

GERMAN

Sample Regents Writing Task 4: You recently hosted a party and prepared a recipe that you had received from your (TC) pen pal. Something went wrong and you didn't get the results you were hoping for. Write a note to your pen pal telling him/her about the event. You may wish to include:

- The date, time, and reason for the party
- Who came to the party
- What you did for entertaining
- The preparations you undertook for the party
- Why you thought things turned out the way they did
- A request for help with the recipe or some clarifications about the recipe

Tag Dorothea! den 12. Oktober 1999

Am letzte Sonntag habe ich ein Geburtstag Fete für mein Bruder gehabt. Die Fete war von 12 Uhr zu 16 Uhr im mein Haus. ES war viel Spass machen, weil laut Musik wir hören gehabt. Wir haben Actionfilm und Horrorfilm geschauen und viel Kuchen gegessen. Dann wir haben Fussball gespielt, es was Toll! Meine ^{Bruders}Freunden Max, Mike, Jake und Dave war da. Muttl und ich haben ^{an Dienstag} Kekse und Cola für ein Fete gekauft. Und wir haben ein neue Fernseher für mein Bruder gekauft. (Es schaut sehr schön aus).

Aber du sagst wie zu Kuchen backen und die Kuchen schmecken wir nicht so gut und ich weiss die Küche nicht recht schmecken. Soll ich viel Milch, eier und mehl in die Küche backen oder was?

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score 17

Final Task Score 8

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	The student accomplishes the task by telling about activities at a party. He/she relates a significant number of details to explain what happened, including a problem that occurred.
Organization	The student's writing exhibits a logical sequence of events. Transitions are evident through the use of varied word order, conjunctions and adverbs. Transitions are smooth.
Vocabulary	The student uses a wide variety of vocabulary to expand the topic, including the time of the event, what activities were undertaken, and what food and beverages were offered. There are minor inaccuracies (<i>kutchen, kochen, etc., schaut...aus</i>).
Structure/ Conventions	The student exhibits some control of Checkpoint B structures. In general, word order is solid (<i>Am letzte sonntag; im mein Haus; Es schaut sehr schön aus</i>) but word order errors with prepositions and determiners exist. These do not hinder overall comprehensibility.
Word Count	125; word count is sufficient to be awarded full credit.

GERMAN

Sample Regents Writing Task 2: You have just read a piece of literature (a short story, poem, novel, etc.) in your English class and it has greatly impressed you. In a letter to your pen pal, express your feelings (positive and/or negative) about what you have read. After identifying what you have read, you may wish to include:

- The author
- The subject matter or content of the reading
- How you liked the reading
- Your reaction detailing what it was that you especially liked or disliked about it
- How you felt after reading it
- If you would recommend this reading to a friend

Ich ~~habe~~ bin im August nach Deutschland gegangen.
Ich ~~habe~~ bin mein freunden besucht. Er ~~hat~~ in Munich
gewohnt. Meine Familie und Ich ~~haben~~ bin nach Munich
für eine Ferien gegangen. Wir haben ~~früh~~ in der Majestik
Hotel gewohnt. Ich ~~habe~~ habe einen grossen raum
gehabt aber, ~~das~~ der raum keine fernseher gehabt. ~~Warum~~ ich
Die Badezimmer ~~hat~~ keine wasser. Ich ~~habe~~ habe meinen
raum. Wir ~~haben~~ sind zu dem markt gegangen und frische
essen gekauft. Alle der essen hat insectin. Wann Ich
~~habe~~ einen Apfel gegessen findet mich eine grosse spinne.
Es macht mir krank. Mein freund sagt dass ~~der~~
markt hat insectin jeden tag im summer. Ich habe
dass, das ist schlecht gesagt. Ich ~~habe~~ habe ins Bett nicht
geschlafen. ~~Mein~~ Ferien Alles sind mehr los an mein
ferien. Ich ~~habe~~ habe Deutschland ~~schlecht~~ nicht gern
gefunden. Alles sind schmutzzip.

