

Illinois Certification Testing System

STUDY GUIDE

Foreign Language:
Spanish (135)



Illinois State Board of Education

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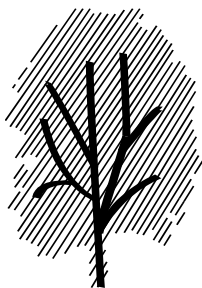
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General Information About the Illinois Certification Testing System

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 Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which certification is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice multiple-choice test questions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, and a score report explanation.

TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

FOREIGN LANGUAGE: SPANISH TEST OBJECTIVES

- I. Listening Comprehension
- II. Reading Comprehension
- III. Language Structures and Language Acquisition
- IV. Cultural Knowledge
- V. Written Expression
- VI. Oral Expression

SUBAREA I—LISTENING COMPREHENSION

0001 Demonstrate an understanding of oral communication in Spanish.

For example:

- Demonstrate comprehension of oral and audio presentations unsupported by visual aids.
- Demonstrate an understanding of questions or comments likely to be encountered in a social situation.
- Demonstrate an understanding of requests for information.

0002 Derive essential information from oral messages in real-life situations.

For example:

- Demonstrate an understanding of the main idea in a spoken passage.
- Demonstrate an understanding of essential details in a spoken passage.
- Demonstrate an understanding of a telephone message or public-address announcement.
- Demonstrate an understanding of a sequence of steps described in a set of oral directions.
- Demonstrate an understanding of a stated cause or effect described in an oral message.

0003 Infer meaning from oral communications.

For example:

- Identify the tone, mood, or point of view of one or more speakers.
- Identify a relationship (e.g., cause-and-effect) implied but not stated in an oral communication.
- Determine the social context of a spoken exchange or the relationship between speakers.

SUBAREA II—READING COMPREHENSION

0004 Demonstrate an understanding of written passages in Spanish.

For example:

- Demonstrate comprehension of key vocabulary in complex materials without the help of visual representations.
- Demonstrate comprehension of the main message of complex materials without the help of visual representations.

0005 Demonstrate an understanding of the content of a variety of authentic written materials.

For example:

- Determine the stated main idea in a written passage.
- Select the accurate summary of a written passage.
- Identify details regarding character, setting, or events described in a written passage.
- Determine the sequence of events in a written passage.

0006 Apply skills of inference and interpretation to a variety of authentic written materials.

For example:

- Identify the setting, character, or events from information provided in a written passage.
- Determine implied cause-and-effect relationships in a written passage.
- Infer an author's assumptions, purpose, or point of view in a written passage.

SUBAREA III—LANGUAGE STRUCTURES AND LANGUAGE ACQUISITION

0007 Transform sentences or passages in context according to given instructions.

For example:

- Transform a positive statement, question, or command to a negative one or vice versa.
- Transform the tense or mood of a sentence or passage.
- Transform a sentence or passage from direct to indirect discourse or vice versa.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

0008 Identify correct words or phrases needed to complete sentences accurately.

For example:

- Select the correct noun, pronoun, or article to complete a sentence accurately.
- Select the correct verb form or phrase to complete a sentence accurately.
- Select the appropriate modifying word or phrase to complete a sentence accurately.
- Select the appropriate subordinate clause to complete a sentence accurately.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Identify parts of speech and linguistic structures of Spanish.

0009 Demonstrate the ability to identify correct academic usage.

For example:

- Identify the appropriate tenses, forms, or constructions for academic expression.
- Identify standard spelling in context.
- Identify correct accentuation and other diacritical markings in context.

0010 Understand processes involved in second- and heritage-language acquisition.

For example:

- Demonstrate knowledge of language development and the role of language learning as it pertains to second- and heritage-language acquisition.
- Demonstrate knowledge of instructional strategies for developing students' communicative skills in Spanish (i.e., listening, speaking, reading, and writing skills) and ways to adjust instruction to facilitate optimal learning for all students.
- Evaluate the effectiveness of various classroom activities for developing students' communicative skills in Spanish.
- Demonstrate knowledge of major theories of second-language acquisition and the approaches, methodologies, and strategies that promote second-language acquisition.
- Demonstrate knowledge of the approaches, methodologies, and strategies that promote heritage-language acquisition.
- Demonstrate knowledge of the ways students' native language, prior knowledge, and educational background influence second-language acquisition.

SUBAREA IV—CULTURAL KNOWLEDGE

0011 Demonstrate familiarity with manners, customs, and ranges of cultural expression in various Spanish-speaking communities.

