

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# S

## COMPREHENSIVE EXAMINATION IN SPANISH

Thursday, January 25, 2001—1:15 to 4:15 p.m., only

### SCORING KEY

#### Mechanics of Rating

- Use only *red* ink or *red* pencil in rating Regents 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. Underscore student errors in Part 4.
- 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 to the building principal.

#### Part 2

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

<i>a</i> (1) 1	(4) 1	(7) 3	<i>b</i> (10) 3	(13) 2
(2) 4	(5) 4	(8) 2	(11) 1	(14) 3
(3) 3	(6) 4	(9) 4	(12) 1	(15) 4

#### Part 3

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

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

#### Part 4

#### Principles:

In Part 4*a*, students are instructed to write one note (choice of one out of two) of at least six clauses for a total of six credits. In Part 4*b*, students are instructed to write either a narrative based on a picture or a letter. The narrative or letter must contain at least 10 clauses for a total of 10 credits.

[OVER]

**In order to qualify for any credit, the note and the narrative/letter must achieve the stated purpose.**

The rating procedure described below provides for one credit for each clause:  $\frac{2}{3}$  credit for comprehensibility-appropriateness and  $\frac{1}{3}$  credit for form. The six clauses in the note (Part 4a) may be contained in fewer than six sentences, and the 10 clauses in the narrative/letter (Part 4b) may be contained in fewer than 10 sentences.

For the purpose of rating, a *clause* must contain a verb, a stated or implied subject, and additional words necessary to convey meaning. The intent is to credit the ideas expressed, regardless of the number of sentences in which they are expressed.

*Comprehensibility* is determined by the rater's visual inspection and judgment as to whether the clause would be understood by a literate native reader of Spanish who knows no English, but is used to dealing with foreigners. *Appropriateness* is determined on the basis of the clause's contribution to the development of the note and narrative/letter.

*Form* is adherence to conventional rules of grammar and orthography.

**Procedure:**

For rating Part 4, the student's answer booklet contains three columns labeled C (*Comprehensibility*), A (*Appropriateness*), and F (*Form*). For Part 4a, the columns are numbered 1 through 6 to correspond to the first six clauses in the note, and for Part 4b, the columns are numbered 1 through 10 to correspond to the first 10 clauses in the narrative/letter.

- 1. Read the note or the narrative/letter in its entirety to determine whether the stated purpose has been achieved.** If the purpose has not been achieved, leave all boxes for that note or narrative/letter blank.
- 2. Proceed as follows if the purpose of the note or the narrative/letter has been achieved:**
  - Identify the first six clauses in the note or the first 10 clauses in the narrative/letter by slash marks as shown in the examples ( /<sub>1</sub>, /<sub>2</sub>, /<sub>3</sub>, etc.). Do not include the datelines, salutations, and closings supplied in the student's test booklet. Rate only the clauses you have identified by slash marks.
  - Determine the comprehensibility-appropriateness of the first clause.
    - If the clause is incomprehensible or inappropriate, leave all three boxes blank and go on to the next clause.
    - If the clause is comprehensible and appropriate, place a checkmark [✓] in the C box and in the A box.
  - Evaluate the form of the first clause by underlining ALL errors. Do not underline more than three diacritical marks in each note or narrative/letter. (The past practice of circling repeated errors has been discontinued.)
    - If the clause contains no more than one error, place a checkmark in the F box (i.e., there is no penalty for one error per clause).
    - If the clause contains more than one error, leave the F box blank.
  - Rate the remaining clauses in the same manner.

After rating the note and the narrative/letter, count the number of checkmarks. Write the total number in the blank next to "Total Checks" below the narrative/letter. Divide that number by three and round the result to the nearest whole number. Write that whole number in the "Credit" box for Part 4. The following table is provided for your convenience in converting the total number of checkmarks to credit for Part 4.

COMPREHENSIVE SPANISH—*continued*

Total Checks	Credit
48, 47	16
46, 45, 44	15
43, 42, 41	14
40, 39, 38	13
37, 36, 35	12
34, 33, 32	11
31, 30, 29	10
28, 27, 26	9

Total Checks	Credit
25, 24, 23	8
22, 21, 20	7
19, 18, 17	6
16, 15, 14	5
13, 12, 11	4
10, 9, 8	3
7, 6, 5	2
4, 3, 2	1

- a* For each note, an example of a response worth six credits follows. The slash marks indicate how each sample note has been divided into clauses.

31 Señor,

Anoche, fui a cenar con mis amigos al Parador Azul/<sub>1</sub> y nos gustó mucho./<sub>2</sub> La comida era deliciosa/<sub>3</sub> y el servicio era excelente./<sub>4</sub> El lugar es muy bonito /<sub>5</sub> y está muy limpio./<sub>6</sub> Además los camareros eran muy simpáticos.

Sinceramente,  
Marcelo

32 Querido Señor,

Necesito su ayuda./<sub>1</sub> La clase de matemáticas que tengo/<sub>2</sub> es demasiado fácil para mí./<sub>3</sub> ¿Hay otra clase más avanzada?/<sub>4</sub> Prefiero quedarme con el mismo profesor./<sub>5</sub> También, si es posible/<sub>6</sub> deseo tener la clase más temprano. Me gustaría tomar la clase a las diez. Muchas gracias por su ayuda.

Su estudiante,  
Ricardo

- b* For each narrative/letter, an example of a response worth 10 credits follows. The slash marks indicate how each sample narrative/letter has been divided into clauses.

33 La semana pasada Juan y su padre fueron a un partido de béisbol./<sub>1</sub> Antes de volver a casa./<sub>2</sub> ellos decidieron ir al café/<sub>3</sub> para comer algo./<sub>4</sub> Juan estaba muy contento/<sub>5</sub> porque su equipo ganó./<sub>6</sub> Ahora tiene mucha hambre./<sub>7</sub> Va a comer tres hamburguesas y un perro caliente./<sub>8</sub> También quiere un helado./<sub>9</sub> Su padre está cansado/<sub>10</sub> y le gustaría ir a casa inmediatamente porque mañana tiene que trabajar temprano.

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el 25 de enero de 2001

La tribuna español:

Hay muchas personas/<sub>1</sub> que yo admiro/<sub>2</sub> pero mi abuelo es la persona más especial para mí/<sub>3</sub>. Me encanta mi abuelo/<sub>4</sub> porque él es un hombre muy generoso/<sub>5</sub>. Siempre tiene tiempo/<sub>6</sub> para ayudarme con la tarea/<sub>7</sub> o para pasar horas conmigo hablando/<sub>8</sub>. Me gusta contarle mis problemas/<sub>9</sub> porque él me da consejos prácticos/<sub>10</sub> y no me critica. Mi abuelo me enseñó a tener paciencia con mis hermanitos y a apreciar más a mis padres. Es una lección que podré usar el resto de mi vida.

Atentamente,  
Margarita