

Preparation Manual

Languages Other Than English (LOTE)

Spanish (613)

Overview and Exam Framework

Sample Interpretive Listening and Cultural Knowledge Questions

Sample Interpretive Listening and Cultural Knowledge Response Answers and Rationales

Sample Interpretive Reading and Cultural Knowledge Questions

Sample Interpretive Reading and Cultural Knowledge Response Answers and Rationales

Sample Interpersonal and Presentational Writing Assignments

Sample Interpersonal and Presentational Speaking Assignments

Sample Foreign Language Pedagogy: Content Knowledge Questions

Sample Foreign Language Pedagogy: Content Knowledge Response Answers and Rationales

Sample Foreign Language Pedagogy: Instructional Practice Assignments

Preparation Manual

Section 3: Overview and Exam Framework Languages Other Than English (LOTE) Spanish (613)

Exam Overview

Exam Name	Languages Other Than English (LOTE) Spanish
Exam Code	613
Time	5 hours
Number of Questions	120 selected-response questions and 8 constructed-response assignments
Format	Computer-administered test (CAT)

The TExES Languages Other Than English (LOTE) Spanish (613) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 120 selected-response questions and 8 constructed-response assignments are based on the LOTE Spanish exam framework. The exam may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

The Standards

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).

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).

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.

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.

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).

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).

Standard VII

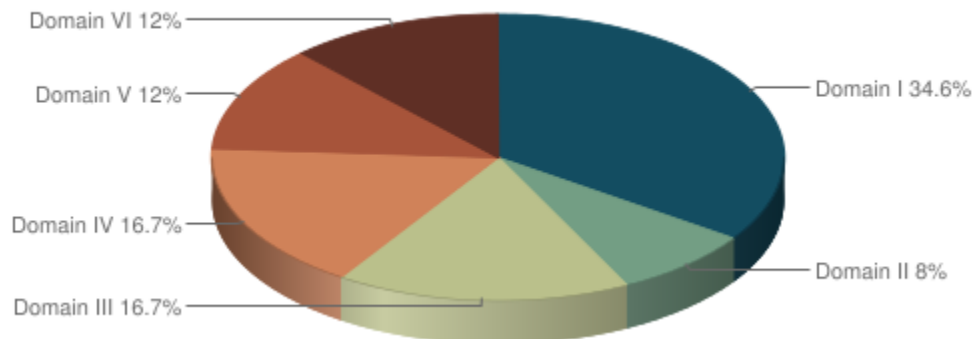
As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

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

Domain	Domain Title	Approx. Percentage of Exam	Standards Assessed
I	Instruction and Assessment	34.6%	LOTE Spanish: I–III
II	Cultural Understanding	8%	LOTE Spanish: IV
III	Interpretive Listening	16.7%	LOTE Spanish: IV and V
IV	Interpretive Reading	16.7%	LOTE Spanish: IV and VI
V	Written Expression	12%	LOTE Spanish: VIII
VI	Oral Expression	12%	LOTE Spanish: VII



The content covered by this exam 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:

- Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.
- Understands the theories of cognitive processing that underlie first- and second-language acquisition.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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:

- 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.
- 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.
- 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.

Preparation Manual

Section 4: Sample Interpretive Listening and Cultural Knowledge Questions Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

Listening Set 1



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. Recuperarlos 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—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

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 _____

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 _____

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 _____

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 _____

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.

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 _____

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

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 _____

Listening 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 Michelin 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—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

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 _____

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 _____

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 _____

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 _____

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.

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 _____

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

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 _____

Preparation Manual

Section 4: Sample Interpretive Listening and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Listening and Cultural Knowledge Questions

This section is designed to measure how well you understand spoken language in the target language and the cultures of target-language-speaking cultures.

For this section of the exam, you will listen to several selections in the target language and then respond to selected-response questions related to selections. The last two questions may test your knowledge of culture and linguistics. Each selection will be played twice. You will hear the selection once and then you will have time to preview the six questions before you listen to the selection a second time. You may take notes in the erasable notebooklet provided; however, only the answers selected on-screen will be scored.

The audio for each selection will begin automatically and you will not be able to pause, stop, or replay it. Therefore, listen carefully.

