

*Anchor Papers
And
Commentary
Sheets*

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Je visiterai la maison de Jenny. Nous
jouerons football américain dans le stade,
et nous jouerons volley dans la gymnase.
Je préfère football américain et volley.
C'est très amusant! Je retournerai
à dix-huit heures.

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas	✓				
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words	✓				
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling	✓				
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					16
Final Task Score					5

Conversion Chart

14-16 = 5
 11-13 = 4
 8-10 = 3
 5-7 = 2
 2-4 = 1
 0-1 = 0

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Fulfills the task. Even though the writer does not use the word <i>late</i> , it is clear that the note is to let someone know where the writer will be and at what time s/he will return. All ideas are logically connected to the task.
Vocabulary	The writer uses a variety of vocabulary. S/he is telling the host parent where s/he will be and what s/he will be doing (topic expansion).
Structure/ Conventions	The writer controls all of the targeted structural areas in the rubric for this dimension. The only errors are those of accentuation (these errors are not considered in this dimension at Checkpoint A and do not hinder comprehensibility of the note) and minor errors of noun gender and prepositions (which have no negative effect on comprehension and which are typical of Checkpoint A writing). In addition, this writer uses the future tense correctly!
Word Count	34 (more than the required 30 words). Do not count <i>Jenny</i> because it is a proper noun.

Task 4

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Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Cher Descroix Famille,

Bonjour. Elle est oui, Annick. Mon amie et je à visiter

le librairie. Je veux 60 francs, et je cherché une livre. J'ai

voyagerai Camille's maison à l'abdomie. J'ai voyagerai maison

et nuit. Camille's téléphone numéro est 336-2837, et elle's address

est: 1806 Blue Chien Rue. Téléphone et 8h, si vous plaît.

Au revoir,

Annick

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words	✓				
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling		✓			
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					13
Final Task Score					4

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
	14-16 = 5
	11-13 = 4
	8-10 = 3
	5-7 = 2
	2-4 = 1
	0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Student satisfies task. There are sentences which are unclear. (<i>Elle est oui, Annick.</i>) (<i>J ai voyagerai maison et nuit.</i>)
Vocabulary	Utilizes a wide variety of vocabulary which expands the topic.
Structure/ Conventions	Some errors in structure (subject/verb agreement [<i>je versit</i>]), and word order. (<i>Camille s maison</i>), but these errors do not hinder overall comprehensibility.
Word Count	48 words. Do not count two incomprehensible sentences, numbers, names, and English word (<i>address</i>).

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

~~de visite~~ J'ai regardé le film. Jim a
Joe regarde le film. Le film est
c Rush Hour. Rush Hour est très bien.
Jim a Joe ne regarde pas Rush Hour.
Rush Hour commença à 8 heures 30.
Je ne mange pas le bon-bon.
Je suis retourné à ma maison
à 10 heures 30.

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling			✓		
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<13
Total Raw Score					10
Final Task Score					3

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

14-16 = 5
 11-13 = 4
 8-10 = 3
 5-7 = 2
 2-4 = 1
 0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task of explaining why he will be home late; however, there are some unclear connections. (<i>Jim a Joe regarde le film. Jim a Joe ne regarde pas Rush Hour.</i>)
Vocabulary	Repetition of <i>le film</i> and <i>Rush Hour</i> ; use of <i>a</i> instead of <i>et</i> for <i>and</i> (inaccurate vocabulary).
Structure/ Conventions	Errors in verb endings (<i>J'ai regard; commencia, Jim a Joe regarde</i> , etc.); grammar/spelling errors that create confusion in tense (<i>j ai regard, Je suis retourne</i>).
Word Count	36 words. Do not count <i>Jim, Joe, Rush Hour</i> , or the numbers used in telling the times. <i>J ai</i> = 1 word.

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Chere Mom,
Je suis aller du retard. Je suis
aller Marie's habitate. Vous avois
mature du moins le Marie's. Je retour
quaire heures quart.

