Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

Languages Other Than English (LOTE) — Spanish (613)
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About The Test

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<th>Test Name</th>
<th>Languages Other Than English (LOTE) — Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>613</td>
</tr>
<tr>
<td>Time</td>
<td>5 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
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<td>Format</td>
<td>Computer-administered test (CAT)</td>
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The TExES Languages Other Than English (LOTE) — Spanish (613) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 multiple-choice questions and 8 constructed-response tasks are based on the LOTE–Spanish test framework. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.
<table>
<thead>
<tr>
<th>Section</th>
<th>Competency</th>
<th>Domain</th>
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<tr>
<td>I</td>
<td>Interpretable Mode: Listening with Cultural and Linguistic Knowledge (multiple choice)</td>
<td>I</td>
<td>36 Multiple-Choice Questions (30 scored plus 6 not scored)</td>
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<td></td>
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<td>II</td>
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<td></td>
<td>Literal Comprehension of Oral Messages</td>
<td>III</td>
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<tr>
<td></td>
<td>Inferential and Interpretive Comprehension of Oral Messages</td>
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<tr>
<td>II</td>
<td>Interpretive Mode: Reading with Cultural and Linguistic Knowledge (multiple choice)</td>
<td>II</td>
<td>39 Multiple-Choice Questions (32 scored plus 7 not scored)</td>
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<td></td>
<td>Literal Comprehension of Written Communication</td>
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<td>Inferential and Interpretive Analysis of Written Communication</td>
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<tr>
<td>III</td>
<td>Writing Practice</td>
<td>I</td>
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<td>Practice Using Character Selector</td>
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<td>IV</td>
<td>Interpersonal Writing</td>
<td>V</td>
<td>3 Constructed-Response Tasks: 1) Response to Email, Memo or Letter 2) Opinion/Position Essay 3) Integrated Skills: Writing</td>
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<td>12%</td>
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<td>Integrated Skills: Writing (constructed response)</td>
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<td>Writing Proficiency</td>
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<td>V</td>
<td>Integrated Skills: Speaking</td>
<td>VI</td>
<td>3 Constructed-Response Tasks: 1) Integrated Skills: Speaking 2) Oral Presentation or Situation/Opinion 3) Simulated Conversation</td>
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<td>Interpersonal Speaking (constructed response)</td>
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<td></td>
<td>Speaking Proficiency</td>
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<td>VI</td>
<td>Theories and Principles of Language Learning</td>
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<td>45 Multiple-Choice Questions (40 scored plus 5 not scored)</td>
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<td>Theories and Practices of Second-Language Instruction and Assessment</td>
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<td>Instructional and Assessment Strategies for Implementing the TEKS for LOTE</td>
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<td>VII</td>
<td>Theories and Principles of Language Learning</td>
<td>I</td>
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<td>Theories and Practices of Second-Language Instruction and Assessment</td>
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<td>2) Essay</td>
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**NOTE:** After clicking on a link, right click and select "Previous View" to go back to original text.
The Domains

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<td>Instruction and Assessment</td>
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<td>II.</td>
<td>Cultural Understanding</td>
<td>8%</td>
<td>LOTE–Spanish: IV</td>
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<td>III.</td>
<td>Interpretive Listening</td>
<td>16.7%</td>
<td>LOTE–Spanish: IV and V</td>
</tr>
<tr>
<td>IV.</td>
<td>Interpretive Reading</td>
<td>16.7%</td>
<td>LOTE–Spanish: IV and VI</td>
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<tr>
<td>V.</td>
<td>Written Expression</td>
<td>12%</td>
<td>LOTE–Spanish: VIII</td>
</tr>
<tr>
<td>VI.</td>
<td>Oral Expression</td>
<td>12%</td>
<td>LOTE–Spanish: VII</td>
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The Standards

**LOTE Standard I**
The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

**LOTE Standard II**
The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

**LOTE Standard III**
The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

**LOTE Standard IV**
The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products and perspectives of the culture(s) in which the target language is used.

**LOTE Standard V**
As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language (as applicable to the target language).

**LOTE Standard VI**
As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

**LOTE Standard VII**
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

**LOTE Standard VIII**
As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).
Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

**Domain I — Instruction and Assessment**

Competency 001: *The LOTE teacher knows and understands language-learning theories and theories of second-language acquisition and their application to LOTE instruction and assessment to promote the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE and promote all students’ success as language learners.*

The beginning teacher:

A. Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.

B. Understands the theories of cognitive processing that underlie first- and second- language acquisition.

C. Understands general learning theories and processes relevant to language acquisition, including theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches).

D. Understands the roles of various learning styles (e.g., visual, tactile, aural) in second-language acquisition and plans, selects and creates a variety of instructional and assessment materials that are responsive to various language-learning styles and that raise students’ awareness of their own language-learning styles.

E. Understands the roles of individual students’ characteristics (e.g., motivation, first-language background), social processes and linguistic factors (e.g., language transfer, overgeneralization) and other factors (e.g., family attitudes and behaviors) in second-language acquisition.

F. Applies theories and processes that guide work with particular student populations in the LOTE classroom (e.g., heritage learners, gifted and talented, special needs) to plan, select and create instructional and assessment strategies that enhance language acquisition and success for all students.
G. Applies theories and processes of second-language learning, instruction and assessment in planning, selecting and creating a variety of instructional and assessment practices and sequences that are based on the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.

H. Knows how to expand and enrich existing home background of heritage language/dialect of native speakers of the language.

Competency 002: *The LOTE teacher understands and applies theories, strategies and practices of second-language instruction and assessment to promote students’ progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.*

The beginning teacher:

A. Understands and applies knowledge of instructional strategies, materials, technologies and activities to plan instruction that is appropriate for students’ varied interests, needs, learning styles, motivations and backgrounds and for fostering students’ progress in all areas of language learning.

B. Knows and understands a variety of informal and formal assessment methods for identifying and interpreting students’ affective and cognitive needs (e.g., attitudes about language learning, language strengths and weaknesses, cultural understandings); for determining students’ proficiency levels; for monitoring students’ progress; for reflecting on, adjusting and improving teaching practice; and for guiding students’ learning.

C. Plans, selects and implements a variety of informal and formal assessment methods, tools and rubrics for evaluating and promoting students’ interpersonal, interpretive and presentational communication skills in all modalities.

D. Applies knowledge of instructional strategies to encourage students’ self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition.

E. Understands strategies for selecting, adapting and developing instructional strategies and informal and formal assessments for evaluating students’ language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, American Council on the Teaching of Foreign Languages [ACTFL] Performance Guidelines for K–12 Learners).

F. Selects, creates, adapts and promotes age-appropriate and language-proficiency-level-appropriate materials, strategies and applications of various media to foster language learning and promote cultural understanding.
G. Understands strategies for promoting meaningful, proficiency-level-appropriate discourse in the target language by providing comprehensible input and opportunities to interact, negotiate meaning, speak extemporaneously, make cultural connections and participate in extended conversational interactions.

Competency 003: The LOTE teacher understands and applies strategies and approaches for implementing the TEKS for LOTE to promote students’ ability to communicate in the target language, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

The beginning teacher:

A. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpersonal communication in the target language.

B. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpretive communication in the target language, including strategies for guiding students in the selection of materials for independent reading, listening and viewing in the target language.

C. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate effective communication in the target language, including strategies for making speech comprehensible.

D. Understands the use of instructional and assessment activities, materials and practices that integrate culturally significant practices, products and perspectives into the language-learning environment.

E. Understands and applies strategies for guiding students in their comprehension of the nature of language and culture through comparisons between the target cultures and the students’ own language(s) and culture(s), including strategies for helping students understand the influence of one language or culture on another.

F. Understands and applies strategies for creating interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills and methods of inquiry from different subject areas; build vocabulary in other disciplines; explore connections between the target language and their own career goals; and make personal connections across disciplines through the use of the target language.

G. Understands and applies strategies for connecting what is taught in the classroom to what is experienced in everyday life and can make cultural connections across disciplines.
H. Knows how to identify, plan and promote opportunities for students to participate in extracurricular activities (e.g., contests, field trips) and local ethnic organizations and events, including opportunities to work with individuals from a variety of backgrounds and cultures to establish community learning activities, and opportunities to study, travel and work abroad and at home.

**Domain II — Cultural Understanding**

Competency 004: *The LOTE teacher understands the connections between language and culture, including the interactions among cultural products, practices and perspectives within the target language cultures.*

The beginning teacher:

A. Understands and analyzes connections among cultural products, practices and perspectives in the target cultures.

B. Knows and understands that there are multiple perspectives within the target language cultures and can analyze and interpret ideas from diverse perspectives within these cultures.

C. Understands and analyzes important similarities and differences among products, practices and perspectives of target cultures and of multiple cultures within the United States.

D. Understands and analyzes the factors within the target cultures that influence language.

**Domain III — Interpretive Listening**

Competency 005: *The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.*

The beginning teacher:

A. Derives essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).

B. Understands discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.
C. Understands the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.

Competency 006: The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from oral communications in the target language.

The beginning teacher:

A. Interprets and evaluates oral messages in the target language in order to make inferences (e.g., characterizing the tone, mood or point of view of one or more speakers; identifying a cause-and-effect relationship implied but not stated in an oral communication; analyzing the sociocultural context of an oral exchange; paraphrasing an oral message).

Domain IV — Interpretive Reading

Competency 007: The LOTE teacher demonstrates the ability to understand the literal content of authentic materials written in the target language.

The beginning teacher:

A. Understands the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting or events described in a passage).

B. Understands various types of authentic target language texts and realia (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, websites, forms, menus, posters) that represent a variety of cultural, community and cross-disciplinary perspectives, including materials that connect with what is experienced outside the classroom.

C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.
Competency 008: The LOTE teacher demonstrates the ability to infer, interpret and evaluate meaning from a variety of authentic materials written in the target language.

The beginning teacher:

A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author’s assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials.

Domain V — Written Expression

Competency 009: The LOTE teacher demonstrates the ability to use a broad range of simple and complex language structures in the target language.

The beginning teacher:

A. Uses simple and complex language structures and conventions of the written language (e.g., accent marks, spelling, punctuation) in interpersonal and presentational writing.

B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in interpersonal and presentational writing.

Competency 010: The LOTE teacher demonstrates the ability to prepare effective interpersonal and presentational written discourse in the target language.

The beginning teacher:

A. Demonstrates the ability to construct informal and formal written discourse concerning a variety of practical, social and professional topics (e.g., writing a letter, writing about a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision) and reflecting different cultural, community and cross-disciplinary perspectives.

B. Describes, narrates and explains in written discourse using tenses appropriate to the task and registers appropriate to the audience (e.g., informal, formal).

C. Uses appropriate vocabulary to write about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
D. Exhibits an appropriate level of cultural knowledge and sensitivity while writing cohesive summaries, essays, narratives, explanations and descriptions.

**Domain VI — Oral Expression**

Competency 011: *The LOTE teacher demonstrates the ability to construct effective interpersonal and presentational oral discourse in the target language.*

The beginning teacher:

A. Demonstrates the ability to initiate communication and respond orally in the target language in a variety of social and professional situations (e.g., describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action).

B. Describes, narrates and explains in oral discourse in the target language using tenses and moods appropriate to the task and the audience.

C. Uses appropriate vocabulary to present information about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.

D. Demonstrates the ability to use spoken language in culturally appropriate ways, including the use of different registers (e.g., informal, formal) to satisfy the requirements of educational, professional and social situations.

E. Demonstrates a broad range of vocabulary, often-used idiomatic expressions, clearly comprehensible pronunciation and intonation and simple and complex language structures in oral discourse.
Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Languages Other Than English (LOTE) — Spanish test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a LOTE–Spanish teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The LOTE–Spanish test is designed to include a total of 120 multiple-choice questions. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

In addition to the multiple-choice questions, the test will include several constructed-response questions/tasks for which you will provide a written or oral response. For more information on the constructed-response tasks, please see pages 70–93 of this preparation manual.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage.
Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

For most questions, you will respond by clicking an oval to choose a single option from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** You may be asked to enter a text or numeric answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping Options into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

**Question Formats**

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Questions Based on Instructional Practices
- Questions with Stimulus Materials

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.
Single Questions

Many questions on this test are simply discrete questions that do not involve referencing any material other than that presented as part of the question itself. Within Sections II and VI of the test, you will see some single questions. Be sure to consider each question in terms of only the information provided in the question — not in terms of specific situations or individuals you may have encountered.

