

FOR TEACHERS ONLY

COMPREHENSIVE EXAMINATION IN MODERN GREEK

Monday, June 23, 2014

SCORING KEY

Mechanics of Rating

- Use only *red* ink or *red* pencil in rating examination papers. Do *not* attempt to *correct* the student's work by making insertions or changes of any kind.
- Use **checkmarks** [✓] to indicate incorrect or omitted answers in Parts 2 and 3. Do *not* place a checkmark beside a correct answer.
- Record the credit for each part in the appropriate credit box on the student's answer booklet.
- Record the total examination score (the sum of the credits the student received for each part) in the appropriate space in the box in the upper right corner of the answer booklet.
- Check carefully for mechanical errors (e.g., addition). Using a calculator might be helpful.
- Write your initials clearly in the appropriate space on the answer booklet.

PART 1

Record the credit for **Part 1: Speaking** as previously reported.

PART 2

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

a. (1) 3	(4) 4	(7) 1	b. (10) 2	(13) 3
(2) 1	(5) 3	(8) 3	(11) 2	(14) 4
(3) 2	(6) 2	(9) 4	(12) 1	(15) 1

PART 3

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

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

SCORING KEY**PART 4**

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

Students are instructed to choose **two** of the three tasks provided and write a response of at least **100 words** in the target language to achieve a specified communication purpose. A word is defined as a letter or collection of letters, surrounded by space that in the target language is comprehensible and contributes to the development of the task. This definition applies even when words are grammatically incorrect. When counting words, please note that numbers, unless written as words, and names of people are not to be counted. Place names and brand names from the target culture count as one word (all other places and brand names are disregarded), and contractions are counted as one word. In addition, salutations and closings are counted, as well as commonly used abbreviation in the target language.

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

The responses to the Part 4 writing tasks must be written in the student's own words; no credit should be given for a response that is copied or substantially the same as material from other parts of the examination. Part 4 is worth a total of **16 credits**. Each response is worth a maximum of eight credits and must be rated according to the writing rubric for Part 4, which is provided 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 dimensions 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.

NOTE:

If a student's response receives a performance level score of **zero** on the dimension of purpose/task, the entire response should receive a score of zero. However, in order to receive a score of zero on the dimension of purpose/task, the student's response must be completely unrelated to the topic.

A student's response must not be given a zero on the dimension of purpose/task if the response can be associated with the task in any manner whatsoever. In such an instance, the student's response must be rated on each of the dimensions of the writing rubric.

PART 4

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

31.

Ελάτε στο Σύλλογό μας! Εμείς τα Ελληνόπουλα μαζευόμαστε μετά το μάθημα στην καφετέρια του σχολείου κάθε Τετάρτη από τις τρεις και μισή μέχρι τις πέντε. Είμαστε είκοσι δύο παιδιά, αγόρια και κορίτσια. Οι περισσότεροι έχουμε Έλληνες γονείς. Έχουμε και παιδιά που αγαπούν τα ελληνικά και τους αρέσει η παρέα μας.

Ο Σύλλογός μας ετοιμάζει μια εκδρομή τον Ιούλιο στο άγαλμα της Ελευθερίας. Πέρυσι πήγαμε στο Μουσείο και είδαμε αρχαία Ελληνική Τέχνη. Μας μίλησε ο κύριος Γεωργίου για τους Ολυμπιακούς Αγώνες. Πήγαμε και στο νοσοκομείο και είδαμε το εργαστήριο του γιατρού Παπανικολάου.

Ελάτε στην καφετέρια, κοντά στη σημαία, για να μάθετε πληροφορίες και να γραφτείτε στο Σύλλογό μας. Ο Νίκος και η Ευδοκία είναι κάθε μέρα εκεί και σας περιμένουν.

32.

Αγαπημένε μου φίλε Γιώργο,

Σου γράφω για να σου πω ότι αυτό το καλοκαίρι δε θα έρθω στην Ελλάδα. Θα μείνω εδώ στη Νέα Υόρκη. Θα βοηθάω στο γραφείο του θείου μου Κώστα.

Ο θείος μου χρειαζόταν ένα παιδί να τον βοηθάει επειδή ένας υπάλληλος θα φύγει για διακοπές. Όταν άκουσα το θείο μου, αμέσως του είπα ότι εγώ θα δουλέψω για ενάμιση μήνα.

