



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**Cantonese CST (11)
Mandarin CST (18)**

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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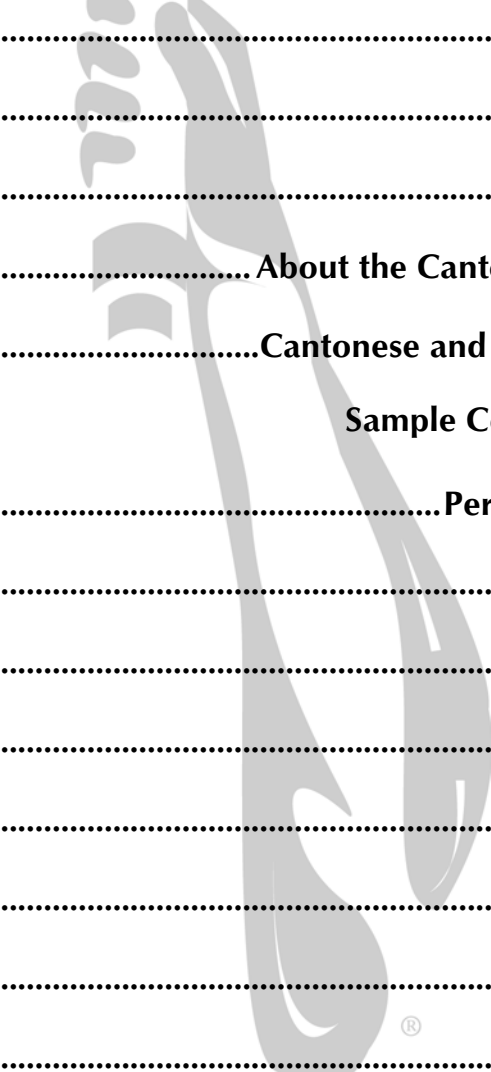
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■ INTRODUCTION

Purpose of This Preparation Guide

This preparation guide is designed to help familiarize candidates with the content and format of two tests 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 tests with candidates.

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

This preparation guide illustrates some of the types of questions that appear on the tests; 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 tests.

Following these general information sections, specific information about the tests 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 tests.

Next, information about each of the six constructed-response assignments of each test is presented, including sample test directions. Sample constructed-response assignments are also presented, followed by a description of a strong response for each assignment.

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

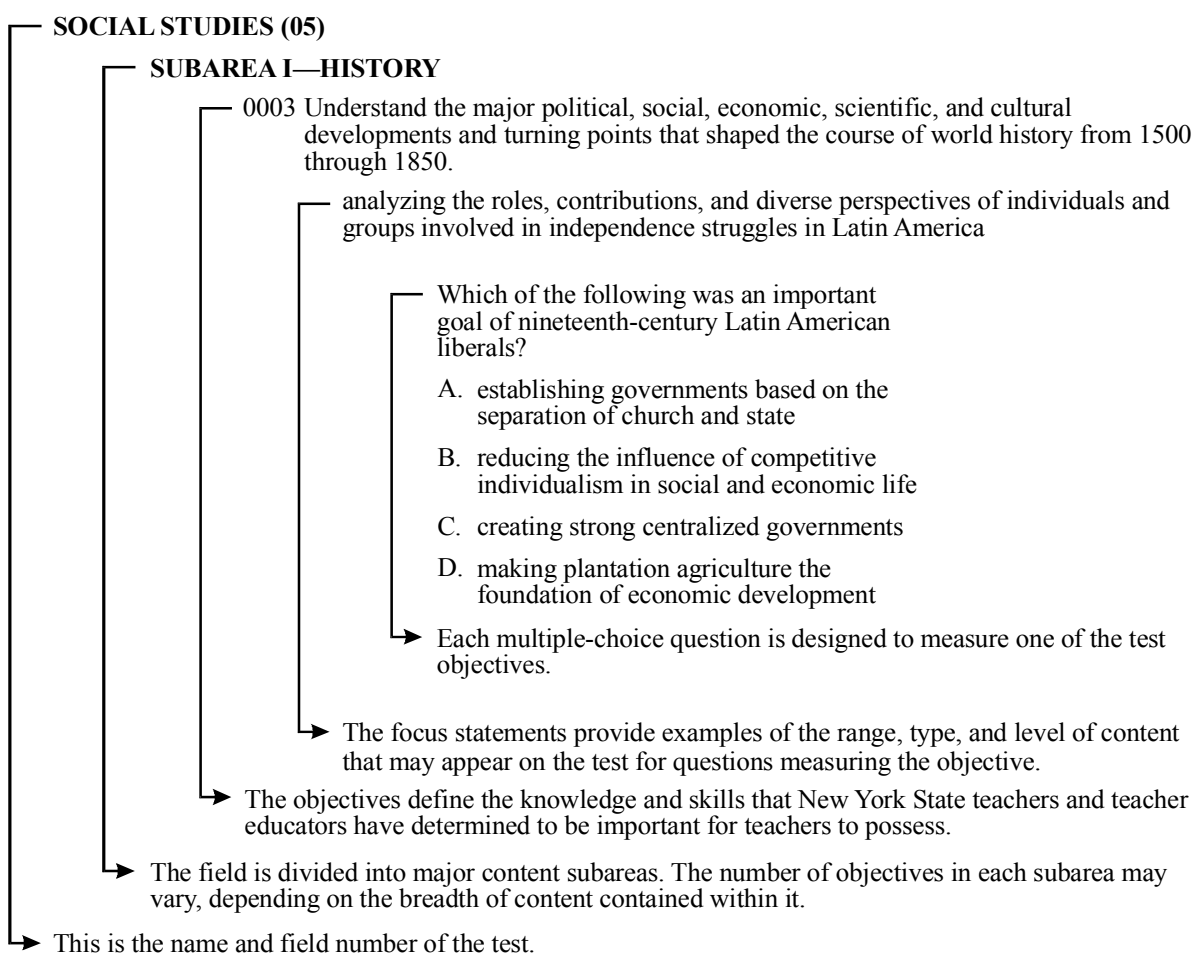
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

