



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**Bilingual Education
Assessment—
Spanish (24)**

The University of the State of New York • NEW YORK STATE EDUCATION DEPARTMENT • Office of Teaching Initiatives, Albany, New York 12234

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PREPARATION GUIDE Bilingual Education Assessment— Spanish (24)

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■ INTRODUCTION

Purpose of This Preparation Guide

This preparation guide is designed to help familiarize candidates with the content and format of a test for the New York State Teacher Certification Examinations (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this guide useful as they discuss the test with candidates.

The knowledge and skills assessed by the test are acquired throughout the academic career of a candidate. A primary means of preparing for the test is the collegiate preparation of the candidate.

This preparation guide illustrates some of the types of questions that appear on a test; however, the set of sample questions provided in this preparation guide does not necessarily define the content or difficulty of an entire actual test. All test components (e.g., directions, question content and formats) may differ from those presented here. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department.

Organization of This Preparation Guide

Contained in the beginning sections of this preparation guide are general information about the NYSTCE program and how the tests were developed, a description of the organization of test content, and strategies for taking the test.

Following these general information sections, specific information about the test described in this guide is presented. The test objectives appear on the pages following the test-specific overview. The objectives define the content of the test.

Next, information about the multiple-choice section of the test is presented, including sample test directions. Sample multiple-choice questions are also presented, with the correct responses indicated and explanations of why the responses are correct.

Following the sample multiple-choice questions, descriptions of the written expression and oral expression sections of the test are provided, including sample directions for each. A sample written expression assignment is presented, followed by two sample oral expression assignments.

For Further Information

If you have questions after reading this preparation guide, you may wish to consult the NYSTCE Registration Bulletin. You can view or print the registration bulletin online at www.nystce.nesinc.com.

■ GENERAL INFORMATION ABOUT THE NYSTCE

How Were the NYSTCE Tests Developed?

The New York State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the New York State Teacher Certification Examinations in conjunction with committees of New York State educators.

Test questions matched to the objectives were developed using, in part, textbooks; New York State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgments and recommendations of New York State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.

Organization of Content

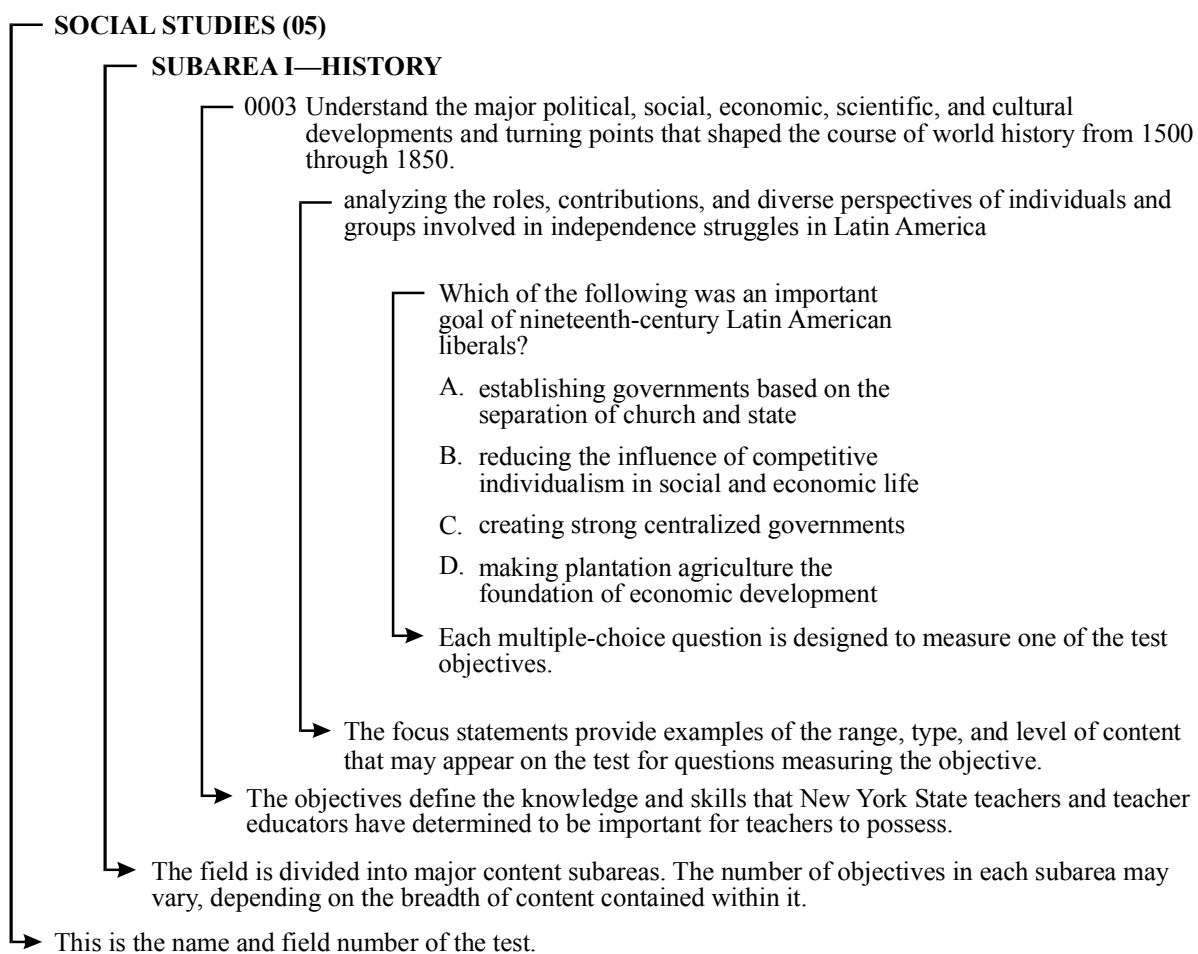
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

Subareas typically consist of several **objectives**. Objectives provide specific information about the knowledge and skills that are assessed by the test.

Each objective is elaborated on by **focus statements**. The focus statements provide examples of the range, type, and level of content that may appear on the tests.

Test questions are designed to measure specific test objectives. The number of objectives within a given subarea generally determines the number of questions that will address the content of that subarea on the test. In other words, the subareas that consist of more objectives will receive more emphasis on the test and contribute more to a candidate's test score than the subareas that consist of fewer objectives.

