



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**Spanish CST
(20)**

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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Table of Contents

| | |
|----|---|
| 1 | Introduction |
| 2 | General Information about the NYSTCE |
| 4 | Test-Taking Strategies |
| 6 | About the Spanish Test |
| 7 | Spanish Test Objectives |
| 12 | Multiple-Choice Section |
| 13 | Sample Test Directions for Multiple-Choice Questions |
| 14 | Sample Test Directions for Listening Comprehension Questions |
| 15 | Sample Multiple-Choice Questions, Correct Responses, and Explanations |
| 30 | Written Expression Assignment Section |
| 31 | Sample Test Directions for the Written Expression Assignment |
| 32 | Sample Written Expression Assignment |
| 33 | Strong Response to the Sample Written Expression Assignment |
| 34 | Performance Characteristics and Scoring Scale for Written Expression Assignment |
| 36 | Oral Expression Assignment Section |
| 37 | Sample Test Directions for the Oral Expression Assignment |
| 38 | Sample Oral Expression Assignment |
| 40 | Performance Characteristics and Scoring Scale for Oral Expression Assignment |

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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 and a sample strong response to the assignment are presented next, followed by a sample oral expression 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

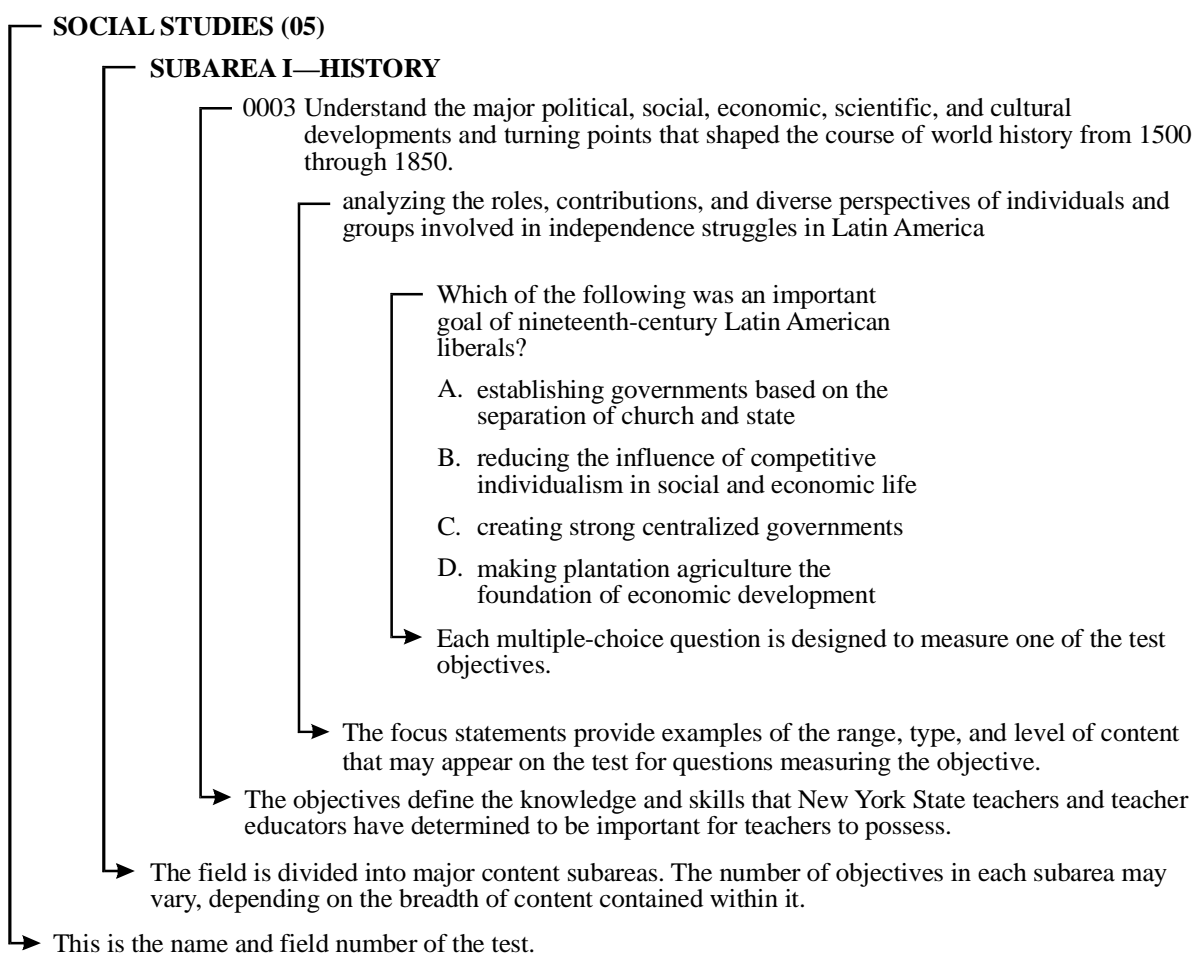
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