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.

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 the questions closely so that you understand what they ask.

Mark Answers Carefully.

You may use any blank space provided in the test booklet to make notes, but your written responses must be clearly recorded on the appropriate pages of the answer document. **ONLY WRITTEN RESPONSES THAT APPEAR ON THE APPROPRIATE PAGES OF THE ANSWER DOCUMENT WILL BE SCORED.** For the oral expression assignment, you will be scored only on the response that you provide on the audiotape after you are instructed to begin speaking.

Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the assignments that gave you difficulty and verify your work on them. Check the answer document, too. Be sure that you have written your responses on the appropriate pages of the answer document.

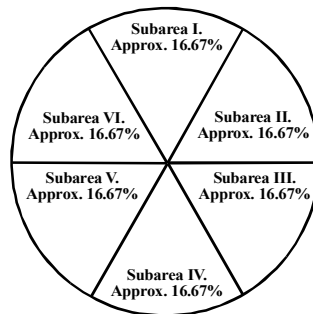
ABOUT THE CANTONESE AND MANDARIN CONTENT SPECIALTY TESTS

The purpose of the Cantonese and Mandarin Content Specialty Tests (CST) is to assess knowledge and skills in the following six subareas:

- Subarea I. Listening Comprehension
- Subarea II. Reading Comprehension
- Subarea III. Language Structures
- Subarea IV. Cultural Understanding
- Subarea V. Written Expression
- Subarea VI. Oral Expression

The test objectives presented on the following pages define the content that may be assessed by the Cantonese and Mandarin CSTs. 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 Cantonese and Mandarin CSTs each contain six sections: (1) a listening comprehension section, (2) a reading comprehension section, (3) a section on language structures, (4) a section on cultural understanding, (5) a written expression assignment, and (6) an oral expression assignment. The oral expression assignment is contained in a separate test booklet and may be administered in a separate room. The figure below illustrates the approximate percentage of the test corresponding to each subarea.



The section that follows the test objectives presents sample test assignments for you to review as part of your preparation for the test. A description of the assignment and the expected response is provided for each of the six constructed-response assignments.

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

■ CANTONESE AND MANDARIN CONTENT SPECIALTY TEST OBJECTIVES

Listening Comprehension
Reading Comprehension
Language Structures
Cultural Understanding
Written Expression
Oral Expression

The New York State teacher of modern languages other than English has the knowledge and skills necessary to teach effectively in New York State public schools. The language teacher possesses a high degree of proficiency in the language of his or her specialization, using the language to interpret a variety of spoken messages and written texts and to communicate effectively in speech and in writing. The language teacher understands that language reflects a body of shared values and assumptions that constitutes a distinctive culture and is aware of the historical development and contemporary characteristics of the cultures associated with the language of specialization. Most importantly, the language teacher understands that the primary purpose of language is communication: for socializing, for providing and acquiring information, for expressing personal feelings and opinions, and for persuading others to adopt courses of action.

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

Examples listed in this framework may not necessarily apply to all languages.