Questions Based on Instructional Practices

In Section VI of the test there will be questions that measure pedagogical knowledge and competence in the theories, methods and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction as well as assessment of languages and cultures.

Example 1

1. As part of a class activity, a foreign-language teacher asks students about their plans for the upcoming spring break. One student replies in the target language with the equivalent of “Tomorrow, by car.” Apparently, the student has only partially understood the question.

Which of the following strategies would be most effective in getting the student to provide a more complete response?

A. Repeating the question “What are you planning to do on vacation?” and giving the student another opportunity to respond
B. Conducting a quick review on the interrogative words in the target language in order to take advantage of this teaching opportunity
C. Echoing the answer quietly, as if contemplating it, and then asking, “Where are you going and for how long?”
D. Translating the question into English, translating the student’s answer into English and then asking the question a second time in the target language

Example 2

2. Which of the following activities is most appropriate to assess students’ skills in the interpersonal mode at the end of a unit?

A. Spontaneous role-play with partners
B. Staged skits performed in groups
C. Formal oral presentations
D. Recited poem or song
**Suggested Approach**

**Example 1** measures knowledge of instructional practices in order to create a supportive classroom where students use the target language and participate actively during class discussions.

Option A is a repetition of the same question that the teacher had already asked when the student gave the partial response and, consequently, the teacher may not get a more complete response from the student. Therefore, option A may be eliminated as the best answer to this question.

Option B includes a review of the interrogative words and does not emphasize productive language skills. Explicit grammar instruction may not necessarily improve the student’s linguistic output. Therefore, option B may be eliminated as the best answer to this question.

Option C is an effective strategy because the teacher is providing meaningful feedback while encouraging the student to clarify the answer given previously. The teacher is negotiating meaning with the student and providing the opportunity for the student to expand the original response. Therefore, **option C is the best response to this question**.

Option D includes a translation into English of the question and the student’s answer, but it does not use the target language to help the student with a correct answer. The student may lack the linguistic resources in the target language to give an appropriate answer and the English translation of the question may not lead into a more complete response in the target language. Therefore, option D may be eliminated as the best answer to this question.

**Example 2** measures knowledge of assessment models and their appropriate use. It requires selecting an assessment practice appropriate to an interpersonal task.

Option A includes an activity that will require students to use the language while having a conversation with one another, which will require active negotiation of meaning among the partners. Since it is a spontaneous role-play, the two people participating in the conversation will need to introduce adjustments and clarifications when needed. Therefore, **option A is the best response to this question**.

Option B indicates that the skits will be performed in groups, which may not allow participants to change what they want to say in order to clarify what they mean. Since the skits are staged, there will be an opportunity for participants to rehearse the conversations based on a previously agreed upon script. Therefore, option B may be eliminated as the best answer to this question.
Option C consists of an activity that will demonstrate a student’s skills in the presentational mode, where one student will present to an audience. In the oral presentation, the student will be directing the message to the members of the audience and there will be no opportunity for interaction. Therefore, option C may be eliminated as the best answer to this question.

Option D involves presentational communication where the speaker will be reciting a poem or singing a song to others, requiring the audience to interpret the meaning of the poem or song. This is an example of “one-way” speaking, with no direct opportunity for the audience to interact with the speaker to get a clarification of the message. Therefore, option D may be eliminated as the best answer to this question.

**Questions with Stimulus Material**

Many questions on this test are preceded by stimulus material that relates to the question or questions. Types of stimulus material will include reading comprehension passages, photographs and listening comprehension selections. You will be asked to read, view or listen to the stimulus material and identify important characteristics or draw conclusions based on the stimulus material. To listen to the stimulus material in this preparation manual, look for the audio icon and click on it to listen to the audio selection.

For the reading section of the test, you will see a reading stimulus and then be asked to respond to six multiple-choice questions related to that stimulus. You will be able to refer to the stimulus as you answer the questions. For the listening section of the test, you will be asked to listen to a selection and then respond to six multiple-choice questions related to that selection. You will hear each selection once and then will have time to preview the questions before you listen to the selection a second time. Then, you will have a short period of time per question to think about and select your response. For both the reading and listening sections of the test, the last two multiple-choice questions in each set are a culture question and a linguistics question more or less closely tied to the stimulus. You may need information not directly provided in the stimulus to answer these questions.
You can use several different approaches to respond to these types of questions. Some commonly used approaches for reading and listening comprehension are listed below.

**Strategy 1**  For reading comprehension, skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the question and refer again to the stimulus material to verify the correct answer. For listening comprehension, listen to the stimulus the first time to get a general sense of its purpose, its arrangement, and/or its content. Listen to the stimulus the second time more carefully and critically.

**Strategy 2**  For reading comprehension, skim the question *before* considering the stimulus material. The content of the question will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.

**Strategy 3**  For reading comprehension, use a combination of both strategies; apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “skim the question first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

For reading comprehension, whether you read the stimulus before or after you read the question, you should read it carefully and critically.

For the first four questions in each listening and reading set, be sure to consider the questions in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered. For questions 5 and 6, you may need to consider other factors.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
**Example 1 — Listening 🎧**

La siguiente selección es una adaptación de una entrevista emitida en Radio Naciones Unidas.

**Man 1:** La isla de Lanzarote en las Islas Canarias fue declarada Reserva de Biosfera en 1993. Además de un recurso turístico para esta isla volcánica, el nombramiento motivó una nueva forma de vivir para sus ciudadanos, encargados de cuidar un lugar tan mágico como débil. Su nombramiento fue clave para evitar la desaparición de su valiosa naturaleza como nos explica Mario Pérez, consejero de medio ambiente del Cabildo de Lanzarote, el gobierno insular.

**Man 2:** A partir de ese año se inician en la isla de Lanzarote unas políticas de contención del crecimiento turístico, que a pesar de estar previstas para Lanzarote, para una isla muy pequeña, como 800 kilómetros cuadrados, se contemplaban más de 250.000 camas turísticas.

**Man 1:** En Lanzarote el reto era sencillo: paralizar la maquinaria constructiva que podría convertir un paraíso en una selva de cemento. Y para ello se planteó lo que se denominó la moratoria.

**Man 2:** Supone que entre el año 2000 y el año 2010, en Lanzarote no se pudieran construir más de 10.000 camas turísticas, más de 10.000 plazas hoteleras. Esas políticas de contención del crecimiento turístico, pues desde luego han supuesto el que un montón de parámetros que teníamos en la isla próximos a desbordarse, como el acceso a una sanidad digna, a una educación en condiciones, a que tengamos una calidad de los servicios básicos, pues desde luego no fueran colapsados.

**Man 1:** Por fortuna, la ciudadanía defendía la preservación de unos valores que no estaba dispuesta a perder.

**Man 2:** Yo creo que esa sí es una de las características de esta isla, ¿no? Esta isla, incluso antes, mucho antes, de que se declarara Reserva de la Biosfera, merced a la contribución de personas como un artista universal para nosotros, como era César Manrique, que realizó una serie de actuaciones ligadas al arte y a la naturaleza y supusieron un verdadero respeto por las cuestiones medioambientales y ese cuidado, ese mimo, esa concienciación por los temas medioambientales hacen que en estos momentos, pues se considere una conciencia medioambiental distinta.

**Man 1:** Dailo Allí, Naciones Unidas, Nueva York.
1. ¿Cuál es el tema principal de la entrevista?

A. La importancia económica del turismo en la isla  
B. Las medidas para frenar el incremento del turismo en la isla  
C. Los planes para proveer a la isla de suficientes servicios básicos  
D. La conciencia medioambiental de los turistas

2. Según sus conocimientos culturales, ¿de qué país de habla hispana forman parte las Islas Canarias?

A. Ecuador  
B. México  
C. Panamá  
D. España

3. ¿A qué se refiere la frase “selva de cemento” que se escucha en la entrevista?

A. A la creación artística de César Manrique  
B. A un bosque afectado por la construcción  
C. Al turismo predominantemente urbano  
D. A la construcción masiva de edificios

*Suggested Approach — Listening*

Listen to the stimulus carefully and critically. Then read the questions and think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, determine the correct option, and select it on the computer.

The first question asks you to identify the main topic of the conversation. The question does not ask for specific details about the interview, even though the interview includes details and supporting ideas/information. Keep the question in mind as you listen to the selection, which will be played twice.

Option A states that the main topic of the interview is the importance of tourism for the economy of the island. Although tourism is central for the island, as indicated in “Además de un recurso turístico para esta isla volcánica, el nombramiento...,” the importance of tourism for the economy is not the main idea of the selection. It is another aspect of tourism that is being emphasized in the selection, the actual impact of tourism in the island after it was declared “Reserva de Biosfera” in 1993. Therefore, option A may be eliminated as the best response to this question.
Option B states that the main topic of the interview is the implementation of new measures to slow down the growth of tourism in the island. The interview states: “A partir de ese año se inician en la isla de Lanzarote unas políticas de contención del crecimiento turístico...” and “Supone que entre el año 2000 y el año 2010, en Lanzarote no se pudieran construir más de 10.000 camas turísticas, más de 10.000 plazas hoteleras.” Therefore, option B is the best response to this question.

Option C states that the main topic of the interview is to provide sufficient basic services to the island. The selection mentions basic services but it states that the services are still good as a consequence of the new policies implemented. “Esas políticas de contención del crecimiento turístico, pues desde luego han supuesto el que un montón de parámetros que teníamos en la isla próximos a desbordarse... pues desde luego no fueran colapsados.” Preventing “the collapse” of the public services was one of the consequences of the policies to reduce the impact of tourism. Another consequence was being able to preserve the island’s natural beauty. Therefore, option C may be eliminated as the best response to this question.

Option D states that the main topic is tourists’ environmental awareness. The interview states that citizens of the island had developed environmental awareness. “Por fortuna, la ciudadanía defendía la preservación de unos valores que no estaba dispuesta a perder;” “...motivó una nueva forma de vivir para sus ciudadanos, encargados de cuidar un lugar tan mágico como débil.” However, it does not indicate anything about the actual tourists’ environmental awareness. Therefore, option D may be eliminated as the best response to this question.

Of the four options offered, the main topic of the interview is the implementation of new measures to slow down the growth of tourism in the island. Therefore, the correct response is option B.

The second question tests your knowledge of Spanish culture. In the test, this type of question will be question number five in the set. Islas Canarias are a Spanish archipelago located just off the northwest coast of mainland Africa. Therefore, the best response to this question is option D, “España.”

The third question tests your understanding of linguistics in Spanish. In the test, this type of question will be question number six in the set. This question asks you to understand the meaning of the phrase “selva de cemento” and to infer the meaning of this phrase in the context of the sentence in which it appears. The interview states: “En Lanzarote el reto era sencillo: paralizar la maquinaria constructiva que podría convertir un paraíso en una selva de cemento. Y para ello se planteó lo que se denominó la moratoria.” The phrase “selva de cemento” is commonly used metaphorically to refer to large cities, which are like jungles (selvas) but instead of having natural vegetation and tall trees, they have a lot of cement and lots of tall buildings. Therefore, option D, “La construcción masiva de edificios” (massive building construction), is the correct answer to this question.
El Hespérides zarpa de Cartagena para estudiar el deshielo en los polos

CARTAGENA. – El Buque de Investigación Oceanográfica (BIO) ‘Hespérides’ ha zarpado este sábado del puerto de Cartagena para iniciar su decimosexta campaña antártica, con la que concluye su participación en el Año Polar Internacional.

El estudio sobre el deshielo en los polos será una de las actividades más interesantes que realizarán los científicos españoles que participan en esta misión, indicó a los medios momentos antes de la partida el comandante del BIO, Pedro de la Puente.

Más de 50 hombres y 6 mujeres componen la dotación del Hespérides, que ha sido despedida en el muelle Juan de Borbón del arsenal militar de Cartagena por familiares y amigos. Un acto que se repite cada año, pero que en esta ocasión se produce casi en Navidad.

La dotación será exclusivamente militar hasta la llegada del barco a finales de enero a Punta Arenas (Chile), donde embarcarán 37 científicos para realizar varias campañas, una de ellas denominada ATOS—Antártida sobre el deshielo en los polos.

Esta campaña durará más de 40 días y los científicos recogerán muestras de hielo, aire y agua, con el objetivo de medir los aportes de contaminación orgánica provocada por el hombre en los polos.

