



FLACS CHECKPOINT A & B
REGIONAL EXAMINATIONS
IN
WORLD LANGUAGES

PART 1
INTERPERSONAL & PRESENTATIONAL
SPEAKING TASKS

ADMINISTRATION GUIDELINES

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INTRODUCTION

The interpersonal and presentational speaking part of the exam consists of three communication tasks performed by students - two interpersonal and one presentational. Each task has a maximum score of 10 points, totaling 30 points for Part 1. Teachers score tasks using NYSAWLA-developed rubrics. All three tasks for Part 1 are administered at the school's convenience from April 1 until five school days prior to the date of the written test. Students must have completed the speaking portion of the exam in order to sit for the rest of the exam.

The Interpersonal and Presentational Speaking Task booklets contain secure examination material and must be kept secure when not in use. Members are reminded that FLACS exam materials are authorized for use by consortium members only and may not be shared outside the group.

Interpersonal Speaking Tasks

Tasks are designed to measure the extent to which learners can ***negotiate meaning*** with a conversation partner. Each interpersonal task prescribes a simulated conversation in which the student always plays the role of themselves and the teacher assumes the specific role indicated in the task. Each student performs a total of two interpersonal tasks. Each task consists of a brief statement in English to indicate the purpose and setting of the communication and some suggested questions to help the teacher start or develop the topic. The teacher initiates both conversations.

Presentational Speaking Tasks

Tasks are designed to measure the extent to which learners can ***communicate a spoken message*** to others. The presentational task presents students with a situation in which they must make an oral statement. They may be performed live or recorded, but must be spontaneous and unrehearsed. First students are given a situation from the Secure Speaking Tasks booklet, then they take a moment to think about what to say, then answer the task as best they can to demonstrate their language skills. Teachers evaluate the tasks using the FLACS Presentational Rubric.

Important Note

The same tasks are used for both Checkpoint A and B. Performance expectations for each are explained in detail on the FLACS Presentational/Interpersonal Speaking Rubrics.

PREPARATION

Selection of Tasks

The school/district must use items from the *Secure Interpersonal and Presentational Speaking Task* booklets provided by NYSAWLA for test administration. **Districts are welcome to submit additional items for the task booklets up until March 1 of the current school year.** Items can be submitted for review and possible inclusion in the booklets throughout the year by using the link on the Professional Development → Item Writing tab of our website, <https://nysawla.org/itemwriting/>. It is recommended that districts download the most current version of the booklets between March 15 and March 30 to include any newer items which have been submitted. New items may be considered as selected “secure items” for the speaking exam, as they will likely not have been used as practice.

Important Note

NYSAWLA shares **all** of the tasks in our Secure Interpersonal and Presentational Speaking Task booklets, however schools and districts **select which specific items** they will use for FLACS Part 1 administration each year. ***The items that are selected for examination use should be kept secure and not used for practice during the school year.*** Schools may choose to take a random selection of items or they may select specific items from a variety of themes prior to testing. The number of items selected is a local decision. All other items in the Secure Speaking Task booklets may be used as practice throughout the school year.

Preparing Secure Tasks for Test Administration

Once tasks have been selected by the district/school, the following procedures are recommended in preparation for administering the speaking tasks:

Presentational Speaking Tasks:

1. Print out the selected tasks from Presentational Speaking Task booklet;
2. Mount each task on index cards, one task per card;
3. Paper for note taking should be readily available for students.
4. Make enough copies of the appropriate Presentational Speaking Rubric for scoring purposes.

Interpersonal Speaking Tasks:

1. Print out the selected tasks from Interpersonal Speaking Task booklet;
2. Mount them on index cards, one task per card;
3. Make enough copies of the appropriate Interpersonal Speaking Rubric for scoring purposes.

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.

DIRECTIONS FOR ADMINISTRATION

Administration

Part 1 is administered individually to each student at the school's convenience at any time during the testing period. The three 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. Districts also have the option of allowing students to record the **presentational** speaking task.

Procedure*

Presentational Speaking Tasks:

1. Student selects a presentational task.
2. The teacher reads the task aloud to the student and shares it with them so they may refer to it while speaking.
3. The student is given time (1-2 minutes is recommended) to think about what to say, and take down some notes that may be used for reference while performing the task.
4. The student gives a ***spontaneous and unrehearsed*** spoken response to the task.
5. The teacher refers to the appropriate presentational rubric to score the student's performance.

