



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE
SUPPLEMENT**

**Bilingual Education
Assessment—
Tamil (081)**

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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—TAMIL

The purpose of the Bilingual Education Assessment—Tamil 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—Tamil 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—TAMIL

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 Tamil:)

பத்தி ஒன்றை எழுதுங்கள், அதில்:

- மாணவரின் பிரச்சனையையும் அதற்கு வழிவகுத்த நிகழ்வுகளையும் தொகுத்திடுங்கள்,
- அதைச் செய்வது குறித்து ஆசிரியர் என்ன பரிந்துரை செய்கிறார் என்பதை விளக்குங்கள், மற்றும்
- அடுத்து என்ன நிகழக்கூடும் என நீங்கள் நினைப்பதை விளக்குங்கள்.



(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 Tamil:)

மாணவர்: எனக்கு உண்மையில் உங்களது உதவி தேவைப்படுகிறது. திங்கள்கிழமை அன்று நடந்த முக்கியமான சமூகப்பாடத் தேர்வை நான் தவறவிட்டுவிட்டேன். இப்போது அதற்கான எனக்கு தோல்வியுறும் மதிப்பெண் வழங்க மிஸ்.ராபின்சன் விரும்புகிறார்.

ஆசிரியர்: நீ ஏன் அந்த தேர்வை தவறவிட்டாய்? நீ உடல்நலமில்லாமல் இருந்தாயா?

மாணவர்: அதைத்தான் மிஸ்.ராபின்சனும் என்னை கேட்டார், நான் உடல்நலமாகத்தான் இருந்தேன் என அவரிடம் நான் கூறியபோது, அதற்காக தோல்வியுறும் மதிப்பெண்ணையே தான் வழங்கவேண்டியுள்ளது என அவர் கூறினார். ஆனால், எனது முழு விளக்கத்தையும் அளிப்பதற்கு அவர் எனக்கு நேரம் வழங்கவில்லை.

ஆசிரியர்: முழுக் கதை என்ன?

மாணவர்: எனது அம்மா கீழே விழுந்து, நகரக்கூட முடியாமல் இருந்தார். நான், ஆம்புலன்ஸை அழைத்து அதற்காக காத்திருக்கவேண்டியிருந்தது. அது முற்றிலும் எதிர்பாரா ஒன்று. நான் தேர்வை தவறவிடும் நோக்கில் அதைச் செய்யவில்லை. நான் அதற்கு தயாராகவே இருந்தேன். ஆனால், எனது விளக்கத்தை கொடுப்பதற்கு மிஸ்.ராபின்சன் எனக்கு வாய்ப்பு வழங்கவில்லை.

ஆசிரியர்: நிலைமையை புரிந்துகொண்டால் மிஸ்.ராபின்சன் கட்டாயம் மிகவும் உதவிகரமாக இருப்பார் என நான் நம்புகிறேன். அவருடன் பேசுவதற்கு உன்னுடன் நான் வரவேண்டுமென நீ விரும்புகிறாயா? அநேகமாய், நடந்தது குறித்து உனது வீட்டில் இருந்து கடிதக்குறிப்பு ஒன்றை நீ வாங்கிவர வேண்டியிருக்கும், பிறகு, தேர்வு குறித்து என்ன செய்யலாம் என நாம் ஆலோசிக்கலாம் என நான் உறுதியாய் இருக்கிறேன்.

மாணவர்: மிகவும் நன்றி. அதுவே மிகச்சிறந்ததாக இருக்கும்!

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.

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

Scoring Scale for 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.

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

■ READING COMPREHENSION 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 Tamil:)

முன்னொரு காலத்தில், பறவை ஒன்று, பறவைக் கூட்டத்தில் இருந்த மற்ற பறவைகளை விட அதிகமாகவும் உயரமாகவும் பறக்க முடிவெடுத்தது. அது மேகங்களுக்குள் புகுந்து வெளியேறி, மிகத்தொலைவில், கடலுக்கு மேலே உயரப்பறந்தது. வானில் பறக்கும் அனுபவம் மிகவும் அற்புதமாக இருந்தது. சுதந்திரமாக இருந்தது மிகவும் ஆனந்தமாக இருந்தது. அதன் இறகுகள் படிப்படியாய் சோர்வடைந்த போது, அந்த பறவை சுற்றிலும் பார்த்து, தான் தனியாக இருப்பதையும் நிலப்பகுதியை பார்க்கும் தூரத்திற்கு வெகுதொலைவில் இருந்ததையும் கவனித்தது.