Checkpoint B Writing Checklist

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

	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	<50 99

Conversion Chart

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

Writing Raw Score 16

Final Task Score 7

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Student accomplishes task with many details. These include details of the trip, hotel, and food.
Organization	Student writes in a logical sequence: provides a beginning, middle, and end. There is a sentence about the bed out of logical sequence. It does not detract significantly from the overall quality of the piece (<i>Ich habe ins Bett nicht geschlafen</i>).
Vocabulary	Student includes a wide variety of vocabulary describing many situations that contribute to the overall impression of the trip, i.e., visiting friends, hotel, amenities, food, problems.
Structure/ Conventions	Student demonstrates some control of Checkpoint B structure and conventions. The repeated misspelling of high-frequency words (<i>gewoht, Famiele, Ich</i>) and the non-capitalization of nouns (<i>freundin, raum, essen, insektin</i>) make this score a 2.
Word Count	Word count is sufficient to be awarded full credit.

GERMAN

Sample Regents Writing Task 5: The local chapter of the (TL) Society has announced a scholarship to study in (TC), along with the support of the embassy. In order to enter the contest, you must write a composition about yourself and why you should receive the scholarship. You may wish to include:

- Your academic background
- Your extracurricular activities
- How you would benefit from the scholarship
- How you could share your experience with your peers
- How you might even contribute to the TC by being a recipient of the scholarship

Meine name ist _____
Ich ~~wohne~~ wohne in ein Klein Stadt, es
heisst Marion. Ich bin ein guter
Schüler, mit ein wunche zu lernen.
Ich möchte viele andere Spraches
lernen. Ich möchte guter deutsch sprechen.
Ich habe lesen und Geschichte am liebsten.
Ich Spiele Basketball und Leichtatletic,
och Ich langstricken-lauf. Ich bin
ein guter laufer und habe es gern.
Ich liebe Kunst und fotografieren.
Ich möchte ein beruf von Reise
oder Deutsch Sprechen. Vielleicht ~~das~~
arbeiten ^{ich} bei dem Vereinte Nations. ~~Wann~~
~~ich~~ ich habe es winnen dann, ich wille
deutscher leben und Kulture verstehe. Ich wille
mit meine freunde Deutsch teil haben. Ich
möchte dieser Urlaub ~~g~~ ~~er~~ winnen.
Ich wille viel und gute arbeiten. Bitte
gehen es zu mir. Ich bin die Besten
personen für es. Ich möchte ~~nach~~ nach Deutschland
wöhnen. Meine telefona nummer ist 555-5689.

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score

15

Final Task Score

7

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	The student accomplishes the task by including many details regarding extracurricular interests and how she could benefit from receiving the prize.
Organization	The student's writing exhibits a logical sequence. Transitions are not smooth. Discussion of the study of German language is interrupted by listing hobbies and interests. Student appears to have used the suggested subtopics as an outline, rather than putting them into a logical order.
Vocabulary	The student uses a wide variety of vocabulary to expand the topic by expressing free-time activities and interests. Vocabulary includes expressions of how the student plans to apply language study in a career and why she is the best candidate.
Structure/ Conventions	The student demonstrates some control of Checkpoint B structures. However, there are numerous Checkpoint A errors (<i>Ich wille viele und gute a arbeit; ach Ich langstricken-lauf; Veleicht arbeiten ich bei dem Vereinte Nations; Ich liebe kunst und fotografieren; Ich bin die Besten personen fur es</i>).
Word Count	132; word count is sufficient to be awarded full credit.

