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**PREPARATION  
GUIDE  
SUPPLEMENT**

**Bilingual Education  
Assessment—  
Korean (032)**

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**PREPARATION GUIDE SUPPLEMENT**  
**Bilingual Education Assessment—**  
**Korean (032)**

This guide is a supplement only and should be used in conjunction with the NYSTCE Bilingual Education Assessment—Languages Other Than Spanish Preparation Guide, which contains complete information about the assessment.

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# ■ ABOUT THE BILINGUAL EDUCATION ASSESSMENT—KOREAN

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

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

The test objectives defining the content to be assessed by the Bilingual Education Assessment—Korean and a complete set of sample items presented in English are contained in the NYSTCE Bilingual Education Assessment—Languages Other Than Spanish Preparation Guide. This supplement describes the target-language assignments. For each of the four target-language assignments, a sample assignment in the target language and a description of the expected response are provided.

# OVERVIEW OF PREPARATION GUIDE SUPPLEMENT FOR BILINGUAL EDUCATION ASSESSMENT—KOREAN

On the following pages are:

- ▶ Sample test directions for the constructed-response assignments in the target language
- ▶ Sample constructed-response assignments, accompanied by descriptions of the tasks and expected responses
- ▶ Performance characteristics and scoring scale for each constructed-response assignment

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

# ■ LISTENING COMPREHENSION IN THE TARGET LANGUAGE

## Sample Test Directions for the Listening Comprehension in the Target Language Assignment

### DIRECTIONS FOR SECTION TWO

#### LISTENING COMPREHENSION IN THE TARGET LANGUAGE

Section Two of this test consists of a listening comprehension exercise that involves listening to a brief passage in the target language 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 the 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 Two." *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

Turn the page and continue with Section Two.

# Sample Listening Comprehension in the Target Language Assignment

## SUBAREA III: LISTENING COMPREHENSION IN THE TARGET LANGUAGE



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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, 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.

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

4. **The following question is a listening comprehension exercise. You will hear in the target language a dialogue between a student and a teacher. After you have heard the dialogue twice, you will respond in writing to the assignment on page 3 of your answer document. It may be written in either the target language 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 in Korean:)

아래의 사항에 준하여 응답을 작성하십시오:

- 학생이 가진 문제와 그 문제를 일으킨 원인에 대해 요약하십시오,
- 선생이 그에 대하여 충고한 내용은 무엇이었는지를 설명하고,
- 그 다음에 일어날 상황에 대하여 여러분의 생각을 서술하십시오.



(You will hear in English:)

**Listen carefully to the following dialogue. After you have heard it twice, respond to the assignment in your answer document.**

(You will hear in Korean:)

학생: 선생님 도와주세요. 지난 월요일, 중요한 사회연구 과목의 시험을 치지 못했는데 과목 담당이신 로빈슨 선생님은 저에게 낙제점수를 주신다고 합니다.

선생: 왜 그 시험에 빠졌니? 아팠니?

학생: 로빈슨 선생님도 저에게 똑같은 질문을 하셨어요. 아프지는 않았었다고 대답하자, 선생님은 제게 낙제점수를 주겠다고 하셨어요. 제게 충분히 얘기할 수 있는 시간을 주시지도 않은채 말이에요.

선생: 무슨 얘기를 하려고 했었니?

학생: 어머니가 넘어져 다치셔서 움직이지를 못하셨어요. 전화로 앰블런스를 부르고 올때까지 기다렸지요. 전혀 생각지 못했던 일이었지요. 시험에 빠질 생각은 전혀 아니었고, 사실 저는 시험 볼 준비가 되어있었거든요. 하지만 로빈슨 선생님은 제게 그러한 상황을 설명할 기회를 주시지 않았어요.

선생: 만약 로빈슨 선생님이 그 얘기를 다 들으신다면 분명히 이해해 주실거라고 생각해. 내가 같이 가서 로빈슨 선생님께 말씀드려 줄까? 그날 집에서 일어났던 일에 대하여 부모님께 편지를 받아 오도록 해라, 그런다면 그 시험에 대하여 다른 처리방안을 모색할 수 있을 거라고 생각한다.

학생: 선생님, 감사합니다. 그렇게 된다면 정말 좋겠어요!



## Performance Characteristics for Listening Comprehension in the Target Language Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

## Scoring Scale for Listening Comprehension in the Target Language Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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 IN THE TARGET LANGUAGE

## Sample Test Directions for the Reading Comprehension in the Target Language Assignment

### DIRECTIONS FOR SECTION FOUR

#### READING COMPREHENSION IN THE TARGET LANGUAGE

Section Four of this test consists of a reading comprehension exercise that involves reading a brief passage in the target language 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 Four." ***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 Four.

