

Part 1: Speaking – Administration and Rating

The speaking test is to be administered individually to each student at the school's convenience at any time during the speaking test period, either in the presence of other students or with only the teacher. The two tasks need not be administered to each student in one sitting; they may be administered one task at a time during the entire speaking test period. **The Part 1 speaking tasks must be kept secure from the time they are initially selected at the beginning of the school year to the end of the speaking test period.**

The student is to pick two tasks **at random** from the 60 speaking tasks previously selected to constitute Part 1. Depending on the administration method used by the teacher or school, the student will either:

- Pick an index card from the unnumbered group of 60 cards, hand it to the teacher, and the teacher will read the task aloud to the student;

OR

- Pick a numbered slip of paper from a box of 60 numbered slips and hand it to the teacher. The teacher locates the task that corresponds to that number in the sourcebook and reads it aloud to the student.

Once a task has been selected by the student, it cannot be substituted for another, or done over if the first performance is unsatisfactory. * Care should be taken that no student selects the same task twice.

In administering the test, the teacher has two major responsibilities: (1) to act as the student's conversation partner, and (2) to rate the student's performance. As the conversation partner, the teacher applies real-life communication devices in the target language to keep the students on task and to insure the continuity of the conversation. Communication devices such as "Sorry, I didn't understand that," "Would you say that again, please?" or "No, what I meant was..." could be used in the target language for that purpose. An additional responsibility of the teacher as the conversation partner is to help bring the conversation to a natural conclusion.

As the conversation partner, the teacher influences the student's performance by the nature of the eliciting attempts. In order to qualify for full credit, the student's utterances must be consistent with the breadth and content expected at Checkpoint B in the syllabus. Utterances that are comprehensible and appropriate but insufficient in content receive less than full credit. Very focused eliciting attempts may place students in situations in which such utterances are unavoidable. Questions that focus narrowly on "who," "when," "where," and "at what time," for example, tend to elicit very limited responses which, although perfectly natural, do not provide students with the opportunity to demonstrate all they can do. Whenever possible, eliciting attempts should be open-ended statements rather than questions. Whenever questions are unavoidable, they should be as open-ended as possible. Ideally, the teacher should say as little as is necessary to elicit maximum responses by students.

As conversation partner and rater, the teacher may make two attempts at eliciting any of the six student utterances. If the student has not produced a comprehensible and appropriate utterance after the teacher's first two eliciting attempts at the beginning of the conversation, the student receives no credit for the entire task. However, during the conversation, if a student has not produced a comprehensible and appropriate utterance after the teacher's second eliciting attempt, the student receives no credit for that utterance, and the teacher should shift to another aspect of the task.

*At times the task a student selects may not be appropriate for that student, usually due to a student's particular disability or religious beliefs. In such cases, that student should be allowed to substitute another task. In order for the student with the disability to be eligible to substitute a task, that student must have been identified by the school district's Committee on Special Education as having a disability, and the need for the substitution must be consistent with the student's Individualized Education Plan (IEP). A student is eligible to substitute tasks due to religious beliefs if it can be demonstrated that the student has been excused from participating in similar conversational situations during the school year.

To facilitate rating while acting as the conversation partner, the teacher should use a score sheet to keep track of the student’s utterances, to record the number of eliciting attempts for each, and to record the number of credits awarded for each utterance. Certain teacher-student interactions, although natural in the course of a conversation, do not provide evidence of the student’s ability to produce language. They should be disregarded for rating purposes. Examples of such interactions are:

- yes/no responses
- restatements of all or essential parts of what the teacher has said
- proper names used in isolation
- socializing devices (“Hello,” “How are you?” etc.) used in isolation. {Note: Socializing devices at the beginning of a conversation may serve the “initiating” purpose but do not usually qualify for credit as an utterance.}

As the rater, the teacher gives a maximum of 12 credits for each task according to the following criteria:

- Award **2 credits** for each utterance that is comprehensible, appropriate, and consistent with the following proficiency statement at Checkpoint B of the syllabus:
- Award **1 credit** for each utterance that is comprehensible and appropriate but below the level indicated in the proficiency statement at Checkpoint B.
- Award **0 credits** for utterances that are incomprehensible or inappropriate following the teacher’s second eliciting attempt.

2 Credits (Checkpoint B) if it is...	1 Credit (Checkpoint A) if it is...	0 Credits if it is...
<p style="text-align: center;">Comprehensible AND Appropriate AND</p> <p>Contains a preponderance of the following Checkpoint B attributes:</p> <ul style="list-style-type: none"> - Initiates and/or sustains and/or advances the conversation, but may contain repetition, hesitation, or circumlocution. - Uses common verb tense forms (including past, present, future), but may contain minor errors in formation and selection. - Uses accurate structure in simple constructions, but may contain errors in more complex ones. - Is articulated comprehensibly, but with difficulty for certain sounds, or in certain positions or combinations - Uses a variety of vocabulary that is appropriate to the situation and may expand or clarify meaning, but there may be minor inaccuracies. - Is extended (may contain more than one short, discrete utterance), but may contain short discrete responses. - Uses culturally correct gestures, social conventions, and/or idiomatic expressions when appropriate. 	<p style="text-align: center;">Comprehensible AND Appropriate BUT</p> <p>- Is a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary/structures</p> <p style="text-align: center;">OR</p> <p>- Contains little or no evidence of Checkpoint B attributes</p>	<p style="text-align: center;">Incomprehensible AND/OR Inappropriate Disregard if it is a...</p> <ul style="list-style-type: none"> - Yes/No response - Socializing device - Restatement of all or essential of what parts of what the teacher said - Proper noun(s) in isolation

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 out 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 the 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.

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 below. 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 some details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes some details some of which may be only loosely connected to the task. There may be some irrelevancies.	Accomplishes the task; includes few details that are clearly connected to the development of the task, but there may be many irrelevancies.	Attempts to accomplish the task; makes some reference to it, but provides few or no supporting details.
Organization	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 wide 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 -Subject-verb agreement -Tense -Noun-adjective agreement -Correct word order -Spelling/diacritical marks	Demonstrates a high degree of control of Checkpoint B structure/conventions: -subject-verb agreement -tense -noun-adjective agreement -correct word order -spelling/diacritical marks Errors do not hinder overall comprehensibility of the passage	Demonstrates a some control of Checkpoint B structure/conventions: -subject-verb agreement -present, past, future ideas expressed as appropriate -noun-adjective agreement -correct word order -spelling/diacritical marks Errors do not hinder overall comprehensibility of the passage	Demonstrates some control of Check-point B structure/conventions. Errors do not hinder overall comprehensibility and/or there are numerous Checkpoint A errors. OR Demonstrates a high degree of control, but uses only Checkpoint A structures/conventions.	Demonstrates little control of Checkpoint A or B structure/conventions: -Subject-verb agreement --present, past, future ideas expressed as appropriate -noun-adjective agreement -correct word order -spelling/diacritical marks
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.

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. _____

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.

Dimension	Performance Level									
Purpose/Task -Accomplishes the task -Includes details -Connects ideas to task/purpose										
Organization -Exhibits a logical and coherent sequence -Has a beginning, middle, and end -Makes smooth transitions										
Vocabulary -Includes a variety of vocabulary -Uses relevant and accurate words										
Structure (degree to which errors hinder overall comprehension) -Subject-verb agreement -Present, past, future ideas expressed as appropriate -Noun-adjective agreement -Correct word order -Spelling/diacritical marks										
Word Count -Comprehensible -In target language			100+	50-99	<50			100+	50-99	<50