



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

28 Spanish

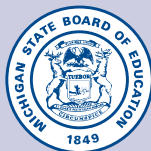


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PART 1: General Information About the MTTC Program and Test Preparation

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

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample multiple-choice test questions and an answer key, sample written performance assignments, and sample written responses for the field covered by this study guide.

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 Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. 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. Use the answer key that follows the sample multiple-choice test questions 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 test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Written Performance Assignments Section

The sample written performance assignments included in this section are designed to give the test-taker an introduction to the nature of the written performance assignments included on the MTTC Spanish test. A sample of a strong response follows each sample written performance assignment.

Spanish (28) Field-Specific Information

The Spanish test consists of three sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, and 3) a written performance assignment section with two written performance assignments. Examinees are not permitted to enter the testing room once the recording for the listening section has begun playing.

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 Spanish 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 Spanish 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 Spanish, 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 Spanish
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Spanish
- 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 Spanish, 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 Spanish.

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 Spanish.

Includes:

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

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

Includes:

- demonstrating knowledge of products of daily life in Spanish-speaking cultures
- understanding the role and significance of products of daily life in Spanish-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Spanish-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 Spanish reflect the perspectives of Spanish-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Spanish-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Spanish-speaking cultures
- comparing and contrasting the products and perspectives of Spanish-speaking cultures with the products and perspectives of non-Spanish-speaking cultures of the United States

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

Includes:

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

SAMPLE TEST DIRECTIONS FOR SECTION ONE

The first section of the test contains multiple-choice questions that involve listening to a recording. Each listening passage will begin with directions. The directions will be read aloud on the recording. They are also printed in your test booklet. Listen carefully and follow along in your test booklet. You will have 20 seconds to respond to each question, which should be ample time. Each listening passage will be read twice.

The recording cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this recording clearly, please raise your hand now.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS FOR SECTION ONE

1. Escuche con cuidado el diálogo que sigue. Escuchará el diálogo dos veces.

**(one male and one female speaker—asking for directions)*

female: Disculpe, señor, estoy un poco perdida. ¿Me puede dirigir a la Biblioteca Nacional?

male: Claro, con mucho gusto, señorita. Aquí estamos en la Calle Segunda, y usted necesita seguir en esta calle por cinco cuadras hasta que vea el museo nacional. Después del museo hay una tienda de artesanía a su derecha. Allí doble a la izquierda en la Avenida de Guadalupe, y siga adelante hasta la plaza central donde se encuentran la iglesia de San Miguel y el mercado central. Después de la iglesia, siga en la misma calle, y la biblioteca queda al lado izquierdo, dos cuadras más adelante.

female: Mil gracias, señor.

Ahora escuchará el diálogo otra vez.

(Repeat dialogue)

Ahora conteste la pregunta.

(PAUSE 20 seconds)*

La Biblioteca Nacional se encuentra:

- A. al lado de la iglesia San Miguel.
- B. en la Calle Segunda.
- C. en la Avenida de Guadalupe.
- D. al lado de la tienda de arte.

2. Escuche con cuidado el pasaje que sigue. Escuchará el pasaje dos veces.

**(one male speaker—announcement at a conference)*

Antes de pasar a dictar la conferencia, quisiera hacer un anuncio. Todos los años, el Departamento de Español y Portugués celebra *El Encuentro*, una conferencia para estudiantes. Esta reunión de un día cubre temas relacionados con las culturas y literaturas española, latinoamericana y portuguesa. Una selección de los trabajos que se presenten será publicada subsecuentemente. A nombre del comité organizador, me gustaría invitar a los estudiantes de su departamento a participar en el evento de este año. Por favor, distribuyan este documento que contiene los requisitos de participación.

Ahora escuchará el pasaje otra vez.

(Repeat passage)

Ahora conteste la pregunta.

(PAUSE 20 seconds)*

¿Cuál de las siguientes opciones define mejor lo que es más probable que pase como resultado de este anuncio?