பயந்துபோன அந்த பறவை, சுற்றிச்சுழன்வாறே விட்டைநோக்கித் திரும்பியது, ஆனால் நீண்ட தூரத்திற்கு முன்பே அதன் இறகுகள் முற்றிலும் களைப்படைந்தது, அதனால், அலைகளின் உச்சியில் மிதந்துகொண்டிருந்த கடல்தாவரத்தின் மிகப்பெரிய கூட்டத்தின் மீது ஓய்வெடுக்கச் சென்றது. மூழ்கிவிடாமல் இருப்பதற்கு அது போதுமான அளவு பாதுகாப்பாக இருந்ததுடன், சற்றே உணவையும் போர்வையையும் கடல்தாவரம் வழங்கியது, ஆனால், பறப்பதற்கான போதுமான தரைவேகத்துடன் மேலெழும்ப முடியாது என்பதால் தன்னால் எப்போதும் அங்கிருந்து செல்லமுடியாது என்பதை விரைவிலேயே பறவை உணர்ந்தது. பறவை வருந்தியபடி தன்னால் இயன்ற அளவிற்கு செளகரியமாக உள்ளே தங்கிக்கொண்டது.

இறுதியில், தண்ணீருக்கு கீழே தனது தலையை அமிழ்த்தி மீனையும் மற்ற உணவையும் பெற பறவை சுற்றுக்கொண்டது. உட்குழிவுகளில் மழைநீர் சேர்வதற்கு வழிவகுத்து குடிப்பதற்கான தண்ணீரையும் அது கண்டுகொண்டது. கடல்தாவர பொந்திற்குள் நுழைந்து காற்றின் வேகத்திலிருந்து தப்பிப்பதற்கான உறைவிடத்தை அது கண்டுகொண்டது.



பறவை, தனது பார்வைகளையும் சத்தங்களையும் கூர்ந்துகவனித்தும், தற்போதைய நிலை தன்னை ஒவ்வொரு நாளும் எங்கே கொண்டுசெல்லும் என்பதை ஊகிக்க முயற்சித்தும், வானத்தில் மற்ற பறவைகளை தேடியும், தனது நிலையை தனிமையாகவும் பயந்ததாகவும் இருப்பதாக நினைப்பதைவிட நம்பிக்கையானதாகவும் ஆர்வமிக்கதாகவும் இருக்கும்வகையில் ஆக்குவதற்கு பெருமளவில் முயற்சித்தும் தனது புதிய உலகின் பலவற்றை உருவாக்க முயற்சித்தது. கடலுக்கு உள்ளேயும் வெளியேயும் வசித்த மீன்கள் மற்றும் மற்ற உயிரினங்களுக்கு அருகில் சென்று அவற்றை கவனித்த சமயங்களில், அவற்றுடன் சற்றே பேசவும் அது கற்றுக்கொண்டது.

மாபெரும் கடலின் மீது தனது முந்தைய வீட்டை நோக்கி திரும்பி பார்த்தவாறே தனது பெரும்பாலான நேரத்தை பறவை கழித்தது. வாழ்க்கை போதுமான அளவு நன்றாக இருந்தது. போதுமான உணவு கிடைத்தது. அது போதுமான அளவு பாதுகாப்பானதாக இருந்தது. ஆனால், அந்த பறவை வாழ்ந்து கொண்டிருந்த உலகம் அதற்காக உருவாக்கப்பட்டிருக்கவில்லை.

உங்களது பதிலை எழுதவும், அதில்:

- எழுத்தாளரின் முக்கிய கருத்தினை தொகுத்திடுங்கள்,
- எழுத்தாளர், கட்டுரையில் உருவாக்குகின்ற மனநிலையை விளக்குங்கள்,
- அந்த கருத்தையும் மனநிலையையும் தொடர்புகொள்வதற்கு எழுத்தாளர் எவ்வாறு விவரங்களை உபயோகிக்கிறார் என்பதை விளக்கவும்.

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.

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

Scoring Scale for 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.

Score Point	Score Point Description
4	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.
3	The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. The candidate shows some ability to infer information from the text, but may misinterpret some subtleties.
2	The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text.
1	The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words and phrases. The candidate fails to make inferences from written text.

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.