El ‘Hespérides’ realizará una escala en las Islas Madeira (Portugal), donde sus tripulantes pasarán la Nochebuena, mientras que la Nochevieja se celebrará en el Atlántico, donde se llevará a cabo una escala breve de descanso en Mar de Plata (Argentina) y otra para recoger a la expedición científica en Punta Arenas (Chile).

El barco no llevará a cabo campañas de investigación en el tránsito y sólo a la vuelta los científicos realizarán un trabajo de investigación denominado Caribe Norte, en el mar Caribe, con el que “se pondrá el broche de oro de la ciencia española al Año Polar Internacional”, señaló el comandante del Hespérides.

Pedro de la Puente indicó que por la dotación del buque Las Palmas, que lleva varias semanas en la Antártida dando apoyo logístico a las bases españolas, saben que las condiciones meteorológicas serán similares a las de otros años, aunque con algo más de viento.
De la Puente, para quien es la tercera vez que realiza una campaña polar con el Hespérides, señaló que espera no tener ningún problema, al tiempo que recomendó esta experiencia “única e inolvidable”.

«Hespérides zarpó hoy de Cartagena para iniciar campañas en Ártico y Antártida»

1. Según el artículo, ¿cuál es uno de los propósitos del viaje del buque Hespérides?
   A. Obtener muestras para estudiar la contaminación en los polos
   B. Estudiar las especies animales que habitan en la zona de los polos
   C. Realizar campañas en contra de la contaminación en América del Sur
   D. Estudiar las condiciones meteorológicas de la zona de los polos

2. Según sus conocimientos culturales, ¿a qué se refiere la palabra “Nochevieja” que se menciona en el artículo?
   A. A la noche de Navidad
   B. A la noche del primer día del año
   C. A la víspera de Año Nuevo
   D. A la víspera de Navidad

3. Se utiliza la conjunción “e” en el fragmento “única e inolvidable” porque
   A. tiene una función comparativa
   B. la segunda palabra comienza con “i”
   C. la primera palabra lleva acento agudo
   D. es un extranjerismo

**Suggested Approach — Reading**

Read the article and carefully consider the information presented. The first question asks you to identify one of the purposes of the trip. Keep the question in mind as you read the article. Eliminate any obviously wrong answers, determine the correct option and select it on the computer.

Option A states that one of the purposes of the trip is to get samples of ice, air and water to determine the level of contamination caused by humans in the poles. The article states “Esta campaña durará más de 40 días y los científicos recogerán muestras de hielo, aire y agua, con el objetivo de medir los aportes de contaminación orgánica provocada por el hombre en los polos.” Therefore, **option A is the best response to this question**.
Option B states that one of the purposes of the trip is to study the variety of animal species existing in the poles. The article refers to some studies that will take place in the poles, “El estudio sobre el deshielo en los polos será una de las actividades más interesantes”... “medir los aportes de contaminación orgánica provocada por el hombre en los polos.” But none of these purposes is related to the variety of animal species existing in the area. Therefore, option B may be eliminated as the best answer to this question.

Option C states that one of the purposes of this trip is to wage a campaign against pollution in South America. The text states that the crew is going to make a few stops in South America; “se llevará a cabo una escala breve de descanso en Mar de Plata (Argentina) y otra para recoger a la expedición científica en Punta Arenas (Chile).” The purpose of these stops is not to wage any campaign against pollution but to let the crew rest and to pick up the scientists who will join the expedition. Therefore, option C may be eliminated as the best response to this question.

Option D states that one of the purposes of the trip is to study the meteorological conditions of the poles. The article only mentions meteorological conditions when it states that they know that the conditions are going to be similar to previous years: “saben que las condiciones meteorológicas serán similares a las de otros años, aunque con algo más de viento.” Therefore, option D may be eliminated as the best response to this question.

The second question is testing your cultural knowledge. In the test, this type of question will be question number five. This question is asking you to identify the meaning of the word/expression “Nochevieja.” Nochevieja is what New Year’s Eve is called in Spain. Therefore, option C is the correct answer to this question.

The third question is testing your ability to recognize key cohesive devices used in connected discourse. This question is asking about conjunctions in Spanish, and more specifically, for the reason the conjunction “e” is connecting the two words in the phrase. The explanation is that the word that follows the conjunction, “inolvidable,” begins with an “i.” In Spanish, in order to avoid the repetition of the same sound “i,” it is necessary to replace the conjunction “y” with the conjunction “e.” Therefore, option B is the correct answer to this question.
**Example 3 — Cultural Question**

La siguiente pregunta está basada en esta foto.

![Windmills](image)

1. Según sus conocimientos culturales, ¿con qué obra literaria se puede relacionar la foto?
   
   A. *Pedro Páramo*
   
   B. *El ingenioso hidalgo don Quijote de la Mancha*
   
   C. *Cien años de soledad*
   
   D. *Veinte poemas de amor y una canción desesperada*

**Suggested Approach**

This type of question tests your cultural knowledge. We recommend that you use a combination of the strategies mentioned above. Take a look at the picture first and make sure you understand its content. Then read the question and refer again to the stimulus material to verify the correct answer. In this particular case, the question tests your knowledge of major literary works in Spanish. In the novel *El ingenioso hidalgo don Quijote de la Mancha*, Don Quixote fights windmills he imagines to be giants. The rest of the works are not related to the windmills scene the photograph above depicts. Therefore, **option B is the correct answer to this question**.
La siguiente pregunta está basada en esta foto.

1. Según sus conocimientos culturales, ¿en qué consiste la merienda en los países hispanos?

   A. En un aperitivo que acompaña la cena  
   B. En una comida ligera que se come por la tarde  
   C. En un gran desayuno que se come por la mañana  
   D. En una cena con un plato y entremeses

**Suggested Approach**

This question tests your cultural knowledge of regional practices associated with food. The question is about the practice of the “merienda” in the Hispanic world. “Merienda” is usually an afternoon meal people have in some Spanish-speaking countries to fill in the meal gap between lunch and dinner. Therefore, **option B is the correct answer to this question.**
Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.
Escuche el siguiente informe sobre "El camino de las ardillas".

(Narrator): El mito de la ardilla viajera decía que en la Antigüedad una ardilla podía recorrer la península ibérica de costa a costa a través de las copas de los árboles, lo cual indica la enorme extensión de bosques que existía en la Antigüedad en España. Recuperarlo hoy en día no es una tarea fácil ni tampoco rápida, pero es posible intentarlo. Por eso, desde la fundación Más Árboles ha nacido un proyecto llamado "El camino de las ardillas", con el que se pretende recuperar parte del patrimonio forestal desaparecido. La idea es crear un pasillo o corredor ambiental a través de los sistemas montañosos que atraviesan la península ibérica de sur a norte, es decir, desde Tarifa hasta el Parque Nacional de Cévennes en Francia. Con el camino de las ardillas no sólo se reconquistarán los bosques sino que se hará posible que exista una continuidad entre ellos. Y esta continuidad es la que hará más fácil la vía hacia el norte que animales y plantas deberán recorrer en su adaptación al cambio climático. Pero como para que el plan funcione lo primero que hay que hacer es un trabajo de señalización de una gran red de caminos, desde el día 1 de agosto Juan Valero, creador de la fundación, realiza una marcha inaugural que durará hasta noviembre, en la que además de señalar el camino coteja la información gráfica de la que se dispone.

Claro que no está solo porque para que el proyecto cumpla sus objetivos cuenta con la colaboración de voluntarios y profesionales que trabajan para elaborar una base de datos y un sistema de información geográfica donde se registren apuntes sobre los usos del suelo, la vegetación potencial y reseñas socio-económicas de interés. Una vez conocido el terreno sobre el que trabajar, la plantación de los árboles correrá a cargo de empresas de la región que de ese modo fomentará el empleo local y contará con la participación de profesionales discapacitados, demostrando así la eficacia de su integración social en el sector ambiental. Dar impulso a estas actividades forestales que desde hace tiempo han perdido interés económico, no solo incentivará el desarrollo rural y la cohesión territorial, sino que creará puestos de trabajo y potenciará las tecnologías verdes que ayudarán a generar riqueza en zonas deprimidas.

Josefina Maestre, Radio 5, Todo Noticias.
COMPETENCY 005

1. Según el informe, ¿qué es “El camino de las ardillas”?
   - A. Una ruta migratoria
   - B. Una campaña para salvar a las ardillas
   - C. Una iniciativa de recuperación forestal
   - D. Una leyenda mitológica

Answer and Rationale

COMPETENCY 005

2. Según el informe, ¿cuál es el primer paso de este proyecto?
   - A. La plantación de árboles y plantas
   - B. El estudio del suelo de los bosques
   - C. La creación de una base de datos
   - D. La colocación de señales en el camino

Answer and Rationale

COMPETENCY 005

3. Según el informe, ¿quién estará a cargo de la plantación de los árboles?
   - A. Los vecinos de la zona
   - B. Empresas de la región
   - C. Estudiantes de agronomía
   - D. La Unión Europea

Answer and Rationale
COMPETENCY 005

4. Según el informe, ¿qué beneficio adicional podrá generar este proyecto?

   A. Brindará más puestos de empleo a la región.
   B. Aumentará el turismo en la península.
   C. Fomentará la industria maderera.
   D. Creará más fundaciones dedicadas al medio ambiente.

Answer and Rationale

COMPETENCY 004

5. ¿Qué perspectiva cultural se destaca en este informe?

   A. El valor de las comunidades aborígenes
   B. La gran importancia del turismo para la zona
   C. El valor de trabajo interdisciplinario y colaborativo
   D. La importancia del desarrollo urbano

Answer and Rationale

COMPETENCY 005

6. ¿Qué palabra podría reemplazar “claro” en el contexto de la frase “Claro que no está solo porque“?

   A. Sin embargo
   B. Por el contrario
   C. Asimismo
   D. Por supuesto

Answer and Rationale
Set #2

“Escuche el siguiente informe sobre una ciudad”.

(Narrator): El Museo Guggenheim en Bilbao se abrió en 1997 y ha creado lo que se denomina hoy el *efecto Guggenheim*. Esto es, eh, se cree que, bueno, gracias a ello una ciudad industrial se ha convertido en una ciudad de servicios. Hasta la fecha, hasta 1997, repito, que fue cuando se abrió el museo, Bilbao no estaba en el mapa turístico, y bueno, era una ciudad industrial que había sufrido mucho en la reconversión industrial de los años ochenta. Se decidió hacer el Museo Guggenheim, que es una fundación que reside en Nueva York y el arquitecto fue Frank Gehry. Al mismo tiempo, se hizo un metro y se puso a Foster para que hiciera las entradas del metro. Entonces, lo que ha ocurrido es lo que se denomina el *efecto Guggenheim*, es decir, que una atracción turística puede llevar a que de una ciudad desconocida para el turismo, todo el mundo venga a verlo porque no solamente el continente, es decir, las exposiciones que hay, sino el contenido. Y también la repercusión que ha tenido en la ciudad. Así, por ejemplo, eh, podemos ver que el Museo de Bellas Artes, que era un museo que siempre había estado, ahora tienen exposiciones importantes como la de Fernando Botero o Antonio López con grandes colas. Eh, se han hecho palacios de congresos, por ejemplo, una fábrica que era, era una fábrica naviera Euskalduna Palacio de Congresos con un restaurante que tiene estrella Michelín y siempre está lleno. Ahora cada vez se ven más turistas. Hace veinte años era imposible encontrar turistas en Bilbao. Hoy en día los encontramos ingleses, franceses, italianos en el Casco Viejo, y además muchos cruceros hacen parada en Bilbao, ¿no? Este *efecto Guggenheim* ha habido ciudades que lo han intentado de copiar, pero con bastantes, bueno, con desiguales resultados, eh, bastante negativos. Eh, Bilbao, pues es una ciudad en la que se come muy bien, hay muchísimas cosas que ver y es una ciudad de tamaño, digamos, medio, ¿no? Eh, con una actividad cultural de primera. Destacaría, por ejemplo, la ABAO, la afición a la ópera, con un teatro y, bueno, destacaría el casco medieval y las zonas decimonónicas que hay.
COMPETENCY 005

7. Según el informe, ¿qué tipo de ciudad era Bilbao antes de que se construyera el Museo Guggenheim?

   A. De servicios  
   B. Turística  
   C. Industrial  
   D. De valor histórico 

Answer and Rationale

COMPETENCY 005

8. ¿A qué se refiere el efecto Guggenheim en el informe?

