

## SPANISH

**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

¡Querida Anna!

¿Cómo estás? ¡Estoy muy bien! ¿Tienes leer el libro The Green mile? ¡Es un libro fantástico! Stephen King es el author. ¿Señor King es muy maravilloso, no? Me gustan los libros de Stephen King porque son muy misteriosos. El parte favorito mío es cuando el señor Coffey ayuda el ratón. Fue muy simpática del. ¡Recomiendo que tú lees esta libro!

¿Compras el libro ahora mismo? Las tiendas de libros tiene el libro en español. El libro no es caro. The Green mile cuesta cinco dólares a Walden Books. ¿Tú gustan los libros de Stephen King y los libros de horror? Me gustan mucho los libros de horror, y los cines de horror también. ¿Por favor escríbeme?

Yo quiero visitar a tú en el verano.

Tu Amiga

## 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	<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** 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	Accomplishes the task and provides numerous details.
Organization	Organization is logical and coherent; uses native conventions (e.g., <i>no?</i> ). Mixture of questions and statements adds to interest. Clear beginning, middle, and end.
Vocabulary	Wide variety of vocabulary related to the topic which expands topic ( <i>misterioso, maravilloso, libros de horror, recomiendo</i> ).
Structure/ Conventions	Exhibits some control of Checkpoint B structures and conventions. While there are errors present, they do not interfere with overall comprehension of task ( <i>Tienes leer</i> ).
Word Count	+100

## SPANISH

**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

Carmen,

Hola! Como estas? <sup>estas</sup> muy bien. yo tuve una fiesta para mi cumpleaños. La fiesta fue ayer mis amigos y familia y mis padres estuvieron allí. Al fiesta nosotros bailamos y cantamos y nadamos y esquiábamos en agua. Mis padres cocinaron el pastel y helado yo hizo las decoraciones y ~~una~~ la ~~sorbetes~~ Socabrado. Mis amigos se alegraron con la fiesta también. La fiesta fue lleno de acontecimientos. Una persona ~~que~~ fue nadar a natación con su ropa. Completó la fiesta fue un buen éxito. La receta para el pastelitos estuvo mal éxito. Los pastelitos fueron malos. ¿Que resultado de mis pastelitos? Creo que no usé los ingredientes razón. me parece los pastelitos fueron horrible. ¿Que ~~hacer~~ puedo hacer?

## 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** 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	Accomplishes with details (time of event, guests, activities, food recipe).
Organization	Exhibits a logical sequence with a beginning, middle, and end, but ideas do not flow smoothly from one to the other (rough transition because events of party don't flow logically).
Vocabulary	Wide variety of vocabulary that expands the topic ( <i>receta, ingredientes, acontecimientos, pastelitos, decoracions, cumpleaños</i> ).
Structure/ Conventions	Even though some errors are evident, student shows high degree of control of Checkpoint B structures (e.g., <i>me parece que puedo hacer?</i> ). Correct use of regular preterit ( <i>yo comí mucha comida</i> ). Demonstrates familiarity with irregular preterit ( <i>La fiesta fue ayer</i> ).
Word Count	+100

## SPANISH

**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

La Semana pasada, yo fui al cine Regal.  
~~El verano pasado, yo fui a una escuela en~~  
El cine fue en la Ciudad de Mayaguez. Al  
 ~~Puerto Rico. A la~~ Cine, yo miré la película Double Jeopardy. Yo  
fui a<sup>la</sup> película con mis amigos. Yo pagué  
siete dolares a mirar la película. La película,  
Double Jeopardy, fue una película nueva. Yo fui  
al cine ~~los~~ <sup>el</sup> sábados. Nosotros llegamos a Regal  
a la siete y media. Nosotros fuimos al cine  
por el coche. Yo comí mucha comida a la  
película también. Yo comí los dulces, y yo  
bebí mucho pepsi. Lo fue muy bien. La  
película fue muy interesante. La fue ~~pero~~ <sup>muy</sup>  
alegre a la termina! Me gustó la película  
mucho. Yo ~~recomendante~~ recomendaría a  
~~todos~~ todas ~~de~~ de mis amigos!

