

**“READ TO WRITE” TASK SAMPLES  
FOR THE  
COMPREHENSIVE EXAM FOR LOTE AND  
SECOND LANGUAGE PROFICIENCY EXAM**



## Overview

The 2017 Comprehensive Exam for Languages Other Than English (LOTE Exam) and Second Language Proficiency Exam (SLP Exam) will contain a “Read to Write” task known as Part 4a, which is a required component of both exams. The “Read to Write” task requires students to read, use, and respond to documents written in the target language.

This packet contains samples of “Read to Write” prompts and texts in English<sup>1</sup>. Its purpose is to provide World Language teachers with guidance on what this new required component of the SLP Exam and the LOTE Exam may look like.

These samples are not intended to be distributed to students. However, they can be used by teachers as a reference in preparing their students for the “Read to Write” section of the 2017 SLP Exam and LOTE Exam. As such, keep in mind that the vocabulary, syntax, etc. in these samples are written with an English-speaking audience in mind. Just like the texts in Part 3 of the exams, Part 4a’s texts will be written/sourced appropriately for the relevant level (Checkpoint A or B) and target language. Note that an above-level word or phrase might be defined at the bottom of the text when it is deemed critically necessary for comprehension in a particular text and in a particular language.

As you review this document, you may wish to consider the following guiding questions when thinking about how you will prepare your students for the Part 4a writing task.

1. Where might you find similar (authentic) samples in the language you teach?
2. Does your instruction set students up for success in this task?
3. Do you have colleagues who are also teaching evidence-based writing and therefore would be good collaborators in planning and facilitating lessons accordingly?
4. How can you create similar tasks for your students?

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<sup>1</sup> Samples have been sourced from the NYC Department of Education’s partner organization, FLACS, and adapted to meet the needs of NYC World Language teachers.

The Part 4a Task in the Comprehensive Exam for LOTE will begin with the following directions:

#### Part 4

##### Part 4A – Read to Write Task

**Write your answer to Part 4A according to the directions below. Your answer must be written in Language and must be in your own words; no credit will be given for a response that is copied or substantially the same as material from other parts of this examination.**

**Part 4a – Read to Write Task – this task is mandatory – all students must complete part 4a**

*Directions:* This is the Read to Write task. Read both of the documents provided on the following pages carefully, and write a response to the task provided below. Your answer should be written entirely in Language and should contain a minimum of 100 words. Your answer must be written in your own words; no credit will be given for a response that is copied substantially from the document or from the material found in other parts of this examination.

**You must satisfy the purpose of the task.** Be sure to organize your response and to include a beginning, middle, and ending. The sentence structure and/or expression used should be connected logically and should demonstrate a wide range of vocabulary with minimal repetition.

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The Part 4a Task in the SLP Exam will begin with the following directions:

#### Part 4

**Write your answer to Part 4A according to the directions below. Your answer must be written in Language and must be in your own words; no credit will be given for a response that is copied or substantially the same as material from other parts of this examination. [10]**

**Part 4a – Read to Write Task – this task is mandatory – all students must complete part 4a**

*Directions:* This is the Read to Write task. Read both of the documents provided on the following pages carefully, and write a response to the task provided below. Your answer should be written entirely in Language and should contain a **minimum of 50 words**. Your answer must be written in your own words; no credit will be given for a response that is copied substantially from the document or from the material found in other parts of this examination.

Place names and brand names written in Language count as one word. Contractions are also counted as one word. Salutations and closings as well as commonly used abbreviations are included in the word count. Numbers, unless written as words, and names of people are not counted as words.

**You must satisfy the purpose of the task.** The sentence structure and/or expression used should be connected logically and should demonstrate a wide range of vocabulary with minimal repetition. [10]

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## LOTE Exam Writing Rubric

## Part 4 Writing Rubric

Note that a zero can be given in any of the dimensions when the student's performance falls below the criteria described for the performance level of 1.

