



Hebrew Language Comprehensive Exam (HLCE) Checkpoint B

Part 1 – Speaking Guidelines

As adopted from New York State Education Department
and New York State Association of World Language Administrators

DIRECTIONS FOR ADMINISTRATION

The Speaking Test consists of communication tasks to be performed by students with their teacher. Each task prescribes a simulated conversation in which the student always plays the role of himself/herself/themselves and the teacher assumes the specific role as indicated in the task. These tasks may involve one or more of the four communication functions specified in the State syllabus: socializing; providing and obtaining information; expressing personal feelings or opinions; and getting others to adopt a course of action.

Each student performs a total of two tasks, randomly selected from the Sourcebook (accompanying this document). Each task:

- consists of a brief statement in English to indicate the purpose and setting of the communication, the role of the teacher, and the person to initiate the conversation.
- is designed to be completed in six interactions between the student and the teacher.
 - Each of the student's parts in these interactions is considered an utterance.

The Speaking Test is to be administered at any time between April 1st and five days prior to the written test's administration date.

SELECTION OF TASKS

The Sourcebook listing the year's selected tasks for the Speaking Test, and the tasks that are printed from it, are considered secure examination material and must be kept securely locked when not in use. These tasks are not to be used for instructional/review purposes.

The following two methods are recommended for selection:

1. Index Card
 - a. Print each of the 50 tasks onto a separate index card.
 - b. At the test administration, the student will select a card, hand it to the teacher, and the teacher will read it aloud.
2. Numbered Slips
 - a. Number small slips of paper from 1 – 50 and place them in a box.
 - b. At the test administration, the student will select a paper from the box and hand the number to the teacher. The teacher will then look up the corresponding task in the Sourcebook and read it aloud to the student.

Once a task has been selected, it cannot be substituted for another. Care should be taken to make sure the student does not select the same task twice.

ADMINISTRATION AND RATING

The Speaking Test is to be administered individually to each student at the school's convenience at any time during the testing window. The student's two tasks may be administered at different times during the testing window.

The tasks must be kept secure until the end of the Speaking Test window (five days prior to the written test administration). The student is to pick two tasks, at random, from the list of 50 tasks in the Sourcebook. Depending on the method used, the student will either hand the teacher an index card or a numbered piece of paper and the teacher will then read aloud the task to the student.

- **Once a task has been selected by the student, it cannot be substituted for another task.**
 - The only exception would be if the task is not appropriate for the student due to a disability (for which the student must have already been identified as having that disability with the need for substitution consistent with his/her IEP) or due to religious beliefs (for which it must have been demonstrated that the student has already been excused from participating in similar conversational situations during the school year).
- Care should be taken to make sure the student does not select the same task twice.
- **The task cannot be redone if the first performance is unsatisfactory.**

In administering the test, the teacher has two major responsibilities:

1. To act as the student's conversation partner
2. To rate the student's performance.

As the conversation partner, the teacher:

- Applies real-life communication devices in Hebrew to keep the students on task and to ensure the continuity of the conversation.
 - Communication devices such as "Sorry, I didn't understand that," "Would you say that again, please?" or "No, what I meant was..." could be used in Hebrew for that purpose.
- Helps bring the conversation to a natural conclusion.
- Influences the student's performance by the nature of the eliciting attempts.
 - Whenever possible, eliciting attempts should be open-ended statements rather than questions.
 - In addition, very focused questions on "who," "when," "where," and "at what time" may elicit very limited responses which, although perfectly natural in conversation, do not provide students with the opportunity to demonstrate all they can do.
 - Ideally, teachers should say as little as is necessary to elicit maximum responses by students.

The student's utterances that are:

- consistent with the breadth and context expected at Checkpoint B should receive full credit.
- comprehensible and appropriate but insufficient in content will receive less than full credit.

As the conversation partner and rater, the teacher may make two attempts at eliciting any of the required six student utterances.

- If the student has not produced a comprehensible and appropriate utterance after the teacher's first two eliciting attempts at the beginning of the conversation, the student receives no credit for the entire task.
- If, during the conversation, a student has not produced a comprehensible and appropriate utterance after the teacher's second eliciting attempt, the student receives no credit for that utterance and the teacher should shift to another aspect of that task.

To facilitate rating while acting as the conversation partner, the teacher should use a score sheet (a sample is enclosed in this document) to:

- Keep track of the student's utterances
- Record the number of eliciting attempts for each; and
- Record the number of credits awarded for each utterance.