   A. A que una atracción turística transforme una ciudad  
   B. A que un museo consiga exposiciones de grandes artistas  
   C. A que un museo promueva la creación de otros museos  
   D. A que una atracción turística fomente la creación artística 

Answer and Rationale

COMPETENCY 005

9. Según el informe, ¿cuál ha sido el resultado del efecto Guggenheim en otras ciudades?

   A. Ha servido para copiar diversos tipos de museos.  
   B. Ha aumentado el número de turistas que las visitan.  
   C. Ha tenido diferentes resultados, no todos ellos positivos.  
   D. Ha fomentado las actividades culturales.

Answer and Rationale
COMPETENCY 005

10. ¿Qué característica de la ciudad de Bilbao destaca la narradora?

   A. La buena gastronomía
   B. La afición al fútbol
   C. La cantidad de jardines
   D. La abundancia de fábricas

Answer and Rationale

COMPETENCY 004

11. Según sus conocimientos culturales, ¿en qué país se encuentra el Museo Guggenheim del informe?

   A. En Cuba
   B. En Argentina
   C. En España
   D. En Nicaragua

Answer and Rationale

COMPETENCY 005

12. ¿Con qué frase se puede sustituir “Hace veinte años” sin cambiar su significado en el contexto del informe?

   A. Dentro de veinte años
   B. Veinte años atrás
   C. Durante veinte años
   D. Veinte años pasados

Answer and Rationale
Un mural mexicano para una universidad estadounidense

La pintura fue presentada al público con motivo de las celebraciones del cinco de mayo en Estados Unidos.

La obra representa el progreso del ser humano por medio de imágenes de la historia de México y EE. UU. y cubre una superficie de 37 metros cuadrados en el campus Wolfson de la universidad, en el centro de Miami.

El artista, de 84 años, dedicó los últimos siete meses a finalizar la obra con la ayuda de su nieto de 25 años. Rosales fue alumno y colaborador cercano del máximo representante del muralismo mexicano, Diego Rivera.

“Es un honor para esta universidad tener para la posteridad una representación del arte mexicano”, declaró en la presentación la presidenta del campus Wolfson, Mercedes Quiroga.

La fecha elegida para el acto se ha convertido en la más señalada del calendario para los mexicanos en Estados Unidos.

Símbolos históricos

El mural, denominado A la tierra prometida. Hombre universal representa varios símbolos de la historia precolombina de México como al rey Moctezuma, o al águila devorando a la serpiente, el mito fundacional del país.

Rosales le explicó a BBC Mundo que en su mural incluyó una referencia a la profecía de la Atlántida porque se cree que la isla se hundió en aguas de Florida. “Platón escribió que la Atlántida estaba en las Antillas y lo único que queda hoy de esa tierra son los cayos”.

Separadas de las imágenes mexicanas por un calendario azteca, Rosales pintó varias escenas de la historia de EE. UU. como el despegue del Apolo XI, el primer cohete que transportó hombres a la luna, o la batalla de Iwo Jima de la Segunda Guerra Mundial entre EE. UU. y Japón.

El pintor le dijo a BBC Mundo que no tuvo problemas para pintar una obra tan grande a pesar de su edad. “Se me olvida mi edad cuando trabajo”.

Rosales colaboró en algunos de los murales más conocidos de Diego Rivera. Su obra más conocida es La conquista y el tormento a Cuauhtemoc, pintada en 1960 en la antigua residencia de Hernán Cortés en Coyoacán, que hoy es el edificio del Registro Civil.

BBC © 2010

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
COMPETENCY 007

13. ¿Cuál es el tema principal del artículo?

A. El relato de la vida de un pintor
B. La amistad de Rosales con Diego Rivera
C. El futuro del arte mexicano
D. La donación de un artista a una institución

Answer and Rationale

COMPETENCY 007

14. ¿Por qué es importante tener un mural de Diego Rosales en el campus?

A. Porque es considerado experto en historia precolombina
B. Porque es considerado colaborador de arte de la institución
C. Porque es el máximo representante del muralismo mexicano
D. Porque es un artista mexicano de prestigio internacional

Answer and Rationale

COMPETENCY 007

15. ¿Qué tipo de temas relacionados con los EE. UU. aparecen en este mural?

A. Asuntos migratorios
B. Eventos históricos
C. Celebraciones culturales
D. Desastres naturales

Answer and Rationale
COMPETENCY 008

16. ¿Qué se infiere de Diego Rosales a partir de sus afirmaciones en el texto?

A. No quiso pedir ayuda a su nieto.
B. No pudo hacer un mural muy grande.
C. Le dio mucho placer realizar el trabajo.
D. El mural lo realizó en menos de tres meses.

Answer and Rationale

COMPETENCY 004

17. Según sus conocimientos culturales, ¿a qué se refiere la “historia precolombina de México”?

A. A la historia de las civilizaciones indígenas antes de la llegada de Cristóbal Colón
B. A la historia de los europeos que llegaron al Nuevo Mundo en el siglo XV
C. A la historia de los españoles que antecedieron a Cristóbal Colón
D. A la historia de la fundación de las civilizaciones europeas en el Nuevo Mundo

Answer and Rationale

COMPETENCY 007

18. ¿A qué se refiere el pronombre “le” en la frase “Rosales le explicó a BBC Mundo que en su mural incluyó una referencia a la profecía de la Atlántida”?

A. A Rosales
B. A BBC Mundo
C. A su mural
D. A la Atlántida

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.
La siguiente pregunta está basada en esta foto.

COMPETENCY 004

19. Según sus conocimientos culturales, los programas de emisión diaria en la televisión hispana que incluyen situaciones dramáticas e historias de amor son popularmente conocidos como

A. comedias
B. telenovelas
C. informativos
D. caricaturas

Answer and Rationale
Pedagogy

Part A

This section is designed to measure your knowledge of language-acquisition theories and instructional practices.

COMPETENCY 001

1. A brochure for a K-6 foreign-language program states that the program goals are to introduce students to language learning, to help students become aware of and appreciate other cultures, to enhance students’ understanding of English and to motivate students to study another language. Which of the following types of programs is described above?

   A. An immersion program
   B. A Foreign Language in the Elementary School (FLES) program
   C. A bilingual education program
   D. A Foreign Language Experience (FLEX) program

Answer and Rationale

COMPETENCY 001

2. A foreign-language teacher is planning a unit on a historical figure. Which of the following activities is the most appropriate for a second-grade immersion class?

   A. Completing worksheets for practice with past-tense verb forms so students can speak and write about the historical figure’s life
   B. Reading storybooks in the target language to students about the historical figure’s life and contributions to society
   C. Translating the most important events of the historical figure’s life into the students’ first language
   D. Showing a video in English about current events in the country where the historical figure was born

Answer and Rationale
COMPETENCY 003

3. The foreign-language teacher of an intermediate-level class wants to encourage extemporaneous speaking among students. Which of the following would be the most appropriate activity to foster the skill for students at this level?

A. Students memorize a short poem of their choice in the target language and recite it to the class using props.
B. Students participate in an impromptu debate on a controversial issue where they need to justify their opinion in the target language.
C. Student teams prepare skits on a familiar topic and act them out while reading from a script.
D. Students practice and perform a role-play in the target language about a unit studied in class.

Answer and Rationale

COMPETENCY 003

4. Which of the following would be the most appropriate means for a foreign-language teacher to encourage a high school novice-level foreign-language class to gain insights into the target culture?

A. Inviting a teacher who is from the target culture to teach a unit on another discipline
B. Having students listen to recorded interviews featuring young people from various countries where the target language is spoken
C. Asking students to download music from target-language countries in styles similar to those of their favorite artists
D. Having students summarize chapters from a subject-area textbook on the target culture

Answer and Rationale
COMPETENCY 001

5. A teacher of a beginning foreign-language class would like to introduce to Novice-Mid learners some new vocabulary related to food and drink. Which of the following instructional strategies would be beneficial to aural learners in the teacher's classroom? Select all that apply.

A. Asking students to complete a fill-in-the-blank exercise while listening to a recorded dialogue set in a restaurant
B. Bringing food and drink from the target culture into the classroom for students to try
C. Having students read authentic restaurant menus written in the target language
D. Projecting photos, saying each word, and having students repeat the words aloud

Answer and Rationale

COMPETENCY 003

6. A teacher is planning a lesson that aims to improve intermediate world-language students' presentational speaking skills. Which of the following strategies would be best suited to meet the teacher’s instructional goal?

A. Students write an essay in the target language on the importance of studying foreign languages.
B. Students discuss with each other in the target language their motivations for studying a foreign language.
C. Students deliver a short, scripted presentation in the target language on the importance of studying foreign languages.
D. Students perform skits featuring dialogues that illustrate both the benefits and challenges of studying foreign languages.

Answer and Rationale
7. According to the *American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012*, which of the following reading tasks would best be assigned to Novice High-level learners?

A. Identifying cultural references in the text  
B. Deducing meaning through visual clues  
C. Discussing the style of the text  
D. Making inferences about the text

**Answer and Rationale**
Part B

This section is designed to measure your knowledge of the Standards for Foreign Language Learning in the 21st Century.

Standards for Foreign Language Learning

Communication
Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures
Gain Knowledge and Understanding of Other Cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections
Connect with Other Disciplines and Acquire Information
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons
Develop Insight into the Nature of Language and Culture
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities
Participate in Multilingual Communities at Home & Around the World
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
COMPETENCY 003

8. Which example below best represents an activity that demonstrates how high school students might meet the Communities standard?

A. Students are asked to complete several service-learning projects each semester in the local target-language cultural center.
B. Students read an article about deforestation published in a target-country newspaper and make a list of practices that help protect forests.
C. Students listen to an Internet podcast about a recent target-country film festival and answer five multiple-choice questions about the content.
D. Students in the target-language club meet after school to make plans for the Fall Festival.

Answer and Rationale

COMPETENCY 003

9. During a unit on greetings and leave-takings, students role-play to introduce themselves to other students and to adults by using appropriate levels of formality. Which supporting standard is addressed through this activity?

A. Interpretive Communication, Standard 1.2
B. Presentational Communication, Standard 1.3
C. Products and Perspectives of Cultures, Standard 2.2
D. Language Comparisons, Standard 4.1

Answer and Rationale
COMPETENCY 003

10. Throughout the course of the language program, a high school foreign-language teacher introduced students to the works of several artists well known in the target culture. Since then, many of the students have visited local art exhibitions featuring these artists, and a few have even decided to participate in a painting workshop over the summer in the target country. The students’ outcomes are best reflected in which of the following standards?

A. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
B. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
C. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
D. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Answer and Rationale

COMPETENCY 003

11. The teacher of an advanced foreign-language class is preparing a lesson on education in the target culture. Which of the following resources would give students the best opportunity to make comparisons between the target culture and their own?

A. Students read an article about the educational system in one of the target-language countries, including the different courses of study available to young people.
B. Students interview their classmates using a brief questionnaire and then watch a short video of target-language speakers providing answers to these same questions.
C. Students reflect upon their own experiences and make an oral presentation to the class in the target language, using only note cards.
D. Students work in small groups to record a short skit in the target language in which they act out a scene set in a target-language school.

Answer and Rationale
COMPETENCY 003

12. Students in an advanced-level foreign-language class give oral presentations about candidates representing various political parties in a target-language country in the week leading up to an important election there. Which of the following standards does the activity address?

A. Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
B. Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
C. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
D. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Answer and Rationale
Part C

This section is designed to measure your knowledge of assessment of languages and cultures.

COMPETENCY 002

13. Which of the following is the purpose of a summative assessment?

A. To determine the level of comprehension of a listening activity
B. To determine whether a student can use in a written composition the lexical elements studied in a unit
C. To determine the level of mastery of material studied in one chapter of a unit
D. To determine a student’s level of proficiency at the end of a program of study

Answer and Rationale

COMPETENCY 002

14. One of the goals of a foreign-language program is that students become able to communicate orally in the present tense, talking about themselves and their personal interests. How can a teacher demonstrate to parents and school officials that that goal has been achieved?

A. By making a bulletin board on which are posted the highest written test scores of all of the students enrolled in foreign languages
B. By keeping a portfolio of each student’s tests and quizzes
C. By asking students to keep a journal of new words they have learned
D. By recording students interviewing each other in class while speaking the target language

Answer and Rationale
COMPETENCY 002

15. Which of the following types of assessment instruments could be scored holistically? Select all that apply.

A. A written composition
B. An oral presentation
C. A true-false quiz
D. A simulated conversation

Answer and Rationale

COMPETENCY 002

16. A local organization seeking volunteers with foreign-language skills is planning a visit to a teacher’s school. Which of the following could a foreign-language teacher at the school use to demonstrate both to school administrators and to the volunteer supervisor that students’ communicative skills in the target language are adequate?

