



*Michigan*  
**TEST FOR TEACHER CERTIFICATION**  
**STUDY GUIDE**

**027 Russian**



MI-SG-FLD027-04



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## **PART 1: General Information About the MTTC Program and Test Preparation**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)



## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions. This section also includes an answer key for the sample multiple-choice questions as well as scoring information and sample responses for each performance assignment section.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Test Questions

The sample test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions and assignments included on the MTTC Russian test. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole.

Multiple-choice questions. An answer key is provided following the multiple-choice questions. Use the answer key to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the sample multiple-choice question corresponds is listed in the answer key. When you are finished with the sample multiple-choice questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Performance assignments. For each type of performance assignment, the performance characteristics and score scale used in scoring responses to the assignment are provided. A sample of a strong response to the assignment follows the score scale.

**Russian (027) Field-Specific Information**

The MTTC Russian test consists of six sections, including a listening section that requires listening to recorded excerpts. The six sections of the test are:

- **A Listening Comprehension section** in which you will listen to two recorded excerpts. You will then prepare a written response to the assignments presented in the test booklet.
- **A Reading Comprehension section** in which you will read two passages. You will then prepare a written response to the assignment that follows each passage.
- **A section on Language Structures**, which consists of one exercise with three parts that requires you to demonstrate your command of the structures and usage of the target language.
- **A section on Language Comparisons**, which requires you to compare and contrast a given element of English with that element in the target language in a written response.
- **A Multiple-Choice Questions section**, which consists of approximately 35 multiple-choice questions. Each multiple-choice question has four answer choices and ONE best answer.
- **A Written Expression section**, which includes two assignments. You will provide a written response to each assignment.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Listening Comprehension	15%
Reading Comprehension	15%
Language Structures and Comparisons	15%
Cultural Understanding, Comparisons, and Connections	15%
Language Acquisition, Instruction, and Assessment	20%
Writing	20%

### LISTENING COMPREHENSION

**Derive information from a variety of authentic oral communications in Russian representing interpersonal and presentational modes in social and academic situations.**

Includes:

- identifying the main idea in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- identifying significant details in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- understanding questions or comments encountered in a social situation
- understanding a sequence of steps described in a set of oral directions
- understanding a stated cause or effect of a situation described in an oral communication

**Apply skills of inference to a variety of authentic oral communications in Russian representing interpersonal and presentational modes in social and academic situations.**

Includes:

- drawing conclusions based on information presented in an oral communication
- predicting the outcome of a situation described in an oral communication
- inferring the tone or mood of one or more speakers in an oral communication
- discerning a cause-and-effect relationship implied but not explicitly stated in an oral communication
- inferring the social relationships or cultural context in an oral communication
- selecting an appropriate response to a spoken question or comment

**READING COMPREHENSION**

**Derive information from a variety of authentic materials, written in Russian, representing interpersonal and presentational modes.**

Includes:

- identifying the stated main idea of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Russian
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Russian
- identifying a cause-and-effect relationship stated in a passage
- recognizing a sequence of events in a passage

**Apply skills of inference to a variety of authentic materials, written in Russian, representing interpersonal and presentational modes.**

Includes:

- drawing conclusions based on a passage
- predicting the outcome of a situation described in a written passage
- inferring an author's tone, mood, or point of view in a passage
- discerning an implied cause-and-effect relationship in a passage
- inferring the social relationships or cultural context in a passage
- inferring the theme, purpose, or intended audience of a passage

**LANGUAGE STRUCTURES AND COMPARISONS**

**Demonstrate knowledge of the grammatical and syntactic structures of Russian.**

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context
- determining grammatically correct phrases or clauses as appropriate for a given context
- recognizing grammatically correct language structures or usage

**Understand the similarities and differences between English and Russian.**

Includes:

- comparing and contrasting the sound system of English with that of Russian
- comparing and contrasting word meaning in English with word meaning in Russian
- comparing and contrasting word order in English with word order in Russian
- comparing and contrasting morphological structures and/or processes in English with those of Russian

**CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS****Understand the products and perspectives of Russian-speaking cultures.**

Includes:

- demonstrating knowledge of products of daily life in Russian-speaking cultures
- understanding the role and significance of products of daily life in Russian-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Russian-speaking cultures
- analyzing the ways in which major literary texts (e.g., poems, short stories, novels) and cultural texts (e.g., films, magazines, television programs, songs) in Russian reflect the perspectives of Russian-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Russian-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Russian-speaking cultures
- comparing and contrasting the products and perspectives of Russian-speaking cultures with the products and perspectives of non-Russian-speaking cultures of the United States

**Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Russian-speaking cultures.**

Includes:

- demonstrating knowledge of practices of daily life of Russian-speaking countries
- understanding the role and significance of practices of daily life in Russian-speaking countries
- understanding major political, economic, social, and cultural trends, as well as significant individuals, that have shaped Russian-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Russian-speaking countries and the practices of these countries
- identifying major regional differences in the practices and perspectives of Russian-speaking cultures
- comparing and contrasting the practices and perspectives of Russian-speaking cultures with the practices and perspectives of non-Russian-speaking cultures of the United States

## **LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT**

### **Understand processes of language acquisition.**

Includes:

- understanding major theories of second-language acquisition and their applicability in developing instructional practices and resources
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., motivation, L1 background, learning style), social processes, and linguistic factors (e.g., language transfer, overgeneralization) in second-language acquisition
- understanding ways in which knowledge of language acquisition can be applied to create a successful language-learning environment

### **Understand principles and practices of instruction in the language classroom.**

Includes:

- understanding the characteristics and uses of past and current second-language teaching methodologies
- understanding instructional strategies, materials, and technologies that integrate the teaching of presentational, interpretive, and interpersonal communication in all modalities with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for managing and motivating students in the language classroom
- understanding instructional practices that address the needs of diverse language learners
- identifying strategies for connecting curriculum to students' experiences in school, at home, and in the community
- identifying strategies for promoting students' critical-thinking skills in the context of the language classroom

### **Understand the integration of standards into language curriculum and instruction.**

Includes:

- recognizing and understanding the role of Michigan standards and the national Standards for Foreign Language Learning in planning language curriculum
- understanding strategies for integrating the goals of Michigan standards and the national Standards for Foreign Language Learning into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the language classroom
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

**Understand principles and practices of assessment in the language classroom.**

Includes:

- understanding the characteristics and uses of a variety of formal and informal age- and level-appropriate assessment strategies that provide meaningful results for the language classroom
- identifying assessment methods, tools, and rubrics to evaluate and promote students' interpretive, presentational, and interpersonal skills in all modalities, as well as students' knowledge of cultures
- understanding ways in which to modify assessments to meet the needs and learning styles of all students
- understanding the role of assessment data for identification, placement, and demonstration of language proficiency and academic achievement
- interpreting the results of assessments
- understanding ways to adjust or determine the direction of instruction based on assessment results
- identifying issues (e.g., cultural, racial, and linguistic bias; political, social, and psychological factors) that may affect assessment design, implementation, or results
- identifying strategies for interpreting and communicating the results of student performance to stakeholders

**Understand the role of a teacher as a professional.**

Includes:

- recognizing the value of reflective practices for the continued development of linguistic and cultural knowledge
- understanding the teacher's role as a professional in a discipline and as an advocate for the promotion of multilingualism in the school and the community
- recognizing the value of multilingualism to the overall success of all students
- understanding the history, current state, and impact of major works of legislation on teaching in world language programs
- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge, language proficiency, and cultural understanding
- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

**WRITING****Write a well-organized, cohesive passage of several paragraphs (approximately 200–250 words) in Russian on an assigned topic.**

Includes:

- using language that is appropriate for a given purpose, occasion, and context
- using language structures that are appropriate for a given time frame
- using a range of vocabulary, expressions, and sentence structures
- demonstrating a command of the written conventions of Russian



## SAMPLE TEST DIRECTIONS FOR LISTENING COMPREHENSION

This section of the test contains two listening comprehension exercises that involve listening to recorded excerpts and then responding in writing to the assignments presented in your test booklet. The exercises will begin with directions that will be read aloud on the recording. They are also printed in your test booklet. Listen carefully to the recording and follow along in your test booklet. The passages will be read twice. Write your responses in the appropriate sections of the answer document. ***Your score will be based solely on the responses you write in these sections of the answer document.***

Your responses 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

**Your responses may be written in either English or the target language.** Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Once the recording has begun, it cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this recording clearly, please raise your hand now.

Turn the page and continue with the test.

## SAMPLE LISTENING COMPREHENSION EXERCISE

This is a listening comprehension item. You will hear a monologue. After you have heard the monologue twice, you will respond in writing to the assignment given below. Your response may be written in either Russian or English. Before you hear the monologue, you will be given 30 seconds to study the assignment. Begin studying the assignment now.

\*(PAUSE 30 seconds)\*

Write a response of three to four sentences in which you:

- identify the type of film the speaker saw;
- describe one aspect of the film that disappointed the speaker; and
- describe one aspect of the film that the speaker enjoyed.

Listen carefully to the following monologue. After you have heard it twice, respond in writing to the assignment.