SUBAREA I—LISTENING COMPREHENSION

0001 Understand spoken questions or other oral messages.

For example:

- demonstrating an understanding of customary greetings, exclamations, or leave-takings
- demonstrating an understanding of a question or comment likely to be encountered in a social situation
- demonstrating an understanding of a request for information

0002 Derive essential information from oral messages in real-life situations.

For example:

- demonstrating an understanding of the main idea or details in a spoken passage
- demonstrating an understanding of a telephone message or public address announcement
- demonstrating an understanding of a sequence of steps described in a set of oral directions
- demonstrating an understanding of a stated cause or effect in a situation described in an oral message

0003 Infer meaning from oral communications.

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing a personal relationship implied but not stated in an oral communication
- analyzing the social context of a spoken exchange

SUBAREA II—READING COMPREHENSION

0004 Understand the literal content of a variety of authentic materials.

For example:

- analyzing a passage to determine the main idea or provide an accurate summary
- discerning details regarding character, setting, or events described in a passage
- analyzing a passage to determine the sequence of events

0005 Apply skills of inference and interpretation to a variety of authentic materials.

For example:

- making inferences about setting or character from information provided in a passage
- recognizing implied cause-and-effect relations in a passage
- inferring an author's assumptions, purpose, or point of view in a passage
- interpreting figurative language (e.g., metaphors, similes) in a literary passage
- interpreting the meaning of a passage

0006 Understand the use of language for various situations and purposes.

For example:

- analyzing the use of language to achieve specific purposes (e.g., to persuade, to amuse)
- demonstrating an understanding of appropriate language for social situations (e.g., canceling an appointment, expressing a compliment)
- selecting appropriate language for everyday transactions (e.g., shopping, dining)
- analyzing appropriate language for expressing attitudes, opinions, and judgments

SUBAREA III—LANGUAGE STRUCTURES

0007 Transform sentences or passages in context according to given instructions.

For example:

- transforming a positive statement, question, or command to a negative one, or vice versa
- transforming the tense, mood, or voice of a sentence or passage
- transforming a sentence or passage from direct to indirect discourse, or vice versa
- combining two or more sentences into one sentence that preserves the meaning of the original sentences
- paraphrasing a sentence or passage while preserving the meaning of the original

0008 Analyze sentences to determine grammatically correct words or phrases to complete them.

For example:

- using the correct noun or pronoun form or particle for a given context
- selecting verb forms or phrases appropriate for a given context
- using the appropriate modifying word or phrase to complete a sentence
- employing the appropriate subordinate clause to complete a sentence

0009 Revise written passages to correct errors in structure and syntax that interfere with accurate communication.

For example:

- identifying errors in grammar and usage
- substituting correct word forms for incorrect word forms in a given context
- selecting revisions to correct inappropriate syntactic constructions
- recognizing common errors in language usage

SUBAREA IV—CULTURAL UNDERSTANDING

0010 Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.

For example:

- demonstrating an understanding of major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language
- analyzing the role of major historical events and figures in the development of cultures associated with the target language
- analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures
- recognizing traditional customs and institutions of cultures associated with the target language and demonstrating an understanding of how those traditions are affected by contemporary historical, economic, and technological developments

0011 Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values and/or beliefs influence these features.

For example:

- recognizing natural geographic features (e.g., climate, location, natural resources) of nations using the target language
- demonstrating an understanding of governmental institutions of nations using the target language and their historical or cultural significance
- analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning)
- demonstrating an understanding of characteristic features of daily life in nations in which the target language is the major vehicle of communication

0012 Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.

For example:

- recognizing major movements, writers, and works in the literature of the target language and understanding their cultural significance
- demonstrating an understanding of characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance
- recognizing major scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance

SUBAREA V—WRITTEN EXPRESSION

0013 In response to a prompt, prepare a coherent, well-developed written composition in the target language that communicates a message effectively and demonstrates a command of vocabulary, syntax, and mechanical conventions.

For example:

- a letter to a professor requesting a recommendation for a particular job or program of study, including the writer's reasons for being interested in the job or academic program
- an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision
- a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student)
- an article for a school newspaper about the place where you grew up

SUBAREA VI—ORAL EXPRESSION

0014 In response to a prompt, construct a clear and well-developed oral discourse in the target language that communicates a message fluently, with appropriate pronunciation and intonation, and demonstrates a command of vocabulary, syntax, and grammatical constructions.

For example:

- describing events or actions
- discussing advantages and disadvantages of an idea or proposed course of action
- responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance
- making a presentation (e.g., to a group of teachers) about your educational and professional background

SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS, CONSTRUCTED-RESPONSE ASSIGNMENTS, AND PERFORMANCE CHARACTERISTICS AND SCORING SCALES

On the following pages are:

- ▶ Sample test directions for each constructed-response assignment
- ▶ A description of the task and expected response for each assignment
- ▶ Sample constructed-response assignments
- ▶ Performance characteristics and scoring scale for each assignment

On the actual tests, candidates will be given different constructed-response assignments from those provided as samples in this preparation guide.

■ SAMPLE GENERAL TEST DIRECTIONS

TEST DIRECTIONS

This test consists of six sections: (1) a listening comprehension section, (2) a reading comprehension section, (3) a section on language structures, (4) a section on cultural understanding, (5) a written expression assignment, and (6) an oral expression assignment. The first five sections will be administered in this room. The oral expression assignment (Section Six) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear before the section.

