



NEW YORK STATE  
TEACHER  
CERTIFICATION  
EXAMINATIONS™



**PREPARATION  
GUIDE  
SUPPLEMENT**

**Bilingual Education  
Assessment—  
Yiddish (041)**

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

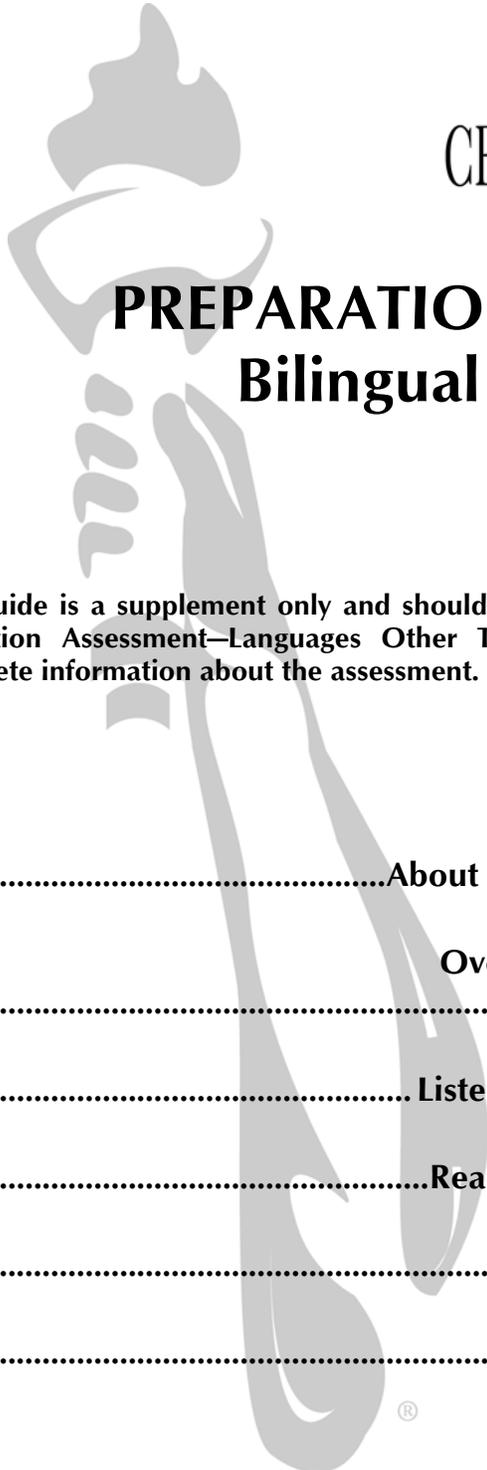
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# NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

## **PREPARATION GUIDE SUPPLEMENT Bilingual Education Assessment— Yiddish (041)**

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—YIDDISH

The purpose of the Bilingual Education Assessment—Yiddish 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—Yiddish 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—YIDDISH

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



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.

(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 Yiddish:)

שרייבט אן א פאראנראף אין וועלכן איר:

- דערציילט בקיצור וואס איז דעם סטודענטס פראבלעם און וואסערע פאסירונגען האבן צוגעפירט צו דעם.
- דערקלערט וואס דער לערער רעקאמענדירט דער סטודענט זאל וועגן דעם שאן, און
- פארשרייבט וואס איר מיינט וועט אפשר איצט פאסירן.



(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 Yiddish:)

סטודענט: איך דארף זייער אייער הילף. איך האב פארפעלט אַ וויכטיקן עקזאמען אין געזעלשאַפטלעכע לימודים, און איצט וויל מיר לערערין ראַבינסאָן געבן אַ דורכפאל-צייכן.

לערער: פאַר וואָס האָסטו פאַרפעלט דעם עקזאמען? ביסטו געווען קראַנק?

סטודענט: דאָס איז פונקט וואָס לערערין ראַבינסאָן האָט מיר געפרעגט, און ווען כ'האָב איר געזאָגט, אַז כ'בין נישט געווען קראַנק, האָט זי מיר געזאָגט, אַז איך מוז האָבן אַ דורכפאל-צייכן. אָבער זי האָט מיר נישט געגעבן גענוג צייט צו דערציילן די גאַנצע מעשה.

לערער: וואָס איז די גאַנצע מעשה?