For each selection, you will hear the audio and then automatically advance to the next screen. You will then have 60 seconds to preview the six questions associated with the selection. When the preview time is complete, the exam will advance and the audio selection will be played a second time. You will be prompted when it is time to answer the questions. You will then see the six questions presented one at a time.

For each question, choose the response that is best, relative to the selection. **You will have 20 seconds to select your answer choice** before the exam advances to the next question. The clock in the upper right corner of the screen will indicate how much time is remaining to answer the question. **You will not be able to go back and review your answers to questions in this section of the exam, so be sure to select your answers carefully.**

The entire listening section lasts approximately 50 minutes.

Listening Set 1

▶ 0:00 / 2:40 — 🔊 ⋮

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. Recuperarlos 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—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

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

Option C is correct because the selection states that "El camino de las ardillas" is a project to restore the extinct forests in Spain. **Option A is incorrect** 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. **Option B is incorrect** because the squirrels are mentioned only to show the abundance of wooded areas in Spain in the past. **Option D is incorrect** 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."

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

Option D is correct because the audio selection states that the first step in the project is to post signs in a big network of roads. **Option A is incorrect** because, even though the project involves planting trees and plants, that is not the first step. **Option B is incorrect** because the study of the soil in the forests is not a step mentioned as part of the project. **Option C is incorrect** because the database that is going to be created for this project is not the first step.

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

Option B is correct because the audio selection states that several corporations in the area will take care of planting the trees. **Option A is incorrect** 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. **Option C is incorrect** because the agricultural science students is not one of the groups who will take care of planting the trees. **Option D is incorrect** because the European Union is not mentioned in the audio selection.

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

Option A is correct because the audio selection states that besides promoting rural development, the project will also create jobs. **Option B is incorrect** because the growth of tourism is not mentioned in relation to this project. **Option C is incorrect** 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. **Option D is incorrect** because the creation of environmental foundations is not one of the benefits mentioned as a result of the project. Only environmental technologies are mentioned.

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.

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

Option C is correct 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. **Option A is incorrect** because there are no indigenous communities mentioned in the audio selection. **Option B is incorrect** because the relevance of tourism is not mentioned in the audio selection. **Option D is incorrect** because the emphasis of the audio selection is rural development, not urban development.

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

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

Option D is correct because "por supuesto" is a synonym of "claro" in the context of the sentence. **Option A is incorrect** because "sin embargo" is not a synonym of "claro" in the context of the sentence. **Option B is incorrect** because "por el contrario" is not a synonym of "claro" in the context of the sentence. **Option C is incorrect** because "asimismo" is not a synonym of "claro" in the context of the sentence.

Listening Set 2

▶ 0:00 / 2:16 

"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 Michelin 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—The LOTE teacher demonstrates the ability to understand the literal content of oral communications in the target language.

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

Option C is correct because the narrator states that before the Guggenheim Museum the city of Bilbao was an industrial city. **Option A is incorrect** because the narrator states that the city of Bilbao has become a service-industries city after the museum was built. **Option B is incorrect** 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. **Option D is incorrect** because the narrator does not describe the city as a historical city before the museum was built.

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

Option A is correct because the narrator explains that the Guggenheim effect means that a tourist attraction makes an unknown city become a popular city for tourists. **Option B is incorrect** 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. **Option C is incorrect** 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. **Option D is incorrect** because the narrator does not imply that the opening of the Guggenheim Museum promotes artistic creation.

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

Option C is correct because when the narrator discusses the Guggenheim effect on other cities, she says that it has had different results, some rather negative. **Option A is incorrect** because the narrator does not state that one of the results of the Guggenheim effect has been copying different kinds of museums. **Option B is incorrect** 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. **Option D is incorrect** 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.

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

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.

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.

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

Option C is correct because the Guggenheim Museum is located in Bilbao, which is in Spain. **Option A is incorrect** because the Guggenheim Museum is located in Bilbao, which is not in Cuba. **Option B is incorrect** because the Guggenheim Museum is located in Bilbao, which is not in Argentina. **Option D is incorrect** because the Guggenheim Museum is located in Bilbao, which is not in Nicaragua.

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

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

Option B is correct because both phrases refer to a period of time twenty years ago. **Option A is incorrect** because the phrase "Dentro de veinte años" refers to a period of time in the future. **Option C is incorrect** because the phrase "Durante veinte años" refers to something that happened for twenty years, not twenty years ago. **Option D is incorrect** because the phrase "Veinte años pasados" by itself is not a synonym of "Hace veinte años."