- A. que algunos estudiantes soliciten participación
- B. que los asistentes aplaudan y feliciten al orador por la conferencia
- C. que se publique la conferencia que dicta el invitado de hoy
- D. que algunos profesores visiten la universidad del conferenciante

3. Escuche con cuidado el pasaje que sigue. Escuchará el pasaje dos veces.

**(one female speaker)*

Mami, pensé que estarías en casa, pero para que no te preocupes te dejo este mensaje. Llegamos muy cansados pero bien y sin contratiempo. La ciudad es preciosa y hemos tenido muchísima suerte. Conseguimos alojamiento en un hotel recién remodelado, a escasos minutos del centro histórico y comercial con habitaciones modernísimas con baño completo, teléfono, TV e Internet. Además, tiene una cafetería y están ofreciendo unas tarifas bajísimas por la temporada. No puedo esperar hasta mañana para comenzar a explorar los alrededores.

Te llamo mañana por la noche. Te quiero. Chau. Un beso.

Ahora escuchará el pasaje otra vez.

(Repeat passage)

Ahora conteste la pregunta.

(PAUSE 20 seconds)*

¿Cuál de los siguientes adjetivos describe mejor el tono de la hablante en el pasaje?

- A. relajado
- B. entusiasmado
- C. melodramático
- D. aprensivo

SAMPLE TEST DIRECTIONS FOR SECTION TWO

Section Two of this test is a reading section with multiple-choice questions. Read each question and record your answer on the answer document in the space that corresponds to the question number.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS FOR SECTION TWO

Lea con cuidado el pasaje de *La Regenta* (1884–85) de Clarín y luego conteste las dos preguntas que siguen.

Uno de los recreos solitarios de don Fermín de Pas consistía en subir a las alturas. Era montañés, y por instinto buscaba las cumbres de los montes y los campanarios de las iglesias. En todos los países que había visitado había subido a la montaña más alta, y si no las había, a la más soberbia torre. No se daba por enterado de cosa que no viese a vista de pájaro, abarcándola por completo y desde arriba. [...] En la provincia, cuya capital era Vetusta, abundaban por todas partes montes de los que se pierden entre nubes; [...] Cuanto más subía más ansiaba subir: en vez de fatiga sentía fiebre que le daba vigor de acero a las piernas y aliento de fragua a los pulmones. Llegar a lo más alto era un triunfo voluptuoso para don Pas. Ver muchas leguas de tierra, columbrar el mar lejano, contemplar a sus pies a los pueblos como si fueran juguetes, [...] eran intensos placeres de su espíritu altanero, que don Pas se procuraba siempre que podía. [...] Lo que sentía en presencia de la heroica ciudad era gula; hacia su anatomía, no como el fisiólogo que sólo quiere estudiar, sino como el gastrónomo que busca los bocados apetitosos.

- | | |
|--|---|
| 4. ¿Qué rasgo de la personalidad del cura don Fermín se destaca en esta descripción? | 5. ¿Qué efecto tiene el esfuerzo físico de la escalada en don Fermín? |
| A. Su gusto por el ejercicio físico extenuante y la salud corporal plena. | A. Le da una sensación de ansiedad muy angustiosa. |
| B. Su afán de alma viajera por conocer una gran variedad de lugares. | B. Se siente extraordinariamente revitalizado. |
| C. Su necesidad de aislarse en las montañas para elevar su espíritu. | C. Se le corta la respiración debido al agotamiento. |
| D. Su deleite en conquistar y absorber la grandiosidad de su entorno. | D. Le acometen accesos de fiebre que lo debilitan mucho. |

Lea con cuidado el pasaje y luego conteste las dos preguntas que siguen.

Hola:

Muchas gracias por tomar el tiempo hoy para visitar el primer esfuerzo de nuestra compañía en el mundo electrónico. Nuestra compañía se inició con sólo una mujer, un taller y un sueño; hoy emplea a más de 200 personas, y estamos muy orgullosos de ofrecer una gran variedad de juguetes de madera de gran calidad, que están a disponibles y pueden ser apreciados por todo el mundo.