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 all test 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 assignment, you will be scored only on the response that you record 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.

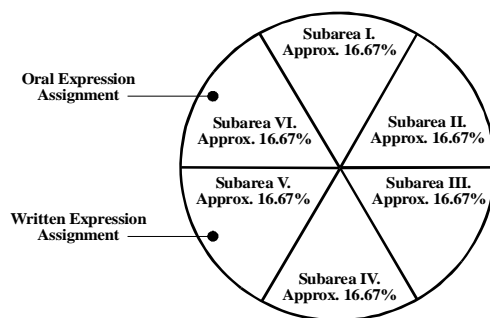
ABOUT THE SPANISH TEST

The purpose of the Spanish Content Specialty Test (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 Spanish CST. 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 test questions, a written expression assignment, and an oral expression assignment. The test will begin with multiple-choice listening questions, which will be presented on audiotape to examinees as a group. Examinees will then be allowed to work at their own pace through the remainder of the multiple-choice test questions and the written expression assignment. For the written expression assignment, specific directions are provided, and the examinee is expected to write a well-developed composition in response to the assignment. For the oral expression assignment, each examinee will go to an individual testing room and record an oral response on audiotape to an assignment 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 the multiple-choice questions, the correct response and an explanation of why the response is correct follow each question. A sample written expression assignment is also presented, along with an example of a strong response to the assignment. 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.

■ SPANISH 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

■ 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 page 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 comprehension section with multiple-choice questions, (2) a reading comprehension section with multiple-choice questions, (3) a writing assignment, and (4) a speaking assignment. 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. The directions for each section appear before the section.

Each question in the first two sections of this booklet 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 LISTENING COMPREHENSION QUESTIONS

Section One of this test consists of multiple-choice questions that involve listening to an 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. 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



Objective 0001

Understand spoken questions or other oral messages.

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

1. **Listen carefully to the following conversation between travel companions. You will hear it twice.**

(You will hear:)

MARÍA. ¿Puedes levantar esta maleta?

ANITA. ¡Esta maleta pesa más de treinta kilos, María!

MARÍA. No seas exagerada, Anita, y quiero poner esta bandeja, también.

ANITA. Aunque no pesa nada, es inmensa esta bandeja. ¡Déjala!

MARÍA. No puedo. Me la regaló mi familia de Ecuador.

Now answer the question.

(You will read in the test booklet:)

¿Cuál sería la respuesta más apropiada?

- A. Entonces tú tienes que cargar la maleta tú misma.
- B. Entonces creo que no cabrá jamás en la maleta.
- C. Entonces quiero que compremos más recuerdos de Ecuador.
- D. Entonces nos tendremos que quedar más días por aquí.

Correct Response: A. In this dialogue, Anita tries to encourage María to leave behind the tray her host family has given her because her suitcase is already very heavy. María refuses to leave anything behind, and so Anita responds by telling her that she'll have to carry her suitcase herself.

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



Objective 0002

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

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

2. **Listen carefully to the following answering machine message. You will hear it twice.**

(You will hear:)

[answering machine] Usted ha llamado al 34-75-61. En este momento no podemos atender su llamada. Por favor deje su mensaje después de la señal.

[male voice] Señora Méndez la llamamos de la biblioteca para informarle que el libro de Mario Vargas Llosa, La tía Julia y el escribidor, ya llegó. También llegaron los libros que usted pidió en su clase de literatura latinoamericana. Nos llegaron 5 copias extras de Cien años de soledad, de García Márquez. Si tiene alguna pregunta, no dude en llamarnos. Estamos para servirle.

Now answer the question.



(You will read in the test booklet:)

¿Cuál es la idea principal del mensaje?