\*(one female speaker—opinion)

На днях посмотрела "Зимние дни" и очень разочарована. Фильм является сборником фантазий разных аниматоров на тему японской поэзии. Задуман был этот фильм по принципу рэнку — стихотворного произведения группы поэтов. Но замысел, на мой взгляд, воплощен просто ужасно. Во-первых, рэнку — это целостное произведение, несмотря на то, что это жанр коллективной поэзии. Однако, ни художественной, ни какой-либо другой целостности в этом фильме нет. Просто обыкновенная эклектика. Во-вторых, в этом фильме есть работы, чьи авторы, видимо, имеют смутное представление о японской поэзии. Их интерпретация, образность и ритм очень далеки от её уникальной стилистики. Так, бельгийский аниматор в стихотворении про волосы и цаплю увидел какую-то романтическую историю, а британский представил хайку о дереве и стреле как криминальный сюжет.

Единственный плюс от просмотра заключается в том, что я еще раз убедилась, что русская анимация лучшая в мире. Юрий Норштейн в традициях рэнку как великий мастер открывает "Зимние дни". Его работа, по-моему, самая лучшая в фильме.

(PAUSE 3 seconds)

**Now it will be repeated.**

(monologue is repeated)

(PAUSE 3 seconds)

**Now write your response to the assignment.\***

**Performance Characteristics for the Listening Comprehension Assignments**

<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

**Score Scale for the Listening Comprehension Assignments**

Score Point	Score Point Description
4	<p><b>The "4" response gives evidence of strong listening comprehension skills.</b></p> <ul style="list-style-type: none"> <li>• The candidate demonstrates thorough comprehension of literal content and understands main ideas and details.</li> <li>• The candidate accurately infers implied information and demonstrates awareness of sociocultural references, including the ability to characterize tone.</li> </ul>
3	<p><b>The "3" response gives evidence of satisfactory listening comprehension skills.</b></p> <ul style="list-style-type: none"> <li>• The candidate demonstrates adequate comprehension of literal content, although some details and sequencing may be misunderstood or missed.</li> <li>• The candidate adequately infers implied information, although some subtleties such as tone and sociocultural references may be misinterpreted or missed.</li> </ul>
2	<p><b>The "2" response gives evidence of limited listening comprehension skills.</b></p> <ul style="list-style-type: none"> <li>• The candidate demonstrates limited comprehension, discerning some ideas but not understanding main ideas and details.</li> <li>• The candidate demonstrates limited ability to infer implied information or discern subtleties such as tone and sociocultural inferences.</li> </ul>
1	<p><b>The "1" response gives evidence of weak listening comprehension skills.</b></p> <ul style="list-style-type: none"> <li>• The candidate fails to demonstrate comprehension of ideas and details, showing understanding only of isolated words and phrases.</li> <li>• The candidate fails to infer information or discern subtleties such as tone and sociocultural references.</li> </ul>
U	<p><b>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

**SAMPLE RESPONSE FOR THE LISTENING COMPREHENSION EXERCISE**

The speaker saw an animated film, *Зимние дни*, that was a collection of short sequences meant to reflect the principles of a particular form of Japanese poetry. The speaker was disappointed in the film because she thought it failed to reflect the sense of unity that is the most central quality of this type of poetry. In addition, several of the animators, such as the English and Belgian artists, did not seem to understand the form at all. The speaker was, however, pleased to see that Russian animation, as reflected in this film, is some of the best animation in the world. She enjoyed the work of the Russian artist whose animation began the film and considered it the best animation in the film as a whole.

## SAMPLE TEST DIRECTIONS FOR READING COMPREHENSION

In this section of the test, you will read two passages in the target language. You will then prepare a written response to the assignment that follows each passage. Write your responses in the appropriate sections of the answer document.

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

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

**Your responses may be written in either English or the target language.** Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

Turn the page and continue with the test.

## SAMPLE READING COMPREHENSION ASSIGNMENT

Read the passage below. Then prepare a written response to the assignment that follows. Your response may be written in either Russian or English.

При бурном развитии нового класса собственников в пост-советской России, одной из острых проблем стала проблема сохранения уникальных памятников истории и архитектурного наследия страны. Ненасытная страсть новых "хозяев жизни" к приобретению недвижимости в крупнейших исторических городах и их окрестностях обычно сочетается с диким небрежением в отношении подобных памятников, и это часто приводит к бездумной перестройке исторических зданий и даже прямому сносу — нередко в интересах развития прибыльного бизнеса. Например, три года назад на Тверском бульваре в Москве была разломана усадьба Римского-Корсакова. Теперь на этом месте ресторан для обеспеченных господ.

В связи с тем, что законы по охране памятников, принятые в советское время, подчас не выполнимы в новых политико-экономических условиях России, должна возрасти роль государства и местных органов управления в обеспечении эффективного законодательства и новых административных мер для охраны подобных памятников культуры.

Чтобы быть эффективным, на современном этапе сохранение исторических памятников не может быть частным делом. Продажа памятников культуры и прилегающей земельной собственности отдельным лицам и компаниям в настоящее время приведёт к их невозвратимой утрате. Охрана и сохранение подобных сооружений должны оставаться, как и раньше, неотъемлемой частью политики экономического и социального развития города и учитываться в проектах и градостроительной планировки на всех уровнях.