# Sample Reading Comprehension in the Target Language Assignment

## SUBAREA IV: READING COMPREHENSION IN THE TARGET LANGUAGE



For this section of the test, you will read a brief passage in the target language and respond in writing to an assignment presented in the target language in your test booklet. 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.

(You will read in the test booklet in English:)

10. **Read the story below, written by a student for a writing assignment on the theme, "The Immigrant Experience"; then write your response on page 5 of the answer document in either the target language or English.**

(You will read in the test booklet in Korean:)

옛날에, 어떤 한 새가 같은 무리 중에 있는 그 어느 새 보다도 더 멀리 그리고 더 높이 나르기로 결정을 하였습니다. 그 새는 구름 위로 높이 날아 오르고 멀리 멀리 나아가 바다 위를 나르고 있었습니다. 날아 다니는 기분은 매우 황홀한 것이었습니다. 그 자유스러움에 숨이 막힐 지경이었습니다. 마침내 날개가 피곤해지기 시작하였을 때, 주위를 둘러보니 주위에는 아무도 없었고 자신 혼자만 땅이 보이지 않는 곳에 떨어져 있음을 발견하게 되었습니다.

깜짝 놀란 새는 방향을 되돌려 집쪽을 향하여 날아갔지만 얼마 가지 않아 날개가 지치게 되어 파도 끝에 떠있는 커다란 해초의 덩굴 위로 내려 앉아 피곤한 날개를 쉬게 되었습니다. 그곳은 물에 빠지지 않도록 안전하였고 해초의 덩어리는 얼마간의 식량과 동우리를 제공해 주었습니다. 하지만 새는 오래지 않아 하늘로 날아오르도록 속도를 낼수 있기에 땅이 너무 좁다는 것을 깨닫게 되었습니다. 그리하여 한숨을 내쉬고는 할수없이 이곳에 정착하기로 하였습니다.



마침내 새는 머리를 물 밑으로 집어넣어서 물고기와 다른 먹이들을 발견하는 방법을 배우고, 빗물을 속이 비어있는 해초 덩굴 안에 받아 모아 먹는 물로 사용하는 방법도 알게 되었습니다. 또한 해초 속으로 파고들어가 바람을 피하는 은신처를 마련하는 것도 알게 되었습니다.

새는 보이는 것과 들리는 것들을 관찰하고, 해류가 매일 가 닿는 곳이 어디인가를 추측해 보려고 노력하면서, 다른 새들이 있는 하늘을 찾아보고, 또 외로워하고 무서워 하는 대신 자신의 상황에 대하여 호기심을 가지고 희망적이 되고자 안간힘을 쓰며 이 새로운 세계를 최대한 활용하려고 노력하였습니다. 물고기나 바다에 사는 다른 생물체 들이 멈추어 하는 얘기를 들으려고 노력하면서 그들과 얘기하는 방법까지 배우게 되었습니다.

새는 자기의 고향 쪽을 향하여 망망한 대해를 뒤돌아 보며 응시하는데에 수 많은 시간을 보냈습니다. 생활은 충분히 좋았고, 먹을 것도 많고 안전 하였지만, 지금의 세계는 새를 위하여 만들어진 곳은 아니었습니다.

아래의 지시 사항을 고려하여 여러분의 답변을 작성하십시오:

- 작자가 말하고자 하는 주요 요점을 요약하십시오,
- 작자가 본 수필에서 나타내고 있는 논조(mood)에 대해서 서술하십시오, 그리고
- 작자가 작가 자신의 논점과 논조(mood)를 독자에게 전달하기 위해 예로든 내용들을 어떻게 사용하였는 지에 대하여 설명하십시오.

## Performance Characteristics for Reading Comprehension in the Target Language Assignment

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

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

## Scoring Scale for Reading Comprehension in the Target Language Assignment

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	The candidate demonstrates thorough understanding of the literal content of a 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.
<b>3</b>	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.
<b>2</b>	The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text.
<b>1</b>	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.

# WRITTEN EXPRESSION IN THE TARGET LANGUAGE

## Sample Test Directions for the Written Expression in the Target Language Assignment

### DIRECTIONS FOR SECTION FIVE

#### WRITTEN EXPRESSION IN THE TARGET LANGUAGE

Section Five 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 7–8 of the answer document under "Section Five." ***Your score will be based solely on the response you write on pages 7–8 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 in the Target Language Assignment

## SUBAREA V: WRITTEN EXPRESSION IN THE TARGET LANGUAGE



### Objective 0015

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

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For this section of the test, you will write in the target language a response to an assignment presented in the target language. 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 of syntax and grammatical structures; and
- accuracy of spelling or character formation, diacritical marks, and punctuation.