A. Having students respond as a class to teacher-generated questions in the target language
B. Having students perform rehearsed dialogues in the target language
C. Providing students’ grades to the administrators and volunteer supervisor
D. Allowing students to respond to questions from the volunteer supervisor in the target language

Answer and Rationale
COMPETENCY 002

17. A teacher is preparing a unit on telling time. While preparing the lesson plan, the teacher includes the following activities: asking students the time throughout the class period; having students listen to a recording of a native speaker describing the daily schedule; and having students ask questions in pairs to obtain information about the daily schedule of a classmate. Which of the following statements best describes the teacher’s actions?

A. The teacher is designing some informal assessment instruments.
B. The teacher is reflecting on the assessment.
C. The teacher is reporting assessment results to the students.
D. The teacher is guiding students in a self-assessment.

Answer and Rationale
### Answer Key and Rationales

#### Listening and Reading Sections

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<tr>
<td>1</td>
<td>005</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the selection states that “El camino de las ardillas” is a project to restore the extinct forests in Spain. <strong>Option A is incorrect</strong> because there is no indication in the selection that “El camino de las ardillas” is a migratory route, even though it is mentioned that squirrels used to be able to travel from coast to coast in the past by jumping from one tree to the next one. <strong>Option B is incorrect</strong> because the squirrels are mentioned only to show the abundance of wooded areas in Spain in the past. <strong>Option D is incorrect</strong> because the selection states that there was a myth about squirrels being able to travel from coast to coast by jumping from one tree to the next one but it is not called “El camino de las ardillas.”</td>
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<td>2</td>
<td>005</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the audio selection states that the first step in the project is to post signs in a big network of roads. <strong>Option A is incorrect</strong> because, even though the project involves planting trees and plants, that is not the first step. <strong>Option B is incorrect</strong> because the study of the soil in the forests is not a step mentioned as part of the project. <strong>Option C is incorrect</strong> because the database that is going to be created for this project is not the first step.</td>
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<td>3</td>
<td>005</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the audio selection states that several corporations in the area will take care of planting the trees. <strong>Option A is incorrect</strong> because there is no indication that the planting of the trees will be carried out by the locals even though the local employment will benefit from the project. <strong>Option C is incorrect</strong> because the agricultural science students is not one of the groups who will take care of planting the trees. <strong>Option D is incorrect</strong> because the European Union is not mentioned in the audio selection.</td>
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<tr>
<td>4</td>
<td>005</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the audio selection states that besides promoting rural development, the project will also create jobs. <strong>Option B is incorrect</strong> because the growth of tourism is not mentioned in relation to this project. <strong>Option C is incorrect</strong> because the development of the timber industry is not one of the benefits this project will be promoting. The main purpose of the project is to restore the forests in the area. <strong>Option D is incorrect</strong> because the creation of environmental foundations is not one of the benefits mentioned as a result of the project. Only environmental technologies are mentioned.</td>
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<tr>
<td>5</td>
<td>004</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the audio selection states that for the project to meet its goals it will employ volunteers and professionals from different fields to work together. <strong>Option A is incorrect</strong> because there are no indigenous communities mentioned in the audio selection. <strong>Option B is incorrect</strong> because the relevance of tourism is not mentioned in the audio selection. <strong>Option D is incorrect</strong> because the emphasis of the audio selection is rural development, not urban development.</td>
</tr>
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<td>6</td>
<td>005</td>
<td>D</td>
<td><strong>Option D is correct</strong> because “por supuesto” is a synonym of “claro” in the context of the sentence. <strong>Option A is incorrect</strong> because “sin embargo” is not a synonym of “claro” in the context of the sentence. <strong>Option B is incorrect</strong> because “por el contrario” is not a synonym of “claro” in the context of the sentence. <strong>Option C is incorrect</strong> because “asimismo” is not a synonym of “claro” in the context of the sentence.</td>
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<td>7</td>
<td>005</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the narrator states that before the Guggenheim Museum the city of Bilbao was an industrial city. <strong>Option A is incorrect</strong> because the narrator states that the city of Bilbao has become a service-industries city after the museum was built. <strong>Option B is incorrect</strong> because the narrator states that until the museum was opened in 1997, the city of Bilbao was not even on the map as far as tourism was concerned. It was an unknown city. <strong>Option D is incorrect</strong> because the narrator does not describe the city as a historical city before the museum was built.</td>
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<tr>
<td>8</td>
<td>005</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the narrator explains that the Guggenheim effect means that a tourist attraction makes an unknown city become a popular city for tourists. <strong>Option B is incorrect</strong> because the narrator gives the exhibits by world-renowned artists as an example of the changes that the Guggenheim effect has had on the city of Bilbao. <strong>Option C is incorrect</strong> because the narrator states that the Guggenheim effect led to the opening of other institutions, such as the opening of a new conference center (Euskalduna Palacio de Congresos), not necessarily other museums. <strong>Option D is incorrect</strong> because the narrator does not imply that the opening of the Guggenheim Museum promotes artistic creation.</td>
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<td>9</td>
<td>005</td>
<td>C</td>
<td><strong>Option C is correct</strong> because when the narrator discusses the Guggenheim effect on other cities, she says that it has had different results, some rather negative. <strong>Option A is incorrect</strong> because the narrator does not state that one of the results of the Guggenheim effect has been copying different kinds of museums. <strong>Option B is incorrect</strong> because the narrator states that one of the results of the Guggenheim effect is the increased number of visitors in Bilbao but not in other cities. <strong>Option D is incorrect</strong> because the narrator states that one of the results of the Guggenheim effect is the promotion of cultural activities in Bilbao but not in other cities.</td>
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| 10              | 005              | A              | **Option A is correct** because when describing the attractions of the city, the narrator says that in Bilbao you can eat very well. **Option B is incorrect** because the love for soccer is not mentioned by the narrator when she describes the city, even though the city is known for that. **Option C is incorrect** because the number of gardens is not one of the points of interest mentioned by the narrator when she describes the city. **Option D is incorrect** because the abundance of industrial plants is not mentioned by the narrator when she describes the city as it is now. This was perhaps the way the city was in its industrial past. |

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<td>11</td>
<td>004</td>
<td>C</td>
<td><strong>Option C is correct</strong> because the Guggenheim Museum is located in Bilbao, which is in Spain. <strong>Option A is incorrect</strong> because the Guggenheim Museum is located in Bilbao, which is not in Cuba. <strong>Option B is incorrect</strong> because the Guggenheim Museum is located in Bilbao, which is not in Argentina. <strong>Option D is incorrect</strong> because the Guggenheim Museum is located in Bilbao, which is not in Nicaragua.</td>
</tr>
<tr>
<td>12</td>
<td>005</td>
<td>B</td>
<td><strong>Option B is correct</strong> because both phrases refer to a period of time twenty years ago. <strong>Option A is incorrect</strong> because the phrase “Dentro de veinte años” refers to a period of time in the future. <strong>Option C is incorrect</strong> because the phrase “Durante veinte años” refers to something that happened for twenty years, not twenty years ago. <strong>Option D is incorrect</strong> because the phrase “Veinte años pasados” by itself is not a synonym of “Hace veinte años.”</td>
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<tr>
<td>13</td>
<td>007</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the artist's donation of a work of art to a university is the main topic of the article. This can be inferred from the title of the article as well as the content of the article from beginning to end. <strong>Option A is incorrect</strong> because, even though several aspects of the painter's life are mentioned throughout the article, that is not the main topic. <strong>Option B is incorrect</strong> because the friendship between Diego Rosales and Diego Rivera is mentioned in the article only as a detail in Rosales' background, not as the main topic. <strong>Option C is incorrect</strong> because the future of Mexican art is not discussed in the article. Therefore, it cannot be the main topic of the article.</td>
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| 14              | 007               | D              | **Option D is correct** because in the article Diego Rosales is portrayed as an artist who is very well known in the United States as well as in Mexico. Therefore, it can be stated that he is an internationally renowned Mexican artist. **Option A is incorrect** because the article does not state that Diego Rosales is an expert in pre-Columbian history, even though some symbols of pre-Columbian history are portrayed in the mural. **Option B is incorrect** because the article does not state that Diego Rosales is an art contributor at the university. **Option C is incorrect** because the article states that Diego Rosales was a student and collaborator of Diego Rivera, who is the most outstanding representative of Mexican muralism.

Back to Question |
| 15              | 007               | B              | **Option B is correct** because it is stated in the article that the mural contains several scenes about the history of the United States. **Option A is incorrect** because the article does not mention any immigration issues being included in the mural. **Option C is incorrect** because the article does not mention any cultural celebration being included in the mural. **Option D is incorrect** because the article does not mention any natural disasters being included in the mural.

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<td>16</td>
<td>008</td>
<td>C</td>
<td><strong>Option C is correct</strong> because Diego Rosales told the BBC that he forgets his age when he is working. From that statement, it can be inferred that completing the mural was a very pleasant activity for him. <strong>Option A is incorrect</strong> because the article states that Diego Rosales’ grandson helped him complete the mural. <strong>Option B is incorrect</strong> because the article states the mural covers an area of 121 square feet, which is a very large scale mural. <strong>Option D is incorrect</strong> because the article states that Diego Rosales worked on the mural for the last seven months.</td>
</tr>
<tr>
<td>17</td>
<td>004</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the pre-Columbian history of Mexico refers to the history of indigenous civilizations before the arrival of Christopher Columbus. <strong>Option B is incorrect</strong> because the pre-Columbian history of Mexico refers to Mexican history before the arrival of Christopher Columbus in 1492. The history of European settlers in the New World started after 1492. <strong>Option C is incorrect</strong> because the pre-Columbian history of Mexico does not include Spaniards. Moreover, there are no Mexican historical records about Spaniards before Columbus. <strong>Option D is incorrect</strong> because the pre-Columbian history of Mexico does not refer to the history of the foundation of European civilizations in the New World.</td>
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<td>007</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the indirect object pronoun &quot;le&quot; in that sentence refers to BBC Mundo. <strong>Option A is incorrect</strong> because the indirect object pronoun &quot;le&quot; in that sentence does not refer to Rosales. Rosales is the person giving the information to BBC Mundo. <strong>Option C is incorrect</strong> because the indirect object pronoun &quot;le&quot; in that sentence does not refer to the mural. The mural is what Rosales is discussing in that sentence. <strong>Option D is incorrect</strong> because the indirect object pronoun &quot;le&quot; in that sentence does not refer to the Atlantis. A reference to the Atlantis is included in the mural Rosales is discussing.</td>
</tr>
<tr>
<td>19</td>
<td>004</td>
<td>B</td>
<td><strong>Option B is correct</strong> because the daily shows that include love stories as well as dramatic situations in Hispanic television are called <strong>telenovelas</strong>. <strong>Option A is incorrect</strong> because comedias are television shows that include funny situations. <strong>Option C is incorrect</strong> because informativos are television shows with news reports. <strong>Option D is incorrect</strong> because caricaturas are funny drawings usually in paper. They are not television shows.</td>
</tr>
</tbody>
</table>