- A. Algunos libros que solicitó la señora Méndez no fueron encontrados.
- B. Los libros que solicitó la señora Méndez llegarán a tiempo.
- C. Los libros que solicitó la señora Méndez están disponibles.
- D. Algunos de los libros que solicitó la señora Méndez estarán disponibles.

Correct Response: C. The message left on the answering machine of Señora Méndez is from the librarian, who says that the books she requested are available.



Objective 0003

Infer meaning from oral communications.

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

3. **Listen carefully to the following conversation between a teacher and a parent. You will hear it twice.**

(You will hear:)

MAESTRO. ¿En qué le puedo servir?

MADRE. Soy la mamá de Lucía Álvarez. Lo llamo para informarle que Lucía no podrá ir a la escuela por una semana porque la operaron de las amígdalas. Me gustaría que pudiera hacer sus trabajos en casa. Yo puedo pasar por la escuela en cualquier momento.

MAESTRO. Espero que Lucía se sienta mejor pronto. La puedo atender con mucho gusto mañana después de las clases, aproximadamente a las 3:10.

Now answer the question.



(You will read in the test booklet:)

Según este diálogo, podemos asumir que:

- A. La madre de Lucía no recibirá los trabajos.
- B. La madre de Lucía recibirá los trabajos.
- C. Lucía no tiene que hacer los trabajos
- D. Lucía no tendrá más tiempo para hacer los trabajos.

Correct Response: B. In this dialogue, Lucía's mother requests Lucía's teacher to provide class assignments for a week during which Lucía will be out of school to have her tonsils removed. Lucía's mother says that she can drop by the school anytime, and the teacher replies that he will be able to see her tomorrow after classes end at 3:10. This implies he will be giving her Lucía's schoolwork.



Read the passage below; then answer the two questions that follow.

Esa noche en el gimnasio íbamos a tener una celebración (no cabía la menor duda que íbamos a ganar el último encuentro de este día) después de una temporada maravillosa de los Cóndores, nuestro equipo de básquetbol, campeones de la región en los dos años anteriores, quienes eran hábilmente dirigidos a la victoria por su talentoso y carismático capitán, Sergio García. En mis sueños, dormida y despierta, había creado una película cinematográfica en la cual finalmente me atrevería a hablar con Sergio.



Objective 0004

Understand the literal content of a variety of authentic materials.

4. ¿Cuándo se llevará a cabo el último partido?
- A. el mismo día
 - B. hace mucho tiempo
 - C. el día anterior
 - D. al día siguiente
-

Correct Response: A. The information about the timing of the game comes from the first sentence. The author states that during the day the team will, without a doubt, win the game to be played that day, and then they will have a celebration in the gym. The celebration is to be tonight ("esa noche"), and the game is to occur today ("este día").



Objective 0005

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

5. ¿Quién es la persona que pudo haber escrito este fragmento?
- A. una actriz de películas
 - B. una estudiante de la escuela
 - C. uno de los entrenadores del equipo
 - D. uno de los capitanes del equipo
-

Correct Response: B. It is clear from the last sentence that the author has a crush on the captain of the team, Sergio García, and that she is most likely a student.



Objective 0006

Understand the use of language for various situations and purposes.

6. **Escoja la respuesta que completa mejor el diálogo.**

La tienda

VENDEDORA. ¿En qué puedo servirle?

CLIENTE. _____

VENDEDORA. Esta falda debe quedarle bien.

CLIENTE. Muchas gracias.

VENDEDORA. Fue un placer servirle.

- A. ¿Tiene Ud. ropa de tallas grandes?
- B. Sí, si puedes. ¿Tienes una falda azul?
- C. ¿Ofrece Ud. servicios de costura?
- D. ¿Estás bromeando?

Correct Response: A. In a situation where there are two adults who have never met before, it is appropriate to use the more formal Ud. form of the verb.



Objective 0007

Transform sentences or passages in context according to given instructions.

7. Escoja la oración que utiliza correctamente el pronombre impersonal « se ».

Viviendo aquí puedes ir a la playa o a las montañas en el mismo día.

- A. Viviendo aquí se puede ir a la playa o a las montañas en el mismo día.
 - B. Viviendo aquí puede irse a la playa o a las montañas en el mismo día.
 - C. Se vivir aquí puedes ir a la playa o a las montañas en el mismo día.
 - D. Se viviendo aquí puedes ir a la playa o a las montañas en el mismo día.
-

Correct Response: A. The impersonal pronoun "se" can only be used before the main verb of a sentence.



