

ITALIAN

Sample Regents Writing Task 6: You are keeping a journal but you are writing it in the (TL) so that your younger brother/sister can't read it! Today something incredible happened to you. Write an entry in your journal about it. You may wish to include:

- Details about what happened
- When and where it happened
- Information about who was involved in this event
- Information about why it happened
- Your feelings about this when it happened and how you feel about it now
- What you think might happen next

Non posso credere che mi ha successo oggi! Il
giorno cominciavo normalmente; sono andata a
scuola e ho parlato con la mia amica Monica.
Mentre camminavo alla mia prima classe, Marco
mi ha accostato. E Marco è uno ~~dei~~ del ragazzo chi
amo!

Marco è popolare ed è un ragazzo, dunque
quando ho visto che camminava verso di me, il
mio cuore ha cominciato ~~palpitare~~ ^{palpitare} rapidamente e
ho diventato rossa. "Ciao, Marco," ho detto mentre
notando come aguzzi erano i suoi occhi.

"Ciao," ha risposto. "Come stai?" Ho pensato che
~~era~~ era un po' nervoso. ~~Senza di~~ ^{senza di} ~~senza di~~ aspettando per la
mia risposta, mi ha domandato la domanda qual è
il sogno di ogni ragazza: "Vuoi andarci con me al
cinema la domani sera?"

Infellicemente, non ho potuto ~~comprendere~~ ^{comprendere};
non ho mai immaginato questa ~~situazione~~ ^{situazione}. Dopo
vanti secondi, ho ~~detto~~ ^{detto} "Sì, Marco." Poi sono andata
alla mia prima classe, cominciando su una nuvola.
Adesso devo solamente aspettare per la sera!

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 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	Task is accomplished. Many details that elaborate the development of the task are included.
Organization	There is a clear introduction, middle, and end. Uses many transitions such as <i>Mentre</i> and <i>Dunque</i> to link ideas. Uses transition devices such as division of paragraphs, showing a logical sequence. Very smooth and flowing ideas.
Vocabulary	The vocabulary is varied and clearly exhibits a high level of Checkpoint B proficiency (<i>Marco mi ha accostato, Cuore, palpitare rapidamente, Inizialmente, camminando su una nuvola</i>).
Structure/Conventions	Uses the passato prossimo correctly in most instances. Excellent use of spelling and diacritical marks. Few errors do not interfere with comprehensibility.
Word Count	+100 (165)

ITALIAN

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

Mi chiamo Amanda Rositano e io voglio studiare in Italia.
Io frequentato le scuole di Donovan e Proctor in la
città di Utica. Io studiato molto materia. Io studiato
la matematica, l'inglese, le scienze, e l'italiano.
Durante l'inverno in scuola, io giocato la pallacanestro
per il squadra. In l'autunno io giocato il tennis.
Mi piace scrivo per il giornale di Proctor.
~~Da~~ I ragazzi italiano ~~possono~~ in l'università
possono imparare la mia lingua, mentre io imparo
italiano.
Io posso abitare in un appartamento con una
studenta. Noi ascoltiamo la musica e guardiamo la televisione.
Insieme noi possiamo mangiare e possiamo andare alla cinema
e il centro commerciale.
Dopo la scuola è finite, io ritorno alla
mia casa in America con la mia famiglia. Io
dico loro verso il tempo io spenduto ~~nel~~ nel
Italia.

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 clearly achieves the goal.
Organization	There is a clear beginning, an elaboration of the student's background (middle), and a conclusion.
Vocabulary	The student uses vocabulary from several topic areas (personal ID, sports and leisure, school).
Structure/ Conventions	Grammar has many errors but they do not hinder comprehension. Several attempts are made to use compound verbs.
Word Count	+100

ITALIAN

Sample Regents Writing Task 6: You are keeping a journal but you are writing it in the (TL) so that your younger brother/sister can't read it! Today something incredible happened to you. Write an entry in your journal about it. You may wish to include:

- Details about what happened
- When and where it happened
- Information about who was involved in this event
- Information about why it happened
- Your feelings about this when it happened and how you feel about it now
- What you think might happen next

