

Nombre: _____ Clase: _____ Fecha: _____

EL EXÁMEN DE REGENTS

The New York State Regents Spanish exam is a comprehensive exam that measures the students' proficiency in speaking, listening, reading and writing. Also, Hispanic culture is incorporated throughout the examination. The breakdown of the 100-point examination is as follows:

1. **Speaking:** 24 points → 2 face-to-face speaking tasks at 6 exchanges each
2. **Listening:** 30 points → 15 audio texts of authentic social interactions
9 situations with questions and answer choices in English
6 situations with questions and answers choices in Spanish
(1 multiple-choice question per situation)
3. **Reading:** 30 points → 15 questions
Part A: Long Paragraph with 5 multiple choice questions in Spanish
Part B: Authentic materials (ads, brochures, etc) with 1 multiple choice question in English per situation
Part C: Long Paragraph with 5 multiple choice questions in English
4. **Writing:** 16 points → Select 2 of the 3 possible tasks
2 tasks are narratives (letters, journals, reviews, etc)
1 picture task (you must tell a story, NOT a description)
Each composition must contain at least 100 words in Spanish. NO CREDIT is given if you do not meet the goal of the task OR if you write a dialog.

You can download past exams from the NYS Department of Education. Here is the website:

<http://www.nysedregents.org/testing/lotegre/regentspan.html>

“Regents Review Live!” also has excellent tips. It’s a call-in show in which kids can have their questions answered live on TV. The show is played at the end of May each year. Set your TiVo/DVR/VCRs!!!

<http://www.regentsreviewlive.net/rrl/courses/spanish.html>

SPEAKING TASKS

The speaking task situation is the first part of the Regents examination in which the student will participate. The face-to-face interview will occur in class well before the remainder of the exam (reading, writing, listening) is administered. At least one week prior to the actual exam date, students' scores must be submitted to the principal.

During the speaking task, the student must choose 2 communication tasks at random. The tasks can be grouped under 4 functions: (1) conversations that socialize; (2) conversations that provide or obtain information; (3) conversations that express personal feelings; (4) conversations that persuade.

In each simulated conversation, the student will always be him/herself and the teacher will play whatever role is indicated by the task. Each task begins with a brief statement in English that tells the purpose/setting of the task, the role of the teacher, and whether it is the teacher or the student that is expected to start the conversation.

Grading Rubric: Students are expected to demonstrate their speaking proficiency at NYS Checkpoint B level. Basically, that means:

- Students can initiate and sustain a conversation that is comprehensible and appropriate
- Students can use common verb tenses (i.e. past, present, future...) with minimal errors
- Students can use correct word order (i.e. the tall boy = el **chico** alto)
- Students can be understood by a native speaker who is used to dealing with foreigners (grammar errors do not interfere with comprehension)
- Students can give more than one simple utterance, can use higher level (complex or compound) sentence structure and can use transition/connecting words (i.e. *porque, cuando, también, pero, y ...*)
- Students can demonstrate a wide range of vocabulary
- Students can indicate an ability to expand on the topic

Remember ->

This is supposed to be a conversation, **not** an interrogation. The teacher does not have to ask you a question every single time he/she speaks to you. It's your job to add & build onto the conversation to keep it going. The easiest way to do this is to add questions to your statements. That way, you're including the teacher and sharing information in order to have a real 2-way conversation. **KNOW YOUR QUESTION WORDS!!!!**

The following is the actual scoring guide that the NYS Regents issues to teachers:

Checkpoint B 2 points	Checkpoint A 1 point	Non-communicative 0 points
<ul style="list-style-type: none"> ❖ Comprehensible ❖ Appropriate <p>Above Proficiency Level vocabulary</p> <p>Use of vocabulary specific to the topic</p> <p>Higher level sentence structure (compound and/or complex) or multiple simple sentences, indicating ability to expand</p> <p>Grammar errors do not interfere with comprehensibility</p> <p>Minimal errors in use of verb tenses</p> <p>Understandable pronunciation that attempts native inflection</p> <p>Gives confident responses and/or adlibs easily</p> <p>Functions well in response to unexpected communication</p> <p>Circumlocutes</p>	<ul style="list-style-type: none"> ❖ Comprehensible ❖ Appropriate <p>Proficiency level vocabulary</p> <p>Limited use of vocabulary specific to the topic</p> <p>Simple sentence structure</p> <p>Grammar errors may cause details to be confused</p> <p>Significant errors in use of verb tenses</p> <p>Understandable pronunciation</p>	<ul style="list-style-type: none"> ❖ Non- Comprehensible ❖ Not Appropriate <hr/> <p>IGNORED FOR SCORING PURPOSES</p> <hr/> <p>Basic repetition</p> <p>Socializing</p> <p>Just yes or no answers</p> <p>Proper names in isolation</p>

This is what the grading sheet looks like:

Student Name: _____			
Task # _____ Student initiated: _____		First Attempt	Second Attempt
	1		
	2		
	3		
	4		
	5		
	6		
			Total: _____/12

For each task, you are attempting to earn a maximum of 2 points per utterance and you are expected to complete 6 utterances per task. Therefore each of the 2 tasks you must complete is worth 12 points. When you complete both tasks, you can earn a maximum of 24 points toward your examination grade.

Note: The Regents allows you 2 attempts at each of the utterances. If you need to ask the teacher to repeat or restate his/her part of the conversation, you have a second chance to earn full credit. If you still can't come up with a response after the second chance, then no credit is given for that utterance and we continue with the next one.

THE FOLLOWING INFORMATION IS ABSOLUTELY CRITICAL FOR THE SPEAKING TASKS:

You must be sure that you meet the goal of the task.

If, after 6 utterances, you have not discussed what the task asked you to, then you will NOT receive ANY CREDIT for the **ENTIRE CONVERSATION!!!**

Speaking Strategies:

- ❖ Before the task begins, listen carefully to the situation that the teacher reads to you. You will have one minute to think about the task before we start. During that time, brainstorm vocabulary and expressions related to the topic. RELAX & STAY CALM!
- ❖ You ALWAYS are yourself in the conversation, though the teacher may be asked to role-play. Decide if you are supposed to use the **tú form** or the **usted form** when speaking to the teacher and be consistent throughout your responses.
- ❖ Be sure you know EXACTLY what you must accomplish in this conversation. For instance, if you are asked to persuade, then make sure you do so! Convince me with details and suggestions! If you do not meet the goal of the task, you won't earn any credit for the entire task.
- ❖ DO NOT USE ENGLISH!! If you don't understand and need the teacher to repeat something, say: **No comprendo. Repita, por favor.**
- ❖ Start off generally and try not to jump right into the main point immediately. To get more "mileage" out of your responses, say something like: **I have an idea/a problem. I need your opinion/help.** These are 2 simple statements that will give you a quality Checkpoint B response and will allow the teacher to ask the next logical question: **What is your idea/problem?**
- ❖ Don't get hung up on grammar. Just get your idea across and say something! Please don't just sit there! As long as you are appropriate and understandable, **you will get at least 1 point.** You'll only get a 0 if you say nothing or if it makes no sense!

- ❖ Use the upper level vocabulary that we've been learning and think in full sentences.
- ❖ Listen to your teacher because he/she may be using key words in his/her statements that you can use when it's your turn.
- ❖ Memorize multifunctional, stock phrases. (i.e. Tengo un problema y necesito ayuda por favor.)
- ❖ Use cultural sayings and expressions: ** We do these all the time in the textbook with the Nota cultural, the También se dice and the Refranes.
- ❖ USE YOUR QUESTION WORDS!
- ❖ Make it a 2-way conversation and include your teacher. Ask for his/her ideas, preferences, opinions, etc.
- ❖ If your teacher asks a question, respond to the question and then build on the conversation. If he/she just makes a statement, agree or disagree and share your opinions/preferences. Tell why you feel that way.
- ❖ Use your imagination.
- ❖ Don't freeze up if you can't remember how to say something. Think of another way to say the same thing or try to change the direction of the conversation. Rarely is there only one way to accomplish the task.