Preparation Manual

Section 5: Sample Interpretive Reading and Cultural Knowledge Questions Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Reading Comprehension Passage

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

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

1. ¿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 _____

2. ¿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 _____

3. ¿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 _____

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.

4. ¿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 _____

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.

5. 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 _____

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

6. ¿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 _____

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.

La siguiente pregunta está basada en esta foto.



7. 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 _____

Preparation Manual

Section 5: Sample Interpretive Reading and Cultural Knowledge Answers and Rationales Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Directions for the Interpretive Reading and Cultural Knowledge Questions

This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking cultures.

As part of this section of the exam, you will read several selections in the target language. You may need to scroll to view each selection in its entirety. Each selection is accompanied by a number of questions presented in the target language. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics.

Some selections include numbered words. Refer to the footnotes at the end of the selection for a definition or explanation of these words.

You will have 50 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Reading Comprehension Passage

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

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

1. ¿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

Option D is correct 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. **Option A is incorrect** because, even though several aspects of the painter's life are mentioned throughout the article, that is not the main topic. **Option B is incorrect** 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. **Option C is**

incorrect because the future of Mexican art is not discussed in the article. Therefore, it cannot be the main topic of the article.

2. ¿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

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.

3. ¿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

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.

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.

4. ¿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

Option C is correct 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. **Option A is incorrect** because the article states that Diego Rosales' grandson helped him complete the mural. **Option B is incorrect** because the article states the mural covers an area of 121 square feet, which is a very large scale mural. **Option D is incorrect** because the article states that Diego Rosales worked on the mural for the last seven months.

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.

5. 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

Option A is correct because the pre-Columbian history of Mexico refers to the history of indigenous civilizations before the arrival of Christopher Columbus. **Option B is incorrect** 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. **Option C is incorrect** because the pre-Columbian history of Mexico does not include Spaniards. Moreover, there are no Mexican historical records about Spaniards before Columbus. **Option D is incorrect** because the pre-Columbian history of Mexico does not refer to the history of the foundation of European civilizations in the New World.

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

6. ¿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"?

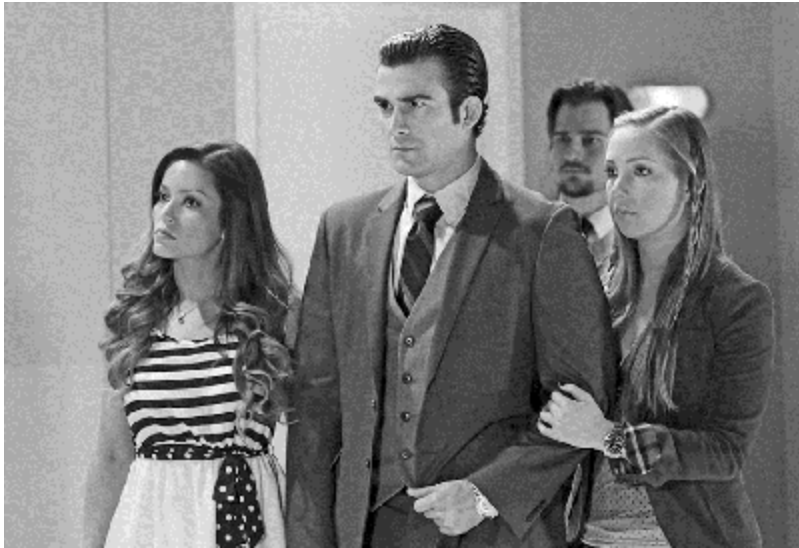
- A. A Rosales
- B. A BBC Mundo
- C. A su mural
- D. A la Atlántida

Answer

Option B is correct because the indirect object pronoun "le" in that sentence refers to BBC Mundo. **Option A is incorrect** because the indirect object pronoun "le" in that sentence does not refer to Rosales. Rosales is the person giving the information to BBC Mundo. **Option C is incorrect** because the indirect object pronoun "le" in that sentence does not refer to the mural. The mural is what Rosales is discussing in that sentence. **Option D is incorrect** because the indirect object pronoun "le" in that sentence does not refer to the Atlantis. A reference to the Atlantis is included in the mural Rosales is discussing.

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.

La siguiente pregunta está basada en esta foto.