Write a response of three to four sentences in which you:

- identify the main problem the author discusses;
- explain a solution to the problem proposed by the author; and
- infer the most likely audience to whom the passage is addressed.

**Performance Characteristics for the Reading Comprehension Assignments**

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

**Score Scale for the Reading Comprehension Assignments**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response gives evidence of strong reading comprehension skills.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates thorough comprehension of literal content, including virtually all significant ideas, details, and grammatical relations.</li> <li>The candidate accurately infers implied information, even if it is subtly or abstractly conveyed.</li> </ul>
<b>3</b>	<p><b>The "3" response gives evidence of satisfactory reading comprehension skills.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates adequate comprehension of main ideas, but misses some details and grammatical relations.</li> <li>The candidate adequately infers information, but may misinterpret some subtleties and abstractions.</li> </ul>
<b>2</b>	<p><b>The "2" response gives evidence of limited reading comprehension skills.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates limited comprehension of main ideas, details, and grammatical relations.</li> <li>The candidate demonstrates limited ability to make inferences, particularly if information is presented subtly or abstractly.</li> </ul>
<b>1</b>	<p><b>The "1" response gives evidence of weak reading comprehension skills.</b></p> <ul style="list-style-type: none"> <li>The candidate fails to comprehend ideas, understanding only isolated words and phrases.</li> <li>The candidate fails to make any inferences.</li> </ul>
<b>U</b>	<b>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**SAMPLE RESPONSE FOR THE READING COMPREHENSION ASSIGNMENT**

Проблема сохранения исторического и культурного наследия стала очень острой в современной России. Бурное развитие нового класса собственников привело к тому, что скупаются и перестраиваются памятники истории, которые составляют бесценное архитектурное достояние нации. Автор призывает усилить роль государства и местных органов самоуправления в обеспечении охраны таких памятников культуры. Кроме того автор настаивает, что памятники культуры нельзя продавать в частную собственность, иначе они будут утеряны безвозвратно. Статья адресована широкому кругу читателей.

## SAMPLE TEST DIRECTIONS FOR LANGUAGE STRUCTURES

This section of the test consists of one exercise with three parts (Parts A, B, and C), each of which requires you to demonstrate your command of the structures and usage of the target language. Directions are provided before each part. Write your responses to the exercise in the spaces provided in the answer document. Your responses will be scored on the basis of grammatical correctness.

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

- **Grammar:** Part A (1–16) supplying the grammatically correct term
- **Transformation:** Part B (17–20) making a specified transformation
- **Correction:** Part C (21–24) correcting errors

Turn the page and continue with the test.

### SAMPLE LANGUAGE STRUCTURES EXERCISE

Follow the directions for each of the three parts (Parts A, B, and C) below.

Part A (1–16)

Complete the passage by providing the correct forms of the Russian words given in parentheses. Write each response to Part A on the Assignment E Response Sheet in the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

Дыня

На (самаркандский базар) \_\_\_\_\_ 1 \_\_\_\_\_ летом всегда  
большой выбор (великолепные дыни) \_\_\_\_\_ 3 \_\_\_\_\_ 4. Тут  
(продавать/продать) \_\_\_\_\_ 5 дыни (самые разные сорта) \_\_\_\_\_ 6 \_\_\_\_\_ 7  
\_\_\_\_\_ 8 : с (запах) \_\_\_\_\_ 9 груши, земляники, ванили; с розоватой,  
жёлтой или зелёной (мякоть) \_\_\_\_\_ 10. Ближе к зиме (появиться) \_\_\_\_\_ 11  
дыни-зарды, непревзойдённые по (вкус) \_\_\_\_\_. Они дозревают в (погреб) \_\_\_\_\_ 12  
\_\_\_\_\_ 13 только к (февраль) \_\_\_\_\_. В (Азия) \_\_\_\_\_ 15  
дыня всегда была в почёте, на втором месте после (хлеб) \_\_\_\_\_. 16

**Part B (17–20)**

Rewrite each sentence below, transforming it according to the directions. Write each response to Part B on the Assignment E Response Sheet in the answer document. Responses written in this test booklet will NOT be scored.

(17) Rewrite the following sentence in the present tense.

В Узбекистане и в соседних странах дыня являлась одним из основных продуктов питания и могла заменить семье обед в поле во время уборки урожая.

(18) Rewrite the following sentence in the active voice.

На Востоке дыня воспевается поэтами в стихах.

(19) Rewrite the following sentence using a participle instead of a который clause.

Старики верили, что узор на коре дыни — священные письмена, которые начертал сам Аллах.

(20) Combine the following two sentences into one sentence that preserves the meaning of the original sentences.

Дыня могла даже заменять духи. Афганская девушка шла на свидание, держа в руке маленькую ароматную дыню.