¡Practiquemos!

Like any other skill, practice will improve your speaking proficiency: “El ejercicio hace al maestro”.

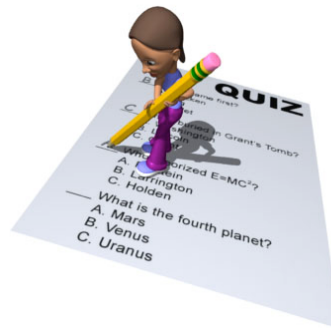
Write the Spanish for the following:

1. I'm sorry.
2. I want to go out/ go / have / be / do...
3. I am taking Spanish, math, etc.
4. I want to buy / return / rent / reserve...
5. I am lost.
6. I lost my...
7. I need more time.
8. I cannot find. / I cannot go.
9. I am going. / I went.
10. We are going...
11. There is an error...
12. I have a problem. Help me, please.
13. My favorite pastime/activity is...
14. We have to / we need to ...
15. We can / we should ...
16. What do you want to do?
17. I had an accident.
18. I don't understand. Please repeat.
19. I left...
20. I got hurt.
21. I need to buy...
22. I am sick / hurt.
23. I have to...
24. I am hungry / thirsty / scared.
25. Who?
26. What?
27. Where?
28. When?
29. Why?
30. Which?
31. How?
32. How much / many?
33. To where?
34. From where?
35. I like...
36. I would like...
37. Do you like?
38. Do you need?

[illegible]

- | | |
|-------------------------------------|-------|
| 39. I would like... | _____ |
| 40. Do you like? | _____ |
| 41. Do you need? | _____ |
| 42. Do you prefer? | _____ |
| 43. Do you want? | _____ |
| 44. because... | _____ |
| 45. when... | _____ |
| 46. even though... | _____ |
| 47. therefore... | _____ |
| 48. but... | _____ |
| 49. and... | _____ |
| 50. or... | _____ |
| 51. in addition... | _____ |
| 52. also... | _____ |
| 53. after... | _____ |
| 54. before... | _____ |
| 55. meanwhile... | _____ |
| 56. then... | _____ |
| 57. first... | _____ |
| 58. second... | _____ |
| 59. third... | _____ |
| 60. next... | _____ |
| 61. at the same time... | _____ |
| 62. again... | _____ |
| 63. however... | _____ |
| 64. finally... | _____ |
| 65. I want to organize / to have... | _____ |
| 66. I recommend... | _____ |
| 67. I agree. / I disagree. | _____ |
| 68. There is / are... | _____ |

Estrategias para Leer



CHECKLIST

- _____ 1. Look at the title. Examine any photos and their captions. Review the format of the passage. Scan for words you already know. Make an educated guess as to what the reading is about. This will help you focus on what you already know about the topic and to make predictions about what you will be reading.
- _____ 2. Read the comprehension questions before reading the paragraphs. Underline key words. This will help you identify the main points of the reading.
- _____ 3. Read the passage carefully.
- _____ 4. As you read, jot down any notes about the main points. Also, write the number of the question next to the section of the passage that answers that question.
- _____ 5. Re-examine the comprehension questions. Use process of elimination (P.O.E.) to narrow down your choices. Base your answer on the content of the passage only.
- _____ 6. Once you have chosen your answer, RE-READ! Review any notes you may have made and refer back to the text to verify your answers.
- _____ 7. Make sure that you have answered all of the questions. Do not leave any blanks!

Traduce las frases//palabras siguientes...