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.

■ LISTENING COMPREHENSION ASSIGNMENT

Sample Test Directions for the Listening Comprehension Assignment

DIRECTIONS FOR SECTION ONE

LISTENING COMPREHENSION

Section One of this test consists of a listening comprehension exercise that involves listening to an excerpt on audiotape and then responding in writing to an assignment presented in your test booklet. The exercise will begin with directions that will be read aloud on tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. The passage will be read twice. Your response may be written in either the target language or English. Write your response on page 3 of the answer document under "Section One." ***Your score will be based solely on the response you write on page 3 of the answer document.***

Your response to the assignment will be evaluated on the basis of the following criteria. Please take the next 30 seconds to familiarize yourself with these criteria.

- **LISTENING COMPREHENSION:** accuracy and completeness in comprehending spoken language
- **LISTENING INFERENCE:** demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

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 Listening Comprehension Assignment



Subarea I: Listening Comprehension

For this section of the test, you will listen twice to a taped sample of speech in the target language and respond in writing to an assignment presented in your test booklet. The taped speech may be an extended public announcement, a selection from a radio program, an excerpt from a conversation, or some other example of speech encountered in a realistic context. The assignment will require you to do one or more of the following tasks:

- summarize an explicit message,
- draw one or more inferences (e.g., the relationship among the speakers in a dialogue, the setting in which a message is communicated), or
- recall one or more details.

An excellent response will demonstrate a thorough understanding of both stated and implied content, including, where appropriate, such subtleties as the tone used by one or more speakers. Because this exercise is designed to test your listening skills and not your writing ability, you may write your response in either the target language or English. You may wish to use the language that is more familiar to you.

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

This is a listening comprehension exercise. You will hear a dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment on page 3 of the answer document. Your response may be written in either Chinese or English. Before you hear the dialogue, you will be given 30 seconds to study the assignment. Begin studying the assignment now.

(You will read in the test booklet:)

Write a response of a few sentences in which you:

- identify the three speakers, their relationship to one another, and the event the first speaker is describing;
- explain how the other speakers react to what the first speaker reports; and
- predict from the content of the conversation what the first speaker will do in the near future.

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

Listen carefully to the following dialogue. After you have heard it twice, respond in writing to the assignment on page 3 of your answer document.



(You will hear:)

[scripted here in TRADITIONAL CHARACTERS]

甲： 哎！哎！我贏了！我贏了！

乙： 你贏了什麼？

甲： 百米賽跑啊！你說的我得了第一，就給我買一架收錄音機，
這回可跑不了啦！

乙： 誰說的！跑得比你還快！

甲： 賴帳！賴帳！我找媽媽來作證！你答應過的！

乙： 別急！別急！跟你開玩笑的。你們班上還得了什麼？

甲： 啊！標槍第一，跳高也奪魁，一千米得第三，跳遠沒得名次。

乙： 總分呢？

甲： 我們得了團體冠軍！大家都興奮極了！

乙： 那！你們練習這麼多天真沒白練，我也為你們高興。

甲： 當然啊！『有志者事竟成』。

乙： 你們得了什麼獎品？

甲： 除了個人獎以外，我們團體第一還得了一個大獎牌。
老師還要請全班吃西瓜呢！

丙： 唉！別吵了！快來幫我把菜端上桌，再到隔壁把弟弟叫回來吃飯。

甲： 是不是做了好吃的給我慶祝？

丙： 我不是天天給你做好吃的嗎？明天我們上館子去給你慶祝行了吧！

甲： 好極啦！

丙： 別太高興了，吃了飯趕快給我做功課！

這麼多天，天天練到黑天末日的，功課都耽誤了。

甲： 好啦！好啦！等我期末考個第一，給你看看！



(You will hear:)

[scripted here in SIMPLIFIED CHARACTERS]

- 甲： 哎！哎！我赢了！我赢了！
- 乙： 你赢了什麼？
- 甲： 百米赛跑啊！你说的我得了第一，就给我买一架收录音机，这回可跑不了啦！
- 乙： 谁说的！跑得比你还快！
- 甲： 赖帐！赖帐！我找妈妈来作证！你答应过的！
- 乙： 别急！别急！跟你开玩笑的。你们班上还得了什麼？
- 甲： 啊！标枪第一，跳高也夺魁，一千米得第三，跳远没得名次。
- 乙： 总分呢？
- 甲： 我们得了团体冠军！大家都兴奋极了！
- 乙： 那！你们练习这麼多天真没白练，我也为你们高兴。
- 甲： 当然啊！『有志者事竟成』。
- 乙： 你们得了什麼奖品？
- 甲： 除了个人奖以外，我们团体第一还得了一个大奖牌。
老师还要请全班吃西瓜呢！
- 丙： 唉！别吵了！快来帮我把菜端上桌，再到隔壁把弟弟叫回来吃饭。
- 甲： 是不是做了好吃的给我庆祝？
- 丙： 我不是天天给你做好吃的吗？
明天我们上馆子去给你庆祝行了吧！
- 甲： 好极啦！
- 丙： 别太高兴了，吃了饭赶快给我做功课！
这麼多天，天天练到黑天末日的，功课都耽误了。
- 甲： 好啦！好啦！等我期末考个第一，给你看看！

Performance Characteristics for the Listening Comprehension Assignment

The following characteristics guide the scoring of responses to the listening comprehension assignment.