The following example, taken from the field of Social Studies, illustrates the relationship of test questions to subareas, objectives, and focus statements.



■ TEST-TAKING STRATEGIES

Be On Time.

Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.

Follow Directions.

At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual test questions or groups of test questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

Pace Yourself.

The test schedule is designed to allow sufficient time for completion of the test. Each test session is four hours in length. You will be required to return your materials at the end of the four-hour session.

Do not spend a lot of time with a test question that you cannot answer promptly; skip that question and move on. If you skip a question, be sure to skip the corresponding row of answer choices on your answer document. Mark the question in your test booklet so that you can return to it later, but be careful to appropriately record on the answer document the answers to the remaining questions.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time period. Do not make any other commitments for this time period that may cause you to rush through the test.

Read Carefully.

Read the directions and the questions carefully. Read all response options. Remember that multiple-choice test questions call for the "best answer"; do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. For example, it would be a waste of time to perform a long computation when the question calls for an approximation.

Read the test questions, but don't read into them. The questions are designed to be straightforward, not tricky.

Mark Answers Carefully.

Your answers for all multiple-choice questions will be scored electronically; therefore, the answer you select must be clearly marked and the only answer marked. If you change your mind about an answer, erase the old answer completely. Do not make any stray marks on the answer document; these may be misinterpreted by the scoring machine.

IF YOU SKIP A MULTIPLE-CHOICE QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER DOCUMENT.

You may use any available space in the test booklet for notes, but **your answers and your written response must be clearly marked on your answer document. ONLY ANSWERS AND WRITTEN RESPONSES THAT APPEAR ON YOUR ANSWER DOCUMENT WILL BE SCORED.** Answers and written responses in your test booklet will not be scored. For the oral expression assignments, you will be scored only on the responses that you provide on the audiotape after you are instructed to begin speaking.

Guessing

As you read through the response options, try to find the best answer. If you cannot quickly find the best answer, try to eliminate as many of the other options as possible. Then guess among the remaining answer choices. Your score on the test is based on the number of test questions that you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Passages or Other Presented Materials

Some test questions are based on passages or other presented materials (e.g., graphs, charts). You may wish to employ some of the following strategies while you are completing these test questions.

One strategy is to read the passage or other presented material thoroughly and carefully and then answer each question, referring to the passage or presented material only as needed. Another strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage or presented material with the questions in mind. Yet another strategy is to review the passage or presented material to gain an overview of its content, and then answer each question by referring back to the passage or presented material for the specific answer. Any of these strategies may be appropriate for you. You should not answer the questions on the basis of your own opinions but rather on the basis of the information in the passage or presented material.

Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the test questions that gave you difficulty and verify your work on them. Check the answer document, too. Be sure that you have marked your answers accurately and have completely erased changed answers.

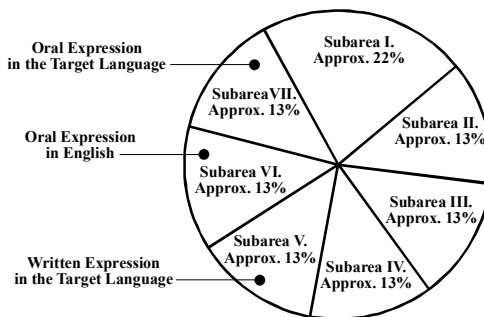
ABOUT THE BILINGUAL EDUCATION ASSESSMENT—SPANISH

The purpose of the Bilingual Education Assessment—Spanish is to assess knowledge and skills in the following seven subareas:

- Subarea I. Foundations of Bilingual Education
- Subarea II. Listening Comprehension in English
- Subarea III. Listening Comprehension in the Target Language
- Subarea IV. Reading Comprehension in the Target Language
- Subarea V. Written Expression in the Target Language
- Subarea VI. Oral Expression in English
- Subarea VII. Oral Expression in the Target Language

The test objectives presented on the following pages define the content that may be assessed by the Bilingual Education Assessment—Spanish. Each test objective is followed by focus statements that provide examples of the range, type, and level of content that may appear on the test for questions measuring that objective.

The test contains approximately 70 multiple-choice questions, a written expression assignment, and two oral expression assignments. The test will begin with the multiple-choice listening comprehension questions that are presented on audiotape—first, in English, then, in the target language. Examinees will then be allowed to work at their own pace for the remainder of the multiple-choice section and written expression assignment. For the written expression assignment, specific directions are provided, and the examinee is expected to write a well-developed composition in the target language in response to the assignment. For the two oral expression assignments, each examinee will record in an individual testing room oral responses, one in the target language and one in English, on audiotape to the assignments presented in the test booklet. The figure below illustrates the approximate percentage of the test corresponding to each subarea.



The section that follows the test objectives presents sample test questions for you to review as part of your preparation for the test. To demonstrate how each objective may be

assessed, each sample question is accompanied by the objective that it measures. For each multiple-choice question, the correct response and an explanation of why the response is correct follow the question. For both the written and oral expression assignments, a description of the task and expected response is provided.

The sample questions are designed to illustrate the nature of the test questions; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

■ BILINGUAL EDUCATION ASSESSMENT— SPANISH OBJECTIVES

Foundations of Bilingual Education
Listening Comprehension in English
Listening Comprehension in the Target Language
Reading Comprehension in the Target Language
Written Expression in the Target Language
Oral Expression in English
Oral Expression in the Target Language

The New York State bilingual educator has the knowledge and skills necessary to teach effectively in English and the target language of instruction in New York State public schools. The bilingual teacher understands the foundations of bilingual education, including the processes of first- and second-language acquisition and learning, models/methodologies of bilingual education, and the legal requirements and professional expectations related to bilingual education. The bilingual teacher understands that language reflects a body of shared values and assumptions that constitutes a distinctive culture. Finally, the bilingual teacher is proficient in the target language and in English, using both languages to interpret a variety of spoken messages and written texts and to communicate effectively in speech and in writing.

SUBAREA I—FOUNDATIONS OF BILINGUAL EDUCATION

0001 Understand the foundations of bilingual education and current requirements and expectations associated with teaching students in bilingual education programs in New York.

