
ILLINOIS CERTIFICATION TESTING SYSTEM

FIELD 129 FOREIGN LANGUAGE: HEBREW TEST FRAMEWORK

November 2003

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TEST FRAMEWORK

November 2003

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

SUBAREA I—LISTENING COMPREHENSION

0001 Demonstrate an understanding of oral communication in Hebrew.

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 formal and informal 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, including electronic texts, in Hebrew.

For example:

- Demonstrate comprehension of key vocabulary as well as the main message of complex materials without the help of visual representations.
- Compare topics as presented in various media (e.g., software, Internet sites, periodicals).

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

For example:

- Recognize the correct noun or pronoun form or particle for a given context.
- Recognize verb forms or phrases as appropriate for a given context.
- Recognize the appropriate modifying word or phrase to complete a sentence.
- Recognize the appropriate subordinate clause to complete a sentence.

0009 Demonstrate the ability to organize, analyze, and explain to students the structure of the Hebrew language.

For example:

- Select revisions to correct inappropriate use of tenses, forms, or constructions.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze linguistic structures of Hebrew and present them in a way that is understandable to students.

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0010 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.

SUBAREA IV—CULTURAL KNOWLEDGE

0011 Understand characteristics and cultural practices of various populations within Israel.

For example:

- Identify the national origins of various populations in Israel.
- Demonstrate knowledge of the cultural characteristics and values of various populations in Israel.

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0012 Demonstrate an understanding of the arts (i.e., music, dance, folk art, visual art, and drama) and literature of Israel.

For example:

- Demonstrate knowledge of the cultural and historical significance of characteristic art forms of Israel.
- Identify characteristics, origins, and representatives of various artistic styles using Hebrew vocabulary.
- Compare and analyze Israeli 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 Israeli literary works.

0013 Demonstrate an understanding of the history, government, geography, and economy of Israel.

For example:

- Identify key historical figures and events representing a broad cross-section of Israeli society.
- Compare and contrast the influences of diverse historical figures and their impact on events in the development of Israeli society.
- Analyze different perspectives on historical events involving Israel using a variety of media and technologies.
- Demonstrate knowledge of the development and characteristics of the government and political system of Israel.
- Use maps, charts, digital images, graphs, and other geographical representations to describe and discuss Israel.
- Demonstrate knowledge of geographical aspects (e.g., population distribution, natural resources, economic activities, cities, archaeological sites) of Israel.
- Analyze how immigration and settlement have affected the culture, economy, and environment of Israel.
- Demonstrate knowledge of the currency, products, and economic system of Israel.

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SUBAREA V—WRITTEN EXPRESSION

0014 Use Hebrew 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.

SUBAREA VI—ORAL EXPRESSION

0015 In response to a prompt, construct connected oral discourse in Hebrew 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 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.