For example:

- Identify culturally appropriate behaviors in a variety of contexts.
- Compare and contrast cultural practices among countries where Spanish is spoken.
- Demonstrate a familiarity with games, dances, and sports of Spanish-speaking cultures.
- Identify and compare daily diet, nutrition, and physical fitness regimens in areas where Spanish is spoken.

0012 Demonstrate familiarity with the arts (e.g., music, dance, folk, art, visual art, drama, architecture) and literature of various Spanish-speaking communities.

For example:

- Demonstrate familiarity with the cultural and historical significance of characteristic art forms of various Spanish-speaking communities.
- Identify characteristics, origins, and representatives of various artistic styles and movements using Spanish vocabulary.
- Compare and analyze Spanish literary themes, styles, and perspectives across authors and genres.
- Explain the influence of historical context on form, style, and point of view in a variety of Spanish literary works.
- Identify characteristics, origins, and authors of various literary forms using Spanish vocabulary.
- Compare topics, types, and styles of media communication (e.g., television, radio, CD-ROM, software, films, online resources, Web sites, periodicals) in areas where Spanish is spoken.

0013 Demonstrate familiarity with the history, geography, demographics, and economics of various areas where Spanish is spoken.

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, politicians, social activists) associated with various areas where Spanish is spoken.
- Identify different perspectives on historical events.
- Use maps, charts, digital images, graphs, and other geographical representations to describe various areas where Spanish is spoken.
- Demonstrate familiarity with demographic or geographical aspects (e.g., population distribution, natural resources, main economic activities) of various areas where Spanish is spoken.
- Recognize how migration, settlement, and colonization have affected the culture, economy, or the environment of various areas in which Spanish is spoken.
- Demonstrate knowledge of currency, products, economic systems, or systems of trade and exchange of Spanish-speaking countries.
- Identify career options enhanced by bilingualism and cultural awareness.

SUBAREA V—WRITTEN EXPRESSION

0014 Use Spanish to present in writing information, concepts, and ideas for a variety of purposes to different audiences.

For example:

- Write a composition (i.e., descriptive, expository, persuasive, or analytical) in Spanish for a specified audience.
- Write a logical account describing the reasoning behind a significant personal decision.
- Write a letter that is appropriate in style and diction for a given audience, purpose, and occasion.

SUBAREA VI—ORAL EXPRESSION

0015 In response to a prompt, effectively communicate an oral message in Spanish that includes a range of vocabulary, idiomatic expressions, complex language structures, and sociolinguistic appropriateness.

For example:

- Describe events or actions in tenses appropriate to the task.
- Discuss advantages and disadvantages of an idea or proposed course of action.
- Respond to a hypothetical situation by explaining events, describing events, or requesting assistance.

MULTIPLE-CHOICE TEST QUESTIONS SECTION

The practice multiple-choice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ICTS test for each field. The practice multiple-choice 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 located after the practice multiple-choice test questions to check your answers.

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

This section includes the following:

- Sample test directions for the Listening Comprehension multiple-choice test questions
- Practice Listening Comprehension multiple-choice test questions
- Sample test directions for the Section Two multiple-choice test questions
- Practice Section Two multiple-choice test questions
- An answer key

On the actual test, examinees will be given different multiple-choice test questions from those provided as samples in this study guide.

**SAMPLE TEST DIRECTIONS FOR THE LISTENING COMPREHENSION
MULTIPLE-CHOICE TEST QUESTIONS**

DIRECTIONS FOR SECTION ONE

Section One of this test consists of multiple-choice questions that involve listening to an audiotape. Each listening excerpt will begin with directions that will tell you what to listen for. The directions will be read aloud in English on the tape. The directions are also printed in your test booklet. Listen carefully to each passage. Ample time is provided between questions for your response. Unless otherwise indicated, each listening excerpt will be read twice.

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

Turn the page and continue with Section One.

PRACTICE LISTENING COMPREHENSION MULTIPLE-CHOICE TEST QUESTIONS

1. **Listen carefully to the following conversation between a passenger and an airline ticket agent. You will hear the conversation twice.**

(You will hear:)

PASAJERA. ¡Ay! Creo que he perdido mi vuelo. Había mucho tráfico en la autopista. ¿Ha salido el vuelo 211 a San Juan?

AGENTE. No lo ha perdido señora. Se ha anulado el vuelo a causa de problemas mecánicos. ¿Quiere Ud. que le reserve una plaza para el próximo vuelo?

PASAJERA. Sí, por favor. ¿A qué hora sale?