Objective 0008

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

8. Escoja las palabras que mejor completen la oración.

**Yo ya comí pero cuando _____
hambre, avísame, y te _____ algo.**

- A. tienes / prepararé
 - B. tendrás / preparó
 - C. tengas / prepararé
 - D. tuviste / prepararía
-

Correct Response: C. Spanish requires the use of the subjunctive in adverb clauses if the action described has not yet happened and is therefore hypothetical. "Cuando" introduces a condition not yet met, and therefore "tengas" is required. Once the condition is met, the next action will take place, and therefore the future indicative ("prepararé") is required.



Objective 0009

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

9. Escoja el grupo de palabras que podría corregir la oración anterior.

Tuvo un argumento con su hermano porque él estaba supuesto a recogerla después de las clases. Ella lo esperó por largo tiempo.

- A. una discusión / debía / por mucho tiempo.
 - B. una conversación / debería / para mucho tiempo.
 - C. una plática / suponía / para bastante tiempo.
 - D. una charla / fue / por un tiempo extendido.
-

Correct Response: A. The original passage contains errors based on the context of the passage (a conversation is more appropriate in the passage than an argument) and based on standard Spanish usage. "Deber" is the appropriate auxiliary verb to use when implying obligation in modifying the associated verb. The expression "por mucho tiempo" is typically used to describe the passing of a substantial amount of time.



Objective 0010

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

Test questions in this objective focus broadly on the cultures important to Spain and Latin America (Mexico, Central America, South America, and the Caribbean).

10. Durante el siglo XIX el desarrollo político de la mayoría de los nuevos países independientes de Sudamérica generalmente siguió uno de los siguientes patrones:
- A. una evolución gradual de las instituciones democráticas, seguida por un período de conflicto faccional y el eventual establecimiento de un sistema bipartidario.
 - B. un período de inestabilidad seguido del establecimiento de una dictadura militar y la represión de los movimientos de oposición.
 - C. una reducción sistemática del poder de la oligarquía por parte de las legislaturas responsables de salvaguardar los intereses de trabajadores y campesinos.
 - D. dominio del gobierno por parte de los dueños de las tierras, que dio paso al triunfo político de los partidos de los trabajadores agrícolas e industriales.
-

Correct Response: B. During the nineteenth century, many South American countries experienced similar political changes: first, a period of political instability, followed by the establishment of a military dictatorship that immediately set out to repress all political opposition.



Objective 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.

Test questions in this objective focus broadly on the cultures important to Spain and Latin America (Mexico, Central America, South America, and the Caribbean).

11. ¿Cuál de las siguientes opciones describe mejor una importante consecuencia de los altos niveles de crecimiento poblacional en Latinoamérica desde mediados del siglo XX?
- A. oposición creciente a toda forma de gobierno autoritario
 - B. incremento de la emigración hacia otros países
 - C. interés creciente por las religiones protestantes
 - D. La mayoría de los empleados tiene un horario flexible.
-

Correct Response: B. Population growth in many parts of Latin America during the last half of the twentieth century has placed great pressure on existing economic resources. This has been particularly true in rural areas where birth rates are higher than in regional urban centers and where there are fewer employment opportunities. The primary response has been temporary and permanent migration, sometimes to neighboring cities in the region but just as often to other countries, leaving many rural villages underpopulated or even abandoned.



Objective 0012

Understand literature, the nonliterary arts, science, and cultures associated with the target language.

Test questions in this objective focus broadly on the cultures important to Spain and Latin America (Mexico, Central America, South America, and the Caribbean).

12. ¿La continua popularidad en España del personaje ficcional, Don Quijote de Miguel de Cervantes, refleja la importancia de cuál de los siguientes valores en la cultura tradicional española?
- A. arraigo a la localidad propia
 - B. expresión de la individualidad
 - C. dedicación al bienestar de la familia
 - D. salvaguarda del honor personal
-

Correct Response: B. Traditionally, the Spanish have had a strong sense of the dignity of the individual, placing great emphasis on the maintenance of personal honor; some have even argued that it is the essence of the Spanish character. Although Cervantes' tragic hero is in many ways a foolish romantic idealist, he is also a man of profound dignity with a deep sense of honor. These traits are so well embodied in the aged knight, that his futile pursuit of a noble cause has continued to command the respect and admiration of Spanish readers for 400 years.