For example:

- demonstrating knowledge of the philosophical, theoretical, and research bases for bilingual education; the roles of bilingual teachers; and the expectations of students, families, schools, and communities
- analyzing the historical background of bilingual education in the United States (e.g., historical, demographic, and political contexts that have influenced and shaped the development of bilingual education; federal legislation and court cases that have affected bilingual education and bilingual education programs)
- demonstrating knowledge of the characteristics, goals, benefits, and limitations of various types of bilingual education models/programs (e.g., submersion, dual-language/two-way bilingual, structured immersion, transitional, developmental, maintenance, early-exit, late-exit); research findings of the effectiveness of various models of bilingual education; and features that distinguish additive vs. subtractive bilingual education programs
- identifying current requirements, laws, and guidelines related to bilingual education programs (e.g., the New York State Learning Standards for students in native-language and English language arts, ESL, and other content areas; requirements for bilingual education program entry and exit; No Child Left Behind Act, Title III; CR Part 154)
- demonstrating an understanding of effective methods for providing school staff, parents or guardians, and community members with information related to bilingual education programs (e.g., the rationale for bilingual education programs, aspects and benefits of bilingualism)

0002 Understand theories, stages, concepts, and processes of first- and second-language acquisition and learning.

For example:

- demonstrating knowledge of theories/models of first- and second-language acquisition (e.g., behaviorist, cognitive, interactionist) and milestones/characteristics associated with various stages of first- and second-language acquisition (e.g., pre-production stage, early production stage, speech emergence stage, intermediate fluency stage)
- demonstrating knowledge of concepts related to second-language acquisition and learning (e.g., interlanguage, comprehensible input, interference, meaningful contexts for communication, fossilization, immersion) and recognizing cognitive effects of different types of bilingualism (e.g., threshold level of bilingual proficiency)
- demonstrating an understanding of language and literacy development as an integrated process (e.g., the oral foundations of reading, the reading/writing connection), the interrelatedness and interdependence of first- and second-language acquisition, and concepts and processes related to the transfer of language and literacy skills from the first language to a second language

0003 Understand cognitive, affective, and social factors that affect second-language acquisition and learning.

For example:

- recognizing cognitive processes (e.g., memorization, categorization, generalization, self-monitoring) involved in synthesizing and internalizing language rules for second-language acquisition, the roles of problem solving and adaptive behaviors in language development, issues and concepts related to a student's age (e.g., cognitive development, critical period, lateralization), and the influence of cognitive styles and prior learning on second-language acquisition
- analyzing the influence of affective factors (e.g., motivation, attitudes, anxiety, self-esteem, inhibition, family and peer attitudes) and personality factors (e.g., individual learning style, emotional filters) on second-language acquisition and learning
- demonstrating knowledge of issues and concepts related to sociolinguistics (e.g., language registers, dialects, code switching, Creole languages, features of speech communities), concepts related to language contact (e.g., language maintenance, language shift, language loss, language diffusion), and other social factors affecting language acquisition (e.g., a student's academic background and home/school/ community environment; status of a student's home language and dialect)

0004 Understand issues and concepts related to culture and cultural diversity, and the influence of culture on language learning.

For example:

- demonstrating knowledge of terms, definitions, and concepts associated with culture and cultural diversity (e.g., cultural relativism, transmission, and universalism; cross-cultural interactions; intragroup vs. intergroup similarities and differences) and an understanding of the benefits of multilingualism and multiculturalism in a global society
- demonstrating an understanding of the characteristics of various processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism, multiculturalism) and the role these processes play in various models of bilingual education (e.g., by promoting additive or subtractive bilingualism/biculturalism)
- recognizing the influence of culture on learning style and perceptions of space, distance, and time; cultural differences in nonverbal communication and discourse structures (e.g., greetings, conversation, jokes); characteristics and effects of culture shock; and ways these and other sociocultural factors may affect second-language acquisition and may facilitate or impede cross-cultural communication
- analyzing issues and practices related to the provision of culturally responsive instruction in the bilingual classroom (e.g., respecting the home language/dialect, using students' first language and culture to promote language and literacy development and content-area learning) and recognizing factors that promote biliteracy

0005 Understand issues, concepts, and methods related to language development, content-area learning, and language assessment in the bilingual education classroom.

For example:

- demonstrating knowledge of the theoretical bases for and characteristics, benefits, and limitations of various methods or techniques used to promote students' first- and second-language (ESL) development (e.g., Natural Approach, Communicative Approach, Total Physical Response, constructivist approaches, content-based approaches, thematic approaches)
- demonstrating knowledge of issues and concepts related to the integration of language development and content-area learning in the bilingual classroom (e.g., basic interpersonal communication skills vs. cognitive-academic language proficiency, development of cognitive-academic language in the native language and English, native language use, English language use, language modification without simplification, cultural/multicultural perspectives)
- identifying features of methods and strategies used to promote bilingual students' literacy development in the native language and in English (e.g., language experience approach; strategies for developing students' phonemic awareness skills, decoding skills, and comprehension strategies; whole language approach)
- identifying features of methods, strategies, and materials used to promote bilingual students' language development and content-area learning in the native language and English (e.g., preview-review; scaffolding; contextualization; language modification; paraphrase and repetition; use of media, realia, manipulatives, graphic organizers, and other modalities; appropriate questioning techniques for English language learners; use of an additive cultural approach; other ESL methodologies)
- demonstrating an understanding of issues surrounding late-entry students and students with interrupted or non-equivalent formal schooling and how to modify the curriculum for these students to maximize the learning experience
- demonstrating knowledge of issues and concepts related to language assessment (e.g., procedures related to initial identification, assessment, placement, and eventual redesignation/reclassification of bilingual students; levels of and interrelationships among a student's language proficiency, literacy development, and academic development in the native language and English; consideration of bias issues)

SUBAREA II—LISTENING COMPREHENSION IN ENGLISH

0006 Demonstrate literal comprehension of oral messages in English.

For example:

- identifying the main idea or recalling details in a variety of listening situations (e.g., dialogue, monologue, school announcement)
- identifying the sequence of steps described in a set of oral directions
- choosing an appropriate response to a question or comment likely to be encountered in a social or professional situation

0007 Infer meaning from oral communications in English.

For example:

- interpreting a commonly used idiomatic expression in context
- paraphrasing an oral message
- drawing conclusions from stated facts
- determining the intent of an oral message