סטודענט: די מאַמע איז, נעבעך, געפאלן און האָט זיך נישט געקענט רירן. איך האָב געמוזט אַרויסרופן אַן אַמבולאַנס, און דערנאָך וואַרטן אויף אים. איך האָב נישט געוואָלט פאַרפעלן דעם עקזאמען. איך בין געווען גרייט אויף אים. אָבער לערערין ראַבינסאָן האָט מיר נישט געגעבן קיין געלעגנהייט צו דערקלערן וואָס עס האָט פאַסירט.

לערער: איך בין זיכער, אַז לערערין ראַבינסאָן וועט זיין מער גרייט דיר צו העלפן ווען זי וועט פאַרשטיין וואָס איז געשען. ווילסטו אַז איך זאָל מיט דיר מיטגיין רעדן מיט איר? וועסטו מסתמא דאַרפן ברענגען אַ צעטל פון דער היים וועגן דעם אינצידענט און דערנאָך, בין איך זיכער, אַז מיר וועלן קענען אויסאַרבעטן וואָס צו טאָן וועגן דעם עקזאמען.

סטודענט: אַ שיינעם דאַנק. דאָס וואָלט געווען זייער פיין!

## 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 Yiddish:)

אין איינעם אַ שיינעם טאָג האָט אַ פּוּיגל באַשלאָסן צו פּלײַען ווײַטער און העכער ווי אַנדערע פּוּיגל אין זײַן שטאָטע. ער איז געפּלױגן ביז די וואַלקנס, און ווײַט איבערן ים. דאָס געפּיל פּון אַוועק פּלײַען איז געווען פּרעכטיק. די פּרײַדהײַט האָט אים פּמעט דעם אַטעם אָפּגענומען. ווען די פּלײַגל זענען אים סוף-בל-סוף מײַד געוואָרן, האָט דער פּוּיגל אַראָפּגעקוקט און באַמערקט, אַז ער איז אײַנער אַליין און ווײַט פּון דער יבשה, אַזוי ווײַט, אַז ער קען זי אַפּילו נישט מער זען.



א דערשראָקענער האָט דער פּויגל זיך אומגעקערט אַהיים צו פּלײַען, אָבער נאָך אַ קורצע צײַט האָבן אים די פּלײַגלען שוין מער נישט געקענט אויפהאַלטן. האָט ער זיך אַראָפּגעלאָזט אויף אַ גרויסן קלומפּ ים-גראָז אויף די כּוואַליע שפּיצן. ער האָט נישט מורא געהאַט אַז ער וועט דערטרונקען ווערן. ער האָט געגעסן דאָס ים-גראָז און אויך מיט אים זיך צוגעדעקט. אָבער דער פּויגל האָט, נאָך אַ קורצע צײַט, פּאַרשטאַנען אַז ער וועט קיין מאָל נישט קענען אַוועק פּלײַען פּון דאַנען, ווייל דאָ וועט ער זיך נישט קענען דערשלאָגן צום נײַטיקן אימפעט וואָס מע באַדאַרף האָבן אײדער מע קען פּלײַען. דער פּויגל האָט אָפּגעזיפּצט און זיך געמאַכט אַזוי באַקוועם ווי מעגלעך.

מיט דער צײַט האָט דער פּויגל זיך אויסגעלערנט אַז ער קען אַרײַנשטעקן דעם קאַפּ אין וואַסער און כאַפּן פּיש און אַנדערע זאַכן צו עסן. ער האָט געטרונקען רעגן וואַסער וועלכער האָט זיך געזאַמלט אין קלײַנע גריבעלעך וואָס ער פּלעגט מאַכן אינעם ים-גראָז. ער האָט זיך באַשיצט פּון די ווינטן דורך באַדעקן זיך מיטן זעלבן ים-גראָז.

דער פּויגל האָט געפרוּווט זיך צופאַסן צו זײַן נײַער וועלט. ער האָט אַלץ גוט באַמערקט און זיך גוט צוגעהערט צו אַלע קלאַנגען. ער האָט זיך געסטאַרעט טרעפּן ווי דער שטראָם וועט אים פּירן און האָט געזוכט אַנדערע פּייגל אין די הימלען. ער האָט זיך באַמײַעט מיט אַלע כּוהות נישט צו פּאַרלירן די האַפענונג און בלייבן אינטערעסירט אין זײַן מצב. ער האָט זיך נישט אַרײַנגעלאָזן אין עלנטקײט און שרעק. ער האָט זיך אַפּילו אַ ביסל אויסגעלערנט ווי צו רעדן מיט די פּיש און אַנדערע באַשעפענישן וואָס באַווײַנען דעם ים, ווען ער האָט זיך בײַ זײ געקענט פּוועלן זײ זאָלן זיך אַפּשעלן און זיך צוהערן צו אים.