AGENTE. El vuelo 744 sale de la puerta 8 en dos horas. Fíjese en la pantalla de salidas porque a veces hay retrasos debido al mal tiempo.

Now answer the question.

(You will read in the test booklet:)

¿Por qué cambia la pasajera su vuelo a San Juan?

- A. Porque ella llegó tarde y perdió el primer vuelo.
- B. Porque hay una demora con el primer vuelo debido al mal tiempo.
- C. Porque el segundo vuelo tiene plazas más económicas.
- D. Porque se ha cancelado el primer vuelo debido a problemas mecánicos.

2. **Listen carefully to the following telephone conversation between two people. You will hear the conversation twice.**

(You will hear:)

PACO. Señora Moreno, la llamo por lo del anuncio de El Diario. «Usted requiere a alguien con una licenciatura en ingeniería industrial, experiencia en el área de textiles, manejo de personal, organizado, con iniciativa, etc».

SRA. MORENO. Por favor, hable Ud. con mi secretaria porque a ella es a quien hay que mandarle el curriculum vitae.

PACO. Sí, ya lo sé señora. Es que quería hablarle porque Ud. era amiga de mi madre, Lucía Álvarez. Ustedes fueron juntas a la universidad. Soy Paco y me interesaría mucho poder trabajar en su empresa. Sólo le pido que lea mi curriculum vitae con cuidado.

Now answer the question.

(You will read in the test booklet:)

¿Por qué llama Paco a la Señora Moreno?

- A. para contarle las últimas noticias sobre su familia
- B. para matricularse en una clase de ingeniería industrial
- C. para pedirle un favor y una oportunidad
- D. para leerle el anuncio del periódico

3. **Listen carefully to the following telephone conversation. You will hear the conversation twice.**

(You will hear:)

MIGUEL. ¿Lucía? Habla Miguel.
¿Cómo estás? ¿Qué estás haciendo?

LUCIA. Estoy escuchando la radio y
limpiando mi cuarto.

MIGUEL. ¿Qué vas a hacer este fin de
semana?

LUCIA. Mi familia y yo vamos a ir a la
playa porque va a hacer buen tiempo.

MIGUEL. Sí, mi hermana y yo fuimos la
semana pasada. Nadamos en el lago y
paseamos en bote también, mientras los
demás estaban leyendo en la playa.

LUCIA. ¿De veras?

MIGUEL. Oye, Lucía, ¿te acuerdas del
año pasado cuando fuimos todos juntos al
concierto de Santana?

LUCIA. ¡Claro que sí! ¡Estuvo
fantástico!

MIGUEL. Bueno, tengo que irme ahora.
Quizás podamos asistir a otro concierto
este año. Hasta luego.

LUCIA. ¡Chao!

Now answer the question.

(You will read in the test booklet:)

Después de escuchar esta conversación
podemos asumir que Miguel y Lucía son:

- A. padre e hija.
- B. viejos amigos.
- C. nuevos amigos.
- D. profesor y alumna.

**SAMPLE TEST DIRECTIONS FOR THE SECTION TWO MULTIPLE-CHOICE
TEST QUESTIONS**

DIRECTIONS FOR SECTION TWO

Section Two of this test consists of multiple-choice questions. Test questions may be in English or in the target language. Read each question carefully and record your answer on the answer document in the space that corresponds to the question number.

Turn the page and continue with Section Two.

PRACTICE SECTION TWO MULTIPLE-CHOICE TEST QUESTIONS

4. Read the passage below; then answer the question that follows.

La música en los lugares donde se habla español es muy variada y tiene diversas influencias. En España, por ejemplo, la música flamenca, que usa guitarras, pandeetas y castañuelas, tiene influencia morisca. En los países sudamericanos, las culturas indígenas han influido en la música, con instrumentos tales como las zampoñas, queñas y ocarinas. En todos los países, pero sobre todo en los del Caribe, hay gran influencia africana en el ritmo y en los tambores. Los jóvenes en el mundo hispánico disfrutaban de la música tradicional de sus países pero también disfrutaban de los éxitos que están de moda que no son considerados tradicionales. Algunos jóvenes escuchan música en inglés o música electrónica o música romántica en español.

¿Cuál sería un buen título para la selección anterior?

- A. Los instrumentos musicales del mundo
- B. Las variedades de música en el mundo
- C. Las diferentes influencias en la música hispánica
- D. La música favorita de los jóvenes

Read the passage below; then answer the two questions that follow.