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 Tamil:)

மாணவர்கள் தங்களது வீட்டிலிருந்து அனுமதி வாங்கவர வேண்டிய வகையில், வகுப்பு களப்பயணம் ஒன்றை நீங்கள் திட்டமிடுகிறீர்கள் என கற்பனை செய்துகொள்ளவும். மாணவர்களின் பெற்றோர்கள், காப்பாளர்கள், அல்லது நலன்பேணுபவர்களுக்கு, இலக்கு மொழியில் பயணத்திற்கான திட்டங்களை விளக்கியும் அப்பயணம் மிகநல்ல முறையில் செயல்படுவதை உறுதிசெய்வதற்கான ஒத்துழைப்பை வேண்டியும் கடிதம் ஒன்றை எழுதுங்கள். கீழ்க்கண்ட தலைப்புகளையும் நீங்கள் சேர்த்துக்கொள்ளலாம், ஆனால் அந்த எல்லைக்குள்ளேயே நின்றுவிடக்கூடாது:

- மாணவர்கள் எங்கு செல்வார்கள், எதற்காக;
- அங்கே அவர்கள் என்ன செய்வார்கள்;
- அனுமதி கடிதங்களில் கையெழுத்திடுதல் அல்லது பயணத்தில் எடுத்துச் செல்வதற்கு மாணவர்களுக்கான உணவுகளை தயார்செய்தல் போன்ற ஏதேனும் உதவி பெற்றோர்கள், காப்பாளர்கள், நலன்பேணுபவர்களிடம் இருந்து தேவைப்படுதல்
- களப்பயணத்தால் மாணவர்களுக்கு எதிர்பார்க்கப்படுகின்ற பலன்கள்.

Performance Characteristics for the Written Expression in the Target Language Assignment

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

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

Scoring Scale for the Written Expression 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.

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 Tamil:)

நீங்கள் பணியாற்றுகின்ற நடுநிலைப்பள்ளியில் உடற்கல்வி ஆசிரியர், உங்களது மாணவர்கள் ஒருவரின் குடும்பத்துடன் இலக்கு மொழியில் தொடர்புகொள்வதற்கு உதவுமாறு உங்களை கேட்டுக்கொள்கிறார் என கற்பனை செய்துகொள்ளுங்கள். உங்களது உடன்-பணிபுரிபவர், குறிப்பிட்ட ஒரு விளையாட்டில் அந்த மாணவர் மிகச்சிறப்பாக செயல்படுவதை கண்டறிந்துள்ளதுடன், பாடத்திட்டத்திற்கு-அப்பாற்பட்ட விளையாட்டுக்குமூலில் சேர்வதற்கு அந்த மாணவரை வரவேற்க விரும்புகிறார். குறிப்பிட்ட காலத்தின் போது, அக்குழு வாரத்திற்கு இருமுறை பள்ளிநேரத்திற்குப் பிறகு இரண்டு மணிநேரம் பயிற்சி செய்வதுடன், மற்ற உள்ளூர் பள்ளிகளில் இருந்து வருகின்ற மற்ற குழுக்களுக்கு எதிராக பல்வேறு விளையாட்டுகளை விளையாடுகிறது. குழுவில் சேர்வதற்காக அவர்களது குழந்தைகளுக்கான அனுமதியை பெற்றோர்களிடம் இருந்து உங்களால் பெறமுடியும் என உடற்கல்வி ஆசிரியர் நம்புகிறார்.

இலக்கு மொழியில் பேசியவாறு, தொலைபேசி அழைப்பு ஒன்றை செய்யுங்கள், அதில்:

- (1) உங்களை அறிமுகப்படுத்திக்கொண்டு, நீங்கள் எதற்காக அழைக்கிறீர்கள் என்பதை விளக்குங்கள்,
- (2) நிகழ்வில் பங்குகொள்வதால் குழந்தைக்கு நிகழக்கூடிய பலன்களை விளக்குங்கள்.

மேலே குறிப்பிடப்பட்டுள்ள இலக்குகள் இரண்டையுமே எடுத்துரைப்பதை உறுதிசெய்யவும்.

கீழ்கண்ட தலைப்புகளையும் நீங்கள் சேர்த்துக்கொள்ளலாம், ஆனால் அந்த எல்லைக்குள்ளேயே நின்றுவிடக்கூடாது:

- குழந்தையின் திறமை குறித்த உடற்கல்வி ஆசிரியரின் மதிப்பீடு;
- பயிற்சிகள் மற்றும் விளையாட்டுகள் பற்றிய நடைமுறைத் தகவல்கள்;
- குழு உறுப்பினர் எனும் முறையில் மாணவர் கொண்டிருக்கவேண்டுமாய் எதிர்பார்க்கப்படுகின்ற பொது மற்றும் உடற்பயிற்சி அனுபவங்கள்.

Performance Characteristics for the Oral Expression Assignments

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

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

Scoring Scale for the Oral Expression 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.