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



(You will read in the test booklet in English:)

11. **The following question is a written expression assignment in the target language. Write your response on pages 7–8 of the answer document. Your response must be written in the target language.**

(You will read in the test booklet in Korean:)

여러분이 학생들을 위한 견학 여행을 계획하고 있으며, 이 여행을 위해서 학생들은 집에서 허락을 받아야 한다고 가정해 봅니다. 학생의 부모, 후견인, 또는 돌보는 사람에게 본 여행의 계획을 설명하고 잘 진행될 수 있도록 협조를 부탁하는 내용의 편지를 한국어로 쓰도록 하십시오. 여러분의 편지에 아래에서 언급하는 점들에 관하여 포함을 시켜도 좋습니다. 그러나 아래의 항목들에 구애될 필요는 없습니다:

- 학생들이 가게 될 장소와 또 그곳에 가는 이유;
- 그곳에서 무엇을 하게 되는가;
- 부모, 후견인, 그리고 돌보는 사람으로 부터 구체적으로 필요한 도움, 예를들어, 허가를 위한 서식에 서명한다거나 또는 견학 여행에 가져갈 점심 도시락 등;
- 견학 여행을 통해서 학생들이 배우게 되는 내용



## Performance Characteristics for the Written Expression in the Target Language Assignment

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

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

## Scoring Scale for the Written Expression in the Target Language 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 IN THE TARGET LANGUAGE

## Sample Test Directions for the Oral Expression Assignments

### DIRECTIONS FOR SECTIONS SIX AND SEVEN

#### ORAL EXPRESSION ASSIGNMENTS IN THE TARGET LANGUAGE AND IN ENGLISH

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

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

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

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

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

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

Look up when you are ready to begin.



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

# Sample Oral Expression in the Target Language Assignment

## SUBAREA VII: ORAL EXPRESSION IN THE TARGET LANGUAGE



### Objective 0017

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

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For this section of the test, you will speak on tape in the target language in response to an assignment that is presented in the target language 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. 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 address the assigned topic and develop the topic by extensive elaboration of specific points. The response will be delivered in a consistently clear manner. The speaker will speak fluently, using a variety of sentences. The speaker will show mastery of a broad vocabulary, including appropriate use of idiomatic expressions. The speaker will handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker will exhibit good to excellent pronunciation and intonation.



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

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

(You will read in the test booklet in Korean:)

여러분이 일하고 있는 중학교의 체육 교사가 여러분 학생의 가족과 한국어로 대화하기 위해 여러분의 도움을 청해 왔다고 가정합니다. 여러분 동료는 그 학생이 한 특정 운동에 있어서 매우 뛰어난 자질을 가진 것을 발견하고 그 학생을 교과 과정 밖의 운동 팀에 참가시키고 싶어 합니다. 시즌 동안에, 그 운동 팀은 방과 후 일주일에 두번씩 두시간 동안 운동 연습을 하고 근처에 있는 다른 학교들에 대항하여 게임을 갖기도 한다고 합니다. 이 체육교사는 그 학생이 운동 팀에 참가할 수 있게 부모의 허락을 받도록 여러분이 도와줄 수 있기를 원합니다.

현재 여러분이 그 학생의 부모에게 전화를 걸었다고 가정하고, 아래의 지시 사항을 고려하여, 한국어로 말하여 주십시오:

- (1) 여러분 자신을 소개하고 왜 전화를 걸었는지를 설명하십시오, 그리고
- (2) 본 활동에 참여하게 받게될 혜택에 대하여 서술하십시오.

위에 서술한 두 가지 항목은 여러분의 응답에 반드시 포함하십시오. 또한 아래에서 언급한 것을 포함시켜도 좋습니다. 그러나 아래의 항목들에만 국한할 필요는 없습니다:

- 체육 교사의 학생의 재능에 대한 평가;
- 운동 연습 및 게임에 대한 정보;
- 운동 팀의 구성원으로서 학생이 얻게 될 사회 및 운동 경험.

## Performance Characteristics for the Oral Expression Assignments

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

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

## Scoring Scale for the Oral Expression Assignments

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

Score	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker displays mastery of a broad vocabulary, including appropriate 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.