1. ¿De qué se trata esta lectura?	
2. Según...	
a. el artículo	
b. el pasaje	
c. el párrafo	
d. la selección	
e. el autor	
f. el anuncio	
3. el tópico (príncipal/central)	
4. tipo/clase	
5. el propósito	
6. ofrecer	
7. anunciar	
8. demostrar (o-ue)	
9. recomendar (e-ie)	
10. sugerir (e-ie)	
11. informar	
12. ¿Qué?	
a. ¿Para qué?	
b. ¿De qué?	
13. ¿Cómo?	
14. ¿Cuánto/a/os/as?	
15. ¿Cuándo?	
16. ¿Dónde?	
17. ¿Por qué?	
18. ¿Cuál/es?	
19. ¿Quién?	
a. ¿Para quién?	

Español 3 FINAL EXAM GRAMMAR REVIEW

Subject Pronoun	PRESENTE			PREFERITO			IMPERFECTO			FUTURO*			CONDICIONAL*			SUBJUNTIVO		
	Expresses what's happening in present or near future.			Expresses completed action in past. Has many irregular forms.			Expresses repeated actions or what you used to do in past. Has only three irregulars: SEER – IR – VER			Expresses what <u>will</u> occur. Add to whole infinitive. Has several irregulars.			Expresses what <u>would</u> occur. Add to whole infinitive. Has some irregulars as future.			Often used in second clause, following word "que" as in: I hope that you are well. Espero que <u>tú</u> estés bien.		
	-AR	-ER	-IR	-AR	-ER & -IR	-IR	-AR	-ER & -IR	-IR	-AR, -ER & -IR	-AR	-ER & -IR	-AR	-ER & -IR	-AR	-ER & -IR	-AR	-ER & -IR
yo	-o	-o	-o	-é	-í	-í	-aba	-ía	-ía	-é	-ía	-ía	-e	-a	-e	-a	-e	-a
tú	-as	-es	-es	-aste	-iste	-iste	-abas	-ías	-ías	-ás	-ías	-ías	-es	-as	-es	-as	-es	-as
él, ella	-a	-e	-e	-ó	-ió	-ió	-aba	-ía	-ía	-á	-ía	-ía	-e	-a	-e	-a	-e	-a
usted	-a	-e	-e	-ó	-ió	-ió	-aba	-ía	-ía	-á	-ía	-ía	-e	-a	-e	-a	-e	-a
nosotros	-amos	-emos	-imos	-amos	-imos	-imos	-ábamos	-íamos	-íamos	-emos	-íamos	-íamos	-emos	-amos	-emos	-amos	-emos	-amos
vosotros	-áis	-éis	-ís	-asteis	-isteis	-isteis	-abais	-íais	-íais	-áis	-íais	-íais	-éis	-áis	-éis	-áis	-éis	-áis
ellos, ellas	-an	-en	-en	-aron	-ieron	-ieron	-aban	-ían	-ían	-án	-ían	-ían	-en	-an	-en	-an	-en	-an
ustedes	-an	-en	-en	-aron	-ieron	-ieron	-aban	-ían	-ían	-án	-ían	-ían	-en	-an	-en	-an	-en	-an

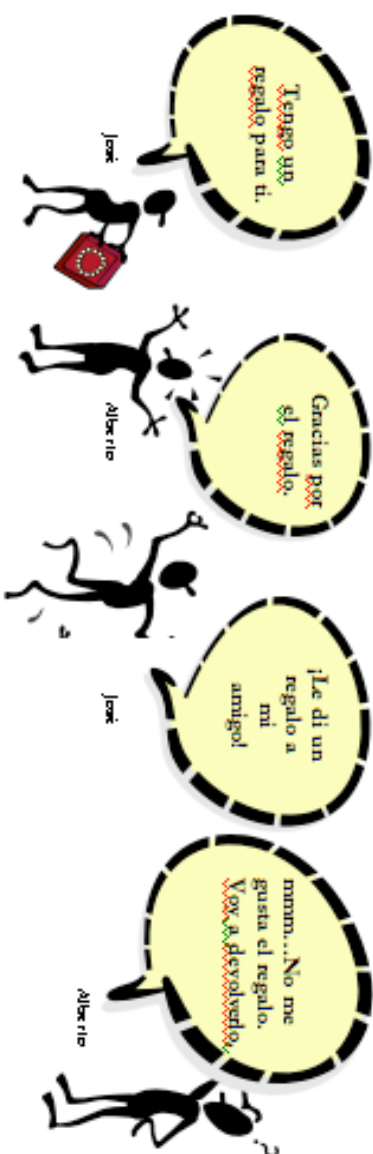
*Remember with the future and conditional tenses, you add the endings to the whole infinitive, unless the verb is irregular.