When certain teacher-student interactions, although natural in the course of a conversation, do not provide evidence of the student's ability to produce language, they should be disregarded for ratings purposes. Examples of such interactions are:

- Yes/No responses
- Restatements of all, or essential parts of, what the teacher has said
- Proper names used in isolation
- Socializing devices ("Hello," "How are you?" etc.) used in isolation.
 - Socializing devices used at the beginning of a conversation may serve the "initiating" purpose but do not qualify for credit as an utterance.

As the rater, the teacher gives a maximum of 12 credits for each task according to the following criteria:

- Award 2 credits for each of the six utterances that is comprehensible, appropriate, and consistent with the following proficiency statement at Checkpoint B of the syllabus:
 - "Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms but still makes many errors in formation and selection. Can use word order correctly in simple sentences but will make errors in more complex patterns. Can sustain coherent structures in short and familiar communication situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensively but has difficulty in pronouncing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public."
 - As used above, the term:
 - *Comprehensibility* means that the utterance would make sense to native speakers who do not know English.
 - *Appropriateness* means that the utterance contributes to the completion of the task.
- Award 1 credit for each utterance that is comprehensible and appropriate but below the level indicated in the proficiency statement at Checkpoint B.
- Award 0 credits for utterances that are incomprehensible or inappropriate following the teacher's second eliciting attempt.

SPEAKING GUIDELINES

2 CREDITS if it is...	1 CREDIT if it is...	0 CREDITS if it is...
<p>Comprehensible</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">Appropriate</p> <p style="text-align: center;">AND</p> <p>Contains some or all of the following Checkpoint B attributes:</p> <ul style="list-style-type: none"> • Initiates and/or sustains and/or advances the conversation • Uses common verb tense forms (including past, present, future) • Is articulated comprehensibly • Uses a variety of vocabulary that may expand or clarify meaning • Is extended (may contain more than one short, discrete utterance) • Uses culturally correct gestures, social conventions, and/or idiomatic expressions 	<p>Comprehensible</p> <p style="text-align: center;">AND</p> <p style="text-align: center;">Appropriate</p> <p style="text-align: center;">BUT</p> <p>Is a single, short, discrete utterance consisting exclusively of Checkpoint A vocabulary / structures</p> <p style="text-align: center;">OR</p> <p>Contains little or no evidence of Checkpoint B attributes</p>	<p>Incomprehensible</p> <p style="text-align: center;">AND/OR</p> <p style="text-align: center;">Inappropriate</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Disregard if it is a...</p> <ul style="list-style-type: none"> • Yes/No response • Restatement of all or essential parts of what the teacher said • Proper noun(s) in isolation

In order to be scored, a student utterance at Checkpoint B must be:

- **Comprehensible:** Utterance makes sense to native speakers who do not know English but who are accustomed to speaking with nonnative speakers

AND

- **Appropriate:** Utterance contributes to the completion of the task.

In order to receive TWO CREDITS, a student utterance contains a preponderance of the following attributes AND IS NOT a single, short discrete utterance consisting exclusively of Checkpoint A vocabulary and structures:

- Initiates and/or sustains and/or advances the conversation, but may contain repetition, hesitation, or circumlocution;
- Uses common verb tense forms (including past, present, future) but may contain minor errors in formation and selection;
- Uses accurate structure in simple constructions but may contain errors in more complex ones;
- Uses a variety of vocabulary that is appropriate to the situation and may expand or clarify meaning but there may be inaccuracies;
- Is extended but may contain short, discrete responses;
- Uses culturally correct gestures, social conventions, and/or idiomatic expressions when appropriate.

MODEL SPEAKING RESPONSE

דוגמא לניהול שיחה (משימה)

התלמיד בחר באקראי את המשימה הבאה:

25. (המורה יוזם) – המורה אומר: אני תלמיד. אתה תלמיד אורח בבית הספר שלי. עכשיו שמענו שטיול בית ספר בוטל. אנחנו נדבר עכשיו על ההחלטה הזאת. ונשוחח על ההחלטה הזאת. אני אתחיל את השיחה

המשימה

התלמיד אומר:

המורה אומר:

כן, אני חושב שכן.

אני סטודנט, אתה תלמיד אורח בבית הספר שלי.

עכשו שמענו שטיול בית ספר בוטל.

אנחנו נדבר על ההחלטה הזאת.

אני אתחיל את השיחה * –.

האם אתה מבין על מה מדברים?

בסדר. אנחנו מדברים עכשיו על

טיול בית ספר שבוטל.

אני אתן לך כמה שניות לחשוב על השיחה.

(המורה ממתין כמה דקות)

כן, אני מוכן.

בסדר. האם אתה מוכן?