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25- 29	20- 24	15- 19 ✓	<15
Total Raw Score					7
Final Task Score					2

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

14-16 = 5
 11-13 = 4
 8-10 = 3
 5-7 = 2
 2-4 = 1
 0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task. It is clear that the writer is going somewhere (<i>je suis aller</i>) and will be late (<i>du retard</i>). However, it is unclear what is happening at Marie's (<i>vous avons moture du moins le Marie's</i>).
Vocabulary	Vocabulary is utilized, but several words are incomprehensible within the context, and overall comprehension is difficult. Inaccurate vocabulary (<i>habitate, je suis aller</i> instead of <i>je vais</i> , use of <i>s</i> for possessive, use of <i>du moins</i>) also affects comprehension.
Structure/ Conventions	Errors of subject/verb agreement (<i>vous avons</i>) and spelling (<i>quaire, neues, je retour, moture</i>) seriously affect comprehension.
Word Count	15 comprehensible words. The sentence <i>Vous avons moture du moins le Marie's</i> has zero word count. Although individual words are comprehensible in and of themselves, the sentence, as a whole, is NOT comprehensible.

Task 4

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Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Bon jour Madame.

Moi est retournes retard, moi est Jae regarde

la maten du foot. mesure marshal

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling				✓	
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25- 29	20- 24	15- 19	<15 ✓
Total Raw Score					4
Final Task Score					1

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart
14-16 = 5
11-13 = 4
8-10 = 3
5-7 = 2
2-4 = 1
0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Student has written two sentences which satisfy task. Lacks development.
Vocabulary	Student uses limited vocabulary.
Structure/ Conventions	Student shows little control of structure. (<i>Est, moi</i> for <i>je</i> , spelling errors.)
Word Count	Fewer than 15 words (14). Do not count <i>Joe</i> and <i>Marshal</i> .

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Chère Mama,

Je vais avec François and Je. are travelling to the mall.

Target Language: French

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas					✓
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling					
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25- 29	20- 24	15- 19	<15
Total Raw Score					0
Final Task Score					0

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart

14-16 = 5
 11-13 = 4
 8-10 = 3
 5-7 = 2
 2-4 = 1
 0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Fails to make one comprehensible sentence that satisfies task. If student receives zero for purpose/task, he/she cannot receive credits in vocabulary, structure, or word count.
Vocabulary	
Structure/ Conventions	
Word Count	Fewer than 15 (6). Do not count English words.

Task 3

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: A new student, who just arrived from (), has joined your classroom. Write him or her a note in the *target language* to introduce yourself. You may wish to include:

- ✘ Information about yourself
- ✘ Information about your family
- ✘ Information about what you like to do
- ✘ Questions you would like to ask him or her

Guten Tag! Ich heie Michelle. Ich bin vierzehn
Jahre alt. Wie alt bist du? Ich wohne mit meine
Mutter, mein Vater und mein Bruder. Wir
wohnen am Woodcreekstrasse. Wo wohnst
du? Was findest du prima? Ich finde prima
schreiben! Ich liebe Musik horen. Und du?
Lachues!
Michelle

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas	✓				
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words	✓				
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling	✓				
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					16
Final Task Score					5

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
	14-16 = 5
	11-13 = 4
	8-10 = 3
	5-7 = 2
	2-4 = 1
	0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Student satisfies the task because he/she describes him/herself and his/her family, talks about where she/he lives, asks questions about likes and dislikes of the newly met person. All thoughts are logically connected.
Vocabulary	The student showed a wide range of verbs/nouns and topics, all of which are connected to the task.
Structure/ Conventions	All subject/verb agreements are in control for this level. The errors in word order do not hinder comprehensibility.
Word Count	45 (more than the required 30 words).

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Ich habe Pizza, Cola, Kuchen, und Milch um die
Farra. Mike hat die Pizza, Chris hat die Cola, Brian hat
die Kuchen und Ich habe die Milch, die Farra ist um
Donnerstag in die Schüler.

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling		✓			
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					11
Final Task Score					4

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart
14-16 = 5
11-13 = 4
8-10 = 3
5-7 = 2
2-4 = 1
0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies task because student uses different kinds of foods in connection with a date (<i>Donnestag</i>). However, the connection is not clear, because he/she does not use <i>Party</i> or <i>Farra</i> correctly.
Vocabulary	Uses some vocabulary which is relevant to the task (<i>Kuchen, milch</i>). However, these foods are limited, and the student uses <i>habe</i> and <i>hat</i> repeatedly.
Structure/ Conventions	Exhibits some control of structure (<i>ich habe, Chris hat</i>). There are several spelling mistakes, but they do not hinder overall comprehensibility of passage.
Word Count	30 words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Lieber Herr Schmitt,

Für das Party ich will bringe das zwei liter
Milch Das DJ ist Ann Jackson Kerri bringt das
Soda und Kuchen. Clare bringt ein Movie lung
Zwei Game Adam bringt das Kartoffeln frites
Danke. Die Party is on October 10.