7. 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

Option B is correct because the daily shows that include love stories as well as dramatic situations in Hispanic television are called *telenovelas*. **Option A is incorrect** because *comedias* are television shows that include funny situations. **Option C is incorrect** because *informativos* are television shows with news reports. **Option D is incorrect** because *caricaturas* are funny drawings usually in paper. They are not television shows.

Preparation Manual

Section 6: Sample Interpersonal and Presentational Writing Assignments Languages Other Than English (LOTE) Spanish (613)

Directions for the Interpersonal and Presentational Writing Assignments

This section of the exam consists of three assignments that measure different aspects of your writing ability in the target language:


1. Response to a Letter, Memo, or E-mail
2. Opinion/Position Essay
3. Presentational Writing: Integrated Skills

Directions for each assignment will be provided before the assignment.

The total testing time for this section of the exam is 50 minutes; therefore, you should manage your time so that you have enough time to respond to all three assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. Your response must be written in the target language. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Please note that special characters (such as letters with accents or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters, click on the

 button that appears in the upper left corner of the screen. Using the mouse, double-click on the character you wish to include in your response, or click on the character you wish to include in your response and then select "**Insert**." The character will be inserted where the cursor is positioned in the response box.

Sample Interpersonal and Presentational Writing Assignments

Response to a Letter, Memo, or E-mail

For this assignment, you will be given a letter, memo, or e-mail to which you will write an appropriate response in the target language. First, read the content provided on-screen. Then, type your response in the response box.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response to this assignment should be a minimum of 60 words.

Assignment 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

Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay in the target language to support your opinion or position on an issue. First, read the scenario. Then, type your response in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 120 words.

Assignment 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.

Presentational Writing: Integrated Skills

For this assignment, you will read a passage in the target language. This passage will appear in both the Writing and Speaking sections.

First, read the passage and associated writing task. Then, type your response in the response box provided.

Manage your time so that you allow enough time to plan, write, and revise your response. Your response should contain a minimum of 120 words and must be in the target language.

Assignment 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 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.

© BBC 2013

Writing Assignment

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.

Scoring Rubrics

Scoring Rubric for Response to a Letter, Memo, or E-mail and Opinion/Position Essay

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors

				<p>occur with no evident patterns</p> <ul style="list-style-type: none"> • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • 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 • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)

<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register

(inaccurate social and/or cultural references are included)

Scoring Rubric for Presentational Writing: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors

				<p>such as making up words or code-switching</p> <ul style="list-style-type: none"> • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control of most

			<p>are irrelevant or not effective</p> <ul style="list-style-type: none"> • Demonstrates a poor degree of understanding of the content in the text 	<p>structures; numerous grammatical errors impede communication</p> <ul style="list-style-type: none"> • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)
--	--	--	---	---

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.

Preparation Manual

Section 7: Sample Interpersonal and Presentational Speaking Assignments Languages Other Than English (LOTE) Spanish (613)

Directions for the Interpersonal and Presentational Speaking Assignments

This section of the exam consists of three assignments that measure different aspects of your speaking ability in the target language. This section lasts approximately 15 minutes and consists of the following tasks:

1. Presentational Speaking: Integrated Skills
2. Express an Opinion or Make an Oral Presentation
3. Simulated Conversation

For each assignment, you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. You may use the erasable notebooklet provided to write notes or organize your response; however, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language when responding to the speaking assignments. There are no prescribed answers to these assignments; however, each response needs to follow all task directions. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

Sample Interpersonal and Presentational Speaking Assignments

Presentational Speaking: Integrated Skills

For this assignment, you will complete a task related to the passage you read in the Presentational Writing: Integrated Skills section.

First, you will have 1 minute, 30 seconds to read the directions and review the passage again. Then, you will hear a prompt describing a task related to the passage. You will then be prompted to begin preparing your response and will have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

Assignment 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 "reinventar 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 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.

© BBC 2013

Speaking Assignment



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.

Express an Opinion or Make an Oral Presentation

For this assignment, you will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 15 seconds to review the directions and the situation presented on-screen. You will then hear the topic for the task and have 2 minutes to prepare your response.

When the preparation time is complete, you will be prompted to begin speaking. You will have 2 minutes to complete your response in the target language. You should respond as fully and as appropriately as possible. The response you provide during the specified response time will be automatically recorded.