Interpersonal Speaking Tasks:

1. Student selects an interpersonal task.
2. Teacher reads the task aloud and begins the conversation using the suggested prompts or their own prompts.
3. When the first conversation is completed, the student selects a second task.

In administering the interpersonal speaking tasks, 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 ensure 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 a rater**, the teacher attempts to elicit as much language as possible from the learner so they may demonstrate the extent of their ability to communicate in the language. Whenever possible, eliciting attempts should be open-ended statements rather than simple questions that might elicit yes/no responses or repetition.

**Once a task has been selected by the student, it cannot be substituted for another or done over if the first performance is unsatisfactory.*

RATING

It is recommended that the teacher print out a copy of the appropriate Speaking Rubric for each student being tested. To facilitate rating while acting as the conversation partner or as the audience for the presentational task, the teacher should take notes on the appropriate pre-printed rubric. Once the task is complete, the teacher should review and score the student according to the rubric.

As the rater, the teacher gives a maximum of 10 scaled score credits for each task according to the criteria listed in each FLACS Speaking Rubric.

Scaled scores should be entered onto the *Reporting Sheet* (see Appendix 1). All tasks should be completed no later than five days prior to the FLACS exam date, and Reporting Sheets should be submitted to the appropriate administrator/supervisor.

Task Samples

The following pages contain three presentational and three interpersonal speaking task examples that highlight scoring of the speaking tasks.

Presentation SPEAKING SAMPLE 1

Situation: You are a student in (country) and are giving a presentation about your family.

You may wish to include:

- who you consider as members of your family
- a description of a few family members
- what activities you do together
- traditions you share as a family
- why they are important to you

Checkpoint A Novice High Sample Response

Hello, I am (name). There are four people in my family: I have brother, mother, stepfather. My brother is tall and he funny. My family watch tv and eats the restaurants. My family have traditions a lot. Example is celebrate my mom's birthday. We eat cake. She like it. My family is nice and have good time together.

Commentary: The response completes the task and consists of many sentences. It would likely be understood by someone used to communicating with novice learners, despite some errors. The ideas are somewhat organized.

Checkpoint B Intermediate-Mid Sample Response

Hello, my name is (name). Today I am like to talk to you about my family. To begin, my family it's small - is only four person. I live with my brother, mother, and stepfather. Normally, we get along good. My brother and I have a good relationship because we are both like the sports - like to play basketball, things like that. We play the sports together. My brother he is funny - always laughing. He's a funny guy and always making me laugh. With my mom and stepfather in our free time, we watch a lot the science fiction shows. Yes we like that. Next week is my mom's birthday. Every year we celebrate with the whole family. They come my grandparents, aunts, and uncles. It is one of my favorite days of the year because we enjoy to spend time together.

Commentary: The response completes the task and consists of strings of sentences with some elaboration. It would easily be understood by someone accustomed to communicating with a developing language learner, even though there are errors. The response is organized in a logical sequence, although the ending is abrupt.

Presentation SPEAKING SAMPLE 2

Situation: You are giving a presentation to the (language) club about a trip to (country) that you want to take with the club.

You may wish to discuss:

- where you want to go and why
- when you plan to travel
- what you will bring with you on the trip
- what sites you want to see
- what activities you would like to do

Checkpoint A Novice High Sample Response

Hello, I am (name). I want to go to Costa Rica. It's good for the club. Costa Rica has a lot beaches. Nice beaches. We swim and play soccer to the beach. We can go July because no school. We need passport and suitcase, many things. I bring shirts, shorts, bathing suits. I want go a lot.

Commentary: The response completes the task and consists of many sentences. It would likely be understood by someone used to communicating with novice learners, despite some errors. The ideas are somewhat organized.

Checkpoint B Intermediate-Mid Sample Response

Hello, my name is (name). Today I will like to talk to you about we take a trip to Costa Rica. This is my recommendation for our trip. Costa Rica is a perfect destination. We should go there because many outdoor activities. We can swim at the beaches, and play sports like soccer with los ticos. I recommend to go in spring vacation. We need to pack a lot of things - bathing suits, sunblock, and sunglasses because very hot and sunny in Costa Rica. Also, we can take a day trip to see volcano, see zoo, or see nature park. Costa Rica has too many interesting plants and animals that we can see. It will be so much fun when we go.