Danke,

ZsaZsa

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25-29	20-24	15-19	<15
Total Raw Score					9
Final Task Score					3

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart
14-16 = 5
11-13 = 4
8-10 = 3
5-7 = 2
2-4 = 1
0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task. The student mentions the party, date, food, and music. The student's use of English vocabulary causes some connections to be unclear.
Vocabulary	The student repeats the same verb <i>bringen</i> in most of the sentences. The student also uses many English words (<i>DJ, movie, game, is, on</i>).
Structure/Conventions	The student exhibits some control of structure. The student demonstrates that he/she understands subject/verb agreement. There are several spelling errors (<i>brinkt, Paty</i>) that inhibit comprehension.
Word Count	30 comprehensible words. Do not count <i>ling</i> , as it is incomprehensible, or English words.

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Lieber Herr Schmidt,
Ich komme mein to der Hausa at drie
Ohr. Ich habbe a bus. Ich bin a movie at
Crossgates mall. Ich bin freund.
afveedersen

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas				✓	
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25- 29	20- 24	15- 19 ✓	<15
Total Raw Score					6
Final Task Score					2

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart
14-16 = 5
11-13 = 4
8-10 = 3
5-7 = 2
2-4 = 1
0-1 = 0

DIMENSION	COMMENTARY
Purpose/Task	Student accomplishes the task. He/she mentions <i>nein</i> and <i>Hausa</i> .
Vocabulary	Utilizes limited vocabulary. Some vocabulary such as <i>movie</i> and <i>ohr</i> is incorrect.
Structure/ Conventions	Demonstrates some control of structure. (Word order is correct; subject/verb agreement is present [<i>Ich komme, ich bin</i>].) Errors in spelling such as <i>drie</i> and <i>ohr</i> , as well as English words (<i>movie at mall</i>), inhibit comprehension.
Word Count	17 comprehensible words. Do not count English words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Leibe Herr Schmidt,

Ich habben a Party. Ich habben a
Frage. Ich bin goot.

Danka

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas				✓	
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25-29	20-24	15-19	<15 ✓
Total Raw Score					4
Final Task Score					1

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Student accomplishes the task. He/she writes that he/she is having a party. The remaining sentences, however, are not at all relevant to the task.
Vocabulary	Uses limited vocabulary, and most sentences and vocabulary are irrelevant. (<i>Ich habben a fraga.</i>)
Structure/ Conventions	Student exhibits some control of structure and word order. Spelling errors and incorrect verb endings hinder overall comprehension.
Word Count	11 comprehensible words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Leiben Herr Smidt,

Ich wolle Sprite und bronies. Ich
bring Doritos. Ich wolle cup Kücken or der
Milky Ways.

Choos

Target Language: German

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ¥ Satisfies the task ¥ Connects ideas to task/purpose ¥ Exhibits a logical and coherent sequence of ideas					✓
Vocabulary (in statements/questions) ¥ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ¥ Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) ¥ Subject/verb agreement ¥ Noun/adjective agreement ¥ Correct word order ¥ Spelling					
Word Count ¥ Comprehensible ¥ In target language ¥ Contributes to the development of the task	30+	25-29	20-24	15-19	<15 ✓
Total Raw Score					4
Final Task Score					1

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	This paper does not mention a party at all. It therefore does not accomplish the task.
Vocabulary	
Structure/ Conventions	
Word Count	

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Mi chiamo Marco, E tu? Io quindici anni.
Io abito a Rochester, New York, Mi piace giocare
hockey. Gioco a hockey da quattro anni. Non
mi piace studiare. Perché e' noioso. Io
sono alto, simpatico, intelligente, sportivo. Io
ho capelli castani. Io ho gli occhi castani.
Arrivederci

Target Language: Italian

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas	✓				
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words	✓				
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling	✓				
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					16
Final Task Score					5

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	All statements and questions contribute to help develop the task. They are coherent and connected.
Vocabulary	Uses wide variety of vocabulary. When writing about himself, he uses name, age, interests, and descriptions of himself.
Structure/ Conventions	No errors in word order. Two minor misspellings. Shows high degree of control of conventions (<i>da quattro anni</i>). Good adjective/noun agreement. Omission of one verb (<i>lo quindieo anni</i>) does not hinder overall comprehensibility.
Word Count	43 words. Do not count <i>Rochester</i> or <i>Marco</i> .

