

# *Anchor Papers and Commentary Sheets*

## FRENCH

**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

Le week-end passé, je suis allée à la musée avec mes amies Héliane et Loure. Nous ~~sommes~~<sup>avons</sup> regardé l'exhibition de Picasso. Nous sommes allées en ma auto.

L'exhibition ~~est~~<sup>était</sup> formidable! Les couleurs de les peintures ~~est~~<sup>étaient</sup> splendide, mais les figures ~~est~~<sup>ont</sup> un peu bizarre.

Je l'ai ~~très~~<sup>très</sup> aimé, mais je pense ~~est~~<sup>c'était</sup> que ~~il y avait~~<sup>c'était</sup> un peu cher pour une exhibition d'art. Et il n'y avait pas beaucoup de peintures.

Dans la musée, il y avait de sculptures, aussi. Je les ai aimé plus de l'exhibition de Picasso. C'était très intéressante. Mais Loure et Héliane ont dit "L'exhibition de Picasso était ~~la~~<sup>le</sup> mieux!" Elles ont trouvé les sculptures stupide! Bien sûr, j'espère que nous ~~pourrions~~<sup>pourrions</sup> aller à la musée encore!

## Checkpoint B Writing Checklist

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

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

18

**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	Provides many details to accomplish the task.
Organization	Uses well-developed paragraphs; creates a logical progression of ideas; is free-flowing; writing task has appropriate introductory and concluding sentences.
Vocabulary	Exhibits wide variety of related vocabulary; uses key words related to the topic ( <i>peinture, sculptures, figure</i> , etc.).
Structure/ Conventions	Despite errors, the student shows strong manipulation of the passé composé, imparfait, word order; writing is clearly comprehensible and increases in complexity as the writer continues.
Word Count	+100

## FRENCH

**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, etc.). 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

Le juin dernière, je suis allée à Syracuse pour un pièce. Ce pièce était "Lord of the Dance", un spectacle avec la dance irlandais. C'était formidable, et je l'ai adoré. La musique est très populaire et je l'ai acheté après le spectacle. Je suis allée avec ma mère, et mes cousins et ma tante. Je me suis amusée parce que ma cousine, Carolyn est une bonne amie. Avant le pièce, nous sommes allés au restaurant, Spaghetti Warehouse, pour le dîner. Il y a la nourriture excellente. Nous sommes allée ensemble dans un mini-van, le spectacle a commencé à 7h30 et il a fini à 10h. Ma mère et moi sont rentrées chez nous à 1h. Nous étions fatigués, mais c'était fantastique. Je crois c'est la meilleure performance que j'ai vu. J'adore la dance irlandais et "Lord of the Dance".

## Checkpoint B Writing Checklist

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

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

18

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	Accomplishes the task with numerous details and no irrelevancies.
Organization	Clear beginning, middle, and end; transitions ( <i>avan, après</i> ) provide a clear flow from activity to activity with appropriate comments at each point; contains a concluding sentence appropriate to the task.
Vocabulary	Includes a wide variety of vocabulary which expands the topic with adjectives ( <i>irlandais, formidable, meilleure</i> ). General, solid control of vocabulary to accomplish task; even though the word <i>performance</i> is not technically accurate, the student has used two related words ( <i>pièce, spectacle</i> ) to clarify the nature of the cultural event that was seen.
Structure/ Conventions	High degree of control of expression of past ideas with passé composé and imperfect tenses ( <i>nous étions fatigués; j'ai vu; je me suis amusée</i> ); high degree of control of spelling; appropriate use of present tense, with subject-verb agreement. The student took some risks and wrote a structurally complex piece. Even though there were some Checkpoint A errors, they did not interfere with the overall comprehensibility of the paper, nor did they detract from its complexity.
Word Count	+100

## FRENCH

**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 name of 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

Chère Marguerite

Je suis lu un livre bien il était magnifient

Stephen Crane écrit le Rouge Budge de Courcaux. Le mort  
habite pendant le guerre d'Américain Civil. Le livre

voyageo environ le vie du jeune fil. Le fil est Henry  
Flumming et il est très jeune, cela dix-sept ans.