When the response time has ended, you will automatically be taken to the directions screen for the next assignment. You will not be able to return to previous questions.

Assignment 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.

Simulated Conversation Assignment

For this assignment, you will participate in a simulated conversation in the target language. On the first screen you will see instructions for the assignment and hear a scenario for the conversation. You will have 30 seconds to read the outline of the conversation presented on-screen. The shaded lines reflect a sense of what you will hear during the conversation, while the other lines reflect general ideas about what you will be expected to say.

When the 30 seconds of preparation time is complete, the exam will automatically advance to the next screen and the audio portion of conversation will automatically begin. You will not be able to pause, stop, or replay any portion of this audio.


You will have five turns to participate in the conversation. Each time it is your turn to respond, you will hear a tone and have 25 seconds of silence to respond to that portion of the conversation. A tone will indicate when to end speaking and then the conversation will continue. You should participate in the conversation as fully and as appropriately as possible. The responses you provide during the specified response times will be automatically recorded.

When the final response time has ended, you will automatically be taken to the next screen. You will not be able to return to previous questions.

Assignment 3

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

<i>Entrevistadora</i>	<i>Le saluda y le hace una pregunta.</i>
<i>Usted</i>	<i>Salude y responda a la pregunta.</i>
<i>Entrevistadora</i>	<i>Continúa la entrevista.</i>
<i>Usted</i>	<i>Responda a la pregunta.</i>
<i>Entrevistadora</i>	<i>Le hace una pregunta.</i>
<i>Usted</i>	<i>Responda a la pregunta.</i>
<i>Entrevistadora</i>	<i>Continúa la entrevista.</i>
<i>Usted</i>	<i>Responda dando detalles.</i>
<i>Entrevistadora</i>	<i>Continúa la entrevista.</i>
<i>Usted</i>	<i>Responda y despídase.</i>



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 dígame..., ¿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

Scoring Rubrics

Scoring Rubric for Presentational Speaking: Integrated Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

				<ul style="list-style-type: none"> • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text 	<ul style="list-style-type: none"> • 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 hesitance; some successful self correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 hesitance • Fair pronunciation with interference from another language

				<ul style="list-style-type: none"> • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)

Scoring Rubric for Express an Opinion or Make an Oral Presentation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<p>3 High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Fully addresses and completes the task 	<ul style="list-style-type: none"> • Directly relates to the topic, well-developed treatment of the topic • All or almost all supporting details or examples are appropriate and effective 	<ul style="list-style-type: none"> • 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

				<p>content used with precision</p> <ul style="list-style-type: none"> • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
<p>2 Mid-High</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Relates to the topic • Most supporting details or examples are well defined 	<ul style="list-style-type: none"> • 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 hesitance; some successful self correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
<p>1 Mid-Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Addresses and completes the task 	<ul style="list-style-type: none"> • Moderately relates to the topic • Some supporting details or examples are vague or not well defined 	<ul style="list-style-type: none"> • 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 hesitance

				<ul style="list-style-type: none"> • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task 	<ul style="list-style-type: none"> • Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective 	<ul style="list-style-type: none"> • 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)

Scoring Rubric for Simulated Conversation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and completes the task • Responds fully to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the 	<ul style="list-style-type: none"> • Demonstrates high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns

			thread of the conversation	<ul style="list-style-type: none"> • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent responses • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes the task • Responds to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate to the topic and include most elements in the thread of the conversation 	<ul style="list-style-type: none"> • 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 hesitance; some successful self correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate moderately to the topic and include some elements in the thread of the conversation 	<ul style="list-style-type: none"> • 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

				<ul style="list-style-type: none"> • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized responses with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
<p>0 Low</p>	<p>A response at this level is characterized by most of the following features/dimensions:</p>	<ul style="list-style-type: none"> • Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> • Responses relate minimally to the topic and include few elements in the thread of the conversation 	<ul style="list-style-type: none"> • 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 responses with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)

Preparation Manual

Section 8: Sample Foreign Language Pedagogy: Content Knowledge Questions Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Pedagogy

Part A

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

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.

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 _____

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 _____

3. 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 _____

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.

4. 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 _____

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.

5. 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 _____

6. 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 _____

7. 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 _____

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—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.

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 _____

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 _____

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 _____

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 _____

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 _____

Part C

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

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.