Θα δουλεύω στο γραφείο, θα κάνω φωτοτυπίες, θα κάνω καφέ και καμιά φορά θα πηγαίνω χαρτιά σε μερικά γραφεία στην Αστόρια. Θα δουλεύω Δευτέρα με Παρασκευή, από τις εννέα το πρωί μέχρι τις πέντε το απόγευμα. Ο θείος μου υποσχέθηκε να με πληρώσει 2400 δολάρια για τις έξι εβδομάδες. Είμαι πολύ χαρούμενος.

Δουλεύουν και άλλοι στο γραφείο, άνδρες και γυναίκες. Τους ξέρω όλους και είναι πολύ καλοί. Μόνο ο θείος μου φωνάζει λίγο, αλλά δε με πειράζει! Η μαμά μου είπε ότι όταν τελειώσω τη δουλειά θα μου δώσει κι αυτή 1000 δολάρια. Έτσι θα αγοράσω ένα καινούριο υπολογιστή με αυτά τα χρήματα.

Θα σου γράψω ξανά να σου πω πως ήταν η πρώτη μου δουλειά.

Με αγάπη,
Σπύρος

33.

Πάντοτε το πρωί είμαι χαρούμενος. Τρώω το πρωινό μου, πίνω το γάλα μου και φεύγω τραγουδώντας για τη δουλειά. Χτες το βράδυ όμως δεν ήμουν καλά. Μετά το φαγητό ένιωθα πολύ κουρασμένος και αδύναμος. Δεν ήθελα να δω τηλεόραση. Ούτε άνοιξα το βιβλίο που διαβάζω. Δεν κατάλαβα πότε με πήρε ο ύπνος. Ένας βαθύς ύπνος.

Σήμερα το πρωί ξύπνησα πολύ αργά. Δεν ήθελα να φάω. Έκανα και πολύ ώρα να ετοιμαστώ. Όταν βγήκα έξω από το σπίτι, κατάλαβα ότι έχασα το λεωφορείο. Το παίρνω συνήθως στις επτά και τώρα ήταν οκτώ παρά τέταρτο. Γύρισα στο σπίτι. Είχα πυρετό. Είμαι πραγματικά άρρωστος. Πρέπει να πάω στο γιατρό.

Part 4 Writing Checklist

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

STUDENT NAME: _____

Question No. _____

Question No. _____

Dimension	Performance Level	→	4	3	2	1	0		4	3	2	1	0
Purpose/Task	<ul style="list-style-type: none"> ● Accomplishes the task ● Includes details ● Connects ideas to task/purpose 												
Organization	<ul style="list-style-type: none"> ● Exhibits a logical and coherent sequence ● Has a beginning, middle, and end ● Makes smooth transitions 												
Vocabulary	<ul style="list-style-type: none"> ● Includes a variety of vocabulary ● Uses relevant and accurate words 												
Structure (degree to which errors hinder overall comprehensibility)	<ul style="list-style-type: none"> ● Subject-verb agreement ● Present, past, future ideas expressed as appropriate ● Noun-adjective agreement ● Correct word order ● Spelling/diacritical marks 												
Word Count	<ul style="list-style-type: none"> ● Comprehensible ● In target language 												
						100 +	50 99	<50				100 +	50 99

Raw Score →

Total Score →

Final Score →

CONVERSION CHART

Raw Score	17-18	15-16	13-14	11-12	8-10	6-7	4-5	2-3	0-1
Total Score	8	7	6	5	4	3	2	1	0

NOTE: 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."

Part 4 Writing Rubric

Dimension	The Response: 4	3	2	1
Purpose/Task	Accomplishes the task; Includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; Includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; Includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides few or no supporting details.
Organization The extent to which the response exhibits direction, shape, and coherence.	Exhibits a logical and coherent sequence throughout; Provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.	Exhibits a logical Sequence; provides a beginning, middle, and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order; provides a series of separate sentences and/or disconnected ideas.
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; Some vocabulary may be inaccurate or unrelated to the topic	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
Structure/Conventions * 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 * Present, past, and 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 Checkpoint B Structure/Conventions: * Subject-verb agreement * Present, past, and 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 Checkpoint 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 Structure/Conventions.	Demonstrates little control of Checkpoint A or B Structure/Conventions: * Subject-verb agreement * Present, past, and future ideas expressed as appropriate * Noun-adjective agreement * Correct word order * Spelling/diacritical marks Errors impede overall comprehensibility of passage.
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.

NOTE: - 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 the purpose/task, the entire response receives a zero.