## 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	<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. Provides many supporting details.
Organization	Lacks some logical order in the beginning but provides beginning, middle, and end. Lacks smooth transitions.
Vocabulary	Evidence of a variety of vocabulary ( <i>miré, película, cine, interesante</i> ), but vocabulary is not expansive.
Structure/ Conventions	Strong control of Checkpoint B structures (noun-adjective agreement, tenses, diacritical marks, subject-verb agreement).
Word Count	+100

## SPANISH

**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

Durante Junio y Julio de el año de 1998 iba a España pero participar en una programa de estudiantes extravajes. Yo atendo una concierto de musica flamenco. Me gustan mucho los biles de la musica y me gusta sus ropas. Yo voy el concierto con mis amigos sus vivan en españa. Mis amigos le gustan la musica y ~~me~~ le gustan la musica: Vosotros tomáis el tren a el concierto sus viajes es dos horas. Es muy aburido pero las arboles es muy bonitas.

→ Durante el concierto yo compro una camiseta con una bira de flamenco dibujaraste en la frente ~~me~~ y la musica ~~me~~ <sup>al</sup> lado de mi camiseta.

→ Mi gustan mucho el concierto y mis amigos le gustan el concierto tambien.

En la tren por al casa mis amigos y yo cantan la musica flamenco por divertido. Los conciertos son muchas divertidas.

## 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	Accomplishes task and provides many details.
Organization	Exhibits an overall logical sequence with beginning, middle, and end; however, order of details in first part is not logical or is repetitive.
Vocabulary	Variety of vocabulary related to topic ( <i>música, concierto, flamenco, cantan, divertido</i> ).
Structure/ Conventions	Some control of Checkpoint B structures with numerous Checkpoint A errors that do hinder overall comprehensibility in places.
Word Count	+100

## SPANISH

**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

En el 25 de Septiembre  
yo tengo un fiesta para mi cumpleaños.  
Toda mi amigos van. Nosotros  
jugamos juegos y escuchamos  
musica. Yo hace mucho preparaciones  
Yo cocino un torta. El tort fue  
malo. ~~El tort~~ El son  
desgustado ~~El tort~~ En mi  
opinion yo pone el mal

ingrediente. Yo necesito  
ayuda porque estoy  
triste. Por favor dame mi  
y hablé mi perfect directions

## 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 the task. Provides some detail.
Organization	Has beginning, middle, and end, but is choppy. Transitions between ideas are not evident.
Vocabulary	Uses variety of vocabulary related to topic ( <i>juegos, musica, preparaciones, torta</i> ). Vocabulary is not expansive, and includes inaccuracies ( <i>disgustado, direcciones, ingredience</i> ).
Structure/ Conventions	Demonstrates some control at Checkpoint B ( <i>fue malo, porque estoy triste, jugamos juegos y esuchamos música</i> ); numerous errors at Checkpoint A present ( <i>un fiesta, por fave, ya hace</i> )
Word Count	>50

## SPANISH

**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

El veinteocho de Septiembre,  
Yo estó en el accidente con un  
automóvil. Yo voy hospital. Yo soy alado.  
Yo como mucho pescado. Los médicos  
toman un a muestra de sangre. Yo soy  
en la casa de mamá.

## 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	Attempts to accomplish task, but includes few details, some of which are loosely connected (e.g., <i>Yo como mucho pescado</i> ).
Organization	Attempts to provide logical sequence with beginning statement, but has abrupt ending.
Vocabulary	Basic but limited accident vocabulary ( <i>accidente, sangre, medico, hospital</i> ).
Structure/ Conventions	Some control of Checkpoint B ( <i>en la casa de mama, muestra, de sangre</i> ). Checkpoint A errors present ( <i>yo esto; voy hospital</i> ).
Word Count	<50

## SPANISH

**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 their experience with your peers
- How you might even contribute to the TC by being a recipient of the scholarship

Yo quiero el dinero. Yo soy inteligente. Yo hablo español muy bien. Yo soy Polish, no Español. Yo quiero el dinero por que Yo soy Polish y inteligente. Yo como mucho naranjas y bananas. Yo quiero el dinero, naranjas, y bananas por que yo hablo Español con frecuencia. Yo quiero un television y pantalones. Yo quier azul pantalones. Yo necesito naranjas y yo hablo español. Yo necesito un casa.