Back to Question
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Competency Number</th>
<th>Correct Answer</th>
<th>Rationales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>001</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the program described offers limited instruction in a foreign language, focusing primarily on fostering foreign-language and cultural awareness and appreciation. <strong>Options A and C are incorrect</strong> because the students are not receiving all (A) or half (C) of their instruction in the target language. <strong>Option B is incorrect</strong> because the students are not participating in a sequential program of language instruction in order to reach a given proficiency level.</td>
</tr>
<tr>
<td>2</td>
<td>001</td>
<td>B</td>
<td><strong>Option B is correct</strong> because reading storybooks in the target language provides information in an accessible format and is consistent with an immersion program approach. <strong>Option A is incorrect</strong> because the use of past-tense verb forms would likely be too difficult for the second-grade level, and completing the worksheets would not necessarily prepare the students to be able to speak and write about the historical figure’s life in the past tense, two quite complex tasks. <strong>Options C and D are incorrect</strong> because they describe activities that do not use the target language and that are therefore unsuitable for an immersion class.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>3</td>
<td>003</td>
<td>D</td>
<td><strong>Option D is correct</strong> because practicing and performing a role-play are activities that involve extemporaneous speaking. <strong>Options A and C are incorrect</strong> because reciting a poem that is memorized and acting out a scripted skit are not instances of spontaneous speech. <strong>Option B is incorrect</strong> because, although participating in an impromptu debate involves extemporaneous speaking, justifying opinions in the target language without preparation is not a task that students at the intermediate level would typically be able to complete.</td>
</tr>
<tr>
<td>4</td>
<td>003</td>
<td>C</td>
<td><strong>Option C is correct</strong> because downloading music from target-language countries in styles similar to those of the students’ favorite artists would encourage observation and comparison. <strong>Options A and D are incorrect</strong> because having students participate in a lesson on another discipline or summarize chapters from a subject-area textbook will not necessarily yield insight into the target culture. <strong>Option B is incorrect</strong> because the recorded interviews may not necessarily contain any cultural content.</td>
</tr>
<tr>
<td>5</td>
<td>001</td>
<td>A, D</td>
<td><strong>Options A and D are correct</strong> because the students will hear the words spoken (A, D) and say the words aloud themselves (D) to reinforce them in their memory. <strong>Options B and C are incorrect</strong> because neither trying food and drink nor reading menus in the target language involves the sense of hearing.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
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<tr>
<td>6</td>
<td>003</td>
<td>C</td>
<td><strong>Option C is correct</strong> because delivering a short, scripted presentation is an activity that develops speaking in the presentational mode. <strong>Option A is incorrect</strong> because writing an essay in the target language does not provide students any opportunity to speak. <strong>Options B and D are incorrect</strong> because conversations and skits give students the opportunity to develop their interpersonal rather than presentational speaking skills.</td>
</tr>
<tr>
<td>7</td>
<td>002</td>
<td>B</td>
<td><strong>Option B is correct</strong> because, according to the <em>ACTFL Proficiency Guidelines 2012</em>, novice-level students are able to arrive at the meaning of texts that deal with familiar topics or that contain visual aids. <strong>Options A, C, and D are incorrect</strong> because identifying cultural references, discussing style, and making inferences are tasks that are too difficult for a novice-level learner.</td>
</tr>
<tr>
<td>8</td>
<td>003</td>
<td>A</td>
<td><strong>Option A is correct</strong> because the service-learning projects take place outside of the school, in the target-language community (at a local cultural center). <strong>Options B, C and D are incorrect</strong> because they do not involve any activities in which students engage directly with the target-language community.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
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<tr>
<td>9</td>
<td>003</td>
<td>D</td>
<td><strong>Option D is correct</strong> because performing the role-play and having to decide which register to use lead students to make comparisons between conventions of the target language and culture and their own. <strong>Options A and B are incorrect</strong> because the students are engaging primarily in interpersonal communication, rather than interpretive or presentational communication. <strong>Option C is incorrect</strong> because the students are introducing themselves but not discussing any particular products or perspectives of the target culture.</td>
</tr>
<tr>
<td>10</td>
<td>003</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the students are enriching their lives by experiencing a product of the target culture (art) beyond the classroom setting. Moreover, their language-learning supports and encourages further learning (painting) and interaction with the target-language community. <strong>Option A is incorrect</strong> because while participating in a painting workshop in the target country may involve some interpretation of language, the focus of this activity and of visiting local art exhibitions is on personal enrichment and community engagement rather than developing interpretive language skills. <strong>Option B is incorrect</strong> because the students are not engaging in any presentational speaking. <strong>Option C is incorrect</strong> because the students are not making comparisons between the target language and their native language.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
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</tr>
<tr>
<td>11</td>
<td>003</td>
<td>B</td>
<td><strong>Option B is correct</strong> because interviewing classmates and then watching target-language speakers’ responses on the same topics lead students to draw comparisons between the target culture and their own. <strong>Options A, C, and D are incorrect</strong> because the students are only focusing on one culture in these activities rather than making comparisons between the two.</td>
</tr>
<tr>
<td>12</td>
<td>003</td>
<td>B</td>
<td><strong>Option B is correct</strong> because making presentations about political candidates in a target-language country will help students to increase their knowledge of another discipline (politics). <strong>Option A is incorrect</strong> because the students are using the presentational mode in this activity rather than negotiating meaning and exchanging information via the interpersonal mode. <strong>Options C and D are incorrect</strong> because the students are presenting information about the target culture but not making any comparisons between the target culture and language and their own.</td>
</tr>
<tr>
<td>13</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because the purpose of a summative assessment is to measure a student’s cumulative acquired proficiency. <strong>Option A is incorrect</strong> because a summative assessment is not focused on interpretive listening skills. <strong>Options B and C are incorrect</strong> because a summative assessment is not focused on determining mastery of content from one particular unit.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>14</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because recordings of students interviewing each other will provide direct evidence that students are able to speak in the target language. <strong>Option A is incorrect</strong> because written test scores are not reliable indicators of a student’s oral proficiency level. <strong>Option B is incorrect</strong> because students’ tests and quizzes only provide evidence of their interpretive and written production skills, but not of their speaking skills in the target language. <strong>Option C is incorrect</strong> because it describes an activity that provides evidence of acquired vocabulary without indicating a student’s ability to incorporate the vocabulary into effective oral communication in the target language. Back to Question</td>
</tr>
<tr>
<td>15</td>
<td>002</td>
<td>A, B, D</td>
<td><strong>Options A, B and D are correct</strong> because a written composition, an oral presentation, and a simulated conversation can all be scored holistically; in other words, they can be assessed via a general impression of an overall proficiency level. <strong>Option C is incorrect</strong> because a true-false quiz must be scored analytically, or separated into parts, where each component comprises a part of the total score. Back to Question</td>
</tr>
<tr>
<td>Question Number</td>
<td>Competency Number</td>
<td>Correct Answer</td>
<td>Rationales</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
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<td>------------</td>
</tr>
<tr>
<td>16</td>
<td>002</td>
<td>D</td>
<td><strong>Option D is correct</strong> because allowing students to respond to questions in the target language will give them the opportunity to demonstrate their ability to communicate effectively. <strong>Option A is incorrect</strong> because there is no evidence of individual students’ communicative skills. <strong>Option B is incorrect</strong> because performing rehearsed lines will not give any indication of students’ ability to communicate in a real-world context. <strong>Option C is incorrect</strong> because test grades, although good supportive evidence, would not demonstrate actual communicative skills.</td>
</tr>
<tr>
<td>17</td>
<td>002</td>
<td>A</td>
<td><strong>Option A is correct</strong> because frequently asking the students to tell the time and observing them during a communicative pair-work activity are non-graded exercises incorporated into class time that give the teacher opportunities to evaluate students’ progress in mastering the unit. <strong>Option B is incorrect</strong> because the teacher is preparing, not evaluating, the assessment. <strong>Option C is incorrect</strong> because the teacher is not providing students with any feedback on their language skills. <strong>Option D is incorrect</strong> because the teacher is not directing students to reflect upon their own language learning.</td>
</tr>
</tbody>
</table>
Succeeding on Written Expression Constructed-Response Tasks

Written Expression Constructed-Response Tasks

The LOTE–Spanish test will include three tasks that require a constructed response written in Spanish. The written expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the written expression section of the test, you will be asked to write in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks in the written expression section. The total testing time for the written expression section is 50 minutes; therefore, you should manage your time so that you have enough time to answer the three tasks within the allotted time. You will type your response to each question. Your response must be written in the target language (i.e., Spanish). In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the erasable sheets provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This section includes an explanation of how the constructed responses will be scored; sample questions appear in the next section.
### Scoring Rubric for Written Expression — Response to Email, Memo or Letter and Opinion/Position Essay

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td><strong>High</strong></td>
<td><strong>Task Completion</strong>&lt;br&gt;• Fully addresses and completes the task&lt;br&gt;&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Directly relates to the topic; topic well developed&lt;br&gt;• All or almost all supporting details or examples are appropriate and effective&lt;br&gt;&lt;br&gt;<strong>Writing Skills</strong>&lt;br&gt;• Response is well organized and generally coherent&lt;br&gt;• Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns&lt;br&gt;• Varied vocabulary appropriate for the content and used with precision&lt;br&gt;• Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)&lt;br&gt;• Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Mid-High</strong></td>
<td><strong>Task Completion</strong>&lt;br&gt;• Addresses and completes the task&lt;br&gt;&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Relates to the topic&lt;br&gt;• Most supporting details or examples are well defined&lt;br&gt;&lt;br&gt;<strong>Writing Skills</strong>&lt;br&gt;• Response is organized, but some parts are not fully developed&lt;br&gt;• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur&lt;br&gt;• Appropriate vocabulary with occasional errors such as making up words or code-switching&lt;br&gt;• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication&lt;br&gt;• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Mid-Low</strong></td>
<td><strong>Task Completion</strong>&lt;br&gt;• Addresses and completes the task&lt;br&gt;&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Moderately relates to the topic&lt;br&gt;• Some supporting details or examples are vague or not well defined&lt;br&gt;&lt;br&gt;<strong>Writing Skills</strong>&lt;br&gt;• Response is inadequately organized/not sequenced correctly&lt;br&gt;• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur&lt;br&gt;• Limited vocabulary; frequent errors such as making up words or code-switching&lt;br&gt;• Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)&lt;br&gt;• Register is inappropriate (inaccurate social and/or cultural references are included)</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td><strong>Low</strong></td>
<td><strong>Task Completion</strong>&lt;br&gt;• Partially addresses and/or partially completes the task&lt;br&gt;&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Minimally relates to the topic&lt;br&gt;• Most supporting details or examples are irrelevant or not effective&lt;br&gt;&lt;br&gt;<strong>Writing Skills</strong>&lt;br&gt;• Response is disorganized&lt;br&gt;• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication&lt;br&gt;• Insufficient vocabulary; constant interference from another language&lt;br&gt;• Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication&lt;br&gt;• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>
**Scoring Rubric for Written Expression — Integrated Writing Skills**

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td><strong>Task Completion</strong>&lt;br&gt;• Fully addresses and completes the task&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Directly relates to the topic; topic well developed&lt;br&gt;• All or almost all supporting details or examples are appropriate and effective&lt;br&gt;• Clearly demonstrates a high degree of understanding of the content in the text</td>
</tr>
<tr>
<td>2 Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td><strong>Task Completion</strong>&lt;br&gt;• Addresses and completes the task&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Relates to the topic&lt;br&gt;• Most supporting details or examples are well defined&lt;br&gt;• Demonstrates a moderate degree of understanding of the content in the text</td>
</tr>
<tr>
<td>1 Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td><strong>Task Completion</strong>&lt;br&gt;• Addresses and completes the task&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Moderately relates to the topic&lt;br&gt;• Some supporting details or examples are vague or not well defined&lt;br&gt;• Demonstrates a low degree of understanding of the content in the text</td>
</tr>
<tr>
<td>0 Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td><strong>Task Completion</strong>&lt;br&gt;• Partially addresses and/or partially completes the task&lt;br&gt;<strong>Topic Development</strong>&lt;br&gt;• Minimally relates to the topic&lt;br&gt;• Most supporting details or examples are irrelevant or not effective&lt;br&gt;• Demonstrates a poor degree of understanding of the content in the text</td>
</tr>
</tbody>
</table>
Written Expression Constructed-Response Practice Tasks

Preparing for the Written Expression Constructed-Response Tasks

Following are three sample written expression constructed-response tasks that represent the types of tasks you will see on the LOTE–Spanish test.

In preparing for the written expression constructed-response tasks, you may wish to draft a response to the task by reading the question and planning, writing and revising your response. The total testing time for the Written Expression section is 50 minutes; therefore, you should manage your time so that you have enough time to answer the three tasks within the allotted time. Because you will be demonstrating your proficiency in the Spanish language, be sure to write in Spanish. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

General Directions for Responding to the Written Expression Constructed-Response Tasks

Written Expression Section Directions

The Written Expression section includes three tasks and is designed to measure different aspects of your writing ability.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>Response to Email, Memo or Letter</td>
</tr>
<tr>
<td>2</td>
<td>Opinion/Position Essay</td>
</tr>
<tr>
<td>3</td>
<td>Writing Integrated Skills</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions.

You will have 50 minutes to answer all of the questions.
Sample Written Expression Constructed-Response Tasks

TASK ONE

COMPETENCIES 009, 010 — Written Expression Section

Question 1: Response to E-mail, Memo or Letter

Directions: Read the following email and write an appropriate response. Write your response in the space provided. Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 60 words.