Hubo paseo por el jardín, almuerzo con un vino de espuma debajo de la parra, y el padre estaba conversador, cogiéndole a cada momento la mano a su mamá, y la madre estaba como más alta, y hablaba poco, y era como música todo lo que hablaba. Piedad le llevó al cocinero una dalia roja, y se la prendió en el pecho del delantal; y a la lavandera le hizo una corona de claveles, y a la criada le llenó los bolsillos de flores de naranjo, y le puso en el pelo una flor, con sus dos hojas verdes. Y luego, con mucho cuidado, hizo un ramo de no me olvides. «¿Para quién es ese ramo, Piedad?» «No sé para quién es; ¡quién sabe si es para alguien!». . .

5. ¿Cuál de las siguientes opciones resume mejor el párrafo?
- A. la descripción de un día de una familia
 - B. la descripción de un jardín
 - C. la descripción de una escena teatral
 - D. la descripción de una escuela
6. ¿Qué tipo de familia tiene Piedad?
- A. una familia de pocos recursos económicos
 - B. una familia numerosa
 - C. una familia con recursos económicos
 - D. una familia matriarcal

7. **Use the sentences below to answer the question that follows.**

Lo siento mucho. No puedo ir a la fiesta.

Which of the following correctly combines the two sentences above to form a complex sentence?

- A. Siento mucho no poder ir a la fiesta.
- B. Siento mucho que no poder ir a la fiesta.
- C. Siento mucho que no pudiera ir a la fiesta.
- D. Siento mucho que no podría ir a la fiesta.

8. **Use the sentence below to answer the question that follows.**

Quiero que ella _____ ahora.

Which of the following words, if inserted into the blank in the sentence above, correctly completes the sentence?

- A. salga
- B. sale
- C. saldría
- D. salir

9. **Use the sentences below to answer the question that follows.**

Pásame la _____. Voy _____ poner el agua a _____.

Which of the following words, if inserted *in order* into the blanks in the sentences above, correctly complete the two sentences?

- A. olla / a / hervir
- B. holla / ha / ervir
- C. olla / ha / hervir
- D. holla / a / ervir

10. A teacher of third-year Spanish at the high school level can most appropriately develop students' written communication skills by having them:

- A. make reference charts of verb conjugations and other grammatical forms in Spanish.
- B. write a textual analysis of characterization in a Spanish language literary passage.
- C. compose a paragraph on a cultural aspect of a Spanish-speaking country.
- D. diagram the grammatical components of Spanish sentences they have written.

11. Which of the following best describes a Spanish *paella*?
- A. a cold soup of chopped tomatoes, cucumbers, garlic, onions, basil, and olive oil
 - B. slices of beaten eggs cooked with sautéed potatoes
 - C. a rice dish flavored with saffron and topped with shellfish, chicken, sausage, and peppers
 - D. squid marinated in garlic and olive oil and stuffed with ham or bacon
12. *Música de mariachi* is associated with:
- A. panpipe music and dance of Native American communities of the Colombian Andes.
 - B. songs and percussion music of rural Cuban dances.
 - C. music played on xylophone-like instruments in African communities of the Caribbean.
 - D. stringed-instrument music played at Mexican celebrations and festivals.
13. The main reason that Spanish colonization of the Americas caused such a drastic decline in Native American populations during the sixteenth century was:
- A. Spanish promotion of conflict among major Native American populations.
 - B. armed conflict between Native Americans and the Spanish.
 - C. Spanish conquest of Native Americans' most productive agricultural lands.
 - D. Native American exposure to new diseases brought by the Spanish.

ANSWER KEY

This section contains the answers to the practice multiple-choice test questions.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	D	Demonstrate an understanding of oral communication in Spanish.
2.	C	Derive essential information from oral messages in real-life situations.
3.	B	Infer meaning from oral communications.
4.	C	Demonstrate an understanding of written passages in Spanish.
5.	A	Demonstrate an understanding of the content of a variety of authentic written materials.
6.	C	Apply skills of inference and interpretation to a variety of authentic written materials.
7.	A	Transform sentences or passages in context according to given instructions.
8.	A	Identify correct words or phrases needed to complete sentences accurately.
9.	A	Demonstrate the ability to identify correct academic usage.
10.	C	Understand processes involved in second- and heritage-language acquisition.
11.	C	Demonstrate familiarity with manners, customs, and ranges of cultural expression in various Spanish-speaking communities.
12.	D	Demonstrate familiarity with the arts (e.g., music, dance, folk, art, visual art, drama, architecture) and literature of various Spanish-speaking communities.
13.	D	Demonstrate familiarity with the history, geography, demographics, and economics of various areas where Spanish is spoken.