Caro mio, 9/30/99

oggi ho avuto una buona giornata. Mentre alla scuola, ho incontrato una ragazza. Lei ragazza si chiama Brianna. Brianna è molto bellissima. Lei è alta e magra. Brianna è perfetta, perché è comica e simpatica. Ho stato molto contento quando io ho incontrato Brianna. Il mio amico Rinaldo ha introdotto Brianna a me. Brianna e io abbiamo parlato nella scuola per venti minuti. Quando io ho ~~ho~~ sono ritornato alla mia casa io ho telefonato Brianna. Allora, abbiamo parlato per un'ora e mezzo. Abbiamo parlato e parlato. Sono molto contento. Mi piacerebbe uscire con Michela domani alla cinema. Quando ho domandato lei Brianna, lei ha detto "Non so, io devo aiutare la mia mamma domani sera." Ho detto "Va bene." Io penso Brianna ~~io~~ "ti piacerebbe andare con me."

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	Accomplishes the task and includes many details that are connected to the development of the task (<i>ho incontrato una ragazza; Brianna é perfetta, perché è comica e simpatica; Brianna e io abbiamo parlato per venti minuti</i>).
Organization	Task exhibits a logical sequence of ideas. Has a clear beginning, middle, and ending. Makes smooth transitions between ideas.
Vocabulary	A wide variety of vocabulary that is related to topic is used, although some may not be of Checkpoint B caliber.
Structure/Conventions	Although student demonstrates some control of Checkpoint B structure, there are numerous structural errors that do not hinder overall comprehensibility.
Word Count	+100

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 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	Accomplishes task with many details (itinerary, accommodations, transportation).
Organization	Logical sequence provides a beginning, middle, and end.
Vocabulary	There is a range of vocabulary but some errors in grammar affect accuracy (<i>Il cibo all'albergo sono assagiato come il gesso</i>).
Structure/ Conventions	Frequent errors in Checkpoint B structure (agreements, choice of auxiliary verb, tense, "if" clauses) which, in some cases, hinder overall comprehensibility.
Word Count	50-99 words

ITALIAN

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

Cara Michelle, Ciao! Io sono arrivato alla
mia casa ieri notte. Io non allegria con
la mia gita. Io sono andato in vacanza per
la settimana. Ho fatto male tempo. E' piovuto
per tre giorni. Io non ho nuotato. Io non
sono andato a calcio o nuotato in la piscina!
Che male!

La mia albergo sono molto piccolo. ~~Il~~
La mia camera sono non ~~per~~ puliscono.
Io vado il museo e non aprano!
Io voglio andare a cinema ma io non
i soldi! Io vado alla banca per i soldi.
Io vado al cinema ma io non guardo
i film perche lo sono ~~per~~ fondi.
Martedi per colazione ~~io~~ lo voglio in
frutta ma il ristorante sono molto
lontano. ~~Io~~ Io voglio gelato e lo fare
a piedi alla gelateria. Il gelato ~~io~~ sono
molto male! Il mio viaggio sono molto
male.

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 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 the task. Includes some irrelevancies.
Organization	There is a logical sequence (traveled to Italy, weather, hotel, and various attempts at activities.)
Vocabulary	Uses basic vocabulary with errors present (<i>Che male! La mia camera sono non puliscono</i>).
Structure/ Conventions	Demonstrates some control of Checkpoint B structures with errors that hinder overall comprehensibility. Also uses Checkpoint A structures.
Word Count	100+

ITALIAN

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

Cara Signora Marchese:

In luglio di otto, io sono andato in Italia. Io

sono andato in Italia con i miei amici. Sulla

viaggia io ho avuto molti problemi. Io

sono ~~andato~~ ^{arrivato} all'albergo alle nove e mezza.

~~Al~~ all'albergo, ~~tra~~ l'uomo ^{che è al banco} ~~è stato~~

è molto stato scortese. Mia camera è stata

disordinata. Ci sono stato tutto ~~di~~ ^{il} ~~domenica~~.