**Part C (21–24)**

Rewrite each sentence below, correcting all errors and retaining the original meaning. Write each response to Part C on the Assignment E Response Sheet in the answer document. Responses written in this test booklet will NOT be scored.

(21) Вырастить дыня в сухом жарком климате не просто, так как дыня не могут обойтись без воды.

(22) В прошлом узбекский крестьянин должны был платить за водой местному богачу, хозяину земли.

(23) Крестьяны Ферганской долины смогли находить для дыни бесплатную живую поилку.

(24) Они клались семя дыни в пенёк верблюжьей колючки, чьи длинные корни доставляли воду и пили малютку-дыню.

**Performance Characteristics for the Language Structures Assignment**

<b>Grammar</b>	Part A (1–16)—supplying the grammatically correct term
<b>Transformation</b>	Part B (17–20)—making a specified transformation
<b>Correction</b>	Part C (21–24)—correcting errors

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

**Scoring Scale for the Language Structures Assignments**

The examinee's response for the item is correct if, and only if, it is described by the following:

<b>Part</b>	<b>Description of Correct Response</b>
<b>Part A (Items 1–16)</b>	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
<b>Part B (Items 17–20)</b>	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
<b>Part C (Items 21–24)</b>	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).

The examinee's response for the item is not correct if it is described by the following:

<b>Part</b>	<b>Description of Incorrect Response</b>
<b>Parts A, B, C (Items 1–24)</b>	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	20 to 24 tasks handled correctly
<b>3</b>	15 to 19 tasks handled correctly
<b>2</b>	10 to 14 tasks handled correctly
<b>1</b>	0 to 9 tasks handled correctly
<b>U</b>	Unscorable—the candidate's response is illegible.
<b>B</b>	Blank—there is no response to the assignment.

## ANSWER KEY FOR THE LANGUAGE STRUCTURES EXERCISE

*Note: These represent sample correct responses. Other variations may also be correct.*

1. самарканском
2. базаре
3. великолепных
4. дынь
5. продают
6. самых
7. разных
8. сортов
9. запахами
10. мякотью
11. появляются
12. вкусу
13. погребе
14. февралю
15. Азии
16. хлеба
  
17. В Узбекистане и в соседних странах дыня является одним из основных продуктов питания и может заменить семье обед в поле во время уборки урожая.
18. Поэты на востоке воспевают дыню в стихах.
19. Старики верили, что узор на коре дыни—священные письмена, начертанные самим Аллахом.
20. Афганская девушка шла на свидание, держа в руке маленькую ароматную дыню, которая могла заменить ей духи.
  
21. Вырастить дыню в сухом жарком климате не просто, так как дыня не может обойтись без воды.
22. В прошлом узбекский крестьянин должен был платить за воду местному богачу, хозяину земли.
23. Крестьяне Ферганской долины могли находить для дыни бесплатную живую поилку.
24. Они клали семя дыни в пенёк верблюжьей колючки, чьи длинные корни доставляли воду и поили малютку-дыню.

## SAMPLE TEST DIRECTIONS FOR LANGUAGE COMPARISONS

This section of the test contains one constructed response assignment that requires you to compare and contrast a given element of English with that element in the target language. You will prepare a written response to the assignment.

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

**Your response may be written in either English or the target language.** Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Turn the page and continue with the test.

### **SAMPLE LANGUAGE COMPARISONS ASSIGNMENT**

To demonstrate your understanding of the sound system (e.g., consonants, vowels) of Russian and English, write a response of a few sentences in which you describe two ways in which the sound system of Russian is different from the sound system of English.

Your response may be written in either Russian or English. Be sure to give specific examples from both languages to support your answer.

**Language and Culture—Constructed-Response Item Comparing the Target Language and English****Performance Characteristics for the Language Comparisons Assignment**

<b>Purpose</b>	the extent to which the response achieves the purpose of the assignment
<b>Subject Matter Knowledge</b>	accuracy and appropriateness in the application of subject matter knowledge
<b>Support</b>	quality and relevance of supporting details
<b>Rationale</b>	soundness of argument and degree of understanding of the subject matter

**Score Scale for the Language Comparisons Assignment**

Score Point	Score Point Description
<b>4</b>	<b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<b>The "3" response reflects a general knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence generally supports the discussion; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic.</li> </ul>
<b>2</b>	<b>The "2" response reflects a partial knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<b>The "1" response reflects little or no knowledge and understanding of the subject matter.</b> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unscorable because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**SAMPLE RESPONSE FOR THE LANGUAGE COMPARISONS ASSIGNMENT**

One major difference between the sound systems of Russian and English is the presence of hard and soft consonants as minimal pairs in Russian. This means that the difference between a hard consonant and a soft consonant is enough to distinguish between two entirely different words. For example, the difference between a hard and a soft т in Russian establishes the difference between the words *брать* (brother) and *брать* (to take).