LISTENING COMPREHENSION	accuracy and completeness in comprehending spoken language
LISTENING INFERENCE	demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Scoring Scale for the Listening Comprehension Assignment

Scores will be assigned to each response to the listening comprehension assignment according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	The candidate demonstrates thorough comprehension of literal content of a sample of spoken language. The candidate accurately infers information implied in a sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension.
3	The candidate demonstrates good overall comprehension of literal content of a sample of spoken language, though some details may be misunderstood or missed. The candidate shows some ability to infer information implied in a sample of spoken language, though some subtleties may be misinterpreted or missed.
2	The candidate shows partial comprehension of a sample of spoken language, discerning some main ideas but failing to understand other major ideas and details. The candidate generally fails to infer information or discern tone in a sample of spoken language.
1	The candidate fails to demonstrate understanding of major points in a sample of spoken language, showing comprehension only of isolated words and phrases. The candidate fails to infer information or discern tone in a sample of spoken language.

■ READING COMPREHENSION ASSIGNMENT

Sample Test Directions for the Reading Comprehension Assignment

DIRECTIONS FOR SECTION TWO

READING COMPREHENSION

Section Two of this test consists of a reading comprehension exercise that involves reading a brief passage and then responding in writing to an assignment presented after the passage in your test booklet. Your response may be written in either the target language or English. Write your response on page 5 of the answer document under "Section Two." *Your score will be based solely on the response you write on page 5 of the answer document.*

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

- **LITERAL COMPREHENSION:** accuracy and completeness in comprehending literal content of written language
- **INFERENCE:** demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Turn the page and continue with Section Two.

Sample Reading Comprehension Assignment



Subarea II: Reading Comprehension

For this section of the test, you will read a brief passage and respond in writing to an assignment presented after the passage. The passage may be drawn from a newspaper story, a magazine article, a travel guidebook, a literary work, or some other text in the target language. The assignment will require you to do one or more of the following tasks:

- summarize information stated in the passage,
- make an inference from the passage (e.g., the writer's implied attitude toward the subject, the relationship between two or more fictional characters), or
- recall one or more details from the passage.

An excellent response will demonstrate a thorough and accurate understanding of the elements of the passage that the assignment requires you to discuss. Because this exercise is designed to test your reading skills and not your writing ability, you may write your response in either the target language or English. You may wish to use the language that is more familiar to you.



Read either the passage below (presented in Traditional characters) or the same passage on the following page (presented in Simplified characters) and the assignment that follows. Write your response on page 5 of the answer document. Your response may be written in either Chinese or English.

[TRADITIONAL CHARACTERS]

店外的售報機老是吃著錢幣而不吐出報紙。今天一大清早，就有一個顧客爲了要買一份報紙而被它吃掉他唯一的二角五分的錢幣。

售報機並不屬於酒店所有，因此我也愛莫能助，但是，我告訴他，可以打電話到某個號碼即可得到退款。說著，我拿出一個錢幣想幫助他。他手接著錢幣，言謝之餘，還說就算借他好了，且拿下他腕上的手錶，要「當」在店中做贖物。我說不用了，只是小事一件又何必太在意。

說真的，這件事在酒店屢見不鮮。以我的經驗不還才是正常，拿來還則是奇事一樁，所以，我不會把這件事放在心上，根本就忘了。

那知第二天我上班時，赫然發現收音機旁放著一張卡片。上面有一個用膠帶粘住的錢幣，旁邊寫著：『凱思林，謝謝你昨天借給我的二角五分錢幣。』

突然之間，我感觸良深。在這人心不古，世風日下的社會中，這位送還一個錢幣的人，無疑的使我重拾對人的信心，也感到他的謝意很真實。我爲他感到驕傲。



[SIMPLIFIED CHARACTERS]

酒店外的售报机老是吃着钱币而不吐出报纸。今天一大清早，就有一个顾客为了要买一份报纸而被它吃掉他唯一的二角五分的钱币。

售报机并不属于酒店所有，因此我也爱莫能助，但是，我告诉他，可以打电话到某个号码即可得到退款。说着，我拿出一个钱币想帮助他。他手接着钱币，言谢之余，还说就算借他好了，且拿下他腕上的手表，要「当」在店中做赎物。我说不用了，只是小事一件又何必太在意。

说真的，这件事在酒店屡见不鲜。以我的经验不还才是正常，拿来还则是奇事一椿，所以，我不会把这件事放在心上，根本就忘了。

那知第二天我上班时，赫然发现收音机旁放着一张卡片。上面有一个用胶带粘住的钱币，旁边写着：『凯思林，谢谢你昨天借给我的二角五分钱币。』

突然之间，我感触良深。在这人心不古，世风日下的社会中，这位送还一个钱币的人，无疑的使我重拾对人的信心，也感到他的谢意很真实。我为他感到骄傲。

Write a few sentences in which you:

- summarize the incident, and
- explain how the store clerk feels about the experience, and why it is significant to him.

