Department-Approved Pathway Assessments in World Languages
(Updated September 18, 2023)

Students who are otherwise eligible to receive a high school diploma in June 2015 and thereafter must take and pass four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and either pass a comparably rigorous assessment for a fifth required exam, or in lieu of a fifth exam, complete the requirements to earn the CDOS Commencement Credential. Students may meet the fifth assessment required for graduation by passing a Department-Approved Pathway Assessment in World Languages. At their July 2021 meeting, the NYS Board of Regents voted to change the name of "Languages Other than English" learning standards and related items to "World Languages".

The following assessments and cut score requirements have been approved for use as Department-Approved Pathway Assessments in World Languages. If you notice that any assessment cut scores or versions have been updated since the posting of this document, please email emscgradreq@nysed.gov.

Assessment	Description	Cut Score Required
American Sign Language (ASL) Checkpoint B Examination *(Oneida-Herkimer-Madison BOCES)* For more information, contact Greg Smith: GSmith@oneida-boces.org	The American Sign Language (ASL) Checkpoint B Examination was developed by Oneida-Herkimer-Madison BOCES and includes 4 sections worth 100 credits: Conversation/Roleplay (Part 1) consists of two role plays worth 24 credits, Expressive Tasks (Part 2) consists of 2 signed stories based upon a picture worth 20 points, and Receptive Tasks (Part 3) consists of 15 questions in response to signed passages, pictures, or advertisements worth 30 credits. Receptive and Expressive Tasks (Part 4), worth 26 credits, consists of 2 parts: the first requires the student to summarize an extended length passage and the second to create and sign the middle and ending to an open-ended story.	65
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) – **Arabic, Chinese, Japanese, Korean,** and **Russian** For more information, contact Jennifer Quinlan: jquinlan@languagetesting.com	Language Testing International (LTI) is the exclusive licensee of the American Council on the Teaching of Foreign Language's (ACTFL) assessments. The ACTFL Assessment of Performance toward Proficiency in Languages is an accurate standards-based assessment of students' ability to communicate in a language. According to the NY State Learning Standards for World Languages, communication is the over-arching goal of instruction. ACTFL defines communication in terms of three modes: Interpersonal, Interpretive, and Presentational. The AAPPL is an ACTFL-developed assessment based on the ACTFL Proficiency Guidelines and designed precisely to test the three ACTFL communication modes across four domains: Interpersonal Speaking and Listening, Interpretive Reading, Interpretive Listening, and Presentational Writing. It assesses tasks across the three modes of communication as defined by the World-Readiness Standards for Learning Languages, which are cited by NYSED on its standards and guidelines page, stating that "the World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." AAPPL results are reported according to ACTFL performance descriptors for each mode, making the alignment of the AAPPL with communication as the over-arching goal of instruction clear.	Novice High (N-4)

Assessment	Description	Cut Score Required
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) – **French, German, Italian**, **Portuguese (European)** and **Spanish** For more information, contact Jennifer Quinlan: jquinlan@languagetesting.com	Language Testing International (LTI) is the exclusive licensee of the American Council on the Teaching of Foreign Language's (ACTFL) assessments. The ACTFL Assessment of Performance toward Proficiency in Languages is an accurate standards-based assessment of students' ability to communicate in a language. According to the NY State Learning Standards for World Languages, communication is the over-arching goal of instruction. ACTFL defines communication in terms of three modes: Interpersonal, Interpretive, and Presentational. The AAPPL is an ACTFL-developed assessment based on the ACTFL Proficiency Guidelines and designed precisely to test the three ACTFL communication modes across four domains: Interpersonal Speaking and Listening, Interpretive Reading, Interpretive Listening, and Presentational Writing. It assesses tasks across the three modes of communication as defined by the World-Readiness Standards for Learning Languages, which are cited by NYSED on its standards and guidelines page, stating that "the World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." AAPPL results are reported according to ACTFL performance descriptors for each mode, making the alignment of the AAPPL with communication as the over-arching goal of instruction clear.	Intermediate Low (I-1)
Avant Assessment STAMP 4S-- **Arabic, Hebrew, Hindi, Japanese, Korean, Mandarin Chinese, Polish,** and **Russian** For more information, contact Aziz Ebinghannam: aziz@avantassessment.com	The Avant STAMP™ (**STA**ndards-based **M**easurement of **P**roficiency) language test was created at the University of Oregon to improve language-learning outcomes and support excellence in language programs.	STAMP level 3 (Novice High)
Avant Assessment STAMP 4S— **French, German, Italian, Portuguese (Brazilian),** and **Spanish** For more information, contact Aziz Ebinghannam: aziz@avantassessment.com	The Avant STAMP™ (**STA**ndards-based **M**easurement of **P**roficiency) language test was created at the University of Oregon to improve language-learning outcomes and support excellence in language programs.	STAMP level 4 (Intermediate Low)