Esperamos que explore nuestro catálogo a plenitud. Ud. puede presionar el ratón sobre cualquier imagen para ampliarla y obtener una vista mejor de nuestros productos. Hemos tratado de incluir fotografías de nuestros juguetes desde todos los ángulos, pero también sabemos que una foto no puede captar lo que se siente al tener un juguete bien hecho en la mano o al entregárselo a un niño sonriente. Si Ud. prefiere manipular y experimentar nuestros productos en persona, está cordialmente invitado a visitar nuestra tienda y talleres aquí en Salamanca. Si vive muy lejos, nos complacería sobremanera conversar con Ud. acerca de nuestros productos por teléfono, correo electrónico o mensajería instantánea.

Agradeciendo su atención y esperando oír de Ud. pronto,

- Virginia

- | | |
|---|---|
| 6. ¿Cuál de las siguientes opciones describe mejor la relación entre Virginia y las personas a las cuales este mensaje va dirigido? | 7. ¿Dónde sería más probable leer este mensaje? |
| A. Ella es la jefa y ellos son sus empleados. | A. en un panfleto publicitario |
| B. Ella es la jefa de la compañía y ellos son sus clientes. | B. en la pantalla de una computadora |
| C. Ella es periodista y ellos son el tema de un artículo. | C. en las páginas de un periódico |
| D. Ella es vendedora y ellos son sus proveedores. | D. en un letrero en la calle |

8. Choose the word that correctly completes the sentence below.
- Te escribiré aunque _____ que dejar de trabajar.
- A. tengo
 - B. tuve
 - C. tenga
 - D. teniendo
9. Choose the question that best completes the passage below.
- ¿Cuándo es tu próxima cita con el dentista?
- _____
- A. ¿En el lunes o en el miércoles?
 - B. ¿El lunes o el miércoles?
 - C. ¿En lunes o en miércoles?
 - D. ¿Los lunes o los miércoles?
10. Choose the sentence that shows the correct use of the preposition *por*.
- A. Víctor es muy alto por su edad.
 - B. Montserrat tiene mucho trabajo por salir esta noche.
 - C. Angelina va a pasar por tu casa a las diez.
 - D. Joaquín espera por conocer a tus parientes.
11. In which of the following Spanish words would the letter *r* be pronounced with a strong trilled sound that is not used in English?
- A. primero
 - B. rutina
 - C. caro
 - D. pero
12. The modernist experimentation of twentieth-century Latin American novelists such as Alejo Carpentier, Isabel Allende, and Gabriel García Márquez is most frequently characterized by:
- A. narrative strategies that combine fantastic and mythical elements with realistic story lines.
 - B. efforts to explore the effect of industrialization on societies and individuals.
 - C. linguistic strategies that make extensive use of detached and impersonal language.
 - D. efforts to define national identities through the exploration of nationalist themes.

13. The Spanish painter Francisco Goya (1746–1828) is best known for his efforts to:
 - A. portray the cultural diversity of Spain's various regions.
 - B. depict major historical upheavals of the period in which he lived.
 - C. portray the natural beauty of the Spanish countryside.
 - D. depict the achievements of Spain during the early modern era.
14. Since the late twentieth century, the practice in Spain of taking a two- to three-hour break for lunch and a nap has become less common. Which of the following best describes a major reason for this change?
 - A. The use of air conditioning in modern Spanish businesses makes it unnecessary to take an extended break from work during the heat of the day.
 - B. The noon meal has replaced the midafternoon dinner as the main meal of the day in many Spanish families.
 - C. The interrupted day is incompatible with Spain's integration into the European economy and the work schedules of people with long urban commutes.
 - D. An increase in the length of the workday in most Spanish businesses has left little time for such extended breaks.
15. Costa Rica's extensive biological and geographic diversity is a major reason for the:
 - A. strong national commitment to environmental protection.
 - B. tendency of many people to identify more strongly with their local community than with the nation.
 - C. country's low levels of population growth and internal migration.
 - D. common belief that Costa Rica is the most advanced country in Central America.
16. 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.