*\*Applicable only when grading the Read to Write Task*

Dimension	Performance Level			
	4	3	2	1
<b>Task Completion</b>	<p>Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose.</p> <p><i>*Student makes reference to and / or incorporates many details from the source passage in a way that demonstrates a high degree of understanding of the document(s).</i></p>	<p>Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies.</p> <p><i>*Student makes reference to and / or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).</i></p>	<p>Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies.</p> <p><i>*Student makes limited reference to and / or incorporates few details from the source passage in a way that demonstrates minimal understanding of the document(s).</i></p>	<p>Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies.</p> <p><i>*Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).</i></p>
<b>Organization</b> The extent to which the response exhibits direction, shape, and coherence	<p>Includes a logical and coherent sequence throughout. Provides a clear sense of beginning, middle, and end. Makes smooth transitions between ideas.</p>	<p>Includes a logical sequence throughout. Provides a beginning, middle, and end.</p>	<p>Attempts to include a logical sequence throughout. The beginning or ending is abrupt or unclear.</p>	<p>Utilizes minimal order of ideas or information. Provides a series of separate sentences and/or disconnected ideas.</p>
<b>Vocabulary</b>	<p>Utilizes a wide variety of original vocabulary that expands the topic. There may be minimal inaccuracies.</p> <p><i>* The vocabulary or expressions are not directly copied from the sources/ documents provided.</i></p>	<p>Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies.</p> <p><i>* The vocabulary or expressions are not directly copied from the sources/ documents provided.</i></p>	<p>Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>* Most of the vocabulary or expressions are directly copied from the sources/ documents provided.</i></p>	<p>Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>* All of the vocabulary or expressions are directly copied from the sources/ documents provided.</i></p>
<b>Structure/Conventions</b>	<p>Demonstrates a high degree of control of Checkpoint B structure/convention:</p> <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> <p>Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some degree of control of Checkpoint B structure/conventions:</p> <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> <p>A few errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates limited control of Checkpoint B structure/conventions or only uses Checkpoint A structure / conventions</p> <p>AND / OR</p> <p>Errors do hinder comprehensibility in parts of the passage and/or there are numerous Checkpoint A errors.</p>	<p>Demonstrates minimal control of Checkpoint A or B structure/conventions</p> <p>AND/OR</p> <p>Errors impede overall comprehensibility of the passage.</p>

## SLP Exam Writing Rubric

## Part 4 Writing Rubric

A zero may be given in any of the dimensions when the student's performance falls below the criteria described for the performance level of 1.

*\*Applicable ONLY when grading the Read to Write task for 4a*

Dimension	Performance Level			
	4	3	2	1
<b>Task Completion</b>	<p>Accomplishes the task. Includes multiple details; ideas clearly connect to the task/purpose.</p> <p><i>*Student makes reference to and/or incorporates many details from the source passage in way that demonstrates a high degree of understanding of the document(s).</i></p>	<p>Satisfies the task. Includes some details that connect to the task/purpose. May contain minor irrelevancies.</p> <p><i>*Student makes reference to and/or incorporates some details from the source passage in way that demonstrates some degree of understanding of the document(s).</i></p>	<p>Satisfies the task but includes few details that are loosely connected. May contain some irrelevancies.</p> <p><i>*Student makes limited reference to and/or incorporates few details from the source passage in a way that demonstrates minimal understanding of the document(s).</i></p>	<p>Attempts to satisfy the task, but contains few or no supporting details. There are many irrelevancies.</p> <p><i>*Student makes no reference to the sources provided or the references provided do not demonstrate any comprehension of the document(s).</i></p>
<b>Vocabulary</b>	<p>Utilizes a wide variety of original vocabulary that expands the topic. There may be minimal inaccuracies.</p> <p><i>*The vocabulary or expressions are not directly copied from the sources/documents provided.</i></p>	<p>Utilizes a variety of original vocabulary related to the topic. There may be minor inaccuracies.</p> <p><i>*The vocabulary or expressions are not directly copied from the sources/documents provided.</i></p>	<p>Utilizes basic original vocabulary or uses repetitive vocabulary. Some original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>*Most of the vocabulary or expressions are directly copied from the sources/documents provided.</i></p>	<p>Utilizes limited original vocabulary or uses repetitive vocabulary throughout. Most original vocabulary may be inaccurate and/or unrelated to the topic.</p> <p><i>*A majority of the vocabulary or expressions are directly copied from the sources/documents provided.</i></p>
<b>Structure/Conventions</b>	<p>Demonstrates a high degree of control of Checkpoint A structure/convention:</p> <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p>Minimal errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some degree of control of Checkpoint A structure/conventions:</p> <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p>A few errors may be present; however the errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates limited control of Checkpoint A structure/conventions</p> <ul style="list-style-type: none"> <li>• subject/verb agreement</li> <li>• noun/adjective agreement</li> <li>• correct word order</li> <li>• spelling/diacritical marks</li> </ul> <p>AND/OR</p> <p>Errors do hinder comprehensibility in parts of the passage.</p>	<p>Demonstrates minimal control of Checkpoint A structure/conventions</p> <p>AND/OR</p> <p>Errors impede overall comprehensibility of the passage.</p>
<b>Word Count</b>	<p>Uses 50 or more comprehensible words in the target languages that contribute to the development of the task.</p>	<p>Uses 35-49 comprehensible words in the target languages that contribute to the development of the task.</p>	<p>Uses 25-34 comprehensible words in the target languages that contribute to the development of the task.</p>	<p>Uses 15-24 comprehensible words in the target languages that contribute to the development of the task.</p>