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 _____

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 _____

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 _____

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 _____

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 _____

Preparation Manual

Section 8: Sample Foreign Language Pedagogy: Content Knowledge Answers and Rationales Languages Other Than English (LOTE) Spanish (613)

This section presents some sample exam questions for you to review as part of your preparation for the exam. To demonstrate how each competency may be assessed, sample questions are accompanied by the competency that they measure. 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 exam.

For each sample exam question, there is a correct answer and a rationale for each answer option. The sample questions are included to illustrate the formats and types of questions you will see on the exam; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual exam.

Sample Foreign Language Pedagogy: Content Knowledge Directions

This section is designed to measure your knowledge of foreign-language pedagogy and teaching methodology. It is not a measure of foreign-language proficiency. The questions and responses are in English and cover the following content:

- Language Acquisition Theories and Instructional Practices
- Integration of Standards into Curriculum and Instruction
- Assessment of Languages and Cultures

You will have 45 minutes to answer all of the questions in this section. The timer in the upper right corner of the screen will indicate how much time is remaining.

Pedagogy

Part A

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

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.

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

Option D is correct because the program described offers limited instruction in a foreign language, focusing primarily on fostering foreign-language and cultural awareness and appreciation. **Options A and C are incorrect** because the students are not receiving all (A) or half (C) of their instruction in the target language. **Option B is incorrect** because the students are not participating in a sequential program of language instruction in order to reach a given proficiency level.

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

Option B is correct because reading storybooks in the target language provides information in an accessible format and is consistent with an immersion program approach. **Option A is incorrect** 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. **Options C and D are incorrect** because they describe activities that do not use the target language and that are therefore unsuitable for an immersion class.

3. 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

Options A and D are correct because the students will hear the words spoken (A, D) and say the words aloud themselves (D) to reinforce them in their memory. **Options B and C are incorrect** because neither trying food and drink nor reading menus in the target language involves the sense of hearing.

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.

4. 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

Option B is correct because, according to the *ACTFL Proficiency Guidelines 2012*, novice-level students are able to arrive at the meaning of texts that deal with familiar topics or that contain visual aids. **Options A, C, and D are incorrect** because identifying cultural references, discussing style, and making inferences are tasks that are too difficult for a novice-level learner.

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.

5. 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

Option D is correct because practicing and performing a role-play are activities that involve extemporaneous speaking. **Options A and C are incorrect** because reciting a poem that is memorized and acting out a scripted

skit are not instances of spontaneous speech. **Option B is incorrect** 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.

6. 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

Option C is correct because downloading music from target-language countries in styles similar to those of the students' favorite artists would encourage observation and comparison. **Options A and D are incorrect** 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. **Option B is incorrect** because the recorded interviews may not necessarily contain any cultural content.

7. 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

Option C is correct because delivering a short, scripted presentation is an activity that develops speaking in the presentational mode. **Option A is incorrect** because writing an essay in the target language does not provide students any opportunity to speak. **Options B and D are incorrect** because conversations and skits give students the opportunity to develop their interpersonal rather than presentational speaking skills.

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.

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

Option A is correct because the service-learning projects take place outside of the school, in the target-language community (at a local cultural center). **Options B, C and D are incorrect** because they do not involve any activities in which students engage directly with the target-language community.

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

Option D is correct 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. **Options A and B are incorrect** because the students are engaging primarily in interpersonal communication, rather than interpretive or presentational communication. **Option C is incorrect** because the students are introducing themselves but not discussing any particular products or perspectives of the target culture.

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

Option D is correct 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. **Option A is incorrect** 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. **Option B is incorrect** because the students are not engaging in any presentational speaking. **Option C is incorrect** because the students are not making comparisons between the target language and their native language.

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

Option B is correct 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. **Options A, C, and D are incorrect** because the students are only focusing on one culture in these activities rather than making comparisons between the two.

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

Option B is correct because making presentations about political candidates in a target-language country will help students to increase their knowledge of another discipline (politics). **Option A is incorrect** because the students are using the presentational mode in this activity rather than negotiating meaning and exchanging information via the interpersonal mode. **Options C and D are incorrect** because the students are presenting information about the target culture but not making any comparisons between the target culture and language and their own.

Part C

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

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.