A second major difference between the sound systems of Russian and English is the presence of sounds in Russian that are not used in English. Two major examples are the vowel *ы* and the consonant *щ*. In addition, the pronunciation of *p* in Russian differs from the pronunciation of *r* in English. In English, the letter *r* is most often pronounced as a retroflex consonant, whereas the Russian *p* is a rolling, or trilled, consonant. There also exist consonant clusters in Russian that could not exist in English, such as in the beginning of the word *всемерить*.

## SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

This section of the test consists of multiple-choice questions. Each multiple-choice question has four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the Assignment G Response Sheet in the answer document in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question: 1. What is the capital of Michigan?

- A. Grand Rapids
- B. Marquette
- C. Lansing
- D. Detroit

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1.  A  B  C  D

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing. You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.

Turn the page and continue with the test.

## SAMPLE MULTIPLE-CHOICE QUESTIONS

1. The Russian literary figure of the *лишний человек* emerged as an outcome of which of the following historical events?
  - A. the 1722 creation of the Table of Ranks
  - B. the 1785 decree freeing the nobility from state service
  - C. the 1812 victory against the Napoleonic invasion
  - D. the 1861 emancipation of the serfs
2. The *луковичные главы* of Russian Orthodox churches most strongly reflect the architectural influence of which of the following cultures?
  - A. Byzantine
  - B. Roman
  - C. Mongol
  - D. Greek
3. Which of the following statements best describes the cultural significance of icons in the historical development of medieval Russia?
  - A. The expansion of icon painting as an art form led to advances in representational painting techniques and the rise of the individual artist as a cultural figure.
  - B. Icons developed as an underground school of religious art that strengthened church and state resistance against Mongol rule.
  - C. Icons were viewed as direct links to the divine and allowed for the spread of religious belief and knowledge throughout a primarily illiterate population.
  - D. As only the richest families could afford to display icons in their homes, icons became indicative of the growing disparity between the classes.

4. In Russia, it would be most culturally appropriate for guests arriving at a friend's apartment for a party to:

- A. shake hands with the host across the threshold of the doorway before entering the apartment.
- B. decline any food or drink until the host has offered it to them for the third time.
- C. compliment their host on the apartment and ask to be taken on a tour of its rooms.
- D. remove their street shoes and put on pairs of house slippers provided by their host.

5. The Russian cultural practice of *за столом* reflects the value that Russian culture places on:

- A. respect for authority.
- B. open relationships with friends and family.
- C. individual freedom.
- D. diligence and devotion to study and work.

6. Which of the following best describes an affective factor that might have a negative impact on a student's acquisition of a new language?

- A. The society in which the student lives places a low value on the target language and cultures in which it is spoken.
- B. The sound system of the student's first language is very different from the sound system of the target language.
- C. The student has difficulty retaining new information, such as target language vocabulary words, in long-term memory.
- D. The target language class in which the student is enrolled is conducted primarily in the student's first language.

7. A middle school Russian teacher learns that four heritage speakers will be enrolled in her upcoming beginning-level Russian class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage speakers:
  - A. may be overqualified to be in a beginning-level class and will require supplemental activities from the first day.
  - B. come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in Russian.
  - C. may be teacher's aides that can be called upon to model Russian pronunciation and usage for non-heritage learners in the class.
  - D. will make the best progress if they work by themselves in a mini-group rather than work with the class as a whole.
8. When designing instruction that reflects the goals of the national K–12 *Standards for Foreign Language Learning*, it is *most* important for a Russian teacher to keep in mind that:
  - A. students' needs and interests should guide the choice of which standards should be emphasized in any given class.
  - B. the interpretive mode of the communication standard should take precedence over the interpersonal and presentational modes.
  - C. instruction of the culture, connections, comparisons, and communities standards should be embedded within the study of the language.
  - D. students' mastery of each of the standards should be measured against the progress indicators given for their grade level.

9. A high school Russian teacher asks students to assemble a portfolio of their homework, projects, assignments, journal entries, audio- and videotapes, and other work that they completed during a particular grading period. The teacher then schedules individual conferences with students to review and discuss their portfolios and to plan future focal points in their language learning. Which of the following best describes the primary benefit of this assessment approach?

A. It furthers students' critical thinking and develops their autonomy as learners.

B. It provides benchmarks for determining the teacher's goals and objectives.

C. It gives the teacher appropriate feedback for her own professional growth.

D. It yields objective, quantitative data for impartial student evaluation.

10. A new Russian teacher is looking for information about instructional strategies for teaching students with various special needs in the language classroom. The teacher will have a few gifted/talented students and a few students with language or learning disorders in the general classroom population. The teacher could best prepare for these students by consulting which of the following resources?