GERMAN

Sample Regents Writing Task 1: You are an exchange student in a (TC) high school and are part of the school newspaper staff there. Write a review of a cultural event that you have recently attended (movie, play, concert, museum exhibit, festival). You may wish to include:

- What was the event that you attended
- With whom you attended the event and how you got there
- A description of the event
- What you did and/or saw there
- What you liked and/or disliked about the event
- The opinion of some other people who also participated in this same event

Ich war ins kino am 9. oktober. 1999. Mike, David und
ich war ins kino. Wir gehen kino mit dem Auto.
Wir gesehen "A Sixth sense" ^{film} ~~mit Bruce~~ um Tinsletown.
Ich hat ein coca es war ~~sehr~~ nicht gut es war
warm. David hat ein M&M's es war preiselig und
klein. Die film zimmer ~~war~~ ~~sehr~~ war kalt, und klein,
und die film war klein. Das film war spitze und
Bruce willise war super. Die Musik war toll.
David hat zu sehen "A sixth sense" die film ist ~~sehr~~
sehr interessant. Tinsletown ^{ist} ~~war~~ nicht mein lieber kino
es ist preiselig. Tinsletown ist groß und hat 12 filmzimmer
Die film ist eine zehn und Tinsletown ist eine vier.
Tim hat die ~~film~~ film gern und er musik ist super
Jen hat die film interessant und Tinsletown nicht gern.

Checkpoint B Writing Checklist

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

	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	<50 99

Conversion Chart								
17-18=8	15-16=7	13-14=6	11-12=5	8-10=4	6-7=3	4-5=2	2-3=1	0-1=0

Writing Raw Score 13

Final Task Score 6

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	The student accomplishes the task, using many details that are clearly connected to the task.
Organization	The student's writing exhibits a logical sequence of events. Transitions are choppy; details are simply itemized.
Vocabulary	The student includes vocabulary related to the topic, but it is at Checkpoint A and not specific. It includes a repeated word that is incomprehensible (<i>pricelihiig</i>). Errors do hinder comprehensibility. Vocabulary is inaccurate (<i>film war klein, mein lieber kino</i>).
Structure/ Conventions	The student demonstrates some control of Checkpoint B structures, but has limited control of spelling, word order, and tense forms (<i>Wir gesehen; Ich habt ein cole; calt; Die Film war klein; spitza; Du hast zu sehen</i>).
Word Count	Word count is sufficient to be awarded full credit.

GERMAN

Sample Regents Writing Task 1: You are an exchange student in a (TC) high school and are part of the school newspaper staff there. Write a review of a cultural event that you have recently attended (movie, play, concert, museum exhibit, festival). You may wish to include:

- What was the event that you attended
- With whom you attended the event and how you got there
- A description of the event
- What you did and/or saw there
- What you liked and/or disliked about the event
- The opinion of some other people who also participated in this same event

Ich habe ein Limp Bizkit Konzert gesehen.
Ich ~~habe~~^{bin} mit meinen Freunden mit Auto gefahren.
Der Konzert (Die Mover) ~~war~~ war sehr laut! Ich
habe ein Musik ~~gehört~~ gehört und Limp Bizkit gesehen.
Ich habe der Konzert toll~~s~~ gefunden! Es gefällt
mir gut! Die Musik war sehr laut! Ich habe
Kopfschmerzen. Mein Freunden sagt "Es gefällt mir
Toll" und "Es ist sehr (~~sehr~~) SEHR gut!". Limp
Bizkit ist sehr gut!

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score 11

Final Task Score 5

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Student accomplishes the task and includes appropriate ideas but has not included supporting details.
Organization	Student attempts to provide a logical sequence; provides a beginning, middle, and end. The ideas are not smoothly connected, but rather are simply listed.
Vocabulary	Student uses vocabulary that is repetitive (<i>toll, gut</i>).
Structure/ Conventions	Student demonstrates some control of Checkpoint B structure/conventions. Tenses are confused (<i>Es gefalt mir Toll; Ich habe ein Lip Bizkit konzert gegeben; Mit Auto gefahren</i>).
Word Count	Word count is sufficient for 1 point only.

