשעורים בכמיה. אחרי שאנחנו גומרות
את שעורי הבית, אנחנו אוהבות להסתכל בטלוויזיה או לשמוע את
התקליטים שלנו. בסופי השבוע, אנחנו הולכות לקולנוע או מטילות
בגן.

כשחנה תעזוב את ניו יורק, אני ארגיש מאוד בודדה. כמובן, חנה
ואני נשאר בקשר. אני אדבר אתה בטלפון, וגם נתכתב בדואר
אלקטרוני. בקיץ הבא, אני אסע לקליפורניה לבקר את חנה בבית
החדש שלה.

נועה ויוסי ירון ישבו כל היום בבית והיה משעמם להם. לכן הם החליטו ללכת לקולנוע כדי לראות סרט. הם אכלו ארוחת ערב ואחרי זה התלבשו יפה והלכו לקולנוע בסביבה שלהם. האשה רצתה לקחת אוטובוס אבל הבעל אמר שזה בריא יותר ללכת ברגל אחרי שישבו כל היום בבית. אחרי רבע שעה הם הגיעו לקולנוע. זה קולנוע גדול מאד ושם מציגים הרבה סרטים. בכניסה לקולנוע הם דברו עם הפקידה שישבה ליד שלחן גדול ומכרה כרטיסים. הם הסתכלו על רשימת הסרטים ולא יכלו להחליט איזה סרט לראות. האשה רצתה לראות סרט על ילדים בבית הספר, אבל הבעל רצה לראות דוקומנט שמספר על החיים של החיות באפריקה, כי הוא מקוה שיום אחד הוא יסע לספרי. בסוף הם החליטו לא לראות סרט, ובמקום זה ללכת לבית קפה.

**Regents Comprehensive 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: 1–15
Reading	Part 3, Reading Comprehension Items: 16–30
Writing	Part 4, Writing Items: 31–33
Culture	Embedded in each item of test