Commentary: The response completes the task and consists of strings of sentences with some elaboration and details. It would easily be understood by someone accustomed to communicating with a developing language learner, even though there are errors. The response is organized in a logical sequence.

Presentational SPEAKING SAMPLE 3

Situation: You are describing a meal that you can prepare.

You may wish to include:

- what dishes you plan to prepare and why
- the ingredients needed to prepare one of the dishes
- where you will buy what you need to make the meal
- steps to prepare one of the dishes
- whether or not it is healthy

Checkpoint A Novice High Sample Response

Hi, I am (name). My favorite food is chicken and rice. Is delicious. I go supermarket for buy the ingredients. I buy rice, chicken, onion, tomatoes. I pay not a lot money for buy everything. I cook the chicken and rice in my kitchen. My mom helps. It is healthy and is good.

Commentary: The response completes the task and consists of many sentences. It would likely be understood by someone used to communicating with novice learners, despite some errors. The ideas are somewhat organized.

Intermediate Mid Sample Response

Hello, my name is (name). One of my favorite meals to prepare is chicken and rice. I make very good! I like it because taste good and and easy to cook. Prepare it not hard actually very easy. First you got to supermarket you buy all the ingredients. If buy good ingredients you make good chicken and rice! To make, you cut the chicken, then you cook with the rice. You cook about 30 minutes - not too long time. Chicken and rice is good for the health because no sugar and no too much salt. I make it a lot because my family is loves it.

Commentary: The response completes the task and consists of strings of sentences with some elaboration and details. It would easily be understood by someone accustomed to communicating with a developing language learner, even though there are errors. The response is organized in a logical sequence.

Interpersonal SPEAKING SAMPLE 1

Situation: I am your host mother. We are talking about your friends in your home country and activities you typically do with them on weekends.	
You may wish to discuss: • Who your friends are. • What your friends are like. • What activities you like to do with them on weekends.	You may expand by... • Have you met friends in (host country)? • How do weekend activities at home compare to those in (host country)? • Tell me about a specific activity you did with friends.

Checkpoint B Intermediate Mid Response

TEACHER (INITIATES)	STUDENT
<i>Have you met friends in (host country) ?</i>	<i>Yes, I meet three girls. They name is Tati, Samuel, and Felicia.</i>
<i>What do you do with them on weekends?</i>	<i>We go to park, we like play soccer. Last Saturday there is a party. It was fun.</i>
<i>What kind of party was it?</i>	<i>It was Tati's birthday. We go her house house for birthday party. Her 15 years old.</i>
<i>Was it similar to a birthday party in (your country)</i>	<i>It is similar, yes. All the friends they go. Friends from the school. We play music and talked. But the food it's very different to my country.</i>
<i>What food is typically served in (your country) at birthday parties?</i>	<i>In my country normally for birthday party we eat pizza or go to restaurant. Always we have the birthday cake. But I like the food from Tati's party. Is good too.</i>
<i>Great. I'm glad you had a good time.</i>	

Commentary: The student speaks using strings of sentences and maintains the conversation. Someone accustomed to communicating with developing language learners would easily understand the student, despite errors.

Interpersonal SPEAKING SAMPLE 2

Situation:

You are visiting with your grandmother. She would like to know about your school. Describe your school, your schedule, and the activities you do on a typical day.

You may wish to discuss:

- What the school is like.
- What classes the student has and what they think about them.
- What the student does in the course of the day..

You may expand by...

- Talking about friends you have met in host country
- Compare weekend activities at home to those in host country
- Talking about a specific activity you did with friends

Checkpoint A Novice High Response

TEACHER (INITIATES)	STUDENT
<i>What do you think about school this year? Do you like it?</i>	<i>School is fun! My favorite class math class. Teacher nice.</i>
<i>When I was in school, math was very difficult for me. I didn't enjoy it at all!</i>	<i>Math is easy. What is your favorite subject?</i>
<i>My favorite class was (language class), of course. What do you think about that class?</i>	<i>Hard class. Talk a lot.</i>
<i>Why do you think (language class) is hard?</i>	<i>I no like...I don't understand...</i>
<i>Well why is (language class) harder for you than other classes? For example, you think math and science are easy, right?</i>	<i>I shy. Don't like talk.</i>
<i>I understand. I was not shy when I was a student in school.</i>	<i>You are friendly.</i>

Commentary: The student completes the task by speaking in simple sentences and consistently responding to questions. They asks a question. At one point the teacher had to repeat and reframe the question.