GERMAN

Sample Regents Writing Task 1: You are an exchange student in a (TC) high school and are part of the school newspaper staff there. Write a review of a cultural event that you have recently attended (movie, play, concert, museum exhibit, festival). You may wish to include:

- What was the event that you attended
- With whom you attended the event and how you got there
- A description of the event
- What you did and/or saw there
- What you liked and/or disliked about the event
- The opinion of some other people who also participated in this same event

Ich habe Waterboy gesehen. Ich sehe das Film im
Greece Ridge Center. Mein Freund und Ich habe das
Film gesehen. Wir haben das Auto gefahren. Das
Film ist mehr lustig. Wir haben Cola. Im Waterboy
ist Adam Sandler und er ist sehr lustig. Das Film
hat 2 Uhr. Das Kino ist neu. Ich finde Waterboy
sehr gut.

Checkpoint B Writing Checklist

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

	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 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

Conversion Chart							
17-18=8	15-16=7	13-14=6	11-12=5	8-10=4	6-7=3	4-5=2	2-3=1 0-1=0

Writing Raw Score 11
Final Task Score 5

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Student accomplishes the task; includes some details that are connected to the task, but those are not developed. Details are not supported (<i>Das Kino ist neu</i>) and no other information is given.
Organization	Student attempts to provide a logical sequence; provides a beginning, middle, and end. Ideas seem to be listed in random order. Conclusion is abrupt.
Vocabulary	Student includes a limited and repetitive vocabulary related to the topic; they described what, where, with whom, and how long, and expressed likes. There are minor inaccuracies (<i>Uhr</i>).
Structure/ Conventions	Student demonstrates some control of Checkpoint B structures/conventions but has numerous errors (<i>Mein Freund und Ich habe; zehr; Das Film hat 2 Uhr; Wir haben Cola</i>).
Word Count	Word count is sufficient for 1 point.

GERMAN

Sample Regents Writing Task 1: You are an exchange student in a (TC) high school and are part of the school newspaper staff there. Write a review of a cultural event that you have recently attended (movie, play, concert, museum exhibit, festival). You may wish to include:

- What was the event that you attended
- With whom you attended the event and how you got there
- A description of the event
- What you did and/or saw there
- What you liked and/or disliked about the event
- The opinion of some other people who also participated in this same event

Ich ~~gehe~~^{bin} ins Kino
gesehen. ~~Der~~^{Das} Filme ist Drive
me Crazy. Die Star ist
Melissa Joan Heart. Ich liebe
das Filme! Es ist sehr
lustig^{und} humorvolle. Meine Freundin
also liebt das Filmen³³. Meine
mutter geht also. Sie liebt
das ~~der~~ filmen. also. ~~der~~
Wann das filmen kommt
aus, ~~Ich~~ ~~kaufe~~ ~~ich~~ kaufe ich.

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score 8

Final Task Score 4

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	The student accomplishes the task but includes minimal details. There are irrelevancies (comments about mother's viewing of the film and her reaction to it).
Organization	The student attempts to provide a logical sequence, but the ending is abrupt.
Vocabulary	The student uses basic vocabulary. It is repetitive. Some words are incorrectly used (forms of <i>sein</i> , <i>lieben</i> repeated; <i>Ich bin ins kino gesehen</i> ; <i>also</i>). Vocabulary is incorrect (<i>ausknommt</i>).
Structure/ Conventions	The student demonstrates some control of Checkpoint B structures and conventions, but there are numerous errors (<i>Das Filme</i> ; <i>humorvolle</i> ; <i>Meine Freunde also liebt des Filmen</i> ; <i>Wen das filmen kommt aus, kaufe ich</i>). Errors do not impede overall comprehensibility.
Word Count	Word count (49) is not sufficient to award any credit.