A. professional journals about language teaching

B. a teacher who is serving as a mentor at the school

C. school specialists who work with special populations

D. pedagogy texts from the school's teaching library

**ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE QUESTIONS**

<b>Item Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>B</b>	Understand the products and perspectives of Russian-speaking cultures.
2.	<b>A</b>	Understand the products and perspectives of Russian-speaking cultures.
3.	<b>C</b>	Understand the products and perspectives of Russian-speaking cultures.
4.	<b>D</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Russian-speaking cultures.
5.	<b>B</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Russian-speaking cultures.
6.	<b>A</b>	Understand processes of language acquisition.
7.	<b>B</b>	Understand principles and practices of instruction in the language classroom.
8.	<b>C</b>	Understand the integration of standards into language curriculum and instruction.
9.	<b>A</b>	Understand principles and practices of assessment in the language classroom.
10.	<b>C</b>	Understand the role of a teacher as a professional.

## SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE

This section of the test consists of two written assignments. **The assignments can be found on the following pages.** You should use your time to plan, write, review, and edit your responses to the assignments.

Read the assignments carefully before you begin to write. Think about how you will organize your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. **However, your score will be based solely on the versions of your responses written in the answer document.**

A list of suggestions is provided to help direct your responses for the assignments. It is not necessary that you cover every point on the list, nor are you limited in your responses to those points indicated. You are, however, required to write about the general assignments that you are given, and part of your score will be based on the degree to which you elaborate on the assignments by addressing either the suggested points or points of your choosing.

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

- **DEVELOPMENT:** fullness of development of topic
- **COMMUNICATION:** effectiveness of communication, including sociocultural appropriateness
- **COHERENCE:** coherence and flow of language
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX AND GRAMMAR:** command of syntax and grammatical structures
- **MECHANICS:** command of spelling, diacritical marks, and punctuation

**Your responses must be written in the target language.** Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Your written responses should be your original work, written in your own words, and should not be copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

Turn the page and continue with the test.

## **SAMPLE WRITTEN PERFORMANCE ASSIGNMENT A**

Imagine that you have a Russian acquaintance who is a teacher in Russia and who is collecting stories to share with her class. She sends you an e-mail asking you to describe a memorable experience you have had while studying a language other than your home language. Writing in Russian, respond to the e-mail. In your response, you may wish to include, but are not limited to, the following:

- a narrative of the experience; and
- a description of what made the experience so memorable.

## **SAMPLE WRITTEN PERFORMANCE ASSIGNMENT B**

Imagine that you would like to attend a summer program for teachers of Russian that is being held in Vladivostok. As part of your application for the program, you need to write a short essay about the benefits people receive from studying a language other than their home language. Writing in Russian for an audience of educated adults, offer your opinions on this topic. In your response, you may wish to include, but are not limited to, the following:

- a description of the main benefits you think people receive from studying a language other than their home language; and
- a discussion of how these benefits help people in their everyday lives.

**Performance Characteristics for the Written Performance Assignment**

<b>Development</b>	fullness of development of 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 and Grammar</b>	command of syntax and grammatical structures
<b>Mechanics</b>	command of spelling, diacritical marks, and punctuation