0008 Apply skills of critical analysis to oral communications in English.

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing the social context of a spoken exchange (e.g., a meeting of school staff) or the relationship between speakers
- assessing the sufficiency of information in an oral message

SUBAREA III—LISTENING COMPREHENSION IN THE TARGET LANGUAGE

0009 Demonstrate literal comprehension of oral messages in the target language.

For example:

- identifying the main idea or recalling details in a variety of listening situations (e.g., dialogue, monologue, school announcement)
- identifying the sequence of steps described in a set of oral directions
- choosing an appropriate response to a question or comment likely to be encountered in a social or professional situation

0010 Infer meaning from oral communications in the target language.

For example:

- interpreting a commonly used idiomatic expression in context
- paraphrasing an oral message
- drawing conclusions from stated facts
- determining the intent of an oral message

0011 Apply skills of critical analysis to oral communications in the target language.

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing the social context of a spoken exchange (e.g., a meeting of school staff) or the relationship between speakers
- assessing the sufficiency of information in an oral message

SUBAREA IV—READING COMPREHENSION IN THE TARGET LANGUAGE

0012 Understand the literal content of a variety of materials written in the target language.

For example:

- determining the stated main idea or an accurate summary of a letter from a parent
- following directions required to complete a questionnaire or application form
- establishing the sequence of events from a newspaper account
- determining the meaning of selected vocabulary embedded in text

0013 Apply skills of inference and interpretation to a variety of materials written in the target language.

For example:

- discerning implied cause-and-effect relationships in a passage from text
- inferring a writer's assumptions, purpose, or point of view in an editorial
- drawing conclusions or making generalizations based on stated facts or rhetorical devices
- utilizing information presented in a passage to predict outcomes

0014 Apply skills of critical analysis to a variety of materials written in the target language.

For example:

- characterizing the tone, mood, or point of view in a passage
- interpreting figurative language (e.g., metaphors, similes) in a literary passage
- interpreting an analogy
- analyzing two conflicting points of view on a given issue

SUBAREA V—WRITTEN EXPRESSION IN THE TARGET LANGUAGE

0015 Write a well-organized passage of moderate length (appropriate to the language) that is syntactically correct and appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively.

For example:

- writing a letter to parents or guardians explaining an important goal of bilingual education
- writing an account to a prospective employer describing the reasoning behind a professional or educational decision
- writing a letter of thanks to a volunteer from the target language community who has made a presentation to a class

SUBAREA VI—ORAL EXPRESSION IN ENGLISH

0016 In response to a prompt, construct connected oral discourse in English that communicates a message effectively and demonstrates a command of vocabulary and syntax appropriate to an educational setting.

For example:

- narrating an event
- discussing advantages and disadvantages of an idea or proposed course of action (e.g., a change in the school schedule or curriculum)
- responding to a hypothetical situation (e.g., a parent's need for help in communicating with the school administration) by describing events or circumstances or proposing a solution to a problem

SUBAREA VII—ORAL EXPRESSION IN THE TARGET LANGUAGE

0017 In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates a command of vocabulary and syntax appropriate to an educational setting.

For example:

- narrating an event
- discussing advantages and disadvantages of an idea or proposed course of action (e.g., deciding whether to pursue postgraduate education)
- responding to a hypothetical situation (e.g., a student's becoming ill during the school day) by describing events or circumstances or by proposing a solution to a problem

■ MULTIPLE-CHOICE SECTION

Three pieces of information are presented for each multiple-choice test question:

1. the test objective that the sample question illustrates,
2. a sample test question,
3. an indication of the correct response and an explanation of why it is the best available response.

Keep in mind when reviewing the questions and response options that there is one best answer to each question. Remember, too, that each explanation offers one of perhaps many perspectives on why a given response is correct or incorrect in the context of the question; there may be other explanations as well.

On the following pages are sample test directions similar to those that candidates see when they take the test.

SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

TEST DIRECTIONS

This test consists of four sections: (1) a listening section with multiple-choice questions, (2) a reading section with multiple-choice questions, (3) a writing assignment, and (4) a speaking section. The first three sections will be administered in this room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room.

Each question in the first two sections of this test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New York?
A. Buffalo
B. New York City
C. Albany
D. Rochester

The correct answer to this question is C. You would indicate that on the answer document as follows:

1. (A) (B) ● (D)

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper, but you will be scored only on the responses on your answer document.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before you begin the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

■ SAMPLE TEST DIRECTIONS FOR LISTENING COMPREHENSION QUESTIONS

DIRECTIONS FOR SECTION ONE

LISTENING COMPREHENSION IN ENGLISH AND IN THE TARGET LANGUAGE

Section One of this test consists of multiple-choice questions that involve listening to excerpts in English and in the target language on audiotape. Each listening excerpt will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. Ample time is provided between questions for your response.

The first part of this section of the test consists of multiple-choice questions that involve listening to excerpts in English. Unless otherwise indicated, each listening excerpt will be read twice.

The tape cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

Turn the page and continue with Section One.

SAMPLE MULTIPLE-CHOICE QUESTIONS, CORRECT RESPONSES, AND EXPLANATIONS

Subarea II: Listening Comprehension in English



Objective 0006

Demonstrate literal comprehension of oral messages in English.

(You will hear and read in the test booklet:)

1. **Listen carefully to the following remarks from a principal to a teacher.**

(You will hear:)

Congratulations, Mr. Davis, I have some great news. I just got word that one of your students has won an essay contest sponsored by the local fire department. There's a cash prize and the fire chief is going to arrange to have the essay printed in the paper. Can you call the student's parents and let them know?

Now answer the question.

(You will read in the test booklet:)

Which of the following is the principal asking the teacher to do?

- A. Telephone the student's parents to let them know that their child has won a prize.
- B. Call the student into his room to inform him about a contest sponsored by the fire department.
- C. Telephone the fire chief to find out more about an essay competition for students.
- D. Ask the student's parents if they are willing to have their child's essay appear in the local paper.

Correct Response: A. The principal is asking the teacher to telephone the student's parents with the good news that their child has won an essay contest.

(Note: Taped excerpts for listening questions will vary in length.)



Objective 0007

Infer meaning from oral communications in English.