Checkpoint B Intermediate Mid Response

<i>What do you think about school this year? Do you like it?</i>	<i>I like it. I have a lot of classes and a lot of homework. But it's good.</i>
<i>Which are your favorite classes?</i>	<i>My favorite class is English. I get good grade.</i>
<i>What makes your English class better than your other classes?</i>	<i>I like because we read many good book. We are read science fiction book. The teacher she is funny. Also no hard tests. My other class, like math, more difficult.</i>

<i>When I was in school, science was very difficult for me. I didn't enjoy it at all!</i>	<i>Really? Science is interesting. We do the....in the laboratory...use materials like chemicals ... make the reports. Which class you like in school?</i>
<i>My favorite class was (language class), of course. What do you think about that class?</i>	<i>I like it but not my favorite. I am a little bit shy. That class is talk a lot so I don't like everything. But I like to learning about other cultures.</i>
<i>That's interesting. It seems like you are learning a lot.</i>	

Commentary: The student completes the task using strings of sentences to maintain the conversation. Circumlocution indicates creating with language. Someone accustomed to communicating with developing language learners would easily understand the student, despite errors.

Interpersonal SPEAKING SAMPLE 3

Situation: You are a new student in _____ and I am one of your new classmates. We are discussing our families.

You may wish to discuss:

- How many people are in your family?
- What are your family members like?
- What do your family members do? (work/school?)
- What do you like to do with your family?

You may expand by...

- What traditions or customs does your family have?
- What personality traits do your family members have?

Checkpoint A Novice High Response

TEACHER (INITIATES)	STUDENT
<i>Hi, my name is _____. What's your name?</i>	<i>I am _____.</i>
<i>Tell me about your family.</i>	<i>I do not have big family.</i>
<i>Oh no? You have a small family?</i>	<i>Yes, small family. I have only sister.</i>
<i>Oh, you have a sister. Can you tell me more about her?</i>	<i>Yes, She eight years old. She is nice. She plays soccer. You have sister?</i>
<i>I have a big family, I have two step sisters and one half brother.</i>	<i>Interesting. Do you like your family?</i>
<i>My family is very nice and everyone is fun. I love my family.</i>	<i>Me too.</i>

Commentary: The response completes the task and consists of many sentences. It would likely be understood by someone used to communicating with novice learners, despite some errors. The ideas are somewhat organized.

Checkpoint B Intermediate Mid Response

TEACHER (INITIATES)	STUDENT
<i>Hi, my name is _____. What's your name?</i>	<i>I am _____, nice to meet you. Do you live near the school?</i>
<i>Yes, I just moved here from another city. We live two blocks away.</i>	<i>That's awesome! Welcome! Why are you move here?</i>
<i>My mother got a new job in this area so we moved here.</i>	<i>What job she do?</i>
<i>She is a doctor. She works at the hospital.</i>	<i>My mother works in the city.</i>
<i>What does she do?</i>	<i>I don't know how to say ... she works for a company... buys products for a store ... she look for clothes or things for the house. The company is sells products.</i>
<i>Oh that sounds like an interesting job. Tell me more about your family. What do you all do for fun?</i>	<i>I have a brother. He is funny. We play basketball sometimes. On the weekends we visit my grandparents. We stay home and watch shows.</i>
<i>That's nice.</i>	

Commentary: The student completes the task using strings of sentences to maintain the conversation. Circumlocution indicates creating with language. Someone accustomed to communicating with developing language learners would easily understand the student, despite errors.

FLACS WORLD LANGUAGE REGIONAL EXAM REPORTING SHEET

Please click the links below to open the reporting forms:

[Checkpoint A Interpersonal and Presentational Speaking](#)

[Checkpoint B Interpersonal and Presentational Speaking](#)