
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELDS 11–20: MODERN LANGUAGES OTHER THAN ENGLISH
CONTENT SPECIALTY TESTS (CSTs)
TEST FRAMEWORK**

June 2003

Authorized for Distribution by the New York State Education Department

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11	Cantonese CST	16	Italian CST
12	French CST	17	Japanese CST
13	German CST	18	Mandarin CST
14	Greek CST	19	Russian CST
15	Hebrew CST	20	Spanish CST

**French, German, Italian, Spanish
Subarea**

	Selected-Response	Range of Objectives
I.	Listening Comprehension	0001–0003
II.	Reading Comprehension	0004–0006
III.	Language Structures	0007–0009
IV.	Cultural Understanding	0010–0012
	Constructed-Response	
V.	Written Expression	0013
VI.	Oral Expression	0014

**Cantonese, Greek, Hebrew, Japanese, Mandarin, Russian
Subarea**

	Constructed-Response	Range of Objectives
I.	Listening Comprehension	0001–0003
II.	Reading Comprehension	0004–0006
III.	Language Structures	0007–0009
IV.	Cultural Understanding	0010–0012
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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.

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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

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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

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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

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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

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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