(You will hear and read in the test booklet:)

2. **Listen carefully to the following request from a teacher to a colleague.**

(You will hear:)

Could you give me a hand, Martin? Today is the field trip to the museum, and everybody in the class has returned a permission slip except Ray. Could you give his home a ring and see if anyone can come in and sign a slip? He wants to go, but we can't take him without written permission.

Now answer the question.

(You will read in the test booklet:)

Which of the following will Martin probably do next?

- A. Speak to Ray and explain why it is impossible for him to participate in the field trip.
 - B. Telephone Ray's home and ask if someone could come to the school and sign a permission slip.
 - C. Explain the situation to Ray and ask him to go home and get the permission slip.
 - D. Send a letter home with Ray describing the school's policy on field trips and permission slips.
-

Correct Response: B. Martin will probably do what he is being asked to do: call the home of a student whose class is about to go on a field trip, in order to see if a member of the household can come to the school to sign the required permission slip for the student.



Objective 0008

Apply skills of critical analysis to oral communications in English.

(You will hear and read in the test booklet:)

3. **Listen carefully to the following brief passage to determine its social context.**

(You will hear:)

Before we get down to specifics, let me just thank you for what you've accomplished so far this year. You've done a great job with the kids and worked very effectively with your team.

Now answer the question.

(You will read in the test booklet:)

Which of the following is most likely the social context of these remarks?

- A. A teacher is speaking to another teacher during an informal luncheon.
 - B. A principal is speaking to a teacher during a performance evaluation.
 - C. A student is speaking to a teacher at the end of a school year.
 - D. A parent is speaking to a teacher during a parent-teacher conference.
-

Correct Response: B. The remarks, "Before we get down to specifics," appear to be a preface to an extended discussion such as would take place during a performance evaluation. Furthermore, the speaker's expression of appreciation, "let me just thank you for what you've accomplished . . .," suggests that the listener is in a subordinate role and is contributing to an effort overseen by the speaker. Of the answer choices, B is most consistent with the tone and the literal meaning of the speaker's remarks.

Subarea III: Listening Comprehension in the Target Language



The next part of this section of the test consists of multiple-choice questions that involve listening to excerpts in the target language. Each listening excerpt will be played twice.

(You will hear and read in the test booklet.)

Escuche cuidadosamente la siguiente conversación. La escuchará dos veces.

(You will hear:)

MAESTRA. ¿Podría hablar con la mamá o el papá de Pablo Guillén?

MADRE. Sí, habla la mamá de Pablo.

MAESTRA. Yo soy la maestra bilingüe de Pablo y quisiera informarle que vamos a tener una reunión de padres para el próximo miércoles a las 7:00 de la noche. ¿Me gustaría saber si les sería posible asistir a usted y a su esposo a la reunión?

MADRE. Nos gustaría, pero no tenemos con quien dejar a los niños.

MAESTRA. La escuela tiene un grupo de estudiantes de sexto grado quienes se van a encargar de los niños pequeños.

MADRE. Así no veo ningún inconveniente.

Ahora conteste las preguntas.

Objective 0009

Demonstrate literal comprehension of oral messages in the target language.

(You will read in the test booklet:)

4. ¿Cómo ofreció la maestra bilingüe resolver el problema de la señora Guillén?
- A. ofreciéndole transporte a la reunión
 - B. ofreciéndole guardar lugar en la reunión
 - C. ofreciéndole quien cuide a sus hijos durante la reunión
 - D. ofreciéndole quien le tradujera durante la conferencia
-

Correct Response: C. The mother's problem is that she cannot attend a parents' meeting unless she can arrange for care of her younger children at that time. The teacher informs the mother that child-care services will be provided during the meeting.



Objective 0010

Infer meaning from oral communications in the target language.

(You will read in the test booklet:)

5. De la conversación anterior podemos deducir que:
- A. los padres no podrán venir a la reunión.
 - B. el papá de Pablo se quedará cuidando a sus hijos y la mamá vendrá.
 - C. la mamá de Pablo se quedará cuidando a sus hijos y el papá vendrá.
 - D. los padres podrán venir a la reunión.
-

Correct Response: D. The mother has identified only one obstacle to attendance at the parents' meeting: the need for child care. Once the teacher has offered a solution to this problem, the mother says that there is no other difficulty. It is reasonable to conclude that both of Pablo's parents will attend the meeting.



Objective 0011

Apply skills of critical analysis to oral communications in the target language.

6. **Escuche cuidadosamente la siguiente conversación entre dos amigos. La escuchará dos veces.**

LUIS. ¡Hola, Luis! ¿Qué haces aquí?

ENRIQUE. Como ves, esperando el autobús. Llevo más de media hora esperando.

LUIS. No te molestes porque dicen que los empleados de autobuses están en huelga.

ENRIQUE. ¿Qué quieren?

LUIS. Mejores condiciones de trabajo y aumento de sueldo.

ENRIQUE. Estoy de acuerdo con ellos, así que tendremos que caminar para ir a la universidad y la primera clase comienza en 10 minutos.

LUIS. Al menos, hace un día espléndido. Es el pimer día que no llueve. Comencemos a caminar porque estamos como a 15 minutos de la universidad.

¿Cuál es el punto de vista de Luis y Enrique con respecto al problema que confrontan hoy?

- A. Están en desacuerdo con la situación.
 - B. Están molestos porque no hace buen tiempo.
 - C. Están preocupados por la situación.
 - D. Están conformes con la situación.
-

Correct Response: D. Luis and Enrique are in agreement about the causes of the bus drivers' strike and are not bothered by having to walk to the university.

■ SAMPLE TEST DIRECTIONS FOR FOUNDATIONS OF BILINGUAL EDUCATION AND READING COMPREHENSION IN THE TARGET LANGUAGE QUESTIONS

DIRECTIONS FOR SECTION TWO

FOUNDATIONS OF BILINGUAL EDUCATION AND READING COMPREHENSION IN THE TARGET LANGUAGE

Each question in Section Two of this test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number.

Turn the page and continue with Section Two.

Subarea I: Foundations of Bilingual Education



Objective 0001

Understand the foundations of bilingual education and current requirements and expectations associated with teaching students in bilingual education programs in New York.