17. A middle school teacher of Spanish learns that four heritage speakers will be enrolled in her upcoming beginning-level Spanish 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 Spanish.
 - C. may be teacher's aides that can be called upon to model Spanish 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.
18. When designing instruction that reflects the goals of the national K–12 *Standards for Foreign Language Learning*, it is *most* important for a Spanish teacher to keep in mind that:
- A. students' needs and preferences 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.

19. A high school Spanish 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.
20. A new Spanish 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 TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Derive information from a variety of authentic oral communications in Spanish representing interpersonal and presentational modes in social and academic situations.
2.	A	Apply skills of inference to a variety of authentic oral communications in Spanish representing interpersonal and presentational modes in social and academic situations.
3.	B	Apply skills of inference to a variety of authentic oral communications in Spanish representing interpersonal and presentational modes in social and academic situations.
4.	D	Derive information from a variety of authentic materials, written in Spanish, representing interpersonal and presentational modes.
5.	B	Derive information from a variety of authentic materials, written in Spanish, representing interpersonal and presentational modes.
6.	B	Apply skills of inference to a variety of authentic materials, written in Spanish, representing interpersonal and presentational modes.
7.	B	Apply skills of inference to a variety of authentic materials, written in Spanish, representing interpersonal and presentational modes.
8.	C	Demonstrate knowledge of the grammatical and syntactic structures of Spanish.
9.	B	Demonstrate knowledge of the grammatical and syntactic structures of Spanish.
10.	C	Demonstrate knowledge of the grammatical and syntactic structures of Spanish.
11.	B	Understand the similarities and differences between English and Spanish.
12.	A	Understand the products and perspectives of Spanish-speaking cultures.
13.	B	Understand the products and perspectives of Spanish-speaking cultures.
14.	C	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Spanish-speaking cultures.
15.	A	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Spanish-speaking cultures.
16.	A	Understand processes of language acquisition.
17.	B	Understand principles and practices of instruction in the language classroom.
18.	C	Understand the integration of standards into language curriculum and instruction.
19.	A	Understand principles and practices of assessment in the language classroom.
20.	C	Understand the role of a teacher as a professional.

INFORMATION ABOUT THE WRITTEN PERFORMANCE SECTION

The written performance section of the Spanish test consists of two written performance assignments. Each candidate's written response to each Spanish performance assignment will be scored using a method known as focused holistic scoring. In this method, scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the candidate demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method focuses on the specific performance characteristics, it is holistic in that each assigned score describes the overall effectiveness of these characteristics working in concert in response to the assignment.

Performance Characteristics for the Written Performance Assignments

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

SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE ASSIGNMENTS

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 work. 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 version 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. Note that an assignment may require you to use certain time frames.

Your responses will be evaluated based on 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 Spanish. 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.

SAMPLE WRITTEN PERFORMANCE ASSIGNMENTS AND RESPONSES

WRITTEN PERFORMANCE ASSIGNMENT A

Imagine that you are applying to be an exchange teacher in a Spanish-speaking country. As part of your application, you need to write a brief essay in Spanish about an experience you had in which you found it beneficial to speak a language other than your first language. In your response, you may wish to include, but are not limited to, the following:

- a narrative of the experience; and
- an explanation of why you found it useful to know another language in this situation.

You **must** use past tenses in your response.

WRITTEN PERFORMANCE ASSIGNMENT B

Imagine that a friend of yours from a Spanish-speaking country is deciding whether or not to take a year off from work or school to travel. She sends you a letter asking you for your advice. Writing in Spanish, respond to your friend. In your response, you may wish to include, but are not limited to, the following:

- advantages and disadvantages of taking a year off to travel; and
- your advice to your friend.