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

Option D is correct because the purpose of a summative assessment is to measure a student's cumulative acquired proficiency. **Option A is incorrect** because a summative assessment is not focused on interpretive listening skills. **Options B and C are incorrect** because a summative assessment is not focused on determining mastery of content from one particular unit.

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

Option D is correct because recordings of students interviewing each other will provide direct evidence that students are able to speak in the target language. **Option A is incorrect** because written test scores are not reliable indicators of a student's oral proficiency level. **Option B is incorrect** 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. **Option C is incorrect** 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.

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

Options A, B and D are correct 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. **Option C is incorrect** because a true-false quiz must be scored analytically, or separated into parts, where each component comprises a part of the total score.

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

Option D is correct because allowing students to respond to questions in the target language will give them the opportunity to demonstrate their ability to communicate effectively. **Option A is incorrect** because there is no evidence of individual students' communicative skills. **Option B is incorrect** because performing rehearsed lines will not give any indication of students' ability to communicate in a real-world context. **Option C is incorrect** because test grades, although good supportive evidence, would not demonstrate actual communicative skills.

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

Option A is correct 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. **Option B is incorrect** because the teacher is preparing, not evaluating, the assessment. **Option C is incorrect** because the teacher is not providing students with any feedback on their language skills. **Option D is incorrect** because the teacher is not directing students to reflect upon their own language learning.


Preparation Manual

Section 9: Sample Foreign Language Pedagogy: Instructional Practice Assignments Languages Other Than English (LOTE) Spanish (613)

Directions for the Foreign Language Pedagogy: Instructional Practice Assignments

This section of the exam consists of two assignments that 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. Your responses should be written in English.

1. Lesson Plan
2. Opinion/Position Essay

Specific instructions will be provided for each assignment. Although your responses should be written in English, the special characters included in the  pop-up window will be available in case you need to include words in the foreign language.

The total testing time for this section of the exam is 35 minutes; therefore, you should manage your time so that you have enough time to respond to both assignments within the allotted time. The timer in the upper right corner of the screen will indicate how much time is remaining.

You will type your response to each assignment. You may use the erasable notebooklet provided to make notes, write an outline, or otherwise prepare your response. **However, your final response to each assignment must be typed in the response box provided for the assignment.**

Sample Assignments

Lesson Plan

For this assignment, you will be given a scenario and an objective around which to design a lesson plan. Your response should be written in English. It should be grade appropriate and address the objective given.

Include the following information in your lesson plan:

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

Type your lesson plan in the response box provided and indicate all categories in your response. Be sure to also include all the blank categories in your response.

Manage your time so that you allow enough time to plan, write, and revise your lesson plan. An effective lesson plan will typically contain a minimum of 200 words.

Assignment 1

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 Third year, high school

Grade:

Student 15–17 years of age

Profile:

Proficiency Intermediate range in the ACTFL Proficiency Guidelines

Level:

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 3 class periods of 50 minutes each

Unit:

Vocabulary:

Materials:

Procedures/Activities:

Assessment:

Make sure you include all the blank categories in your response.

Opinion/Position Essay

For this assignment, you will be provided with a scenario to write an essay to support your opinion or position on the issue. First, read the scenario. Then, type your response in English in the response box provided.

Your essay should include reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. An effective essay will typically contain a minimum of 150 words.

Assignment 2

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.

Scoring Rubrics

Scoring Rubric for Foreign Language Pedagogy — Lesson Plan

Score	General Description	Score Descriptors
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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

		<ul style="list-style-type: none"> • 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 <i>little or no competence</i> in response to the assignment and it is obviously flawed.	<ul style="list-style-type: none"> • 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 — Opinion/Position Essay

Score	General Description	Score Descriptors
3 High	A response at this level demonstrates evidence of a <i>high degree of competence</i> in response to the assignment, but it may have a few minor errors.	<ul style="list-style-type: none"> • 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 <i>competence</i> in response to the assignment, but it has minor errors.	<ul style="list-style-type: none"> • 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 <i>limited competence</i> in response to the assignment and it has one or more major errors.	<ul style="list-style-type: none"> • 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

<p>0 Low</p>	<p>A response at this level demonstrates evidence of <i>little or no competence</i> in response to the assignment and it is obviously flawed.</p>	<ul style="list-style-type: none">• 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
--------------------------------	---	--

Note: Your written response should be your original work, written in your own words and not copied or paraphrased from some other work.