Sample 1

Imagine que está planeando su traslado a otra ciudad. Usted ha recibido el siguiente correo electrónico de una de las agencias de alquileres con las que se ha contactado. Escriba una respuesta teniendo en cuenta la información que se le solicita.

Asunto: Alquiler apartamento
De: Inmobiliaria Metrópolis
Fecha: 9 de agosto de 2014
Para: Alfonso Olivares

Estimado cliente:

En respuesta a su correo electrónico, le podemos decir que somos una de las principales agencias de alquiler de la ciudad. Nuestros profesionales le pueden ayudar a alquilar un apartamento a buen precio en la zona que usted desee. Rogamos nos diga las características del apartamento que busca, cuál es el alquiler máximo que está dispuesto a pagar y para cuándo tiene pensado realizar su traslado. Háganos saber cuándo estaría disponible para concertar una cita.

En espera de su respuesta, le saluda atentamente,

Sofía Acosta
Inmobiliaria Metrópolis
**TASK TWO**

**COMPETENCIES 009, 010 — Written Expression Section**

**Question 2: Opinion/Position Essay**

**Directions:** Lea la siguiente pregunta y escriba un ensayo sobre el tema dado. Escriba su respuesta en el espacio proporcionado. Asegúrese de que su ensayo incluya razones y/o ejemplos para respaldar su opinión. Manéje su tiempo de tal manera que tenga suficiente tiempo para planificar, escribir y revisar su respuesta. Su respuesta debe ser un mínimo de 120 palabras.

**Sample 2**

Algunas personas creen que alargar el día escolar o el calendario académico ayudaría a mejorar la calidad de la enseñanza. ¿Está usted de acuerdo con esta postura?

- Explique y defienda su postura con ejemplos específicos.

**TASK THREE**

**COMPETENCIES 007, 008, 009, 010 — Written Expression Section**

**Question 3: Writing Integrated Skills**

**Directions:** Basado en la información de la pasaje abajo, complete la siguiente tarea. Manéje su tiempo de tal manera que pueda planificar, escribir y revisar su respuesta. Su respuesta debe ser un mínimo de 120 palabras.

**Sample 3**

**La universidad en tu computadora**

En los últimos años el acceso a Internet ha crecido de manera exponencial poniendo al alcance de millones de personas herramientas e información que antes parecían lejanas.

Una de las áreas que está experimentando una revolución es la educación.

Los cursos abiertos en línea —MOOC: *massive open online courses*— están apareciendo por doquier dotando a miles de estudiantes de acceso a instituciones educativas en varios países.
Todo apunta a una revolución educativa.

Los MOOC son cursos ofrecidos por universidades de alto prestigio que duran unas cuantas semanas y están disponibles para cualquier persona que tenga una computadora.

No hay límites en cuántas personas pueden registrarse para un curso. Pueden contar hasta con 100.000 alumnos. Tampoco suele haber complicados requisitos de inscripción y la gran mayoría de los cursos son gratuitos. Requieren un compromiso de tiempo, entre 5 y 10 horas a la semana, incluyendo la entrega de trabajos y evaluaciones.

¿Pero cómo evaluar a 100.000 alumnos? Algunos MOOC usan un sistema automatizado que permite “leer” las respuestas, pero este método sólo suele ser válido para exámenes de opción múltiple o respuestas cerradas.

Para respuestas abiertas o más complejas, la mayoría de los cursos en línea utilizan un sistema de revisión entre alumnos. Uno entrega el trabajo y después revisa el de un compañero dando una detallada retroalimentación.

La mayoría de los MOOC se ofrecen por universidades en EE. UU., pero algunas en el Reino Unido también se han aliado para crear un nuevo proyecto llamado FutureLearn. La idea no es reemplazar a la educación tradicional sino “reeinventar la educación para aprovechar la tecnología y las redes sociales”.

La mayoría de los MOOC son gratis porque su objetivo es ofrecer educación de calidad a gente alrededor del mundo que no tiene los recursos para pagar o asistir a cursos presenciales. El material que se prepara para 20 personas, puede utilizarse para miles más.

Pero algunos también están viendo en la tecnología una oportunidad para extender la educación y generar ingresos comerciales.

2U es una de esas empresas. A diferencia de los cursos cortos y gratuitos que ofrecen los MOOC, 2U se ha aliado con importantes universidades en EE. UU. para ofrecer cursos completos en línea que terminen con un título académico.

El costo es el mismo que el de acudir a la universidad, pero es una alternativa para aquellos que no pueden juntar los recursos suficientes para viajar a otro país y pagar los costos de su estancia. Los defensores de los MOOC aseguran que este nuevo modelo está ampliando la educación a lugares que antes no tenían acceso a distinguidos profesores. Afirman que es posible entender mejor a los estudiantes al recopilar datos sobre el momento en el que hicieron pausa en un video o cuánto tiempo les tomó completar una lección con lo que los cursos siempre se están reinvirtiendo.

Pero hay quienes ven en este tipo de cursos una amenaza a la educación y creen que será una salida fácil para cortar costos en universidades y dejar a miles de maestros sin empleo.
Más allá de las razones económicas y sociales, también hay quienes creen que los MOOC sólo sirven para pasar un poco de conocimiento pero no pueden reemplazar la experiencia de estar en un aula con otros estudiantes y un maestro.

Para ellos la presencia aún juega un papel fundamental en la educación.

Por lo pronto, Internet sigue avanzando y dotando a la comunidad educativa de más herramientas para llevar la información a más lugares.

La revolución continúa.

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**Writing Task**

Basándose en la información del artículo que ha leído, escriba un ensayo en el que defienda la postura en contra de las clases universitarias en la computadora. Usando sus propias palabras, dé un mínimo de dos razones por las cuales no se deberían ofrecer clases universitarias en la computadora y explique su punto de vista.
Succeeding on Oral Expression Constructed-Response Tasks

Oral Expression Constructed-Response Tasks

The LOTE–Spanish test includes three tasks that require a constructed response spoken in Spanish. The oral expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the oral expression section of the test, you will be asked to speak in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks requiring different types of responses in this section. For each task, you will read the directions in English and listen to the actual question in the target language (i.e., Spanish). You will have time to consider and prepare for all of the oral expression tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the erasable sheets provided. However, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language (i.e., Spanish) when responding to the questions. The test is designed to measure your proficiency in the target language (i.e., Spanish). There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

This section includes an explanation of how the constructed responses will be scored; sample questions appear in the next section.
### Scoring Rubric for Oral Expression — Integrated Speaking Skills

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion</th>
<th>Topic Development</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>High A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task</td>
<td>• Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text</td>
<td>• Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Mid-High A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Mid-Low A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary, frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>Low A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective • Demonstrates a poor degree of understanding of the content in the text</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>
### Scoring Rubric for Oral Expression — Oral Presentation or Situation/Opinion

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Features/Dimensions</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Task Completion</strong></td>
<td><strong>Topic Development</strong></td>
</tr>
<tr>
<td>3 High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task</td>
<td>• Directly relates to the topic, well-developed treatment of the topic</td>
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<td>• All or almost all supporting details or examples are appropriate and effective</td>
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<tr>
<td>2 Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Relates to the topic</td>
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<td>• Most supporting details or examples are well defined</td>
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<tr>
<td>1 Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Moderately relates to the topic</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Some supporting details or examples are vague or not well defined</td>
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<tr>
<td>0 Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Minimally relates to the topic</td>
</tr>
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<td></td>
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<td>• Most supporting details or examples are irrelevant or not effective</td>
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</tbody>
</table>
# Scoring Rubric for Oral Expression — Simulated Conversation

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion</th>
<th>Topic Development</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>• Fully addresses and completes the task</td>
<td>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation</td>
<td>• Demonstrates high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds <strong>fully to all</strong> or <strong>almost all</strong> of the parts/prompts of the conversation</td>
<td></td>
<td>• Varied vocabulary appropriate for the content used with precision</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>• Addresses and completes the task</td>
<td>• Responses relate to the topic and include most elements in the thread of the conversation</td>
<td>• High level of fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds to <strong>all</strong> or <strong>almost all</strong> of the parts/prompts of the conversation</td>
<td></td>
<td>• Very good pronunciation</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>• Addresses and completes some parts of the task</td>
<td>• Responses relate moderately to the topic and include some elements in the thread of the conversation</td>
<td>• Well-organized, generally coherent responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds to most parts/prompts of the conversation</td>
<td></td>
<td>• Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Responses relate minimally to the topic and include few elements in the thread of the conversation</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responds inappropriately to some parts/prompts of the conversation</td>
<td></td>
<td>• Insufficient vocabulary; constant interference from another language</td>
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<td>• Poor fluency with labored expression</td>
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<td>• Poor pronunciation, which affects comprehension</td>
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<td>• Disorganized responses with no coherence</td>
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<td></td>
<td></td>
<td>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>
Oral Expression Constructed-Response Practice Tasks

Preparing for the Oral Expression Constructed-Response Tasks

Following are three sample oral expression constructed-response tasks that represent the types of tasks you will see on the LOTE–Spanish test.

In preparing for the oral expression constructed-response tasks, you may wish to make notes to prepare your oral response on the erasable sheets provided. However, you will be scored only on the responses you record after the instructions indicate that you should begin speaking. Each task will have its own timing for preparation and response. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while preparing your practice responses.

General Directions for Responding to the Oral Expression Constructed-Response Tasks

Oral Expression Section Directions

The Oral Expression section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. This section lasts approximately 15 minutes.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking Integrated Skills</td>
</tr>
<tr>
<td>2</td>
<td>Oral Presentation or Situation/Opinion</td>
</tr>
<tr>
<td>3</td>
<td>Simulated Conversation</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).
Sample Oral Expression Constructed-Response Tasks

**TASK ONE**

**COMPETENCIES 007, 008, 011**

**Question 1: Speaking Integrated Skills**

**Directions:** You will have 5 minutes to complete the speaking task: 1 minute to read the passage below, 2 minutes to prepare and 2 minutes to record your response. The passage you will be reading for this task is the same passage you read in the integrated writing skills task.

**Sample 1**

**La universidad en tu computadora**

En los últimos años el acceso a Internet ha crecido de manera exponencial poniendo al alcance de millones de personas herramientas e información que antes parecían lejanas.

Una de las áreas que está experimentando una revolución es la educación.

Los cursos abiertos en línea —MOOC: *massive open online courses*— están apareciendo por doquier dotando a miles de estudiantes de acceso a instituciones educativas en varios países.

Todo apunta a una revolución educativa.

Los MOOC son cursos ofrecidos por universidades de alto prestigio que duran unas cuantas semanas y están disponibles para cualquier persona que tenga una computadora.

No hay límites en cuántas personas pueden registrarse para un curso. Pueden contar hasta con 100.000 alumnos. Tampoco suele haber complicados requisitos de inscripción y la gran mayoría de los cursos son gratuitos. Requieren un compromiso de tiempo, entre 5 y 10 horas a la semana, incluyendo la entrega de trabajos y evaluaciones.

¿Pero cómo evaluar a 100.000 alumnos? Algunos MOOC usan un sistema automatizado que permite “leer” las respuestas, pero este método sólo suele ser válido para exámenes de opción múltiple o respuestas cerradas.

Para respuestas abiertas o más complejas, la mayoría de los cursos en línea utilizan un sistema de revisión entre alumnos. Uno entrega el trabajo y después revisa el de un compañero dando una detallada retroalimentación.
La mayoría de los MOOC se ofrecen por universidades en EE. UU., pero algunas en el Reino Unido también se han aliado para crear un nuevo proyecto llamado FutureLearn. La idea no es reemplazar a la educación tradicional sino “reeinventar la educación para aprovechar la tecnología y las redes sociales”.

La mayoría de los MOOC son gratis porque su objetivo es ofrecer educación de calidad a gente alrededor del mundo que no tiene los recursos para pagar o asistir a cursos presenciales. El material que se prepara para 20 personas, puede utilizarse para miles más.

Pero algunos también están viendo en la tecnología una oportunidad para extender la educación y generar ingresos comerciales.

2U es una de esas empresas. A diferencia de los cursos cortos y gratuitos que ofrecen los MOOC, 2U se ha aliado con importantes universidades en EE. UU. para ofrecer cursos completos en línea que terminen con un título académico.