Score Scale for the Written Performance Assignments

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	The "4" response gives evidence of strong skills of written expression. - 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. - The message is effectively communicated in a socioculturally appropriate manner that demonstrates a strong awareness of writing for a variety of specific audiences. - The candidate's ideas are clearly presented and well organized; the flow of language is smooth, transitions are effective, and cohesive devices are controlled. - The vocabulary used reflects a precise, varied, and broad command of the language and use of appropriate idiomatic expressions. - 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. - Spelling, diacritical marks, and punctuation are mastered, although not perfect.
3	The "3" response gives evidence of satisfactory skills of written expression. - 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. - The message is generally effective although command of sociocultural aspects of the language may be uneven. Writing shows a satisfactory sense of audience. - 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. - Vocabulary and idiomatic expressions are generally effective. - 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. - The writer may make some errors in spelling, diacritical marks, and punctuation.
2	The "2" response gives evidence of limited skill in written expression. - The candidate addresses the assigned topic in a limited way through simple summaries, descriptions, and narrations of paragraph length. The candidate provides minimal elaboration. - The message is somewhat effective and may reveal some sociocultural inappropriateness. Writing shows some sense of audience. - 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. - Vocabulary and idiomatic expressions are somewhat effective, but may be simple and repetitive. - 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. - While showing some control of mechanics, the candidate regularly makes errors in spelling, diacritical marks, and punctuation.
1	The "1" response gives evidence of a lack of skill in written expression. - 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. - The message fails to communicate effectively and demonstrates little or no sociocultural appropriateness. The writing shows little or no sense of audience. - 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. - Command of vocabulary and idiomatic expressions is inadequate. - 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. - Mistakes in spelling, diacritical marks, and punctuation are so numerous and serious that little communication is possible.
U	The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.
B	There is no response to the assignment.

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

En el transcurso de mi vida, he tenido la oportunidad de viajar y conocer diferentes países.

Algo que siempre he considerado indispensable para enriquecer mi aprendizaje es dominar otros idiomas, para así poder comunicarme con personas de diferentes países, que hablan diferentes idiomas.

Saber otros idiomas nos abre muchas puertas y nos brinda oportunidades únicas que debemos aprovechar, tanto para enseñar como para aprender.

A continuación, les voy a narrar una experiencia que tuve el año pasado, sólo porque creo que a veces “no hay coincidencias, estamos en el lugar correcto a la hora correcta”.

Nos encontrábamos en Costa Rica, paseando en un parque donde se realizaban varios eventos deportivos. Una amiga que me acompañaba en el viaje decidió que quería participar en una de las carreras de bicicletas. Lamentablemente, no pudo disfrutarla porque otro participante, sin querer, la atropelló y cayó aparatosamente en la pista, perdiendo el conocimiento. Enseguida llegaron los paramédicos para ayudarla, cuando recuperó el conocimiento nuevamente comenzaron a interrogarla. Ella no podía responderles, porque no sabía el idioma. Afortunadamente, yo estaba a su lado traduciendo las preguntas y así los paramédicos pudieron atenderla de inmediato. A partir de esa experiencia pude comprobar que el tiempo que pasé estudiando otro idioma dio sus frutos. Esta vivencia me ha impulsado a querer aprender cada día más y aprovechar las oportunidades que nos ofrece la vida.

SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

Querida María:

Me encantó recibir noticias tuyas y ante todo saber que depositas en mí tu confianza para que te aconseje con respecto a tu decisión de tomar un año sabático.

Definitivamente pienso que es una gran oportunidad el hecho de que puedas desprenderte por un año de tus labores académicas para poder viajar y ver mundos nuevos. Te aconsejo que explores las posibilidades de integrarte a un programa de intercambio en un país hispanohablante, al cual no sólo puedas viajar sino también interactuar con sus habitantes ya que tú hablas español. Podrías ir a México y vivir en San Miguel de Allende, que es una ciudad muy céntrica y de gran importancia cultural. México es un país muy interesante desde el punto de vista histórico y por ende, sería extraordinario viajar por toda la República Mexicana para aprender de su diversa cultura.

Indiscutiblemente, una experiencia de esta índole contribuiría a tu desarrollo emocional e intelectual. Sólo procura haber terminado tus proyectos antes de salir de Madrid para que al regresar no te encuentres con problemas.

Espero que estos consejos te sean de utilidad y puedes llamarme si necesitas más ayuda.

Con cariño,

Sofía