

FOR TEACHERS ONLY

COMPREHENSIVE EXAMINATION IN MODERN GREEK

Monday, June 22, 2015

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

PART 3

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

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

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.

Το όνομά μου είναι Νίκος Αργυρίου. Πηγαίνω στην Ογδόη τάξη. Έχω δύο αδέρφια, τον Αντώνη και τη Μαρία. Ο Αντώνης είναι στην Τρίτη τάξη και η Μαρία στην Τετάρτη.

Μένω στην Αστόρια, στη Νέα Υόρκη. Μαζί μου μένει ο παππούς και η γιαγιά μου. Αυτοί μένουν στο πρώτο πάτωμα και εμείς στο δεύτερο.

Παίζω ποδόσφαιρο, διαβάζω βιβλία και βοηθώ σε ένα νοσοκομείο. Κάθε μέρα έχω πολύ μεγάλο πρόγραμμα. Στις οκτώ και είκοσι πρέπει να είμαι στο σχολείο. Έχουμε εφτά ώρες μάθημα και μία ώρα φαγητό. Τελειώνουμε στις τρεις.

Μου αρέσουν τα μαθηματικά, τα αγγλικά και η γυμναστική. Τα άλλα μαθήματα δε μου αρέσουν. Τρεις μέρες την εβδομάδα μετά το σχολείο έχω ποδόσφαιρο. Κάνουμε προπόνηση και κάθε μήνα παίζουμε ένα παιχνίδι με άλλο σχολείο. Το Σάββατο πηγαίνω στο Ελληνικό Σχολείο και την Κυριακή στην Εκκλησία.

SCORING KEY**32.**

Είμαι πολύ χαρούμενος. Μόλις γύρισα από ένα πάρτι. Το πάρτι έγινε στο σχολείο της αδελφής μου που είχανε τις εξετάσεις. Αυτό το σχολείο είναι το ίδιο που τελείωσα και εγώ. Ήταν το Σάββατο το μεσημέρι. Όταν τα παιδιά πήραν τα ενδεικτικά τους, μετά όλοι φάγαμε και χορέψαμε.

Φάγαμε σουβλάκια, σαλάτες, τηγανιτές πατάτες και ήπιαμε και αναψυκτικά. Επειδή ήταν η μέρα των εξετάσεων, δε φέραμε κανένα δώρο. Τα παιδιά που τελείωσαν το σχολείο πήραν δώρο ένα Ελληνικό Λεξικό.

Δεν ήταν εκεί μόνο τα παιδιά που τελείωσαν. Ήταν και άλλα παιδιά που τελείωσαν πριν από ένα και δύο, ακόμη και τρία χρόνια. Εγώ είδα παιδιά που δεν τα είχα δει για τρία χρόνια. Χορέψαμε για δύο ώρες στο τέλος της γιορτής. Όταν έφυγαν όλοι οι δάσκαλοι και ο διευθυντής, έμειναν μόνο οι γονείς των παιδιών. Πέρασα πολύ καλά.

33.

Ο Μιχάλης τελείωσε το σχολείο. Τώρα θα πάει σε ένα άλλο σχολείο. Μερικά από τα παιδιά πήγαν στο καινούργιο σχολείο. Ο διευθυντής περίμενε στο γραφείο του. Τους ρώτησε για το παλιό σχολείο τους και πόσα παιδιά ήταν. Πόσους δασκάλους είχαν και το πρόγραμμα του σχολείου.

Αυτός μετά τους πήγε γύρω στο σχολείο. Τους έδειξε το γυμναστήριο, την τάξη των επιστημών και την καφετέρια. Τους έδειξε τάξεις με άσπρους πίνακες που θα μπορούν να βλέπουν και να μαθαίνουν με υπολογιστές.

Μετά πήγαν στη βιβλιοθήκη. Εκεί τους υποδέχτηκε μία δασκάλα, αλλά τους είπε ότι θα πάει για φαγητό. Ο διευθυντής είπε ότι θα τους δείξει αυτός τη βιβλιοθήκη. Αλλά κάποιος φώναξε το διευθυντή στο μεγάφωνο. Ευτυχώς μετά ήρθε και η δασκάλα που είχε πάει για φαγητό. Η βιβλιοθήκη τούς άρεσε πολύ.

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.