7. In *Lau v. Nichols* (1974), the U.S. Supreme Court paved the way for the development of bilingual education programs by ruling that:
- A. state education agencies are responsible for identifying Limited-English-Proficient students and monitoring their progress.
 - B. parents or guardians of Limited-English-Proficient students are entitled to a hearing to determine the appropriate language of instruction for their child.
 - C. Limited-English-Proficient students who are taught in English and receive no assistance in learning English are being denied an equal education.
 - D. teachers who work with Limited-English-Proficient students must receive training in issues relating to second-language acquisition.
-

Correct Response: C. In the *Lau v. Nichols* decision, the U.S. Supreme Court ruled that students who did not understand English could not participate meaningfully in nor benefit from an educational program provided in English. Thus, these students were being denied equal treatment by the schools, which was a violation of Title VI of the Civil Rights Act of 1964.



Objective 0002

Understand theories, stages, concepts, and processes of first- and second-language acquisition and learning.

8. Which of the following statements accurately describes how young children learn to speak in complete sentences in their first language?
- A. Children pass through several well-defined stages (e.g., a two-word stage) but differ in their rates of progress through these stages.
 - B. Children learn first the sentence structures that they hear most frequently in their environment.
 - C. Children begin using complex sentence structures (e.g., negative constructions) only after receiving explicit guidance from adults.
 - D. Children shift fairly suddenly from uttering random strings of words to uttering well-formed sentences.
-

Correct Response: A. Studies have shown that regardless of the type of input or guidance that young children receive from their adult caregivers, children pass through a specific sequence of stages while learning to speak in complete sentences in their first language—first, a one-word stage, next, a two-word stage, then, a period during which they begin to elaborate their simple language by including additional morphemes such as plural markers, verb endings, and small words. While this basic sequence remains constant, the age at which a given child enters each stage can vary widely.



Objective 0003

Understand cognitive, affective, and social factors that affect second-language acquisition and learning.

9. An individual who began learning his or her second language after the age of twelve is likely to retain a noticeable accent in the second language. This phenomenon is an example of which of the following linguistic concepts?
- A. pragmatic constraints
 - B. universal grammar
 - C. code switching
 - D. critical period
-

Correct Response: D. The *critical period* hypothesis claims that there is a biological timetable during which people can more easily acquire their first language and after which language acquisition becomes more difficult. Studies have shown that a person who learns a second language after the onset of puberty is not likely to develop native-like pronunciation. Thus, some researchers hypothesize that a *critical period* also exists for acquiring native-like pronunciation in a second language.



Objective 0004

Understand issues and concepts related to culture and cultural diversity, and the influence of culture on language learning.

10. An elementary school has both a large number of English-speaking children and a large number of children for whom Spanish is the primary language. Which of the following is most likely to promote additive bilingualism and biculturalism in this school?
- A. an early-exit bilingual program for the Spanish-speaking students, supplemented by foreign language instruction for the English-speaking students
 - B. separate English-only and Spanish-only academic programs for the two groups, with an emphasis on social interaction during unstructured school time and after school
 - C. a two-way bilingual education program that emphasizes family involvement and draws on knowledge present in students' home communities
 - D. a structured English immersion program that focuses on rapid acquisition of academic language skills for all students
-

Correct Response: C. Additive bilingualism is the outcome achieved when an individual learns a second language *in addition* to the first language. Thus, a two-way bilingual program promoting bilingualism, biculturalism, and biliteracy for both the language-minority and language-majority students would be the most effective approach in this situation. Because the promotion of biculturalism is an important goal, the involvement of students' families is a critical component of two-way programs.



Objective 0005

Understand issues, concepts, and methods related to language development, content-area learning, and language assessment in the bilingual education classroom.

11. A third-grade Limited-English-Proficient student who has lived in the United States for about two years readily interacts in English with other students and with the teacher, demonstrating little accent and good oral fluency. However, the student rarely contributes to class discussions in English, and displays poor comprehension of English texts that are read aloud. Which of the following is the most likely explanation of this pattern of performance?
- A. The student does not recognize that a speaker's language register varies based on the speaker's audience, setting, and communicative purpose.
 - B. The student's fluency in and comprehension of English are influenced by anxiety, self-confidence, and other emotional factors.
 - C. The student's limited content-area knowledge prevents the student from participating in activities that focus on certain subjects.
 - D. The student has mastered basic interpersonal communication in English but has yet to develop cognitive-academic language proficiency.

Correct Response: D. Researchers have found that it takes an average of two to three years to develop basic interpersonal communication skills, while it generally takes five to seven years to develop cognitive-academic language proficiency. Thus, a student who has been learning English for only two years could easily demonstrate facility with everyday communication in English but lack the language skills necessary for performing well on academic tasks in English.

Subarea IV: Reading Comprehension in the Target Language



The next part of this section of the test consists of multiple-choice questions that involve reading comprehension in the target language. Read each question carefully and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number.

Lea los siguientes párrafos y conteste las preguntas que siguen.

Cuando los niños comienzan la escuela, ellos dependen totalmente de los adultos, pero a los pocos días, cuando aprenden las rutinas y perfeccionan las habilidades básicas, comienzan a ser más autosuficientes. Para los niños pequeños, el aprendizaje es un proceso continuo de recibir ayuda, cuando es necesaria, así se convierten en niños capaces de trabajar independientemente.

La independencia implica la habilidad de resolver sus propios problemas. Estos problemas incluyen el decidir qué materiales utilizar para un proyecto, el resolver desacuerdos con otros niños o el compartir con otros niños. Entre más problemas resuelvan los niños, más serán capaces de juzgar lo adecuado de sus respuestas, por lo cual hay que presentarles muchas actividades donde tengan que tomar decisiones y que al mismo tiempo sean creativos.



Objective 0012

Understand the literal content of a variety of materials written in the target language.

12. ¿Cuál de los siguientes títulos sería el más apropiado para los párrafos anteriores?
- A. La Socialización
 - B. La Independencia
 - C. La Individualización
 - D. La Creatividad
-

Correct Response: B. The overall theme of the excerpt is the process by which young children develop independence during their first experiences in school.



Objective 0014

Apply skills of critical analysis to a variety of materials written in the target language.