**Sample 1<sup>1</sup>: Context and Prompt**

You attended a summer program in Shanghai. You and your friend Zach were both assigned to stay with a Chinese student, Xiaoming, and his family. It is the end of the program, and you and Zach want to buy a gift together for Xiaoming. You and Zach have narrowed it down to two choices of sneakers. It is meant to be a surprise gift, and you do not want Xiaoming to hear your discussion, so you choose to communicate with each other by e-mail. Read both of the advertisements carefully to determine which one you prefer. Write an email to Zach expressing which of the two choices you think would be the best choice for Xiaoming. Be sure to include several reasons why you prefer the sneakers you choose. **You must reference details from at least one of the sources, but you may not copy sections completely.**

You may wish to include the following information in your email:

- reasons why you prefer the sneakers
- reasons why you think Xiaoming would prefer the sneakers
- cost/how you will pay for the sneakers
- how you will get the sneakers from the store
- questions you have for Zach

*Note: The contextual information and prompt are written **in English** in the Student Booklet of the exams.*

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<sup>1</sup> Images on the printed exams appear in black and white, not color.

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## Sample 1: Source 1



**AIR:** The newest style Korean sports shoes in 2016, cozy and fashionable; free delivery on orders over \$50.

**Store Address:** 122 Zhongshan Rd., Shanghai

<b>Color Choice</b>	Black & Pink Grey & Green Black & Yellow
<b>Gender</b>	For both men and women
<b>Material</b>	Cow hide
<b>Shoe Size</b>	6, 7, 8, 9, 10, 11, 12
<b>Price</b>	\$75

*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*

## Sample 1: Source 2

**SUMMER SALE!**

The newest 2016 American athletic shoes are on sale at a 30% discount. People who purchase any merchandise over \$50 will also get a free basketball. 2-day delivery is available if you live in the Shanghai area. The shipping fee for each pair of sneakers is \$5.

**Store Address:** 19 Sanlin Rd., Shanghai

<b>Color Choice</b>	Black & Red Black & Purple Grey & Green
<b>Gender</b>	For men
<b>Material</b>	Canvas
<b>Shoe Size</b>	8, 9, 10, 11, 12, 13
<b>Price</b>	\$60 (June only; this price reflects a 30% discount)

*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*

**Sample 2: Context and Prompt**

Your family and your cousin’s family are planning a trip for the summer with a focus on experiencing nature. You have narrowed down your choices to Puerto Rico or Costa Rica. Read both of the trip descriptions carefully to determine which one you prefer. Write an email to your cousin explaining which of the two locations you would like to visit and why. **You must reference details from at least one of the sources, but you may not copy sections completely.**

You may wish to include the following information in your email:

- several reasons why you want to visit that destination
- the kinds of activities you would like to do there
- when you are able to visit and for how long
- what you plan to bring with you
- questions you still have for your cousin about the trip

*Note: The contextual information and prompt are written **in English** in the Student Booklet of the exams.*

**Sample 2: Source 1**

Welcome to Vieques, a small island close to the southeast end of Puerto Rico. Known as “The Little Girl Island,” this name alludes to its identity as Puerto Rico’s little sister. We welcome all visitors, and we are one of the top destinations for ecotourism.

In Vieques, you can find different bodies of bioluminescent<sup>2</sup> waters. Mosquito Port, known as the Bioluminescent Bay, is the most vivid. Its translucent and radiant waters are what make it stand out as one of the few places in the world where this phenomenon occurs. Any movement in the water provokes trillions of luminescent microorganisms to illuminate the Bay at night. It is an experience that you will truly never forget.

You can get to Vieques by boat or small plane from Puerto Rico and the American Virgin Islands. It takes about an hour by boat and only a few minutes by plane.