Also, know these verbs in the preterite:
HACER – hice, hiciste, hizo, hicimos, hicisteis, hicieron

Know Commands – Both Informal (Di la vechada) (Habla en español) and Formal (Escuchen, estudiantes! Coman los vegetales)
Know por y para: Gracias por estudiar. Tengo un regalo para mi amiga.
Know direct and indirect pronouns as demonstrated in the conversation below.

Also know the prepositional pronouns: mí, tí, conmigo, contigo, etc.

Know the personal "a":
Quiero ver a mi amiga.



PRESENT PROGRESSIVE:

Action in progress now

Estar + present participle

I am reading. Estoy leyendo.

¿Estás estudiando?

Estamos escuchando.

Están comiendo.

PRESENT PERFECT:

Haber + past participle. Expresses action at no definite time in the past.

I have read the book. He leído el libro.

You have listened. Tú has escuchado.

He has eaten. Él ha comido.

We have gone. Hemos ido.

They have bought a car. Ellos han comprado un carro.

Know how to say: We like to speak Spanish! ¡A nosotros nos gusta hablar español!

Regents Writing: Picture Response



On the Regents Exam, you will be asked to create a **STORY** based on a diagram. You must create a story with a **BEGINNING, MIDDLE, and an ENDING**. You **CANNOT** write a *dialog*, or you will receive **ZERO** points! Your story must consist of at least **100 words** written in Spanish.

T

- Title *** Escrito por:

H

- Hoy es ... (day)

E

- Es el ... de ... (date)

S

- Son las ... (time)

H

- Hace ... (weather)

E

- Está/n en ... (location)

E

- Está/n ... (feeling)

P

- porque ... (reasons)

BEGINNING-

- Set the stage with **THE SHEEP**.
- Identify a Main Character
(EX: *La persona principal en la historia es...*)
- Identify a situation / a problem
**Tell the reason why you are writing
(EX: *Yo escribo porque...
El problema es...*)

MIDDLE-

- DESCRIBE and GIVE DETAILS!!!
- Tell who, what, where, when, why, how...

ENDING-

- Create a solution to the problem
- Tell what will happen next
- Conclusion

WRITING

In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication.

Students are instructed to choose two of the three tasks provided and write a response of at least 100 words in the target language to achieve a specified communication purpose.

A word is defined as a letter or collection of letters, surrounded by space, that in the target language is comprehensible and contributes to the development of the task. This definition applies even when words are grammatically incorrect.

When counting words, please note that numbers, unless written as words, and names of people are **not to be counted**. Place names and brand names from the target culture count as one word (all other places and brand names are disregarded), and contractions are counted as one word. In addition, salutations and closings are counted, as well as commonly used abbreviations in the target language.

REGENTS WRITING RUBRIC	4	3	2	1	0
Purpose/Task: <ul style="list-style-type: none"> Accomplishes the task Includes Detail Connects Ideas to task/purpose 					
Organization: <ul style="list-style-type: none"> Exhibits a logical and coherent sequence Has a beginning, middle and ending Makes smooth transitions 					
Vocabulary <ul style="list-style-type: none"> Includes a wide variety of vocabulary Uses relevant and accurate words 					
Structure <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

Part 4 Conversion Chart

Total Raw Score	17-18	15-16	13-14	11-12	8-10	6-7	4-5	2-3	0-1
Total Credits	8	7	6	5	4	3	2	1	0

_____ /18 points

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.

