



Principles and Guidelines for Adopting or Creating Locally

**This guidance is designed for teachers of modern languages, other than American Sign Language.*

Other Considerations

The following aims were also considered:

1. Aligning the assessment with approved Pathway and Seal of Biliteracy Assessments including nationally recognized

Technology support and safeguards. Individual LEAs may use technology tools to administer portions of the Checkpoint A Benchmark Assessment consistent with the nature of the standard assessed. LEAs may additionally use technology tools to score objective items and record scores on any assessment item. Technology tools must provide sufficient safeguards to guarantee the integrity of the assessment.

Scope and content. The Checkpoint A Benchmark Assessment will be targeted to the performance indicators for Novice High for Modern Languages. Performances at Novice Mid will be considered passing.

All Communication Standards (Standard 1 Interpretive Communication, Standard 2 Interpersonal Communication, and Standard 3 Presentational Communication) are assessed in the on-demand Checkpoint A Benchmark Assessment, although not all skills of these standards need to be included in the on-demand assessment. For example, Presentational Writing can be assessed in the on-demand assessment, while Presentational Speaking might be assessed in a summative assessment as part of the course, and not as part of the on-demand assessment.

The content of the Checkpoint A Benchmark Assessment is intended to reflect a sufficiently broad representation of the three themes and 13 topics identified in the [NYS Themes and Topics](#) within meaningfully integrated contexts.

Weighting of sections. The sections of the Checkpoint A Benchmark Assessment are weighted as follows:

Standard 1 Interpretive Communication – 40% Total Weight

- Interpretive Reading (20-

English support for English Language Learners (ELLs). English-language *directions* in locally

Standard 2 - Interpersonal Speaking (30%)

This section assesses the student's ability to communicate in unrehearsed short conversations with another person about highly familiar contexts consistent with the performance indicators for Novice High. Students are individually assessed with a teacher serving as the conversation partner. As an example, the format could include short spontaneous role play situations that are within the experience of the learners in which the students always play themselves and the teacher plays the role of a friend, teacher, or other adult. Another potential format is an interview, with the students choosing from a selection of conversation prompts based on the [three themes and 13 Checkpoint A topics](#) and the [four interpersonal language functions](#) in Standard 2. Learners carry on two conversations which are evaluated on a rubric based on language of the [NYSED Master Rubrics for Novice High](#).

Standard 3 - Presentational Writing (15-30%)

This section assesses the student's ability to write a short message on a highly familiar context to fulfill a communicative purpose associated with Standard 3. The section could include two or three short writing tasks representing contexts suggested by the [three Checkpoint A themes and 13 Checkpoint A topics](#) and the [five presentational language functions](#). Particular focus at Checkpoint A would be placed on the language functions of describing, sharing information (inform), and giving reasons (persa-2 (r)-1 (s)1 CID 12 BDC 12 BDC 12Tj0 Tc 0 Tw 0.755 0 Td. Qu)1 (I the)-0.Tw 12

Cultural Practices and Products to Perspectives, may include items in the Interpretive Reading and/or Interpretive Listening sections that ask students to identify cultural products and