## 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 but provides many irrelevant details and few supporting details.
Organization	Series of separate sentences, no transitions, and little order.
Vocabulary	Uses vocabulary basic to Checkpoint A (but not Checkpoint B) and many words are unrelated to topic.
Structure/ Conventions	There is a high degree of Checkpoint A structure, but there is no Checkpoint B structure. Comprehensibility is not hindered.
Word Count	65 words

## SPANISH

**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

Hola la tanta Hotel.

Yo salí de el Mexico. Me trajo es

tanta. La hotel es mala. No agua en

la bathroom. La cama es baja y me

maletas es rompió.

¡Adios!

## 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	Attempts to accomplish task, but provides few supporting details.
Organization	Attempts a beginning but is unclear; ending is abrupt.
Vocabulary	Vocabulary is limited, with some inaccuracies ( <i>aqua, rampio, tripo, hotal</i> ).
Structure/ Conventions	Demonstrates little understanding of basic Checkpoint A structures (e.g., sentence structure, subject-verb agreement, and spelling).
Word Count	27 words

## SPANISH

**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

Vine a casa de Octavia mi hijo  
Aman a mi hijo en España,  
En un momento de familia  
problemas,

## 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** 2

**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	Attempts to accomplish task through use of <i>viaje, problemas</i> .
Organization	While the response has a beginning, there is little order and no real middle or end. Not enough is provided to constitute more than a series of sentences.
Vocabulary	Extremely limited scope of vocabulary.
Structure/ Conventions	No evidence of structure other than date.
Word Count	Less than 50 (17)

## SPANISH

**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

Hoy es un día horrible. Yo tiene tres exámenes y no tiene la información de los exámenes.

Primero, en la clase de matemáticas, yo tiene un examen y ~~es~~ fue difícil. La profesor de la clase es estúpido y no le gusta estudiantes. La clase fue aborrido y me no comprende la información. No me gusta la clase de matemáticas.

Segundo, en la clase de historia, yo tiene un examen y ~~es~~ fue ~~mucha~~ muy largo. No hago mi tarea porque estoy tanto. La clase de historia es muy difícil.

En ~~mi final~~ la clase de español, yo tiene un examen. Español es mi clase favorito porque es muy fácil. me gusta la profesora porque ella es honesta y muy simpática. El examen ~~es~~ fue fácil y ~~tome~~ tome un nota bien.

mi día horrible fue no horrible, es fue un día típico en escuela.

## 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	No attempt at task.
Organization	
Vocabulary	Extremely limited scope of vocabulary.
Structure/ Conventions	No evidence of structure other than date.
Word Count	Less than 50 (17)





New York State Education Department, Room 674 EBA, Albany, NY 12234

**Comprehensive Regents  
Examination in Modern Languages  
Comment Sheet**

Please circle "Yes" or "No" and share your comments for each question below.

- |    |  |     |    |
|----|--|-----|----|
| 1. | <b>Content</b> —Are the questions generally appropriate in content?<br><i>Comments:</i>  | YES | NO |
| 2. | <b>Difficulty</b> —Are the questions generally appropriate in difficulty?<br><i>Comments:</i>                                    | YES | NO |
| 3. | <b>Directions</b> —Are the directions clear and easy for students to follow?<br><i>Comments:</i>                                 | YES | NO |
| 4. | <b>Scoring Materials</b> —Are the scoring materials for Parts B and C clear and easy for teachers to follow?<br><i>Comments:</i> | YES | NO |
| 5. | <b>Time</b> —Would most of the students be able to complete this test within the time allotted (3 hours)?<br><i>Comments:</i>    | YES | NO |
| 6. | <b>Additional Comments:</b>  |     |    |

Please fax this sheet to (518) 473-0858 or mail it to the New York State Education Department at the above address.