Dimension	Performance Level			
	4	3	2	1
Purpose/Task	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes few details, some of which may be only loosely connected to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides few or no supporting details.
Organization	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle and end. Makes smooth transitions between ideas.	Exhibits a logical sequence; provides a beginning, middle and end.	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear.	Exhibits little order, provides a series of separate sentences and/or disconnected ideas.
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies.	Includes a variety of vocabulary related to the topic.	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic.	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic.
Structure / Conventions (subject/verb agreement; tense; noun-adjective agreement; correct word order; spelling/diacritical marks)	<p>Demonstrates a high degree of control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> — subject/verb agreement — past/present/future ideas expressed as appropriate — noun-adjective agreement — correct word order — spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint B structure/conventions:</p> <ul style="list-style-type: none"> — subject/verb agreement — past/present/future ideas expressed as appropriate — noun-adjective agreement — correct word order — spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	<p>Demonstrates some control of Checkpoint B structure/conventions:</p> <p>Errors do hinder overall comprehensibility of the passage and/or there are numerous Checkpoint A errors.</p> <p style="text-align: center;">OR</p> <p>Demonstrates a high degree of control, BUT only uses Checkpoint A structure/conventions.</p>	<p>Demonstrates little control of Checkpoint A or B structure/conventions:</p> <ul style="list-style-type: none"> — subject/verb agreement — past/present/future ideas expressed as appropriate — noun-adjective agreement — correct word order — spelling/diacritical marks <p>Errors impede overall comprehensibility of the passage.</p>
Word Count	-	-	Uses 100 or more comprehensible words in the target language that contribute to the development of the task.	Uses 50-99 comprehensible words in the target language that contribute to the development of the task.

If a student's response receives a performance level score of zero on the dimension of purpose/task, the entire response should receive a score of zero. Please note, however, that in order to receive a score of zero on the dimension of purpose/task, the student's response must be completely unrelated to the topic. A student's response must not be given a zero on the dimension of purpose/task if the response can be associated with the task in any manner whatsoever. In such an instance, the student's response must be rated on each of the dimensions of the writing rubric.

Vocabulario Suplementario para el Regents

1. el premio _____
2. la encuesta _____
3. la boda _____
4. la carrera _____
5. diario _____
6. el diario/el periódico _____
7. la prensa _____
8. la oferta _____
9. la huelga _____
10. la gira _____
11. la entrevista _____
12. los derechos _____
13. el propósito _____
14. el tema _____
15. el tamaño _____
16. la talla _____
17. la tarifa _____
18. el gobierno _____
19. real _____
20. actual _____
21. los gastos _____
22. el dueño _____
23. la obra _____
24. sencillo _____
25. gratis _____
26. el lugar _____
27. el sitio _____
28. el hogar _____

29. la venta _____
30. rebajas _____
31. los impuestos _____
32. la solicitud _____
33. la beca _____
34. el idioma _____
35. las ventajas _____
36. el boleto _____
37. el billete _____
38. según _____
39. calificaciones _____
40. los logros _____
41. el desarrollo _____
42. la tarjeta _____
43. disponible _____
44. ambiente _____
45. siguiente(s) _____
46. la lengua _____
47. la naturaleza _____
48. la ecología _____
49. el acontecimiento _____
50. el sorteo _____
51. la sugerencia _____
52. el siglo _____
53. el éxito _____
54. la edad _____
55. la mayoría _____
56. el cuerpo _____

57. el país _____

58. el mensaje _____

59. la falta de _____

60. los descuentos _____

61. la gripe _____

62. una cita _____

63. el mundo _____

64. mundial _____

65. los consejos _____

66. el almacén _____

67. la receta _____

68. una consulta _____

VERBOS

1. aumentar _____

2. quejarse _____

3. inaugurar _____

4. desarrollar _____

5. nacer _____

6. disfrutar _____

7. demostrar _____

8. ¿De qué se trata...? _____

9. trasladar _____

10. calificarse _____

11. acabar de _____

12. tener éxito _____

13. mudarse _____

14. aprobar _____

15. casarse _____

16. discutir _____

17. nació _____

18. murió _____

19. se sorprendió _____