The Checkpoint B Examination has 4 parts:

**Part I: Speaking Test (24 points)**
(completed at least 10 days prior to exam.)

**Part II: LISTENING COMPREHENSION** 15 questions, 30 points

Do not try to read the question while the teacher is speaking! You will hear it repeated twice, so if you miss it the first time, just relax and listen again.

9 passages in second language, each followed by a question in English

* Students will first hear some background information in English, then a passage in the second language twice, and then a question in English once.

* Students will read the question and choose from four suggested answers in their test booklet. The answer should be based on the content of the passage, only.

6 passages in second language, each followed by a questions in second language

* same as above except the question at the end of the passage is in the target language

**Part III: READING TEST** 15 questions, 30 points

For the long passages, PLEASE take the time to READ THEM ALL THE WAY THROUGH before even looking at the question. Then read the questions and go back. Be patient with yourself.

Long passage followed by 5 questions in target language

5 small ads, each followed by a question in English

Long passage followed by 5 questions in English

* Students will read a long passage in the target language and then choose the statement that best answers the question.

* Students will read a short ad or selection and then choose the statement that best answers the question according to the meaning of the selection.

* Students will read a long passage in the target language and then choose the statement that best answers the question.

**Part IV: WRITING**

1 Read to Write, 1 other, 20 points

Two 15 sentence word compositions

Each one is worth 10 points, for a total of 20 points for this part of the exam.

* Students will have to do the Read to Write task, and there will only be one option.

* The other two are usually letters of some sort, but are sometimes journal entries or blogs.

* The composition will be evaluated with a rubric having four categories (purpose or task/organization/ vocabulary/ structure) based on a scale of 1 to 4. Rubric is included below. Word count is also part of the score- make sure it is 120 words, and use PARAGRAPHS for organization.
# CHECKPOINT B EXAM

Part 4 Writing Rubric

Note that a 0 can be given in any of the dimensions when the student’s performance falls below the criteria described for the performance level of 1.

*Applicable only when grading the CC – Read to Write task

## Performance Level

<table>
<thead>
<tr>
<th>Dimension</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Task Completion</td>
<td>Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose. *Student makes reference to and/or incorporates many details from the source passage in way that demonstrates a high degree of understanding of the document(s).</td>
<td>Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies. *Student makes reference to and/or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).</td>
<td>Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies. *Student makes limited reference to and/or incorporates few details from the source passage in way that demonstrates minimal understanding of the document(s).</td>
<td>Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies. *Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).</td>
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<td>Organization</td>
<td>Includes a logical and coherent sequence throughout. Provides a clear sense of beginning, middle, and end. Makes smooth transitions between ideas.</td>
<td>Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies. *The vocabulary or expressions are not directly copied from the sources/documents provided.</td>
<td>Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic. *Most of the vocabulary or expressions are directly copied from the sources/documents provided.</td>
<td>Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic. *All of the vocabulary or expressions are directly copied from the sources/documents provided.</td>
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<tr>
<td>Vocabulary</td>
<td>Utilizes a wide variety of original that expands the topic. There may be minimal inaccuracies. *The vocabulary or expressions are not directly copied from the sources/documents provided.</td>
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<td>Structure/Conventions</td>
<td>Demonstrates a high degree of control of Checkpoint B structure/convention: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage.</td>
<td>Demonstrates some degree of control of Checkpoint B structure/conventions: • subject-verb agreement • present, past, future ideas expressed as appropriate • noun-adjective agreement • correct word order • spelling/diacritical marks A few errors may be present; however the errors do not hinder overall comprehensibility of the passage.</td>
<td>Demonstrates limited control of Checkpoint B structure/conventions or only uses Checkpoint A structure/conventions AND/OR Errors do hinder comprehensibility in parts of the passage and/or there are numerous Checkpoint A errors.</td>
<td>Demonstrates minimal control of Checkpoint A or B structure/conventions AND/OR Errors impede overall comprehensibility of the passage.</td>
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## Total Raw Score

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<th>Score</th>
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Pistas para la parte escrita, Una carta

If you choose to write a letter, the following hints should help you:

- use yo form and tú form where appropriate. If is a business letter, use the Ud form. See the Common Regents Vocabulary for verb ending review.
- only use what you know- circumlocute when you need to
- achieve the PURPOSE of the letter- El propósito de esta carta es.....
- be careful- PROOFREAD for ser/estar, adjective/noun agreement, verb/subject agreement, accents....
- write 15 well developed sentences
- Never use English (see above for hints)

Possibilities:

Informal:

Te escribo porque....
Puedes hacerme un favor.....
Ayúdame.
Necesito tu ayuda.
Dime.
Quiero decirte....
Escríbeme.
Contéstame.
Llámame.
Te veo.
Nos vemos.

Formal:

Quiero presentarme.
Me llamo....
Le escribo porque....
El propósito de esta carta es ....
Necesito...
Me gustaría....
¿A Ud. le gustaría...?
El problema es que....
Tengo algunas preguntas.
KNOW ALL QUESTION WORDS!!!!!
Favor de +infinitive (escribirme, llamarme, contestarme)
Mi número de teléfono es....
Mi dirección es....
Gracias por ayudarme.
Common errors corrected:

Accents:  
- **está, están**=he/she is, they are/ HCL (health, condition, location)
  - **él, el**= he, him  
  - **si= if  
  - **sí= yes  
  - **tú= you  
  - **tu = your**

his, her, their= su/sus, must match what is possessed (su dinero, sus dólares)

*Either** Está bien or Es bueno, but don't mix and match (*though can say está bueno with food*)

- **pero**= but  
- **porque** = because

- **ayudar**= to help (verb)  
  - **la ayuda** = help (noun)
- **hablar**= to speak, talk  
  - **decir= to say, tell**

- **antes de + infinitive, or antes de + la escuela** (with nouns, **needs the article or a possessive**)
- **después de + infinitive**  
  - **después del almuerzo (de +el= del)**

Normalmente (**not usualmente**)  

**Por** la mañana, **por** la tarde, **por** la noche (**not en**)

- **el día, un día (masculine) el problema, un problema (most – ma ending words are masculine)**

- **En la escuela = at school**  
  - **A la escuela = to school** (”A” is only “at” with time.. A las 10= at 10 o’clock)
- **En casa = at home**  
  - **a casa = to home, home**

- **mirar = to look AT or to watch** (**only need an “a” if it’s personal a**)
- **escuchar = to listen TO** (**only need an “a” if it’s personal a**)

- **buscar = to look FOR** (**do not need any other word for for**)
- **esperar = to hope FOR, to wait FOR** (**do not need any other word for for**)

Thanks for = **Gracias por** (**It rhymes!**)

- **por + length of time** = for a length of time (**IE: por una hora**)

- **para + infinitive**= in order to (**IE: Para salir bien en el Regents, tienes que estudiar**)

**NEC ** **ESIT O, AS, A, AMOS, AN** (**spelling for forms of necesitar**) (**rap it to spell it right!**)

Las vacaciones, estar de vacaciones (**not la vacación**)
Esta noche = tonight
Anoche = last night (and must be followed by past verb.)

Piensa que, Cree que = He/ she thinks, believes THAT (ejemplo: La profesora piensa que la clase necesita estudiar.)

Proof read for AGREEMENT!!!! Verbs must match their subject, adjectives must match their nouns.

Practice Proofreading: Read the following and correct any mistakes.

Tú es una persona bueno.

Yo ser un chica.

Nosotros darán el tarea a la profesor.

Mi familia y yo acostarse a las diez.

Antes como, me gusta descansar.

Después escuela, usualmente voy a casa.

Escucho la profesora para media hora.