
ILLINOIS CERTIFICATION TESTING SYSTEM

FIELD 126 FOREIGN LANGUAGE: CHINESE (MANDARIN)

TEST FRAMEWORK

November 2003

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November 2003

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Listening Comprehension
Reading and Vocabulary
Language Structures
Cultural Knowledge
Written Expression
Oral Expression
Language Acquisition

SUBAREA I—LISTENING COMPREHENSION

0001 Demonstrate an understanding of oral communication in Chinese.

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 social and school situations.
- 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 or 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 of a situation described in an oral message.

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0003 Infer meaning from oral communications.

For example:

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

SUBAREA II—READING AND VOCABULARY

0004 Demonstrate an understanding of written passages from various sources in Chinese.

For example:

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

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

For example:

- Analyze a passage to determine the stated main idea or an accurate summary.
- Analyze a passage to determine details regarding character, setting, or events.
- Analyze a passage to determine the sequence of events.

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

For example:

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

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SUBAREA III—LANGUAGE STRUCTURES

0007 Understand the phonetic structure of Chinese.

For example:

- Transform sentences from Chinese characters to Pinyin and indicate correct tone(s).

0008 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.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

0009 Analyze sentences to determine grammatically correct words or phrases to complete them.

For example:

- Recognize and understand correct word order.
- Recognize the appropriate modifying word or phrase to complete a sentence.
- Recognize the appropriate subordinate clause to complete a sentence.

0010 Demonstrate the ability to organize, analyze, and explain to students the structure of Chinese and to identify differences between Chinese and native languages.

For example:

- Select revisions to correct inappropriate use of aspect.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze and explain linguistic structures of Chinese and present them in a way that is understandable to students.

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SUBAREA IV—CULTURAL KNOWLEDGE

0011 Demonstrate an understanding of common manners and customs of Chinese-speaking societies.

For example:

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

0012 Demonstrate an understanding of the arts (e.g., music, dance, folk art, visual art, drama, architecture) and literature of Chinese-speaking societies.

For example:

- Demonstrate commonly shared knowledge of the cultural and historical significance of characteristic art forms of Chinese-speaking societies.
- Identify characteristics, origins, and representatives of various artistic styles and movements using Chinese vocabulary.
- Compare and analyze Chinese 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 Chinese literary works.
- Identify characteristics, origins, and authors of various literary forms using Chinese 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 Chinese is spoken.

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0013 Demonstrate an understanding of the history and geography of areas where Chinese is spoken.

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, business leaders) associated with areas where Chinese is spoken and explain their influence.
- Compare and contrast the influences of historical events and diverse historical figures and their impact on the development of their countries.
- Identify and analyze different perspectives on historical events using a variety of media and technology tools.
- Use maps, charts, digital images, graphs, and other geographical representations to describe and discuss areas where Chinese is spoken.
- Demonstrate knowledge of geographical aspects (e.g., population distribution, natural resources, and main economic activities) of areas where Chinese is spoken.
- Analyze how migration, settlement, and colonization have affected the culture, economy, and environment of areas in which Chinese is spoken.
- Demonstrate knowledge of currency, products, economic systems, and systems of trade and exchange of Chinese-speaking countries.

SUBAREA V—WRITTEN EXPRESSION

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

For example:

- Write expository pieces that include description, definition, and analysis for a variety of situations.
- Write an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision.
- Write a letter that is appropriate in style and diction for a given audience, purpose, and occasion.

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SUBAREA VI—ORAL EXPRESSION

0015 In response to a prompt, construct connected oral discourse in Mandarin that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

For example:

- Describe events or actions using appropriate grammatical aspect.
- Discuss advantages and disadvantages of an idea or proposed course of action.
- Respond to a hypothetical situation (e.g., purchasing airline tickets) by explaining events, describing events, or requesting assistance.

SUBAREA VII—LANGUAGE ACQUISITION

0016 Understand processes involved in second-language acquisition.

For example:

- Demonstrate knowledge of language development and the role of language learning as it pertains to second-language acquisition.
- Demonstrate knowledge of instructional strategies for developing students' communicative skills in a second language (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 a second language.
- Demonstrate knowledge of major theories of second-language acquisition and the approaches, methodologies, and strategies that promote second-language acquisition.
- Demonstrate knowledge of the ways students' native language, prior knowledge, and educational background influence second-language acquisition.