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# **ILLINOIS CERTIFICATION TESTING SYSTEM**

## **FIELD 135 FOREIGN LANGUAGE: SPANISH TEST FRAMEWORK**

**November 2003**

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**Illinois Certification Testing System**  
**FIELD 135 FOREIGN LANGUAGE: SPANISH**  
**TEST FRAMEWORK**

**November 2003**

<b>Subarea</b>	<b>Range of Objectives</b>
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# ILLINOIS CERTIFICATION TESTING SYSTEM

## FIELD 135 FOREIGN LANGUAGE: SPANISH

### TEST FRAMEWORK

Listening Comprehension  
Reading Comprehension  
Language Structures and Language Acquisition  
Cultural Knowledge  
Written Expression  
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.

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**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.

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**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.

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**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.

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**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.

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**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.