With a population that is less than 10,000, Vieques is without a doubt one of the last Caribbean islands where you can still enjoy a peaceful day at the beach. If you are looking for a truly relaxing tropical vacation, Vieques is your place.



*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*

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<sup>2</sup>light emitted by organisms

**Sample 2: Source 2**

In order to guarantee excellent ecotourism, Costa Rica has dedicated an estimated 25% of its land to national parks, nature reserves<sup>3</sup>, and protected property. For a small country of only 51,100 square kilometers, there is so much to see and do in Costa Rica!

The different habitats and ecosystems of Costa Rica host 12,000 species of plants, 4,500 species of butterflies, 163 species of amphibians, 220 species of reptiles, 1,600 species of fish, and 870 species of birds. In addition, its landscape is formed by distinct types of forests including swamps, jungles, rain forests, “cloud forests,” and marshes.

Among the natural marvels that Costa Rica has to offer are volcanos, many of which are active and produce relaxing hot springs, like the Arenal volcano. There are also caves to explore, Pre-Colombian settlements, and Meso-American archeological study sites. These sites are part of a system of 22 national parks, 10 wildlife reserves, 12 biological reserves, 8 forest reserves, and 26 protected zones; all of these areas cover 25% of national territory. If you are a nature lover or an adventure seeker, there is plenty to do here in Costa Rica!



*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*

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<sup>3</sup> a place set aside for special use

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**Sample 3: Context and Prompt**

You will be spending the upcoming summer months with your French host family. Your host brother has written to inform you that he generally spends a week or two at a summer camp. Because you will be living with him for the summer, he would like you to be part of the decision as to which summer camp you will both attend. Your host brother has narrowed down the choices to two possible summer camps. Read both of the camp descriptions carefully to determine which one you prefer. Write an email to your host brother indicating which summer camp you would rather attend and why. **You must reference details from at least one of the sources, but you may not copy sections completely.**

You may wish to include the following information in your email:

- several reasons why you prefer that summer camp
- activities available
- location
- dining options
- accommodations
- what you plan to bring with you
- questions you have for your host brother

*Note: The contextual information and prompt are written **in English** in the Student Booklet of the exams.*

**Sample 3: Source 1****ATHLETIC SUMMER CAMP**

Come enjoy a refreshing escape to our glorious mountains! Breathe in the exhilarating air of Savoie. Our athletic camp sits at the foot of the Aravis mountain pass (the most visited pass in France). This mountain chain offers miles of mountain biking and hiking trails, as well as cliffs and formations for rock climbing.

Our athletic camp offers all those activities and more. Enjoy rafting, canyoning, alpine skiing, and snow surfing, plus indoor events such as disco and costume parties. If you're looking for excitement, our camp is perfect for you. There are so many sports offered that every camper will find the right fit for him or her, and we offer the magic formula for adventure fans.

Campers stay at the Joan of Arc Villa, a building built at the beginning of the last century that has been entirely renovated, in rooms of 2 to 4 people with private bathrooms. The villa also houses various activity rooms. Meals are made in house and served to campers in the dining hall of the chalet.

*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*

**Sample 3: Source 2****SUMMER SPORTS VACATION - ACTION SPORTS ACADEMY**

Imagine a vacation where over 130 kids take pleasure in participating daily in their favorite sports activity (tennis, basketball, soccer, four-wheeling, handball, judo, hip-hop dance, badminton, swimming, rugby). No fewer than 11 training courses are offered on brand new courts and equipment, which includes a nautical center with pools and waterslides. All sports activities are situated nearby the modern dorms, the “general neighborhood” of our academy. The nautical center, Villasport, is connected to the dorms so that campers can fully benefit from the pools. Sports centers are accessible on foot or by a shuttle bus.

Campers are housed in rooms of four in a comfortable four story dorm. Each room has two showers and toilets, but each camper has his/her own sink, dresser, and desk. Campers (boys and girls separately) will be grouped with others of their age. Supervising staff sleeps on site. The dorm also offers an event room where evening activities will be organized.

Meals are served in the dining hall. All meals are prepared on site.

- Breakfast : tea, coffee, hot chocolate, toast, cereal, eggs, orange juice
- Lunch/Dinner: appetizer, entrée (vegetarian available), dairy product, and fruit

1 - 2 week stays available

*Note: The source documents are written **in the target language** in the Student Booklet of the exams.*