Task 2

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your family will be hosting an exchange student next year. Write a note to this exchange student, telling a little about yourself. You may also wish to ask for information about that student. You **might** include questions/statements about:

- ¥ Age
- ¥ Physical description
- ¥ Likes/dislikes
- ¥ Hobbies
- ¥ Nationality
- ¥ Where he or she lives

Io ho quindici anni. Io mio compleanno
anni ventunno di gennaio. Io ho casa.
Mi piace è nuoto. Mi non ~~mi~~ piace è studio.
Io abito ~~a Rochester~~ Rochester in via
Rockway.
Arrivederci.

Target Language: Italian

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas		✓			
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words		✓			
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25- 29 ✓	20- 24	15- 19	<15
Total Raw Score					11
Final Task Score					4

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task. Some connections are implied. <i>Io mio compleanno...</i> implies intent.
Vocabulary	Uses a variety of vocabulary relevant to the task.
Structure/ Conventions	Some control of structure is evidenced by some subject/verb agreement. Some errors <u>do</u> hinder comprehensibility.
Word Count	29 words. <i>Rochester</i> and <i>Rockway</i> are not counted.

Task 3

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: A new student, who just arrived from (), has joined your classroom. Write him or her a note in the *target language* to introduce yourself. You may wish to include:

- ¥ Information about yourself
- ¥ Information about your family
- ¥ Information about what you like to do
- ¥ Questions you would like to ask him or her

Benjorno,
Io sono Marco. Che kiemi tu? Io giocio
la football americano, e La Crasse. Quanti anni
tieni tu? Mio due fratelli,
Arrivederci
Marco

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ¥ Satisfies the task ¥ Connects ideas to task/purpose ¥ Exhibits a logical and coherent sequence of ideas		✓			
Vocabulary (in statements/questions) ¥ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ¥ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ¥ Subject/verb agreement ¥ Noun/adjective agreement ¥ Correct word order ¥ Spelling			✓		
Word Count ¥ Comprehensible ¥ In target language ¥ Contributes to the development of the task	30+	25-29	20-24	15-19	<15
Total Raw Score					9
Final Task Score					3

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task. Most connections are implied. Contains irrelevancy (<i>Miodue fratello</i>).
Vocabulary	Uses some vocabulary relevant to the topic and contains some inaccurate vocabulary (<i>Quanti anni tieni tu?</i>).
Structure/Conventions	Exhibits some control. Errors do hinder overall comprehensibility.
Word Count	21 words. <i>Marco</i> is not counted.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Io do è la partita, la partita a
dieci aprile, la partit è la scuola. Io
è cucino gli spaghetti, la arancia.

Target Language: Italian

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☹ Satisfies the task ☹ Connects ideas to task/purpose ☹ Exhibits a logical and coherent sequence of ideas				✓	
Vocabulary (in statements/questions) ☹ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☹ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ☹ Subject/verb agreement ☹ Noun/adjective agreement ☹ Correct word order ☹ Spelling				✓	
Word Count ☹ Comprehensible ☹ In target language ☹ Contributes to the development of the task	30+	25-29	20-24	15-19 ✓	<15
Total Raw Score					5
Final Task Score					2

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Makes at least one statement which satisfies the task of telling the teacher about the plans for the party (<i>Io...cucino gli spaghetti...</i>).
Vocabulary	Vocabulary is very limited and most is inaccurate.
Structure/ Conventions	Demonstrates little control of structure.
Word Count	22 words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Lo ho avere italiana
festa! È D.C.C. zetti
spagetti, vino e Cola e Mancu
de lo ho famiglia. Molta
Bene, telefonare 555-4181.