Performance Characteristics for the Reading Comprehension Assignment

The following characteristics guide the scoring of responses to the reading comprehension assignment.

LITERAL COMPREHENSION	accuracy and completeness in comprehending literal content of written language
INFERENCE	demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Scoring Scale for the Reading Comprehension Assignment

Scores will be assigned to each response to the reading comprehension assignment according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	The candidate demonstrates thorough understanding of the literal content of reading passage, including virtually all significant details. The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text.
3	The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. The candidate shows some ability to infer information from the text, but may misinterpret some subtleties.
2	The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text.
1	The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words and phrases. The candidate fails to make inferences from written text.

■ LANGUAGE STRUCTURES ASSIGNMENTS

Sample Test Directions for the Language Structures Assignments

DIRECTIONS FOR SECTION THREE

LANGUAGE STRUCTURES

Section Three of this test consists of three parts (Parts A, B, and C), each of which requires you to demonstrate your command of the grammatical structure of the target language. Directions are provided before each part. Write your responses in the spaces provided on pages 7–8 of the answer document.

Write ONLY responses to Part A (1–16) under "Part A" of the answer document; responses to Part B and Part C that appear in Part A of the answer document will NOT be scored.

Write ONLY responses to Part B (17–20) under "Part B" of the answer document; responses to Part A and Part C that appear in Part B of the answer document will NOT be scored.

Write ONLY responses to Part C (21–24) under "Part C" of the answer document; responses to Part A and Part B that appear in Part C of the answer document will NOT be scored.

Responses written in this test booklet will NOT be scored. *Your score will be based solely on the responses you write on pages 7–8 of the answer document.*

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

- **GRAMMAR:** Part A (1–16)—supplying the grammatically correct term
- **TRANSFORMATION:** Part B (17–20)—making a specified transformation
- **CORRECTION:** Part C (21–24)—correcting errors

Turn the page and continue with Section Three.

Sample Language Structures Assignments



Subarea III: Language Structures

This section of the test consists of three parts, each of which requires you to demonstrate your command of the grammatical structure of the target language.

The first part is a cloze exercise; you are asked to provide, according to specific directions, words or phrases that have been systematically omitted from text. The words or phrases to be supplied may include verb forms, pronouns, modifiers requiring agreement, inflected noun forms, or other important elements of syntax and usage.

The second part involves transforming one or more sentences according to specific directions: for example, transforming from one tense or voice to another, from a singular form to a plural one, or from an informal language style to a formal one.

The third part asks you to rewrite in correct form one or more sentences that contain grammatical errors. In the scoring of this section of the test, all grammatically correct answers that are consistent with what the directions ask you to provide will be accepted.



Follow the directions for each of the three parts (Parts A, B, and C) below. Respond to either the version presented in Traditional characters OR the version presented in Simplified characters. Do NOT respond to both versions. The version in Traditional characters appears below and on the next page. Turn the next page for the version in Simplified characters.

LANGUAGE STRUCTURES (TRADITIONAL CHARACTERS)

Part A (1–16)

Complete the passage by writing the words that are grammatically correct and appropriate in the context. Write each response to Part A on page 7 of the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

張建約王明看晚上八點鐘的電影。看電影₁ 要去一₂ 中國飯館
吃飯。他們說好了六點在飯館見面。張建五點半₃ 到了飯館，可是王明一直沒
來，張建每十分鐘₄ 到門口去看₅，王明六點半₆ 到。張很生氣
地說：『你怎麼現在₇ 來！我已經先叫了菜，菜來了₈ 趕快的吃還不知道
來得及₉！』菜來了，他們急著趕快吃。吃完的時候已經七點半
₁₀。他們開車₁₁ 電影院需要半₁₂ 多小時₁₃ 能到，他們到電影院的時
候電影已經開始了，他們沒有看₁₄ 開頭，張建說：『₁₅ 你不遲到，
我們₁₆ 不會看不到開頭了。』

Part B (17–20)

Rewrite each sentence below, transforming it according to the directions. Write your responses to Part B on page 8 of the answer document. Before each response, write the corresponding number (17–20) from your test booklet. Responses written in this test booklet will NOT be scored.