13. El autor del párrafo estaría de acuerdo con que:
- A. entre más desarrollados físicamente están los niños más independientes son.
 - B. los niños aprenden mejor cuando tienen un adulto que les sirva de modelo.
 - C. los niños aprenden mejor a través de ser expuestos a una gran variedad de situaciones.
 - D. los niños pequeños aprenden más fácilmente y con más seguridad que los niños mayores.
-

Correct Response: C. The passage refers to a variety of experiences that contribute to children's learning. It does not imply any particular view of the relationship of children's physical development to their degree of independence, of the role of adult models in children's learning, or of the comparative learning capacities of younger and older children.



Objective 0013

Apply skills of inference and interpretation to a variety of materials written in the target language.

14. **Lea las dos siguientes estrofas del poema "Canción de otoño en primavera" de Rubén Darío y conteste la siguiente pregunta.**

Mas a pesar del tiempo terco,
mi sed de amor no tiene fin;
con el cabello gris me acerco
A los rosales del jardín . . .

juventud, divino tesoro,
¡ya te vas para no volver! . . .
cuando quiero llorar, no lloro,
y a veces lloro sin querer . . .

Podemos inferir que el autor se sentía:

- A. enamorado
 - B. nostálgico
 - C. eufórico
 - D. alegre
-

Correct Response: B. In these two stanzas, Rubén Darío expresses his nostalgic feelings about his passing youth and continuing desire to find love.

■ WRITTEN EXPRESSION ASSIGNMENT SECTION

On the following pages are:

- ▶ Sample test directions for the written expression assignment
- ▶ A sample written expression assignment
- ▶ A description of the task and expected response
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given a different written expression assignment from the one provided as a sample in this preparation guide.

SAMPLE TEST DIRECTIONS FOR THE WRITTEN EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION THREE

WRITTEN EXPRESSION IN THE TARGET LANGUAGE

Section Three consists of a written expression assignment in the target language. The assignment appears on the following page. A list of suggestions is provided to help direct your response to the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

You may use any blank space provided after the assignment to make notes, write an outline, or otherwise prepare your response, but remember to record your final response on the lined pages of your answer document. *Your score will be based solely on the response you write on the lined pages of your answer document. Your response must be written in the target language.*

Your response to the assignment will be evaluated on the basis of the following criteria:

- **DEVELOPMENT:** fullness of development of the topic
- **COMMUNICATION:** effectiveness of communication, including sociocultural appropriateness
- **COHERENCE:** coherence and flow of language
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX:** handling of syntax and grammatical structures
- **MECHANICS:** accuracy of spelling or character formation, diacritical marks, and punctuation

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

Turn the page and continue with Section Three.

■ SAMPLE WRITTEN EXPRESSION ASSIGNMENT



Objective 0015

Write a well-organized passage of moderate length (appropriate to the language) that is syntactically correct and appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively.

(You will read in the test booklet:)

Imagínese que organiza una excursión con su clase para la cual sus estudiantes necesitarán permiso de sus padres. Escriba una carta en español informándoles a los padres de los planes para el viaje y pidiéndoles su cooperación para asegurarse que todo salga bien. Puede incluir los siguientes temas pero no tiene que limitarse a ellos.

- a dónde irán los estudiantes, y qué harán allí
 - cualquier ayuda específica que se necesite de los padres, como el firmar los permisos o el hacer los almuerzos para que los estudiantes los lleven el día del viaje
 - los beneficios de la excursión que se espera que obtengan los estudiantes
-

Written responses are evaluated on the basis of six criteria.

- fullness of development of topic
- effectiveness of communication, including sociocultural appropriateness
- coherence and flow of language
- command of vocabulary and idiomatic expressions
- handling of syntax and grammatical structures
- accuracy of spelling or character formation, diacritical marks, and punctuation

An excellent response to the assignment would fully address the assigned topic and develop the topic by extensive elaboration of specific points. The message would be clearly and effectively communicated in a socioculturally appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied in well-constructed sentences. The vocabulary used would reflect a broad command of the Spanish language, and appropriate idiomatic expressions would be used. The excellent response would exhibit control of grammar, avoiding errors in syntax that interrupt communication. The response would be accurate in spelling or character formation and in use of diacritical marks and punctuation.

PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR THE WRITTEN EXPRESSION ASSIGNMENT

Performance Characteristics

The following characteristics guide the scoring of responses to the written expression assignment.

DEVELOPMENT	fullness of development of topic
COMMUNICATION	effectiveness of communication, including sociocultural appropriateness
COHERENCE	coherence and flow of language
VOCABULARY	command of vocabulary and idiomatic expressions
SYNTAX	handling of syntax and grammatical structures
MECHANICS	accuracy of spelling or character formation, diacritical marks, and punctuation

Scoring Scale

Scores will be assigned to each response to the written expression assignment according to the following scoring scale.

Score Point	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. A message is clearly and effectively communicated in a socioculturally appropriate manner. The candidate's ideas are coherently presented and the flow of language is smooth and varied in well-constructed sentences. The vocabulary used reflects a broad command of the language and the use of appropriate idiomatic expressions. There is control of grammar with only minor syntax errors that do not interrupt communication. There is accuracy in spelling or character formation and accuracy in the use of diacritical marks and punctuation.
3	The candidate adequately addresses the assigned topic, with some elaboration of specific points. The message is generally clear but command of sociocultural aspects of the language may be uncertain. The candidate exhibits some awkwardness in phrasing of ideas. The vocabulary used is appropriate but limited in expression and word choice. There is good command of simple linguistic constructions and grammar, but uneven command of more complex constructions. The writer makes few errors in spelling or character formation and few errors in the use of diacritical marks and punctuation.
2	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate fails to communicate a fully understandable message. The candidate's ideas are presented in a disconnected manner that makes comprehension difficult. The vocabulary is very simple, lacking some key words and expressions. The use of grammar and syntax is so elementary that either little information is conveyed or, though the information may be advanced, its grammatical presentation is seriously flawed. The candidate makes frequent errors in spelling or character formation and punctuation.
1	The candidate ineffectively addresses the assigned topic, without elaborating any points. The candidate makes only a few statements, which may be unconnected. There is an inadequate command of vocabulary to communicate a complete message. The errors made in the use of grammar, syntax, spelling, and punctuation are so frequent that communication is generally very difficult to understand.