El costo es el mismo que el de acudir a la universidad, pero es una alternativa para aquellos que no pueden juntar los recursos suficientes para viajar a otro país y pagar los costos de su estancia. Los defensores de los MOOC aseguran que este nuevo modelo está ampliando la educación a lugares que antes no tenían acceso a distinguidos profesores. Afirmarán que es posible entender mejor a los estudiantes al recopilar datos sobre el momento en el que hicieron pausa en un video o cuánto tiempo les tomó completar una lección con lo que los cursos siempre se están reinventando.

Pero hay quienes ven en este tipo de cursos una amenaza a la educación y creen que será una salida fácil para cortar costos en universidades y dejar a miles de maestros sin empleo.

Más allá de las razones económicas y sociales, también hay quienes creen que los MOOC sólo sirven para pasar un poco de conocimiento pero no pueden reemplazar la experiencia de estar en un aula con otros estudiantes y un maestro.

Para ellos la presencia aún juega un papel fundamental en la educación.

Por lo pronto, Internet sigue avanzando y dotando a la comunidad educativa de más herramientas para llevar la información a más lugares.

La revolución continúa.

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Speaking Task

Imagine que ha recibido una invitación para hablar sobre el tema de la educación a distancia, específicamente los cursos en línea. Ud. va a presentar información a favor de esta postura. Explique, dando un mínimo de dos razones, por qué puede resultar beneficioso este tipo de educación para muchas personas. Responda basándose en la información del artículo que ha leído.
**TASK TWO**

**COMPETENCY 011 — Oral Expression Section**

**Question 2: Oral Presentation or Situation/Opinion**

**Directions:** You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. You will have 2 minutes to prepare your response before you are asked to speak. Then, you will have 2 minutes to give your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

**Sample 2**

Algunas personas piensan que trabajar desde la casa es una situación ideal y que tiene muchas ventajas. Otras personas opinan que trabajar desde la casa no es bueno ni para la familia ni para el individuo.

- Explique y defienda su opinión sobre este tema.

**TASK THREE**

**COMPETENCY 011 — Oral Expression Section**

**Question 3: Simulated Conversation**

**Directions:** You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.
**Sample 3**

Imagínese que recibe una llamada telefónica sobre la solicitud que presentó para enseñar español en la Escuela Central.

<table>
<thead>
<tr>
<th>Entrevistadora</th>
<th>Le saluda y le hace una pregunta.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usted</td>
<td>Salude y responda a la pregunta.</td>
</tr>
<tr>
<td>Entrevistadora</td>
<td>Continúa la entrevista.</td>
</tr>
<tr>
<td>Usted</td>
<td>Responda a la pregunta.</td>
</tr>
<tr>
<td>Entrevistadora</td>
<td>Le hace una pregunta.</td>
</tr>
<tr>
<td>Usted</td>
<td>Responda a la pregunta.</td>
</tr>
<tr>
<td>Entrevistadora</td>
<td>Continúa la entrevista.</td>
</tr>
<tr>
<td>Usted</td>
<td>Responda dando detalles.</td>
</tr>
<tr>
<td>Entrevistadora</td>
<td>Continúa la entrevista.</td>
</tr>
<tr>
<td>Usted</td>
<td>Responda y despídase</td>
</tr>
</tbody>
</table>

The text below is a script that would be heard and not seen.

**Woman**  
Buenos días. Soy Ana Osorio, directora de la Escuela Central y llamo para hacerle algunas preguntas con respecto a su solicitud para el puesto de profesor en nuestra escuela para el próximo año. Me gustaría que me comentara, ¿por qué le interesa enseñar español?

TONE (25 seconds) TONE

**Woman**  
Muy bien..., comprendo. Ahora, ¿me podría explicar cuál es su preparación académica para ser profesor de español?

TONE (25 seconds) TONE

**Woman**  
Y digame..., ¿hay algún nivel en el que prefiera enseñar?,...y si es así, ¿por qué motivo?

TONE (25 seconds) TONE

**Woman**  
De acuerdo... Ahora, cuénteme por favor ¿qué experiencia tiene con respecto a la lengua y la cultura aparte de las clases?

TONE (25 seconds) TONE

**Woman**  
Bueno... muy interesante. Le agradezco mucho su interés en el puesto que ofrecemos. Nos pondremos en contacto con usted dentro de poco.

TONE (25 seconds) TONE
Succeeding on Instructional Practices Constructed-Response Tasks

Instructional Practices Constructed-Response Tasks

The LOTE–Spanish test will include two tasks that require a constructed response written in English that reflects your knowledge of instructional practices. The instructional practices constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the instructional practices constructed-response section of the test, you will be asked to write in English in ways outlined in the test. There will be two tasks in this section. The total testing time for the instructional practices constructed-response section is 35 minutes; therefore, you should manage your time so that you have enough time to answer the two tasks within the allotted time. You will type your response to each question. Your response must be written in English. In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the erasable sheets provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This section includes an explanation of how the instructional practices constructed responses will be scored; sample questions appear in the next section.
## Scoring Rubric for Foreign Language Pedagogy — Lesson Plan

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Score Descriptors</th>
</tr>
</thead>
</table>
| **3** High | A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors. | • Fully addresses and fully elaborates all categories (vocabulary, materials, procedures and assessment)  
• Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed  
• All teaching techniques described are appropriate for age, grade and proficiency level  
• All materials and activities discussed are appropriate for age, grade and proficiency level  
• Assessment instrument described elicits appropriate information on targeted learning objective  
• Response is well organized and generally coherent |
| **2** Mid-High | A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors. | • Addresses all categories (vocabulary, materials, procedures and assessment), but some points are not fully elaborated  
• Demonstrates a moderate degree of content understanding and most content information is accurate  
• Most teaching techniques described are appropriate for age, grade and proficiency level  
• Most materials and activities discussed are appropriate for age, grade and proficiency level  
• Assessment instrument described elicits moderate amount of information related to learning objective  
• Response is organized, but some parts are not fully developed |
| **1** Mid-Low | A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors. | • Addresses only some of the categories (vocabulary, materials, procedures and assessment)  
• Demonstrates a low degree of content understanding and only some content information is accurate  
• Some of the teaching techniques described are appropriate for age, grade and proficiency level  
• Some materials and activities discussed are appropriate for age, grade and proficiency level  
• Assessment instrument elicits minimal information related to learning objective  
• Response is inadequately organized or not sequenced correctly |
| **0** Low | A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed. | • Addresses almost none of the categories (vocabulary, materials, procedures and assessment)  
• Demonstrates a poor understanding of content and content information is inaccurate  
• Teaching techniques described are not appropriate for age, grade and proficiency level  
• Materials are not connected to procedures and activities are not appropriate for age, grade and proficiency level  
• Assessment instrument is not described and/or the instrument described does not relate to learning objective  
• Response is disorganized |
# Scoring Rubric for Foreign Language Pedagogy — Essay

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Score Descriptors</th>
</tr>
</thead>
</table>
| 3 High | A response at this level demonstrates evidence of a *high degree of competence* in response to the assignment, but it may have a few minor errors. | • **Fully** addresses and completes the task  
• Clearly demonstrates a high degree of understanding of the content required by the question  
• All content information is accurate and well developed  
• All or almost all supporting details or examples are appropriate and effective  
• Response is well organized and generally coherent |
| 2 Mid-High | A response at this level demonstrates evidence of *competence* in response to the assignment, but it has minor errors. | • Addresses and completes the task  
• Demonstrates a moderate degree of understanding of the content required by the question  
• Most content information is accurate  
• Most supporting details or examples are appropriate and effective  
• Response is organized, but some parts are not fully developed |
| 1 Mid-Low | A response at this level demonstrates evidence of *limited competence* in response to the assignment and it has one or more major errors. | • Addresses and completes the task  
• Demonstrates a low degree of understanding of the content required by the question  
• Some content information is accurate  
• Some supporting details or examples are vague, not well defined, not appropriate or not effective  
• Response is inadequately organized or not sequenced correctly |
| 0 Low | A response at this level demonstrates evidence of *little or no competence* in response to the assignment and it is obviously flawed. | • Partially addresses and/or partially completes the task  
• Demonstrates a poor understanding of the content required by the question  
• Most content information is inaccurate  
• Most supporting details or examples are irrelevant, not effective or missing  
• Response is disorganized |
Instructional Practices Constructed-Response Practice Tasks

Preparing for the Instructional Practices Constructed-Response Tasks

Following are two sample instructional practices constructed-response tasks that represent the types of tasks you will see on the LOTE–Spanish test.

In preparing for the instructional practices constructed-response tasks, you may wish to draft a response by reading the question, and planning, writing and revising your response. The total testing time for this section is 35 minutes; you should manage your time so that you have enough to answer both tasks within the allotted time. Be sure to write in English. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

General Directions for Responding to the Instructional Practices Constructed-Response Tasks

Foreign Language Pedagogy: Instructional Practices

This section is intended to measure how well you can integrate and/or apply your knowledge of foreign language pedagogy and theories when designing instructional units. It is not a measure of foreign language proficiency; responses should be written in English.

<table>
<thead>
<tr>
<th>Question</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lesson Plan</td>
</tr>
<tr>
<td>2</td>
<td>Opinion/Position Essay</td>
</tr>
</tbody>
</table>

For each type of question, you will be given specific directions.

You will have 35 minutes to answer the two questions.
Sample Instructional Practices Constructed-Response Tasks

Question 1: Lesson Plan

Directions: You will be given a scenario to design a lesson. Your response should be written in English. It should be grade appropriate and should address the objective given. Write your response in the space provided.

Make sure that you include the following information in your lesson:

- Vocabulary you will include in the lesson
- Materials you will use in the lesson
- Detailed description of procedures and activities that will be part of the lesson
- Informal or formal assessment or evaluation of students’ learning

Manage your time so that you allow enough time to plan, write and revise your response. Typically, an effective response will contain a minimum of 200 words.

TASK ONE

Assume that you are teaching a third-year, high school foreign language class. Your students are from 15 to 17 years of age. Most students are estimated to be in the intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines 2012. Design an instructional unit on a popular legend from the target culture. At the end of the unit, students will discuss in the target language their readings of the legend and share their personal reactions to the characters and events depicted in the text. Your unit will cover three class periods of 50 minutes each.

School Grade: Third year, high school
Student Profile: 15–17 years of age
Proficiency Level: Intermediate range in the ACTFL Proficiency Guidelines
Theme/Topic: A popular legend from the target culture
Objective: Students will discuss in the target language their readings of the legend and share their personal reactions to the characters and events depicted in the text.

Length of Unit: 3 class periods of 50 minutes each
Vocabulary:
Materials:
Procedures/Activities:
Assessment:

Make sure you include all the blank categories in your response.
Question 2: Opinion/Position Essay

Directions: Read the following question and write an essay in English on the topic given. Write your response in English in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

TASK TWO

The school district where you teach is facing a budget deficit, and officials have been asked to implement changes in order to reduce costs. Some officials in the school district propose eliminating the foreign language program in elementary school in order to reduce the need for additional teachers and maximize use of classroom space. Write an essay giving reasons why the foreign language program in elementary school should continue.
<table>
<thead>
<tr>
<th>Content covered on test</th>
<th>How well do I know the content?</th>
<th>What material do I have for studying this content?</th>
<th>What material do I need for studying this content?</th>
<th>Where can I find the materials I need?</th>
<th>Dates planned for study of content</th>
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Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

**JOURNALS**

*Foreign Language Annals*, American Council on the Teaching of Foreign Languages (ACTFL)

*Language Educator*, American Council on the Teaching of Foreign Languages (ACTFL)

*Hispania*, American Association of Teachers of Spanish and Portuguese (AATSP).

*Lectura y vida*, International Reading Association.

*TESOL Quarterly*, Teachers of English to Speakers of Other Languages.

*Textos en contexto*, International Reading Association.

**OTHER RESOURCES**


**ONLINE RESOURCES**

ABC — www.abc.es


BBC Mundo — news.bbc.co.uk/hi/spanish/news

Center for Applied Linguistics (CAL) — www.cal.org

Centro Virtual Cervantes — cvc.cervantes.es

Clarín — www.clarin.com

Education Resources Information Center (ERIC) — www.eric.ed.gov

El Mundo — www.elmundo.es


Radio Naciones Unidas — www.unmultimedia.org/radio/spanish

Real Academia Española — www.rae.es

Texas Education Agency (TEA) — www.tea.texas.gov

Zona ELE (Recursos para estudiantes y profesores) — www.zonaele.com