WRITTEN EXPRESSION ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the written expression assignment
- A practice written expression assignment
- A sample response

On the actual test, examinees will be given a different written expression assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE WRITTEN EXPRESSION ASSIGNMENT TASK

In this section of the test, you will write in your answer document in the target language, in response to an assignment that describes in English an imaginary situation requiring written communication. Written responses will be evaluated on the basis of four major criteria:

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

An excellent response to the written assignment would fully address the assigned topic and develop the topic by extensive elaboration on specific points. The message would be clearly and effectively communicated in an appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied and organized into well-constructed sentences. The vocabulary used would reflect a broad command of the target language and appropriate use of idiomatic expressions. The excellent response would exhibit control of grammar, avoiding errors in syntax that interrupt communication. The response would be accurate in spelling or character formation and in the use of diacritical marks and punctuation.

SAMPLE TEST DIRECTIONS FOR THE WRITTEN EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION THREE

Section Three of this test consists of a written assignment. The assignment appears on the following page. A list of suggestions is provided to help direct your response to the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response must be **written in the target language** and may be up to two pages in length. You may use any blank space provided after the written assignment to make notes, write an outline, or otherwise prepare your response, but remember to record your final response on the lined pages of your answer document.

Your score will be based solely on the response you write on the lined pages of your answer document.

Your response to the written assignment will be evaluated on the basis of the following criteria:

- **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

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

Turn the page and continue with Section Three.

PRACTICE WRITTEN EXPRESSION ASSIGNMENT

Imagine that a colleague asks you for a recommendation for a job teaching Spanish at an international school. Write a letter in Spanish to the head of the department recommending the colleague for the job. In your letter you **may** wish to address, but are not limited to, the following topics:

- a general introduction;
- a description of your relationship to the applicant;
- an explanation of your colleague's qualifications for the job;
- an example of a specific situation that shows your colleague's abilities as a teacher; and
- an explanation of why your colleague would fit in well at the school.



FOR YOUR REFERENCE ONLY—*This constructed-response item is written to assess understanding of Subarea V, "Written Expression," which consists of the objective listed below.*

Use Spanish to present in writing information, concepts, and ideas for a variety of purposes to different audiences.

SAMPLE RESPONSE FOR THE WRITTEN EXPRESSION ASSIGNMENT

The sample below is an example of a strong response to the practice written expression assignment.

Estimado señor:

Tengo el gusto de remitir a Ud. esta carta en apoyo de la señorita María González, candidata de profesora para su escuela secundaria internacional. Hace diez años que conozco a la señorita González como colega aquí en Springfield.

Nuestro colegio es bastante grande con una población estudiantil de mil trescientos en los niveles nueve a doce. Son estudiantes de varias capacidades intelectuales y de diversas familias socioeconómicas. Ofrecemos muchos cursos diferentes porque, después de graduarse, nuestros estudiantes avanzan a la universidad, al servicio militar, o a la población activa en la comunidad. También ofrecemos muchas actividades para que los estudiantes puedan participar como deportes, clubes, dramas y programas musicales. Así, los profesores tienen las oportunidades de enseñar las clases y también de dirigir a cualquier grupo que les interesa.

La señorita González aprovecha de muchas actividades escolares para enriquecer y mejorar la vida de nuestros estudiantes. Como Ud. sabe de su currículo vitae, la señorita González es profesora de inglés. Recibió su licenciatura de la Universidad de Illinois a Chicago hace veinte años pero sigue estudiando ambos el inglés y los métodos más avanzados de enseñanza, así que sus clases son interesantes y activas con estudiantes que participan con entusiasmo. Tiene experiencia con todo tipo de estudiante desde el más inteligente hasta el menos motivado. También ella dirige al club de futuros líderes. Estos estudiantes trabajan para mejorar el ambiente de nuestro colegio y también para educar a los jóvenes menores para que se mejoren en sus técnicas de estudiar y eviten el uso de tabaco y drogas. Su salón de clase es un lugar donde todos se sienten seguros e importantes.

Me da mucho placer en recomendarle a Ud. a la señorita María González. Sus estudiantes tendrán gran éxito debido a su sabiduría en el campo de enseñanza de lenguas. Además apreciarán su entusiasmo y su verdadero amor de los jóvenes.

Confío en que su respuesta sea afirmativa.