Nel mattino la turista è stato molto ritardo.

Noi non ~~non~~ visitiamo tutto il museo.

Noi visitiamo ~~è~~ è stato molto basso.

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 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	Task is accomplished. Student does include some detail (<i>ho avuto molti problemi; l'uomo...è moto...scortese; mia camera è stato disordinato</i>).
Organization	Student attempts to provide a logical sequence; however, there is no ending to the topic.
Vocabulary	Vocabulary is basic and some is inaccurate (<i>sulla viaggia; ci sono stato tutto dovunque; noi visitiamo è stato molto basso</i>).
Structure/ Conventions	Attempts to use Checkpoint B structures with some control (<i>sulla viaggia; l'uomo...è molto stato scortese; mia camera è stato disordinato; ho avuto molti problemi</i>).
Word Count	50-99

ITALIAN

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

Io leggo i libri comico. Si chiama
e "Uomo grasso e La donna
brutta". I libri e molto
interessante. Dopo i libri
io ho antipatico. I libri
parlato a uomo grasso. Il
uomo piace la donna. Lei
non piace il uomo. La
persona chi a libro scritto
e Giuseppe Rosso. Lui e
trenta ~~anni~~ anni. ~~Non~~ Non
mi piace leggere. Uomo
grasso parlato con la donna.
La donna camminato di
lui. Lui pensato ~~di~~ di donna.
Dopo a scuola lui parlato
lei. Sabato sera Lui e lei
andiamo al cinema.
Lui tocco la donna.

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	Although the student accomplishes the task, there are few details and many of these are repeated.
Organization	There is little order. Ideas are disconnected.
Vocabulary	Vocabulary is limited and repetitious and at times incomprehensible (<i>Dopo I libri io ho antipatico; La donna comminato di lui</i>).
Structure/ Conventions	Little control of structure. Errors impede overall comprehensibility of passage (<i>Dopo I libri io ho antipatico; and La donna comminato di lui</i>).
Word Count	50-99

ITALIAN

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

Mi chiamo Enn. lo voglio e ricevere un
Scholarship. lo vado a Proctor Senior High. lo ho
in molto attività e scuola. Essampale. Yearbook,
drama. lo anche giocare lo sport e scuola.
Lo sport io giocare e Track, Crosscountry.
lo suonare e violine in e scuola orchestra lo
credo il programme e interessante e continuare.
Credo tutti ~~potere~~ potere prepararsi. ~~1. Noi~~
~~usciamo~~ lo voglio mia amica potere hai a
molto interessante.

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

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	Student attempts to address the task by saying that he wants to receive something and by mentioning classroom activities and interests.
Organization	Exhibits little order, especially in the beginning. Ideas that follow are disconnected.
Vocabulary	Extremely limited; many inaccuracies; overdependence on English words.
Structure/ Conventions	Student demonstrates very little control. Errors impede overall comprehension of passage (<i>l volgio mia amica potere hai a molto intersante</i>).
Word Count	50-99

ITALIAN

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

Ciao Giovanni, Questa Marea ho ricevuto
il recipe, lo ho fatto, perch mia Madre il compleanno.
Cii ho pentate anni. Mi nonni camminare perch
quello il macchina non lavorare. Mi zii vadi tu.
I side non Buono, perch non lavoro il recipe,
perch chaudi. Dopo Mangiare ai Giovanni in
monopoly.

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	Attempt is made to accomplish the task; however, there are few supporting details.
Organization	The sequence is not logical. Ending is abrupt and does not provide for closure.
Vocabulary	Vocabulary is limited and there are numerous inaccuracies. Use of the word <i>recipe</i> makes the response partially incomprehensible.
Structure/ Conventions	Verbs are not properly conjugated. Agreement of nouns and adjectives is incorrect. Sentence fragments make the overall comprehension very difficult.
Word Count	Less than 50

ITALIAN

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

Caro Giuseppe,

Mi non essere la festa.

Perche tu non arrivare.

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	The student does not address the topic. The task is not accomplished.
Organization	
Vocabulary	
Structure/ Conventions	
Word Count	