

Foreign Language: Chinese (Cantonese) (I36)

Purpose

The purpose of the Foreign Language: Chinese (Cantonese) test is to identify examinees who have demonstrated the level of knowledge and skills required of entry-level educators in Illinois. The test is based upon the Foreign Language Content-Area Standards for Educators. Information on who is required to pass the test and when the test should be taken may be obtained from program advisors, campus certification officers, regional offices of education, and the Illinois State Board of Education's Certification Web site: www.isbe.net/teachers.htm.

Test Characteristics

Number of test items: seven constructed-response assignments

Score scale: The Foreign Language: Chinese (Cantonese) test is scored on a scale from 100 to 300.

Passing score: a scaled total test score of 240 or above

Test Structure

The Foreign Language: Chinese (Cantonese) test contains the following subareas and test item structure.

| Subarea No. | Subarea Title | No. of Scorable Constructed-Response Assignments |
|-------------|-------------------------|--|
| I. | Listening Comprehension | 1 |
| II. | Reading and Vocabulary | 1 |
| III. | Language Structures | 1 |
| IV. | Cultural Knowledge | 1 |
| V. | Written Expression | 1 |
| VI. | Oral Expression | 1 |
| VII. | Language Acquisition | 1 |

Test Framework

The complete test framework for this field, containing the test objectives and descriptive statements for each subarea, can be found on the ICTS Web site at www.icts.nesinc.com. The test framework correlation table can be found on the ICTS Web site at www.icts.nesinc.com.

Test Administration

The Foreign Language: Chinese (Cantonese) test is a full-session test administered during the morning or afternoon test sessions at scheduled test administrations. The test session is five hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a total test score of 240 or above required to pass. The total test score is based on an examinee's performance on the entire test. Subarea scores are based on an examinee's performance on each subarea.

Please note:

- Subarea scores are presented on the same scale as the total test score.
- Subarea scores will help assess an examinee's areas of relative strength and weakness.

Interpreting the Constructed-Response Scores

The constructed responses on the Foreign Language tests are scored according to standardized procedures during scoring sessions held after each test administration. Scorers with relevant professional backgrounds receive training and use a process called focused holistic scoring. The process yields a score based on overall quality of the response rather than on an analysis of response components.

Each response is scored on a scale from 1 to 4, with 1 representing an undeveloped response and 4 representing a response that is very well developed. No information about the examinee who prepared the response (e.g., name, institutional affiliation) is provided to the readers.

A score of 8 for a constructed-response assignment would indicate that the first scorer assigned a score of 4 and that the second scorer assigned a score of 4. This would indicate that the response to the assignment was very well developed in regard to the performance characteristics. Similarly, a score of 2 would indicate that the first scorer assigned a score of 1 and that the second scorer assigned a score of 1. This would indicate that the response was totally undeveloped in regard to the performance characteristics.

The range of reader-assigned scores for each constructed-response assignment is from:

- 8 (4 + 4), which would represent a constructed response that is very well developed and that received the highest scores from the two scorers who rated the response, to
- 2 (1 + 1), which would represent a constructed response that is totally undeveloped and that received the lowest scores from the two scorers who rated the response.

This combined raw score is then converted to a scaled score, on a scale from 100 to 300, which is the score that appears on the score report for the constructed-response assignments.

The designation of a U (unscorable) is assigned to responses that are off topic, illegible, written in a language other than the required language, of insufficient length to score, or merely a repetition of the topic. A designation of B is assigned if the constructed-response form is blank.

If the number of examinees for this test is large for a given test date, each response is read and scored independently by two scorers. If the two scores differ by more than one point, the response is scored by a third reader. The sum of the two raters' scores is the examinee's total score on that response.

If the number of examinees for this test is small for a given test date, each scorer is given a copy of each examinee's response. The score for each assignment is reached through group discussion in reference to the performance characteristics and scoring scale. The group arrives at a consensus decision on the examinee's score for each response.

Scoring Scale

The scoring scale that is used to assign scores to examinees' responses to the constructed-response assignments in this test field can be found on the following pages.

Score Report Explanation

Each score report contains a section titled "How to Read Your Score Report" to help examinees interpret their test results accurately. Examples can be found on the ICTS Web site at www.icts.nesinc.com.

Study Guide

The study guide for this field can be found on the ICTS Web site at www.icts.nesinc.com.

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Listening Comprehension Assignment

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

| | |
|--------------------------------|--|
| Listening Comprehension | accuracy and completeness in comprehending the literal content of a spoken passage |
| Listening Inference | demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone |

Scoring Scale for the Listening Comprehension Assignment

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

| Score Point | Score Point Description |
|-------------|--|
| 4 | <p>The "4" response reflects a strong command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language. • The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension. |
| 3 | <p>The "3" response reflects a general command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates a general comprehension of the literal content, though some details may be misunderstood or missed. • The candidate shows some ability to infer implied information, though some subtleties may be misinterpreted or missed. |
| 2 | <p>The "2" response reflects a limited command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows partial comprehension of the literal content, discerning the main idea but failing to understand significant supporting ideas and details, or vice versa. • The candidate shows little or no ability to infer information or discern tone. |
| I | <p>The "I" response reflects a lack of command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to demonstrate understanding of any significant ideas, showing comprehension only of isolated words and phrases. • The candidate fails to infer information or discern tone. |
| U | <p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Reading and Vocabulary Assignment