■ 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
- ▶ An example of a strong response to the assignment
- ▶ 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

Section Three of this test consists of a written assignment. 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 written 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 to the written 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 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.

(You will read in the test booklet:)

Imagine that you have a warm relationship with a family with whom you lived during a year of study in a Spanish-speaking country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To re-establish contact with them, write a letter in Spanish to the parents of the family, a couple in their fifties. 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.

Written responses are evaluated on the basis of the following 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; and
- accuracy of spelling or character formation, diacritical marks, and punctuation.

In addressing this particular assignment, the writer should include enough specific detail—through some combination of reminiscence, questions, and news—to make the letter plausible as a substantial personal communication. The language of the letter should be appropriate for communicating with a mature person to whom the writer wishes to show respect as well as affection. An excellent response to the assignment would fully address the assigned topic and develop the topic by extensive elaboration on 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 and organized into well-constructed sentences. The vocabulary used would reflect a broad command of the Spanish language and appropriate use of idiomatic expressions. 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 the use of diacritical marks and punctuation.

STRONG RESPONSE TO THE SAMPLE WRITTEN EXPRESSION ASSIGNMENT

Muy amigos míos,

¡Hace tres meses que no nos escribimos y los echo de menos! ¡Qué lástima que la vida diaria académica me ocupe tanto que me faltan los minutos de sentarme en mi escritorio para escribirles unas líneas.

Uds. deben saber que siempre recordaré su bondad y su generosidad de darle la bienvenida a una grínga norteamericana en su casa. Uds. me convidaron como hija suya durante mis seis meses en San José y les agradezco muchísimo.

Marta, ¿recuerdas que preparamos juntas un gallo pinto para que yo supiera cocinarlo? La semana pasada yo lo cociné solita. Con el primer bocado, estaba otra vez en tu cocina soleada llena de flores de tu jardín. Te confieso que ¡el tuyo era mucho más sabroso que el mío!

Pasé unos meses muy ocupados con mis clases universitarias al regresar de Costa Rica. Ahora pienso en el porvenir de la graduación y avanza el fin de la preparación profesional. Seré profesora de español en septiembre. La escuela se queda bastante cerca de mi apartamento en la ciudad. Yo sé que es un gran desafío y claro que estoy nerviosa. También estoy emocionada de empezar mi carrera.

Durante el verano, viajaré al estado de Washington, al noroeste de los Estados Unidos para visitar a una prima mía. Mientras allí, escalaré al volcán Mt. St. Helens. Victor, sabes que nuestro viaje al volcán Poás me despertó un interés intenso en estos montes de fuego. Pensaré en tí y te sacaré muchas fotos de nuestro volcán activo.

Espero que Uds. se queden de buena salud. Escribanme noticias de Lidia y de Raúl y sus aventuras en el Perú. Cuando salí para los Estados Unidos, ellos planeaban un viaje para estudiar las ruinas incáicas. ¿Fueron a Cuzco? ¿Visitaron Machu Picchu? ¿Cuándo volverán a Costa Rica?

Ahora les despido. Recuerden a su amiga estadounidense que, gracias a Uds., también es un poco costarricense.

Cariñosamente,

■ PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR WRITTEN EXPRESSION ASSIGNMENT

Performance Characteristics

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

Scores will be assigned to each response to the written expression assignment 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. 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 SECTION

On the following pages are:

- ▶ Sample test directions for the oral expression assignment
- ▶ A sample oral 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 oral expression assignment from the one provided as a sample in this preparation guide.

SAMPLE TEST DIRECTIONS FOR THE ORAL EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION FOUR

For Section Four of this test, you will speak on tape 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 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 your 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 Section Four.



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

■ SAMPLE ORAL EXPRESSION ASSIGNMENT



Objective 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.

(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 Spanish. 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 student from a Spanish-speaking country 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 Spanish, 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.

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



Oral responses are evaluated on the basis of the following 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; and
- pronunciation and intonation.

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration on 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 ORAL EXPRESSION ASSIGNMENT

Performance Characteristics

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

Scores will be assigned to each response to the oral expression assignment 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 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. |