■ ORAL EXPRESSION ASSIGNMENTS SECTION

On the following pages are:

- ▶ Sample test directions for the oral expression assignments
- ▶ Sample oral expression assignments (the first, for Objective 17, is in the target language, and the second, for Objective 16, is in English)
- ▶ Descriptions of the tasks and expected responses
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given different oral expression assignments from the ones provided as samples in this preparation guide.

SAMPLE TEST DIRECTIONS FOR THE ORAL EXPRESSION ASSIGNMENTS

DIRECTIONS FOR SECTION FOUR

ORAL EXPRESSION ASSIGNMENTS IN THE TARGET LANGUAGE AND IN ENGLISH

For Section Four of this test, you will speak on tape in response to two assignments presented in your test booklet. You must respond to the first assignment in the target language and to the second assignment in English. You will be given ample time to read each assignment in your test booklet and consider your response, then you will have two minutes to record your response to each assignment. A list of suggestions is provided to help direct your response to each assignment. It is not necessary that you address every point in a list, nor are you limited in each response to the points mentioned. However, what you say must be relevant to the situations with which you are presented, and part of your score will be based on the degree to which you elaborate on the topics by addressing either the suggested points or points of your choosing.

You may NOT write in this test booklet. *You will be scored only on the responses that you provide on the tape after the announcer instructs you to begin speaking.*

Your responses will be evaluated on the basis of the following criteria:

- **DEVELOPMENT:** fullness of development of the topic
- **COHERENCE:** clarity and coherence of the message
- **FLUENCY:** fluency and ease of expression
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX:** handling of syntax and grammatical constructions
- **PRONUNCIATION:** pronunciation and intonation

Once the tape has begun, it cannot be stopped, nor can you re-record a response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

■ SAMPLE ORAL EXPRESSION ASSIGNMENTS



Objective 0017

In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates a command of vocabulary and syntax appropriate to an educational setting.

(You will hear and read in the test booklet:)

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in the target language. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagínese que el maestro de música de la escuela elemental donde usted trabaja le pide ayuda para comunicarse en español con la familia de uno de sus estudiantes. Su colega ha descubierto que este estudiante tiene una voz muy bonita y le gustaría invitar al estudiante a que se uniera al grupo coral extracurricular. El coro ensaya dos horas después de la escuela una vez a la semana y da varios conciertos al año. El maestro de música tiene esperanza de que usted obtenga el permiso de los padres para que el estudiante se una al grupo.

Hablando en español, haga una llamada telefónica en la cual usted:

- (1) se presenta y explica la razón por la que está llamando, y
- (2) describe los beneficios que puede derivar el niño al participar en esta actividad.

No deje de hablar sobre las dos tareas mencionadas arriba. Puede incluir los siguientes tópicos, pero no tiene que limitarse a ellos.

- la evaluación que hace el maestro de música del talento del niño;
- la información sobre los ensayos y los conciertos;
- las experiencias sociales y musicales que el estudiante puede tener como miembro del coro.

(You will have 1 minute to study the instructions above. Then, you will have 2 minutes to respond on the audiotape.)



Responses to the speaking assignment are evaluated on the basis of six criteria:

- fullness of development of topic
- clarity and coherence of message
- fluency and ease of expression
- command of vocabulary and idiomatic expressions
- handling of syntax and grammatical constructions
- pronunciation and intonation

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker would show mastery of a broad vocabulary, including appropriate use of idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.



Objective 0016

In response to a prompt, construct connected oral discourse in English that communicates a message effectively and demonstrates a command of vocabulary and syntax appropriate to an educational setting.

(You will hear and read in the test booklet:)

Read the instructions below. You will have 2 minutes to study these instructions. Then, when you are told to do so, begin to respond in English. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you are being interviewed for a teaching position. You are asked to express a preference for your placement.

Speaking in English, make a short presentation in which you:

- (1) describe the type of school setting in which you would prefer to work, and
- (2) explain why you feel this type of setting is particularly appropriate to your preparation, interests, or strengths.

Be sure to address both of the tasks described above. You may wish to include, but are not limited to, the following topics:

- the particular grade level you would like to teach;
- how you would like to use your knowledge or interests in your preferred school setting.

(You will have 2 minutes to study the instructions above. Then, you will have 2 minutes to respond on the audiotape.)



Responses to the speaking assignment are evaluated on the basis of six criteria:

- fullness of development of topic
- clarity and coherence of message
- fluency and ease of expression
- command of vocabulary and idiomatic expressions
- handling of syntax and grammatical constructions
- pronunciation and intonation

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker would show mastery of a broad vocabulary, including appropriate use of idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR THE ORAL EXPRESSION ASSIGNMENTS

Performance Characteristics

The following characteristics guide the scoring of responses to the oral expression assignments.

DEVELOPMENT	fullness of development of topic
COHERENCE	clarity and coherence of message
FLUENCY	fluency and ease of expression
VOCABULARY	command of vocabulary and idiomatic expressions
SYNTAX	handling of syntax and grammatical constructions
PRONUNCIATION	pronunciation and intonation

Scoring Scale

Scores will be assigned to responses to the oral expression assignments according to the following scoring scale.

Score	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker displays mastery of a broad vocabulary, including appropriate use of idiomatic expressions. The speaker handles simple and complex linguistic constructions, making only minor grammatical errors that do not interfere with communication. The speaker exhibits good to excellent pronunciation and intonation.
3	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate speaks with some hesitation, using a limited variety of sentence structures. The speaker uses appropriate but limited idiomatic expressions and vocabulary. The speaker shows good command of simple linguistic constructions, with some errors in more complex statements, and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in pronunciation and intonation that do not interfere with communication.
2	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate speaks with frequent hesitation, using simple and repetitive sentence structures. The speaker uses very simple vocabulary, lacking some key words and expressions. The speaker handles only simple linguistic constructions, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Pronunciation and intonation are sufficiently faulty to make comprehension sometimes difficult.
1	The candidate inadequately addresses the assigned topic, without elaborating any points. The candidate generally fails to communicate a clear message. The speaker hesitates frequently, making speech sound fragmented and choppy. The speaker exhibits inadequate command of vocabulary to communicate a complete message. The speaker shows little command of basic elements of sentence structure, grammar, and syntax. Frequent errors are made in pronunciation and intonation, making speech generally very difficult to understand.