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

| | |
|------------------------------|---|
| Reading Comprehension | accuracy and completeness in comprehending the literal content of a written passage |
| Reading Inference | demonstrated ability to infer information implied in a written passage, including subtleties such as tone |

Scoring Scale for the Reading and Vocabulary Assignment

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

| Score Point | Score Point Description |
|--------------------|--|
| 4 | <p>The "4" response reflects a strong command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough comprehension of the literal content of a sample of written language. • The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension. |
| 3 | <p>The "3" response reflects a general command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates a general comprehension of the literal content, though some details may be misunderstood or missed. • The candidate shows some ability to infer implied information, though some subtleties may be misinterpreted or missed. |
| 2 | <p>The "2" response reflects a limited command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows partial comprehension of the literal content, discerning the main idea but failing to understand significant supporting ideas and details, or vice versa. • The candidate shows little or no ability to infer information or discern tone. |
| I | <p>The "I" response reflects a lack of command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to demonstrate understanding of any significant ideas, showing comprehension only of isolated words and phrases. • The candidate fails to infer information or discern tone. |
| U | <p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Structures Assignment

Grammatical tasks related to *language structures* in scoring consist of:

| | |
|-----------------------|--|
| Grammar | Part A (1–12)—supplying the grammatically correct term |
| Transformation | Part B (13–16)—making a specified transformation |
| Correction | Part C (17–20)—correcting errors |
| Romanization | Part D (21–24)—transliterating Chinese sentences into the Roman alphabet |

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 Assignment

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

| Part | Description of Correct Response |
|---------------------------------|--|
| Part A (Items 1–12) | 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). |
| Part B (Items 13–16) | 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). |
| Part C (Items 17–20) | 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). |
| Part D (Items 21–24) | Correct—the examinee correctly transliterates the given sentence from Chinese characters into the Roman alphabet, using a standard system of Romanization. Mandarin must use pinyin, including diacritical marks to indicate correct tones. |

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

| Part | Description of Incorrect Response |
|---------------------------------------|--|
| Parts A, B, C (Items 1–20) | Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete. |
| Part D (Items 21–24) | Not correct—the examinee makes three or more errors in transliterating the given sentence from Chinese characters into the Roman alphabet. |

| Score Point | Score Point Description |
|-------------|--|
| 4 | 20 to 24 tasks handled correctly |
| 3 | 15 to 19 tasks handled correctly |
| 2 | 10 to 14 tasks handled correctly |
| 1 | 0 to 9 tasks handled correctly |
| U | Unscorable—the candidate's response is illegible or is not in the target language. |
| B | Blank—the candidate provides no response whatsoever. |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Cultural Knowledge Assignment

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

| | |
|-------------------------|---|
| Identification | accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment |
| Cultural Context | ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location) |
| Cultural Issues | clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture |

Scoring Scale for the Cultural Knowledge Assignment

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

| Score Point | Score Point Description |
|--------------------|--|
| 4 | <p>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate describes the appropriate cultural context of the topic. The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture. |
| 3 | <p>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate generally provides accurate information regarding cultural context. The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any. |
| 2 | <p>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate provides little information on the cultural context of the topic. The candidate provides an inadequate explanation of the relationship of the topic to the target culture. |
| I | <p>The "I" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</p> <ul style="list-style-type: none"> The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment. The candidate does not place the topic in the appropriate cultural context. The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues. |
| U | The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment. |
| B | There is no response to the assignment. |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Language Acquisition Assignment

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

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

Scoring Scale for the Language Acquisition Assignment

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

| Score Point | Score Point Description |
|-------------|---|
| 4 | <p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject-matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic. |
| 3 | <p>The "3" response reflects a general knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject-matter knowledge. • The supporting evidence is general; there are some relevant examples. • The response reflects a general understanding of the topic; some reasoning is evident. |
| 2 | <p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic. |
| 1 | <p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject-matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic. |
| U | <p>The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Written Expression Assignment

| | |
|---------------------|--|
| Purpose | the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion |
| Organization | the organization, development, and support of ideas |
| Vocabulary | the selected vocabulary and idiomatic expressions |
| Grammar | the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation |

Scoring Scale for the Written Expression Assignment

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

| Score Point | Score Point Description |
|-------------|---|
| 4 | <p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors. |
| 3 | <p>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication. |
| 2 | <p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas. |
| 1 | <p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication. |
| U | <p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p> |
| B | <p>There is no response to the assignment.</p> |

Language Proficiency Constructed-Response Scoring Scale

Performance Characteristics for the Oral Expression Assignment

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

| | |
|----------------------|---|
| Purpose | the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion |
| Fluency | the fluent and developed communication of the message |
| Pronunciation | the articulation and pronunciation of words and phrases |
| Vocabulary | the selected vocabulary and idiomatic expressions |
| Grammar | the constructed grammatical forms and syntactic constructions |

Scoring Scale for the Oral Expression Assignment

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

| Score Point | Score Point Description |
|-------------|---|
| 4 | <p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors. |
| 3 | <p>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension. |
| 2 | <p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension. |
| 1 | <p>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension. |
| U | The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment. |
| B | There is no response to the assignment. |