GERMAN

Sample Regents Writing Task 4: You recently hosted a party and prepared a recipe that you had received from your (TC) pen pal. Something went wrong and you didn't get the results you were hoping for. Write a note to your pen pal telling him/her about the event. You may wish to include:

- The date, time, and reason for the party
- Who came to the party
- What you did for entertaining
- The preparations you undertook for the party
- Why you thought things turned out the way they did
- A request for help with the recipe or some clarifications about the recipe

Liebe Daniel,

Hallo! Wie gehts'? Ich bin nicht gut weil, Ich habe eine Fathe. Die Fathe geht nicht gut weil, Ich mache eine Kuchen, und es ist nicht wunderbar!

Andrea, Kim, Phil, Dave, Shannon und Brian ist hier. Mein Kuchen ist nicht wunderbar weil es ist Blaubaren.

Das ist nicht so gut. Meine Freurdn sagt es ist sehr (not edible?) Das ist weil meine Spath isle nicht gut!

Danke schon!

Liebe!

Checkpoint B Writing Checklist

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

	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

Conversion Chart							
17-18=8	15-16=7	13-14=6	11-12=5	8-10=4	6-7=3	4-5=2	2-3=1 0-1=0

Writing Raw Score 6
Final Task Score 3

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Student attempts to accomplish task and makes some reference to it. Provides few or no supporting details.
Organization	Student exhibits little order, providing a series of separate sentences and/or disconnected ideas.
Vocabulary	Student uses limited vocabulary; some is inaccurate and/or unrelated to the topic (<i>Es ist sehr [not edible]; Das ist weil meine Spath isle</i>).
Structure/ Conventions	Student demonstrates some control of structure/conventions at Checkpoint B. There is some control of present tense, but this task requires use of the past; inappropriate capitalization.
Word Count	Word count is sufficient for 1 point only. Student uses a number of names, which do not count.

GERMAN

Sample Regents Writing Task 3: You have just returned from a trip in (TC) country. You were dissatisfied with the trip. Write a well-organized letter in (TL) explaining the problems and the reason for your dissatisfaction. You may wish to include:

- Dates of the trip/where you traveled
- With whom you traveled
- Problems with hotel accommodations
- Problems with the tours you took
- How these problems disrupted the trip
- Suggestions for resolving the problems

Hallo wie gehts du? Das
trip is nicht gut. Das
Deutschland is gross. Das
Deutschlant is nicht gut.
Das pizza is nicht gut.
Miena Mutter is nicht gut.
Ich macha nicht
schwimmen. chaos!!

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score 3

Final Task Score 1

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Accomplishes the task but gives few supporting details.
Organization	Provides a series of separate sentences with no logical order.
Vocabulary	Vocabulary is limited, repetitive, and inaccurate (<i>gut, is nict, gross</i>).
Structure/ Conventions	Demonstrates little control of structures/conventions. Common verb endings are missing. Common Checkpoint A words are incorrectly spelled. Phonetic spelling is attempted (<i>nict, macha, choos</i>).
Word Count	Word count (33) is insufficient to award credit.

GERMAN

Sample Regents Writing Task 5: The local chapter of the (TL) Society has announced a scholarship to study in (TC), along with the support of the embassy. In order to enter the contest, you must write a composition about yourself and why you should receive the scholarship. You may wish to include:

- Your academic background
- Your extracurricular activities
- How you would benefit from the scholarship
- How you could share your experience with your peers
- How you might even contribute to the TC by being a recipient of the scholarship

Ich wolle ein scholarship. Meine name
ist Karl. Ich bist 17 Jahr alt. Meine
Mutti heisst Helga und sie ist 40. Mein Vatti
arbeib Xerox. Ich hab ein Hund. Ich
spreche Deutsch. Danke für das Zeit.
Franz

Checkpoint B Writing Checklist

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

	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

Conversion Chart

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

Writing Raw Score 0

Final Task Score 0

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 purpose/task, the entire response receives a zero.

DIMENSION	COMMENTARY
Purpose/Task	Student does not meet the purpose/task of the writing.
Organization	
Vocabulary	
Structure/ Conventions	
Word Count	