Il a beaucoup des problèmes en vie. Il a pense  
beaucoup et il a timide pour heures. Il est

decouvrir qu'il est un homme avec les caractéristiques  
mais il aura voyagé et expérience deuxième guerre

Après c'est terminé, il est très heureux. Pendant  
les problèmes, Henry a perdu son ami, Jim. Henry a vu Jim

mort. J'adore le section où Henry a résisté les ennemis  
pour victoire. Il vaudrait un homme ici et toute le monde

regarder Henry. L'écriture est magnifient et le mot  
est parfait pour chaque feuille. J'étais très mal

après j'ai lu ce livre. Je suis demandé  
que tu lis ce livre immédiatement. Tu auras l'avantage

Mais, je doute le section où Henry est timide pendant  
la première bataille. Je pense qu'il voudrait gagner mais il est

timide de perdre. J'adore le livre et je pense que  
tu lis le Budge Rouge de Courcaux.

## Checkpoint B Writing Checklist

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

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

14

**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 includes many details and connects them to the task. The responses address the story and the written feelings with many details.
Organization	The narrative is logical and has a beginning, middle, and end. Transition words ( <i>mais, après</i> ) make up for the lack of paragraphing.
Vocabulary	Attempts to use a wide variety of vocabulary but there are many inaccuracies. Vocabulary is generally basic; contains some English and several French inaccuracies that are not always clarified ( <i>jeune fil=jeune homme [fils]</i> ).
Structure/ Conventions	There is confusion between the use of <i>être</i> and <i>avoir</i> ( <i>il a timide; il es decouvrir</i> ). There are errors as well as lack of verb conjugations. Spelling errors are homophonic; they do not impede comprehension. Other errors do hinder overall comprehensibility.
Word Count	+100

## FRENCH

**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

Il ya un problème. J'ai retourné à les Etats-Unis après voyager à France. Je ne contente pas. J'ai voyager avec mes parents. Mes parents ne juste pas. Mes parents sont très disagreeables. Nous allons à France à dix sept Mai à midi. Nous allons par avion. Mes parents et moi arrivé à Paris à minuit. J'ai très fatiguer. Nous allons à l'hôtel Napoleon III. Nous arrivons à la room. Les ~~lumières~~ lumières ne marche pas! Le dix huit mai, mes parents et moi allé à l'Arc de Triomphe et L'Eiffel Tower et une petite cafe. A la cafe, mon pere oubliez le wallet. Nous allons à l'hôtel pour le wallet. Nous retourne à Norwich le vingt-neuf Mai. Je ne contente pas. J'ai recommandé ne ne voyager pas à France. J'ai recommandé mes parents et moi visiter mes grand-parents. Voyager à France est n'amusant pas.



## Checkpoint B Writing Checklist

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

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

12

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	Accomplishes task; includes some details, but without supporting information some statements appear irrelevant ( <i>mes parents ne juste pas; mes parents sont très disagreeables; nous arrivons à la room; les lumières ne marche pas</i> ).
Organization	Exhibits a logical sequence with beginning, middle, and end; uses paragraphs, but transitions are choppy.
Vocabulary	Vocabulary is basic. There is use of English ( <i>disagreeables, wallet, room</i> )
Structure/ Conventions	Some control but there are numerous errors at Checkpoint A level as well as in expression of past ideas. There are problems with word order ( <i>Je ne contente pas; est n' amusant pas</i> ).
Word Count	+100

## FRENCH

**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, etc.). You may wish to include:

- What was the event that you attended
- With whom you attended the event and how you got there
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- 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

J'ai va au cinema hier. J'ai vu "Big Daddy". Cet film est tres bon. Les acteurs est magnifique, et les infants est tres mignon. J'ai marche et parle avec les personnes et les [ask] quel ils veut voir dans cet film. Beaucoup personnes veut voir le personne monter. 7 personnes veut voir Adam Sandler. Personnellement, j'ai? Veux voir ma amie, Stephanie, qui est dans cet film. Quand le film Pinis, je [ask] les personnes quel ils pence que le film. 119 de 121 pence "Big Daddy" est le plus bon film d'annee. Les autre 2 personnes deteste "Big Daddy" parce que ils pence il est tres bete. J'ai ~~enjoy~~ enjoye ma jour, est "Big Daddy" est tres Bon.