דער פּויגל האָט לאַנג געקוקט צוריקוועגס איבערן גרויסן אויסשפּרייט פּון ים, צו זײַן אַלטער היים. זײַן לעבן איז געווען גענוג גוט: ער האָט געהאַט גענוג צו עסן, און ער האָט זיך געפּילט גענוג זיכער, אָבער די וועלט אין וועלכער דער פּויגל לעבט איז נישט געמאַכט געוואָרן פּאַר אים.



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שרייבט אָן אַן אַפּרוּף אין וועלכן איר:

- שטעלט אויס, בקיצור, דעם הויפט פונקט פונעם שרייבער,
- באַשרייבט די שטימונג וואָס דער שרייבער שאַפט אין דעם עסיי, און
- דערקלערט ווי דער שרייבער ניצט דעטאַלן איבערצוגעבן דעם הויפט פונקט און די שטימונג.

## 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 Yiddish:)

שטעלט זיך פאָר אַז איר פּלאַנירט אַ קלאַס אַרויספּאָר פאַר וועלכען אייערע תּלמידים וועלן דאַרפן אַ דערלויבעניש פון דער היים. שרייבט אָן אַ בריוו, אויף ייִדיש, צו די תּלמידים עלטערן אַדער היטערס, וואָס וועט זיי דערקלערן די פּלענער פונעם אַרויספּאָר און אין וועלכען איר בעט זייער הילף, וואָס וועט פאַרזיכערן אַז אַלץ זאָל גלאַט גיין. איר וועט אפשר וועלן אַרײַננעמען, צווישן אַנדערע זאַכן אויך, די וויטערדיקע טעמעס:

- וווּהיין די תּלמידים וועלן גיין און פאַר וואָס זיי וועלן גיין;
- וואָס זיי וועלן דאַרטן טאָן;
- צי זיי וועלן דאַרפן האָבן עפעס ספּעציעל פון די עלטערן אַדער היטערס, למשל: אַ רשות-צעטל אַדער עסן מיטצונעמען אויפן אַרויספּאָר;
- די מעלות אויף וועלכע די סטודענטן קענען זיך ריכטן פון אַזאַ אַרויספּאָר.

## 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 Yiddish:)

שטעלט זיך פאר, אז דער ספארט לערער, אין דער מיטל שול וווּ איר אַרבעט, בעט איך איר זאָלט אים העלפן דורכרעדן אויף ייִדיש מיט דער משפחה פון איינעם פון אייערע תלמידים. אייער קאלעגע האָט זיך דערוואוסט אז דער תלמיד איז אויסערגעוויינטלעך פעיק אין אַ געוויסן ספארט, און ער וואָלט אים געוואָלט פאַרבעטן זיין אַ מיטגליד אין אַ הויז-פראַגראַמיקער ספארט מאַנשאַפּט. בשעת דעם סעזאָן פראַקטיסירט די מאַנשאַפּט נאָך די לעקציעס צוויי שעה, צוויי מאל אַ וואָך, און זיי שפילן עטלעכע מאַטשן אַנטקעגן אַנדערע מאַנשאַפּטן פון דאָיקע שולן. דער ספארט לערער האָפּט, אז איר וועט קענען פועלן ביי די עלטערן זיי זאָלן דערלויבן זייער זון זיין אַ מיטגליד אין דער מאַנשאַפּט.

רעדנדיק ייִדיש, טעלעפאָנירט עמעצן און:

(1) שטעלט פאר ווער איר זייט און דערקלערט פאר וואָס איר קלינגט, און

(2) באַשרייבט די פאַטענציעלע מעלות וואָס אַ קינד קען האָבן אויב עד וועט אַנטייל נעמען אין אַזאַ אַקטיוויטעט.

זייט זיכער צו טאָן ביידע, אויבן-דערמאָנטע זאכן.

אפשר וועט איר אויך וועלן אַרײַנגעמען, צווישן אַנדערע זאכן, די ווייטערדיקע טעמעס:

- דעם ספארט לערערס אַפשאַצונג פונעם קינדס טאַלאַנט;
- פראַקטישע פרטים וועגן ווען מע פראַקטיסירט און ווען די מאַטשן קומען פאר;
- די געזעלשאַפטלעכע און אַטלעטישע מעלות וואָס דער תלמיד וועט האָבן ווי אַ מיטגליד אין דער מאַנשאַפּט.

## 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.