עכשיו אנחנו, נדבר רק בעברית

המשימה מתחילה (הכל בשפה העברית)

המורה אומר. התלמיד אומר. דירוג

(1) שמעת על טיול בית הספר ביום ראשון?
לא הלכתי לטיול אין קשר לשאלה.
התשובה לא מתאימה

לתלמיד יש עוד
הזדמנות

לא, לא! אני מדבר על הטיול להצגה ביום ראשון
מה קורה עם הטיול הזה?
יש הבנה, אבל זה
נקודה אחת.
מתחת ל Checkpoint B

(2) אנחנו לא הולכים לטיול. אנחנו לא הולכים?
המורה ינסה להגיד
משפט אחר כדי להאריך
את השיחה.

נכון. אנחנו לא הולכים. חבל. קניתי בגדים חדשים
2 נקודות. התשובה
טובה. ותואמת לדרוג
בשביל ללבוש להצגה הזאת
Checkpoint B

*הערה: המורה קורא את המשימה בקול רם לתלמיד בדיוק כפי שכתוב.

המורה אומר. התלמיד אומר. דירוג

(3) הבגדים לא חשובים, אבל מה עם הכסף ששילמנו בשביל הכרטיסים?
מה אנחנו יכולים לעשות?
יש הבנה, והתשובה
תואמת. זה תואם

Checkpoint B-ל

המורה אומר	התלמיד אומר	דירוג
(4) אני חושב שאנחנו צריכים לבקש מהרבה תלמידים ללכת יחד למשרד ולבקש את הכסף שלנו.	לא.	תשובה של "כן ו-"לא" המורה ינסה שוב להסביר במשפט שונה.
למה לא?	זה לא...א...א...	נקודה אחת.
	חייב, הכרחי.	התשובה ברורה אבל עדיין מתחת Checkpoint B-ל

(5)אתה לא מכיר אותם כל כך טוב.	אני חושב...אה, אה	אי הבנה. המורה ינסה להגיד משפט אחר כדי לבדוק את הבנת השפה
מה אמרת?	אתה יודע שלא.	0 נקודות

(6)אני ממש לא יכול לחכות עד שהם יחזירו לנו את הכסף.	אתה מתכוון ליותר מדי? להרבה?	ישנה הבנה, אבל התגובה לא מתאימה.
אני צריך את הכסף שלי עכשיו!	אם אתה צריך כסף, אני אלווה לך עכשיו	2 נקודות.

טוב תודה. אני אחשוב על זה.

**The Jewish Education Project
Hebrew Language Comprehensive Exam - Checkpoint B**

PART 1 – SPEAKING: Individual Student Score Sheet - SAMPLE

Teacher Mrs. Doe Date 5/3/24

Student Sara Doe

Task # <u> 23 </u>	<u>First Attempt</u>	<u>Second Attempt</u>
Utterance 1 (<u> T </u>)	___ -- ___	___ <u> 1 </u> ___
2	___ <u> 2 </u> ___	___ -- ___
3	___ <u> 2 </u> ___	___ -- ___
4	___ <u> 1 </u> ___	___ -- ___
5	___ -- ___	___ <u> 0 </u> ___
6	___ -- ___	___ <u> 2 </u> ___

Total Credits 8

(___) = Indicate **T** (teacher initiates) or **S** (student initiates)

Task # <u> 41 </u>	<u>First Attempt</u>	<u>Second Attempt</u>
Utterance 1 (<u> S </u>)	___ <u> 2 </u> ___	___ <u> 1 </u> ___
2	___ -- ___	___ <u> 1 </u> ___
3	___ <u> 1 </u> ___	___ -- ___
4	___ <u> 0 </u> ___	___ <u> 2 </u> ___
5	___ -- ___	___ <u> 1 </u> ___
6	___ <u> 1 </u> ___	___ <u> 1 </u> ___

Total Credits 10

(___) = Indicate **T** (teacher initiates) or **S** (student initiates)

TOTAL SCORE 20

The Jewish Education Project
Hebrew Language Comprehensive Exam - Checkpoint B

PART 1 – SPEAKING: Individual Student Score Sheet

Teacher _____ Date _____

Student _____

Task # _____	<u>First Attempt</u>	<u>Second Attempt</u>	
Utterance 1 (_____)	_____	_____	
2	_____	_____	
3	_____	_____	
4	_____	_____	
5	_____	_____	
6	_____	_____	
			Total Credits _____

(_____) = Indicate **T** (teacher initiates) or **S** (student initiates)

Task # _____	<u>First Attempt</u>	<u>Second Attempt</u>	
Utterance 1 (_____)	_____	_____	
2	_____	_____	
3	_____	_____	
4	_____	_____	
5	_____	_____	
6	_____	_____	
			Total Credits _____

(_____) = Indicate **T** (teacher initiates) or **S** (student initiates)

TOTAL SCORE _____