## Checkpoint B Writing Checklist

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

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

12

**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	The task is completed with many supporting details about the film and people who saw it.
Organization	Moves logically through the task, but there is a lack of paragraphing or transitional words.
Vocabulary	Contains basic vocabulary; there are some English words ( <i>ask</i> ) but they do not interfere with comprehensibility. Some vocabulary is inaccurate, but most is related to the topic.
Structure/ Conventions	Although some past tense is used, there are basic errors in Checkpoint A structures/conventions including subject-verb agreement ( <i>les acteurs est; ils veux voir; ils pence</i> ). Sentence structure is difficult to follow.
Word Count	+99

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**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, etc.). 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

Je recevoir le billets pour le concert une,  
jour avant le concert. Je lu la programme à la <sup>arena.</sup> ~~arena.~~  
Je regarder le concert du rap. DMX et Method Man  
jouer la music. ~~La concert est très magnifique.~~ Brian  
est Jay regardez la concert avec moi La music jouer  
très decible. Je manger un poete et un <sup>huit</sup> ~~bot~~  
bot du béré à la concert. Je renderaus avec  
Jessica à la concert et elle ~~regarde~~ et ~~mabré~~ parce  
que elle <sup>barre</sup> ~~manger~~ le rin. La concert est très  
magnifique.

## Checkpoint B Writing Checklist

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

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

9

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	Accomplishes the task with few details but contains irrelevancies ( <i>Je manger un boefe</i> ) that are unconnected to the task.
Organization	The student created a logically sequenced narrative.
Vocabulary	Use of early Checkpoint A vocabulary throughout; has many words that are inaccurate because they are either English ( <i>decible</i> ) or incomprehensible ( <i>un bot da béré; Je manger un boefe</i> ).
Structure/ Conventions	Majority of verbs are in infinitive forms; some nouns used as verbs; many spelling errors, even of cognate words ( <i>music</i> instead of <i>musique</i> ). Errors hinder but do not impede comprehensibility.
Word Count	+100

## FRENCH

**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

Michèle,

10-1-99

Bonjour! comment ça va?

Aujourd'hui, j'ai préparé un poisson  
pour ma mère avec mon sœur. Il ya  
ma mère 50 anniversaire et j'ai donné la Baum!  
mais j'écoute un directions tu donne moi  
et mon poisson est terrible.

Nous mangons au meatloaf et poulet,  
et nous chantons avec le groupe Reciprocal.  
j'achète <sup>un</sup> party favors. il ya consisté de  
la parfum pour le femme et cologne  
pour homme.

## Checkpoint B Writing Checklist

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

	4	3	2	1	0
<b>Purpose/Task</b> <ul style="list-style-type: none"> <li>Accomplishes the task</li> <li>Includes details</li> <li>Connects ideas to task/purpose</li> </ul>			✓		
<b>Organization</b> <ul style="list-style-type: none"> <li>Exhibits a logical and coherent sequence</li> <li>Has a beginning, middle, and end</li> <li>Makes smooth transitions</li> </ul>			✓		
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Includes a variety of vocabulary</li> <li>Uses relevant and accurate words</li> </ul>				✓	
<b>Structure</b> (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> <li>Subject-verb agreement</li> <li>Present, past, future ideas expressed as appropriate</li> <li>Noun-adjective agreement</li> <li>Correct word order</li> <li>Spelling/diacritical marks</li> </ul>			✓		
<b>Word Count</b> <ul style="list-style-type: none"> <li>Comprehensible</li> <li>In target language</li> </ul>			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	Student includes few details and does not fully develop the topic.
Organization	Although there is a clear beginning and paragraphs are used for sequencing, the ending is abrupt.
Vocabulary	There is some English or incomprehensible vocabulary ( <i>party favors, meatloaf, Recipcoux</i> ); comprehensible vocabulary is limited.
Structure/ Conventions	Student makes many Checkpoint A errors: limited use of diacritical marks, diacritical marks missing on basic vocabulary ( <i>mere, prepare</i> ), basic misspellings ( <i>bonjours, possion, boom</i> ), errors in noun-adjective agreement ( <i>mon soeur, un directions</i> ).
Word Count	+62

## FRENCH

**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, etc.). 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

~~Je suis~~ Je suis aller un grande fête.

Je suis d'aller avec Claire. Je suis chanter

avec paul. Je suis boire un Keg. J'ai

attendu avec Claire et paul. paul est grand

et très fort. Claire est petite est stupide.