Muy atentamente,

Señora Susana Iturbe de Lorca

ORAL EXPRESSION ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the oral expression assignment
- A practice oral expression assignment

On the actual test, examinees will be given a different oral expression assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE ORAL EXPRESSION ASSIGNMENT TASK

In this section of the test, you will speak on tape in the target language, in response to an assignment that describes in English an imaginary situation requiring oral communication (e.g., a problem you encounter while traveling in an area where the target language is spoken). You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak. Speech samples will be evaluated on the basis of five major criteria:

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

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

SAMPLE TEST DIRECTIONS FOR THE ORAL EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION FOUR

For Section Four of this test, you will **speak in the target language** on tape in response to an assignment presented in English in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak. A list of suggestions to help direct your response will be provided. It is not necessary that you address every point in the list, nor are you limited to the points provided. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing. You may NOT write in this test booklet. You will be scored only on the response that you provide on the tape after the announcer instructs you to begin speaking.

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

- **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 construction

Once the tape has begun, it cannot be stopped, nor can you rerecord your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin Section Four.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PRACTICE ORAL EXPRESSION ASSIGNMENT

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in Spanish. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you would like to go on a two-week trip to Spain, but are uncertain which parts of the country you would like to visit. Call a Spanish travel agency to get some help planning your trip. Speaking in Spanish, explain to the travel agent what you would like to do and see on your trip. You may wish to include, but are not limited to, the following topics:

- a description of the types of activities in which you like to participate on vacation;
- a description of the types of places you would like to see; and
- information about when and how you would prefer to travel.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)



FOR YOUR REFERENCE ONLY—*This constructed-response item is written to assess understanding of Subarea VI, "Oral Expression," which consists of the objective listed below.*

In response to a prompt, effectively communicate an oral message in Spanish that includes a range of vocabulary, idiomatic expressions, complex language structures, and sociolinguistic appropriateness.

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments.

The first constructed-response assignment is designed to assess Subarea V, "Written Expression" and the second constructed-response assignment is designed to assess Subarea VI, "Oral Expression."

THE SCORING PROCESS

Constructed responses will be rated on a four-point scoring scale. There is one scoring scale for the Written Expression assignment (see page 2-28) and another scoring scale for the Oral Expression assignment (see page 2-29). For each scoring scale within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be scored by two readers; the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

The performance characteristics for each score point for the written expression constructed-response assignment are organized according to four major features: (1) purpose, (2) organization, (3) vocabulary, and (4) grammar. Each of these performance characteristics is described in more detail on page 2-28. Detailed characterizations of the score point features are described in the scoring scale on page 2-28.

The performance characteristics for each score point for the oral expression constructed-response assignment are organized according to five major features: (1) purpose, (2) fluency, (3) pronunciation, (4) vocabulary, and (5) grammar. Each of these performance characteristics is described in more detail on page 2-29. Detailed characterizations of the score point features are described in the scoring scale on page 2-29.

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	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.

PERFORMANCE CHARACTERISTICS FOR THE ORAL EXPRESSION ASSIGNMENT

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.

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each foreign language content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass a foreign language content-area test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly and the scores you received on the two constructed-response assignments. The multiple-choice items represent 67 percent of the total test score and the constructed-response assignments represent 33 percent of the total test score.

Subarea Scores

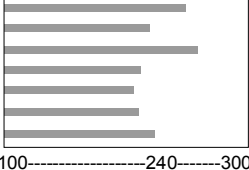
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Foreign Language: Spanish test score report is provided below.

Test: 135 Foreign Language: Spanish			Your Status: Did not pass ← ①	
Your Scaled Total Test Score: 236 ← ②				
Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph	
⑤ 11 to 20	Listening Comprehension	256		
11 to 20	Reading Comprehension	234 ← ④		
21 to 30	Lang. Structures and Lang. Acquisition	263 ← ③		
11 to 20	Cultural Knowledge	226		
1	Written Expression	211		
1	Oral Expression	224		
	Scaled Total Test Score	236		

According to the above sample, the examinee did not pass the Foreign Language: Spanish test ①, because the examinee's total test score of 236 ② is below the passing score of 240.

In regard to the multiple-choice section of the test, the examinee did better on the Language Structures and Language Acquisition subarea ③ of the test than on the Reading Comprehension subarea ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.

An insert will be included with your score report that provides information about interpreting the Performance Graph.

HOW TO INTERPRET THE CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. For the constructed-response assignments, scorers use a set of performance characteristics to base their judgments. In general, if a passing score is attained for the constructed-response test sections, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read or listened to and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.