**Score Scale for the Written Performance Assignment**

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

Score Point	Score Point Description
4	<p><b>The "4" response gives evidence of strong skills of written expression.</b></p> <ul style="list-style-type: none"> <li>The candidate fully addresses the assigned topic, through narratives, descriptions, and arguments. The candidate develops the topic by extensive elaboration of specific points written in a series of paragraphs.</li> <li>The message is effectively communicated in a socioculturally appropriate manner that demonstrates a strong awareness of writing for a variety of specific audiences.</li> <li>The candidate's ideas are clearly presented and well organized; the flow of language is smooth, transitions are effective, and cohesive devices are controlled.</li> <li>The vocabulary used reflects a precise, varied, and broad command of the language and use of appropriate idiomatic expressions.</li> <li>There is control of grammar with only minor syntax errors that do not interrupt communication. The candidate exhibits command of verb forms and all time frames, and uses a variety of well-constructed sentences, demonstrating command of subordination.</li> <li>Spelling, diacritical marks, and punctuation are mastered, although not perfect.</li> </ul>
3	<p><b>The "3" response gives evidence of satisfactory skills of written expression.</b></p> <ul style="list-style-type: none"> <li>The candidate adequately addresses the assigned topic, through simple summaries and factual narratives and descriptions. The candidate develops the topic by some elaboration of specific points in texts of paragraph length and structure.</li> <li>The message is generally effective although command of sociocultural aspects of the language may be uneven. Writing shows a satisfactory sense of audience.</li> <li>The candidate generally communicates clearly; awkwardness in organization or flow of language does not impede communication. The candidate is generally able to combine and link sentences and to incorporate some cohesive devices.</li> <li>Vocabulary and idiomatic expressions are generally effective.</li> <li>There is sustained control of simple linguistic constructions and grammar but uneven command of more complex constructions, including subordination; the candidate exhibits satisfactory control of verb forms and can narrate and describe in different time frames.</li> <li>The writer may make some errors in spelling, diacritical marks, and punctuation.</li> </ul>
2	<p><b>The "2" response gives evidence of limited skill in written expression.</b></p> <ul style="list-style-type: none"> <li>The candidate addresses the assigned topic in a limited way through simple summaries, descriptions, and narrations of paragraph length. The candidate provides minimal elaboration.</li> <li>The message is somewhat effective and may reveal some sociocultural inappropriateness. Writing shows some sense of audience.</li> <li>The candidate's ideas may be unclear; the flow of language may be intermittently uneven. The candidate has some ability to connect sentences into paragraphs and uses a limited number of repetitive cohesive devices.</li> <li>Vocabulary and idiomatic expressions are somewhat effective, but may be simple and repetitive.</li> <li>Grammatical presentation is flawed, even though information may be advanced; the candidate exhibits some control over simple and complex linguistic constructions, including subordination. There is evidence of lack of control of verb forms; the candidate uses different time frames, but inaccurately and inconsistently.</li> <li>While showing some control of mechanics, the candidate regularly makes errors in spelling, diacritical marks, and punctuation.</li> </ul>
1	<p><b>The "1" response gives evidence of a lack of skill in written expression.</b></p> <ul style="list-style-type: none"> <li>The candidate ineffectively addresses the assigned topic, using only statements, questions, short messages, and notes. The candidate provides virtually no elaboration or text of paragraph length and structure.</li> <li>The message fails to communicate effectively and demonstrates little or no sociocultural appropriateness. The writing shows little or no sense of audience.</li> <li>The candidate's ideas are confused and lack organization; flow of language is consistently uneven; the candidate is largely unable to combine and link sentences or to incorporate cohesive devices.</li> <li>Command of vocabulary and idiomatic expressions is inadequate.</li> <li>Errors in grammar, syntax, and verb formation are numerous and impede communication. The candidate shows little control of simple linguistic structures, no control of more complex structures, and is unable to narrate or describe in basic time frames.</li> <li>Mistakes in spelling, diacritical marks, and punctuation are so numerous and serious that little communication is possible.</li> </ul>
U	<p><b>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

**SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A**

Здравствуй, моя коллега!

Конечно у меня есть несколько интересных историй об изучении английского языка. По приезде в Америку я пошла в колледж, недалеко от дома. Мне очень понравился класс, где мы учились писать тексты на разные темы. Первое время, я писала по-русски, затем со словарем переводила на английский язык и составляла предложения. Часто со стороны преподавателя я слышала замечания, что мои предложения построены грамматически неправильно (но по-русски они-то были правильными!). Со временем, я стала понимать, что построение предложений в русском и английском языках разное. В русском языке оно более свободное чем в английском.

Мое желание добиться хороших результатов в написании текстов победило! Через 3 месяца постоянных занятий и дополнительных уроков мои работы по этому предмету были лучшими в классе. Я надолго запомнила как строятся предложения в английском языке. Преподаватель попросил использовать мои работы в качестве образцов для других классов. Для меня это было очень важно. Ведь я же учитель!

Можете поделиться моей историей со своими студентами. Пишите мне о своей работе – мне очень интересно!

До свидания.

Ольга

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

Недавно мне представилась замечательная возможность посетить летнюю программу для учителей, которая будет проводиться во Владивостоке. Для меня участие в этой программе является прекрасным поводом усовершенствовать свое знание русского языка. Я убеждена, что изучение иностранных языков — это необходимый элемент образования любого современного человека. Наш мир претерпевает множество изменений, люди путешествуют из страны в страну, с континента на континент. Знание иностранных языков помогает нам раздвинуть границы наших стран, лучше понять друг друга, установить дружеские отношения между гражданами разных государств.

И конечно же ничто так не способствует более глубокому изучению языка, пониманию культуры и традиций страны, чем непосредственное пребывание в этой стране. Находясь среди носителей языка, слушая живую речь каждый день, можно гораздо быстрее приобрести навыки разговорной речи. Кроме того, когда иностранец постоянно прилагает усилия, чтобы понять устную речь, его словарный запас и уверенность в себе позволяют ему начать эффективное общение на изучаемом языке гораздо быстрее, чем если бы он просто посещал занятия в своей стране.

Последние научные исследования подтверждают опыт предыдущих лет: люди со знанием одного или нескольких иностранных языков обычно обладают более развитым интеллектом. Иностранные языки и их изучение формируют в человеком мозгу определенный тип нейросвязей, который и делает возможным такой интеллектуальный рост. Особенно это верно для маленьких детей. Ранее изучение одного или нескольких иностранных языков позволяет им стремительно развивать свои умственные способности и понимание мира.