- (17) Rewrite the sentence below using a *ba* (把) construction.

小張現在不能來，因為他的車鑰匙鎖在車裏了。



(18) Rewrite the sentence below in the passive voice.

他們叫的菜都吃光了。

(19) Rewrite the sentence below using paired conjunctions.

他們吃得很快，開車也開得很快才趕得上七點的電影。

(20) Rewrite the sentence below using a sequential expression without time references.

他們六點半吃晚飯，八點鐘看電影。

Part C (21–24)

Rewrite the sentence that follows, correcting all errors but retaining the original meaning. Write your response to Part C on page 8 of the answer document. Responses written in this test booklet will NOT be scored.

他不習慣吃美國飯跟不習慣喝咖啡，更他不會用刀叉，可是他對美國音樂有很興趣；現代的；古典的都他喜歡極了。



LANGUAGE STRUCTURES (SIMPLIFIED CHARACTERS)

Part A (1-16)

Complete the passage by writing the words that are grammatically correct and appropriate in the context. Write each response to Part A on page 7 of the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

张建约王明看晚上八点钟的电影。看电影_____要去一_____中国饭馆吃饭。他们说好了六点在饭馆见面。张建五点半_____到了饭馆，可是王明一直没来，张建每十分钟_____到门口去看_____，王明六点半_____到。张建很生气地说：『你怎麽现在_____来！我已经先叫了菜，菜来了_____赶快的吃还不知道来得及_____！』菜来了，他们急着赶快吃。吃完的时候已经七点半_____。他们开车_____电影院需要半_____多小时_____能到，他们到电影院的时候电影已经开始了，他们没有看_____开头，张建说：『_____你不迟到，我们_____不会看不到开头了。』

Part B (17-20)

Rewrite each sentence below, transforming it according to the directions. Write your responses to Part B on page 8 of the answer document. Before each response, write the corresponding number (17-20) from your test booklet. Responses written in this test booklet will NOT be scored.

- (17) Rewrite the sentence below using a *ba* (把) construction.

小张现在不能来, 因为他的车钥匙锁在车里了。

- (18) Rewrite the sentence below in the passive voice.

他们叫的菜都吃光了。



-
- (19) **Rewrite the sentence below using paired conjunctions.**

他们吃得很快，开车也开得很快才赶得上七点的电影。

- (20) **Rewrite the sentence below using a sequential expression without time references.**

他们六点半吃晚饭，八点钟看电影。

Part C (21–24)

Rewrite the sentence that follows, correcting all errors but retaining the original meaning. Write your response to Part C on page 8 of the answer document. Responses written in this test booklet will NOT be scored.

他不习惯吃美国饭跟不习惯喝咖啡，更他不会用刀叉，可是他对美国音乐有很兴趣；现代的；古典的都他喜欢极了。

Performance Characteristics for the Language Structures Assignments

The following characteristics guide the scoring of responses to the language structures assignments.

GRAMMAR	<p>Part A (1–16)—supplying the grammatically correct term</p> <p>The candidate's response is grammatically correct and appropriate within the context of the presented statement, i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement.</p>
TRANSFORMATION	<p>Part B (17–20)—making a specified transformation</p> <p>The candidate's response correctly transforms the sentence or passage as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.</p>
CORRECTION	<p>Part C (21–24)—correcting errors</p> <p>The candidate's response acceptably corrects the syntactic or linguistic errors found in the passage, i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning.</p>

■ CULTURAL UNDERSTANDING ASSIGNMENT

Sample Test Directions for the Cultural Understanding Assignment

DIRECTIONS FOR SECTION FOUR

CULTURAL UNDERSTANDING

Section Four of this test consists of a cultural understanding assignment presented in your test booklet. Your response may be written in either the target language or English. Write your response on page 9 of the answer document under "Section Four." *Your score will be based solely on the response you write on page 9 of the answer document.*

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

- **IDENTIFICATION:** accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
- **CULTURAL CONTEXT:** ability to place the topic in the appropriate cultural context (e.g., historical period, geographic location)
- **CULTURAL ISSUES:** clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Turn the page and continue with Section Four.

Sample Cultural Understanding Assignment



Subarea IV: Cultural Understanding

For this section of the test, you will be asked to write about a specific aspect of the culture associated with the target language. The topic may be a major historical figure; a significant event or period; a well-known artist, work of art, or artistic movement; an important geographical feature; or a cultural phenomenon or institution. The assignment will require you to:

- identify the topic, and
- explain in a few sentences why the given person, event, work, movement, geographical feature, or institution is important to the culture.

An excellent answer will provide both basic, accurate information (e.g., placing a historical figure in the correct period, correctly locating a geographical feature) and a succinct but thorough analysis of the role of the subject in the development of a national or regional culture. Because this exercise is designed to test your cultural knowledge and not your writing ability, you may write your response to the assignment in either the target language or English. You may wish to use the language that is more familiar to you.