Je suis détesté Claire.

Après un grand fête paul et moi

aller la lutte. La lutte est très difficile.

Je suis détesté la lutte.

Après la lutte paul et moi aller au

Cinema. Paul et moi regarder Rambo. Rambo

est très stupide. Rambo est grand et fort.

Nationalité de Rambo est Italien. Rambo

parler stupide aussi.

Après au Cinema paul et moi marcher dans

supermarché. J'ai vendu un ~~chocolat~~ Chocolat

avec leau mineral. Je suis détesté la

chocolat. leau mineral est très bien.

Après la supermarché paul et moi

dormir beaucoup de.



## Checkpoint B Writing Checklist

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

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

7

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	Attempts to accomplish task by some mention of movie (cultural event). However, the reference is buried at end and there are very few details describing movie. All other activities are unrelated to the task and inappropriate for a newspaper article.
Organization	There is a beginning and an abrupt end. There is an attempt to provide a logical sequence of activities with paragraphs and the use of <i>après</i> as a transition word.
Vocabulary	Limited vocabulary is repeated for each activity described ( <i>destesté, stupide, fort, danser</i> ); comprehension is impeded by inaccurate usage ( <i>attender</i> for <i>attended</i> and <i>vendu</i> for <i>bought</i> ). Most vocabulary is unrelated to the assigned task.
Structure/ Conventions	Almost no subject-verb agreement; comprehensibility is impeded by lack of control in expressing past and future
Word Count	+100

## FRENCH

**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 name of 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

Cher Amis,

Je lisais un livre. C.W. Lewis écrivait  
le livre. Il a très humour. Vous lisais  
le livre, C.W. Lewis est imaginative.

## Checkpoint B Writing Checklist

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

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

5

**Final Task Score**

2

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 writing is obviously about a book, despite the length of the sample. Basic elements about the book are missing (e.g., title, story line, etc.). Very few details are provided.
Organization	The student has tried to provide a logical progression, but the length of the work prevents a clear definition of beginning, middle, and end.
Vocabulary	Very little vocabulary is used and what is used is limited in scope; not all words are comprehensible (e.g., <i>humorous</i> ).
Structure/ Conventions	Although there is some subject-verb agreement, there is too little evidence to judge the degree of control.
Word Count	<50

## FRENCH

**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

Je suis allé au le parc. Ma femme ami  
et elle famille allaient avec moi. Nous mangions  
le fruit à le parc. Il fallait beau. Nous  
jouions le football américain et le basket. Nous  
étions beaucoup à bien temps. Il pleuvait, j'ai  
répété Ah. (ma femme amis frère) « Je  
voudrais aller le maison » À le maison  
nous regardions le télé, Il a très humorais.  
Après le dîner nous jouions Poker. Becky  
et moi finaient le devoir. Nous étions discussion  
petit. Ils mangeaient le glace et ouvraient le  
port. Le soleil brillait. Je suis allé à l'extérieur  
au le maison. Le June passe et fait très digne.  
J'ai annonce « au revoir » et allais à  
ma maison. Je dormais.

## Checkpoint B Writing Checklist

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

	4	3	2	1	0
<b>Purpose/Task</b> <ul style="list-style-type: none"> <li>Accomplishes the task</li> <li>Includes details</li> <li>Connects ideas to task/purpose</li> </ul>				✓	
<b>Organization</b> <ul style="list-style-type: none"> <li>Exhibits a logical and coherent sequence</li> <li>Has a beginning, middle, and end</li> <li>Makes smooth transitions</li> </ul>					
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Includes a variety of vocabulary</li> <li>Uses relevant and accurate words</li> </ul>					
<b>Structure</b> (degree to which errors hinder overall comprehensibility) <ul style="list-style-type: none"> <li>Subject-verb agreement</li> <li>Present, past, future ideas expressed as appropriate</li> <li>Noun-adjective agreement</li> <li>Correct word order</li> <li>Spelling/diacritical marks</li> </ul>					
<b>Word Count</b> <ul style="list-style-type: none"> <li>Comprehensible</li> <li>In target language</li> </ul>			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	The task was to discuss a cultural event and that was not done. Despite the length and level of language usage, the paper rates a "0" on purpose/task and is therefore not evaluated.
Organization	
Vocabulary	
Structure/ Conventions	
Word Count	