Target Language: Italian

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas				✓	
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling				✓	
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+	25-29	20-24	15-19	<15 ✓
Total Raw Score					3
Final Task Score					1

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Student makes at least one statement which satisfies the task (<i>Io ho....</i>).
Vocabulary	Most vocabulary is limited, inaccurate, and irrelevant.
Structure/ Conventions	Little or no control of verbs and spelling errors seriously impede comprehension.
Word Count	Less than 15 comprehensible words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Voi avete e la partita. John aranciate e
terrimsu

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas					✓
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling					
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25-29	20-24	15-19	<15
Total Raw Score					0
Final Task Score					0

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Failed to make at least one statement which satisfies the task.
Vocabulary	
Structure/ Conventions	
Word Count	

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

La familia,

Yo voy a la cinema y miro el
pelicula. Yo voy con tres amigas.

Yo regreso a la ocho y media.

Nosotros vamos el restaurante
después el pelicula.

Adios,

Kiana

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas	✓				
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words	✓				
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling	✓				
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					16
Final Task Score					5

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	All statements contribute to and develop the goal of explaining why she will be home late. There is a logical sequence of ideas: going to the movies, watching a film, going with friends, and discussing return time and post-movie activity.
Vocabulary	Vocabulary is varied with little repetition. Vocabulary is used accurately, and it expands the topic (<i>miro, regreso, ocho y media, restaurante, pel cula</i>).
Structure/ Conventions	The writer controls all of the structural areas targeted in the rubric. Errors with definite articles and prepositions do not fall within the parameters of the rubric and are therefore not to be considered. No errors impede comprehensibility.
Word Count	31 countable words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Querida Señora Hyer,

A la ocho de junio ~~da~~ a la escuela de tu yya, la fiesta por la fin de la año de escuela. Comendo tacos, quesadillas, fajitas, burridos, y pizza, y bebiendo agua y ~~goda~~ Pepsi. Soy preparada los tacos y burridos, Erik preparada las quesadillas. ¿Que comida llevar tú?

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas		✓			
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words		✓			
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling		✓			
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+ ✓	25- 29	20- 24	15- 19	<15
Total Raw Score					13
Final Task Score					4

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Satisfies the task. Many connections are implied (<i>comendo tacos...</i>), but there are no irrelevancies.
Vocabulary	Vocabulary is relevant to the topic, but repetitive.
Structure/ Conventions	Errors in structure do not impede overall understanding or communication at Checkpoint A level, although control/accuracy is compromised by multiple errors.
Word Count	48 countable words.

Task 1

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Your language class is giving an end-of-the-year party. You are in charge of organizing the party. Write a letter to your teacher, telling him or her about the plans for the party. You **may** wish to include the following ideas:

- ¥ Food/beverage served
- ¥ Who is preparing what food
- ¥ When/where the party will take place
- ¥ A request for suggestions on what to serve

Hola Srta Ayer

La fiesta en Junio 16^{diez y seis}. La clase les

gusta Pepsi, doritos, y pizza. Pablo requesta

Hamburguesas. Jose es prepara pescas y chips.

Maria es prepara doritos. Enrico prepara bebes.

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas		✓			
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words			✓		
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling			✓		
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+	25- 29	20- 24 ✓	15- 19	<15
Total Raw Score					9
Final Task Score					3

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Connections are implied. Task satisfied by <i>La fiesta en Junio diez y seis</i> .
Vocabulary	Vocabulary is extremely limited or inaccurate.
Structure/ Conventions	Some control of structure is evident; however, verb and spelling errors impede overall communication.
Word Count	24 countable words. Name brands, false cognates (<i>requesta</i>) are not to be counted. <i>Pizza</i> does count. <i>Diez y seis</i> counts as three words.

Task 6

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: You are planning a trip in your host country. Write a letter to your host family, letting them know about your travel plans. You **may** wish to include:

- ¥ Dates of the trip
- ¥ Time of the day
- ¥ Where you will arrive
- ¥ Transportation options
- ¥ Other plans for the trip (itinerary, hotels, cost, etc.)

En la catorce de Mayo, es mi cumpleaños.
Yo ~~salgo~~ ^{Nueva York.} quince salgo ~~en Nueva York.~~ ^{mi padre}
~~hermano y yo vamos en (hotel).~~
Nosotros ~~travelt~~ ^{en el avion.} Yo (meet)
la chica llamo Judy. Judy y yo (go on) la
transportation, y @ Nosotras miramos
tu en Queens.