The following is a cultural understanding assignment. Write your response on page 9 of the answer document.

In the history of every culture, there are figures whose actions or character significantly influenced the course of subsequent events. In Chinese culture, Sun Yat-sen is such a figure. In a response of approximately 100 to 200 words, explain the contribution of Sun Yat-sen to the history and culture of China. Your response may be written in either English or Chinese and will be evaluated on the basis of your cultural knowledge, not your writing ability. However, your ideas must be communicated clearly enough to permit an assessment.

Performance Characteristics for the Cultural Understanding Assignment

The following characteristics guide the scoring of responses to the cultural understanding assignment.

IDENTIFICATION	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
CULTURAL CONTEXT	ability to place the topic in the appropriate cultural context (e.g., historical period, geographic location)
CULTURAL ISSUES	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Scoring Scale for the Cultural Understanding Assignment

Scores will be assigned to each response to the cultural understanding assignment according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate places the topic in the appropriate cultural context (e.g., historical period, geographic location). The candidate provides a thorough and accurate explanation of the relationship of the topic to the development of the target culture.
3	The candidate accurately identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate provides limited but generally accurate information regarding cultural context (e.g., historical period, geographic location). The candidate provides some explanation of the relationship of the topic to the development of the target culture, with only minor factual errors, if any.
2	The candidate provides minimal information to identify the topic named in the assignment. The candidate provides little additional information, and may err in placing the topic in cultural context. The candidate fails to address the significance of the topic, or reveals misunderstanding of cultural trends and issues.
1	The candidate fails to identify accurately the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate's response generally reveals inadequate grasp of both specific facts and broader cultural trends and issues.

■ WRITTEN EXPRESSION ASSIGNMENT

Sample Test Directions for the Written Expression Assignment

DIRECTIONS FOR SECTION FIVE

WRITTEN EXPRESSION

Section Five of this test 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 pages 11–12 of the answer document under "Section Five." ***Your score will be based solely on the response you write on pages 11–12 of the 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 Five.

Sample Written Expression Assignment



Subarea V: Written Expression

For this section of the test, you will write in the target language a response to an assignment presented in English. The assignment will contain a description of an imaginary situation and ask you to carry out a writing task that arises from the situation: for example, writing a letter to a friend narrating an experience described in the assignment. Your written response to the assignment in the target language will be evaluated on the basis of six major criteria:

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

An excellent response to the assignment will reflect the writer's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax, usage, spelling, and punctuation.

The following is a written expression assignment. Write your response on pages 11–12 of the answer document. Your response must be written in Chinese.

Imagine that you have a warm relationship with a family with whom you lived during a year of study in Taiwan. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in Chinese to the parents of the family, a couple in their fifties. (Occasional use of Pinyin is acceptable for terms not in common use.) You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

Performance Characteristics for the Written Expression Assignment

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

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

Scoring Scale for the Written Expression Assignment

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 ASSIGNMENT

Sample Test Directions for the Oral Expression Assignment

DIRECTIONS FOR SECTION SIX

ORAL EXPRESSION

For Section Six of this test, you will speak on tape in the target language in response to an assignment presented in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak. A list of suggestions to help direct your response will be provided. It is not necessary that you address every point in the list, nor are you limited to the points provided. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic 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 response that you provide on the tape after the announcer instructs you to begin speaking. Your response must be spoken in the target language.*

Your response 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 Assignment



Subarea VI: Oral Expression

For this section of the test, you will speak on tape in the target language in response to an assignment that is presented in English in your test booklet and that contains a description of an imaginary situation that requires oral communication: for example, resolving a problem you encounter while traveling in an area where the target language is spoken. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak. For the Cantonese CST, you will be asked to respond in Cantonese; for the Mandarin CST, you will be asked to respond in Mandarin. The oral response that you record on tape in the target language will be evaluated on the basis of six major criteria:

- fullness of development of the topic;
- clarity and coherence of the message;
- fluency and ease of expression;
- demonstrated command of vocabulary and idiomatic expressions;
- accuracy in handling of syntax and grammatical constructions; and
- accuracy of pronunciation and intonation.

An excellent response to the assignment will reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.



(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 Cantonese [Note to candidate: for the Cantonese CST, you will be asked to respond in Cantonese; for the Mandarin CST, you will be asked to respond in Mandarin.]. 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 the faculty advisor to a Chinese student who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in Cantonese [Note to candidate: for the Cantonese CST, you will be asked to respond in Cantonese; for the Mandarin CST, you will be asked to respond in Mandarin.], reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

Performance Characteristics for the Oral Expression Assignment

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

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

Scoring Scale for the Oral Expression Assignment

Scores will be assigned to each response to the oral 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. 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 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.

■ ACKNOWLEDGMENTS

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