Assessment	Description	Cut Score Required
Center of Greek Language Learning For more information, please contact George Korsanos: sgkorsanos@ellinomatheia.com	The Checkpoint B – Level A2 Examination was developed by the Center of Greek Language Learning and includes 4 sections worth 100 credits: Speaking (Part 1 - 25%) consists of conversation and role playing for 10-12 minutes, Listening (Part 2 - 25%) consists of listening passages (maximum of 500 words) for 25 minutes, Reading (Part 3- 25%) consists of reading passages (maximum of 500 words) for 30 minutes, and Writing (Part 4 - 25%) consists of 2 writing tasks of 180-200 words each for 55 minutes. Total exam time: 1 hour 35 minutes.	60
Checkpoint B Examination – **Chinese, French, Italian** and **Spanish** *(Oneida-Herkimer-Madison BOCES)* For more information, contact Greg Smith: GSmith@oneida-boces.org	The Checkpoint B Examination was developed by Oneida-Herkimer-Madison BOCES and includes 4 sections worth 100 credits: Speaking (Part 1) consists of two role play conversations worth 24 credits, Listening (Part 2) consists of 15 questions in both English and the target language worth 30 credits, Reading (Part 3) consists of 15 questions worth 30 credits using both long and short Reading passages, and Writing (Part 4) consists of 2 questions worth 16 credits.	65
Checkpoint B Comprehensive Exam in Modern Greek For more information, please contact Athina Filippou-Katehis: afilippou@goarch.org	The Comprehensive Examination in Modern Greek is a world language achievement test that assesses student proficiency in listening, speaking, reading, and writing Modern Greek. It is developed and administered by the Greek Orthodox Archdiocese of America/Office of Education in collaboration with the Literacy and Language Assessment Office/NYC Department of Education. The exam includes 4 sections worth 100 credits: Speaking (Part 1) worth 24 credits, Listening (Part 2) worth 26 credits, Reading (Part 3) worth 30 credits, and Writing (Part 4) worth 20 credits.	65
Comprehensive Exam – **Chinese, French, Italian, Korean** and **Spanish** *(New York City Department of Education)* For more information, contact Amy Perepletchikov: WLExams@schools.nyc. gov	The World Language Comprehensive Exam was developed by the New York City Department of Education and includes four parts worth 100 points: Speaking (Part 1), Listening (Part 2), Reading (Part 3), and Writing (Part 4). The Speaking section consists of a test administrator-student conversation that makes up 24 points, the Listening section consists of 13 multiple choice questions that makes up 26 points, the Reading section consists of 15 multiple choice questions that makes up 30 points, and the Writing section consists of 2 written response questions that makes up 20 points. Please visit the vendor's website for more information.	65

	Test Type	Cut Score/ Full Score
Listening	Formal Test (CBT)	Band A: 44/80
	Formal Test (CAT)	370/700
	Speedy Screening	370/650
Reading	Formal Test (CBT)	Band A: 44/80
	Formal Test (CAT)	370/700
	Speedy Screening	370/655
Speaking	Formal Test	Band A: 2/15
	Speedy Screening	300/665
Writing	Formal Test	Band A: 3/10
	Speedy Screening	310/650

Test of **Chinese** as a Foreign Language (TOCFL) *[Steering Committee for the Test of Proficiency-Huayu (SC-TOP)]* For more information, contact Jean Liu: **service@sc-top.org.tw**

The Test of Chinese as a Foreign Language (TOCFL) was developed by the Steering Committee for the Test of Proficiency-Huayu (SC-TOP) and includes four parts: Listening, Reading, Speaking, and Writing. The Listening section consists of multiple-choice questions based on questions with picture options and dialogues. The Reading section consists of multiple-choice question with simple sentences, picture options, paragraph completion, and gap filling exercises. The Speaking section consists of questions based on describing experiences and describing the content of a video. The Writing section consists two tasks: (1) writing a narrative (80-100 words) to describe a picture and (2) writing a letter (80-100 words).

Please visit the vendor's website for more information.

Update log:

- 09 /18/2023 – Assessments updated to include Test of Chinese as a Foreign Language (TOCFL).
- 07/18/2023 – Assessments updated to include Checkpoint B Comprehensive Exam in Modern Greek.
- 05/26/2023 - Assessments updated to include the Center of Greek Language Learning's Exam.
- 03/22/2023 - NYC DOE contact updated.
- 03/07/2023 - Assessments updated to include German, Japanese, Portuguese (European), and Russian AAPPL.
- 2/13/2023 – Assessments updated to include STAMP4S exams in French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Polish, Portuguese (Brazilian), and Russian.
- 11/07/2022 – Assessments updated to include Spanish AAPPL.
- 09/22/2022 – Reorganized to group according to vendor; assessments updated to include Chinese, French, Italian, and Korean AAPPL.
- 05/26/2022 – LTI contact updated.
- 08/17/2021 - Language updated to reflect Board of Regents approval of transition from "LOTE" to "World Languages".
- 02/10/2021 - Assessments updated to include Avant Assessments STAMPS 4S (Arabic and Spanish).
- 08/24/2020 - Assessments updated to include Arabic AAPPL.
- 03/21/2019 - Assessments updated to include ASL (OHM BOCES), Chinese, French, Italian, and Korean (NYC DOE).
- 01/22/2019 - OHM BOCES contact updated.
- 10/31/2018 - OHM BOCES contact updated.
- 03/29/2018 – NYC DOE contact person updated.
- 03/12/2018 – LOTE assessment list created.