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ☒ Satisfies the task ☒ Connects ideas to task/purpose ☒ Exhibits a logical and coherent sequence of ideas			✓		
Vocabulary (in statements/questions) ☒ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ☒ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ☒ Subject/verb agreement ☒ Noun/adjective agreement ☒ Correct word order ☒ Spelling			✓		
Word Count ☒ Comprehensible ☒ In target language ☒ Contributes to the development of the task	30+	25-29	20-24 ✓	15-19	<15
Total Raw Score					7
Final Task Score					2

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Final statement satisfies the task. Previous statements imply connections, but they are unclear.
Vocabulary	Vocabulary is extremely limited or inaccurate.
Structure/ Conventions	Lack of structure impedes comprehensibility.
Word Count	24 countable words. <i>Nueva York</i> counts as two words. English is to be disregarded, including <i>transportation</i> .

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Ohla, Senyora Hill.

yo soy de Binghamton, Senyrita Erin, Senyos
Don, Senyos Jim, la restaurante till ~~to~~
Si eto y viente.

yo will use el tenedor, la copa, el vaso, la taza, el
~~plato~~ platillo, la cuchara, la cucharita, or la cucharillo.

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas				✓	
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words				✓	
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling				✓	
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+	25-29	20-24	15-19	<15 ✓
Total Raw Score					3
Final Task Score					1

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	<i>[R]estaurante, siete y viene</i> satisfy the task. There are no other statements that contribute to the development of the task.
Vocabulary	Vocabulary is extremely limited. Listing of food-related words is irrelevant to the development of the task.
Structure/Conventions	Single instance of accurate use of structure (<i>yo soy de Binghamton</i>) is irrelevant to the task. Other structure nonexistent. Use of English is to be ignored.
Word Count	14 words. Last word to be counted is <i>yo</i> . Remaining words listed do not contribute to the development of the task and are not to be counted.

Task 4

In the spaces provided, complete the following *writing task*. This *writing task* should be written entirely in the **target language** and should contain a minimum of 30 words. Names of people **do not count**. Be sure that you satisfy the purpose of the task. The sentence structure and expressions used should be connected logically and should demonstrate a wide range of vocabulary.

Topic: Write a note to your host parent, explaining why you will be home late. You may wish to include:

- ¥ Where you will be going
- ¥ Who will be there
- ¥ What you will be doing
- ¥ Why you are there
- ¥ When you will return

Padre,

Yo voy una escuela. Yo tener la casa.

Target Language: Spanish

Writing Checklist

Please refer to the full writing rubric for definitions of each level.

	4	3	2	1	0
Purpose/Task ≠ Satisfies the task ≠ Connects ideas to task/purpose ≠ Exhibits a logical and coherent sequence of ideas					✓
Vocabulary (in statements/questions) ≠ Incorporates a range of nouns, verbs, and/or adjectives as appropriate to task ≠ Uses relevant and accurate words					
Structure (degree to which errors hinder overall comprehensibility) ≠ Subject/verb agreement ≠ Noun/adjective agreement ≠ Correct word order ≠ Spelling					
Word Count ≠ Comprehensible ≠ In target language ≠ Contributes to the development of the task	30+	25-29	20-24	15-19	<15
Total Raw Score					0
Final Task Score					0

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for 1.

If a paper scores a zero on purpose/task, the entire response receives a zero.

Conversion Chart	
14-16	= 5
11-13	= 4
8-10	= 3
5-7	= 2
2-4	= 1
0-1	= 0

DIMENSION	COMMENTARY
Purpose/Task	Fails to make one comprehensible sentence which satisfies task. If student receives zero or purpose, s/he cannot receive credits in vocabulary, structure, or word count.
Vocabulary	
Structure/Conventions	
Word Count	



New York State Education Department, Room 674 EBA, Albany, NY 12234

**Second Language Proficiency
Examination for Modern Language
Comment Sheet**

Please circle "Yes" or "No" and share your comments for each question below.

1. **Content**—Are the questions generally appropriate in content? YES NO
Comments:

2. **Difficulty**—Are the questions generally appropriate in difficulty? YES NO
Comments:

3. **Directions**—Are the directions clear and easy for students to follow? YES NO
Comments:

4. **Scoring Materials**—Are the scoring materials for Parts B and C clear and easy for teachers to follow? YES NO
Comments:

5. **Time**—Would most of the students be able to complete this test within the time allotted (3 hours)? YES NO
Comments:

6. **Additional Comments:**

Please fax this sheet to (518) 473-0858 or mail it to the New York State Education Department at the above address.