



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

15 Spanish

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PART 1: GENERAL INFORMATION ABOUT THE AEPA™ AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the AEPA and Test Preparation](#)



PART 2: FIELD-SPECIFIC INFORMATION

Field 15: Spanish

INTRODUCTION

This section includes a list of the test objectives, practice questions, and an answer key for the selected-response questions.

Test objectives. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to practice effectively in Arizona schools. The list of test objectives for each test field is the *only* source of information about what a specific test will cover and therefore should be studied carefully.

Practice questions. The practice selected-response questions and practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included in the AEPA tests. The practice questions represent the various types of questions you may expect to see on an actual test; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice questions, you may wish to use the sample answer sheet and sample Written Response Booklet provided in Part 1 to acquaint yourself with these materials. Use the answer key located after the practice questions to check your answers. Sample responses are provided immediately following each written performance assignment. The sample responses in this guide are for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

To help you identify how the test objectives are measured, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test field.

TEST OBJECTIVES

Field 15: Spanish

SUBAREAS:

1. Listening Comprehension
2. Reading and Vocabulary
3. Language Structures
4. Cultural Understanding
5. Foreign Language Methodology
6. Written Expression
7. Oral Expression

LISTENING COMPREHENSION

0001 Derive essential information from oral messages in everyday situations.

For example: demonstrating understanding of the main idea or details in a spoken passage, a telephone message, a public address announcement, a sequence of steps described in a set of oral directions, a stated cause or effect of a situation described in an oral message, a question or comment likely to be encountered in a social situation, or a request for information.

0002 Infer meaning from oral communications.

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

READING AND VOCABULARY

0003 Demonstrate understanding of the literal content of a variety of authentic materials.

For example: analyzing a passage to determine the stated main idea; identifying an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

0004 Apply skills of inference and interpretation to a variety of authentic materials.

For example: discerning implied cause-and-effect relations in a passage; and determining an author's assumptions, purpose, or point of view in a passage.

0005 Interpret and compare literary texts representing various writers, periods, forms, styles, regions, and cultural contexts.

For example: drawing conclusions about setting, character, historical period, or cultural context from information provided in a passage; interpreting figurative language (e.g., metaphors, similes) in a literary passage; comparing two passages in terms of style, form, or theme; and recognizing features of literary styles associated with well-known writers from various periods, regions, and cultures.

0006 Select words, phrases, or sentences (including idiomatic usages) to complete passages in Spanish.

For example: determining appropriate language for travel situations (e.g., arranging for lodging, booking tickets for a group); determining appropriate language for social situations (e.g., canceling an appointment, expressing a compliment); determining appropriate language for everyday transactions (e.g., shopping, dining); and determining appropriate language for expressing attitudes, opinions, and judgments.

LANGUAGE STRUCTURES**0007 Demonstrate understanding of the linguistic components of Spanish.**

For example: analyzing words, phrases, and passages that exemplify aspects of Spanish phonology, morphology, syntax, and semantics; and comparing linguistic elements of Spanish and English.

0008 Transform sentences or passages in context according to given instructions.

For example: transforming a positive statement, question, or command to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

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

For example: using the correct noun or pronoun form for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

CULTURAL UNDERSTANDING**0010 Demonstrate understanding of the historical development, geographic features, and social characteristics of Hispanic cultures.**

For example: recognizing the role of major historical events, figures, and movements in the development of Hispanic cultures; relating natural geographic features (e.g., climate, location, natural resources) of Spanish-speaking nations to the economies of these nations (e.g., mineral and agricultural products); identifying major institutions (e.g., educational systems, systems of government) and characteristic features of daily life in Spanish-speaking societies; and recognizing features of U.S. institutions or culture that originated in Spanish-speaking societies.

0011 Demonstrate understanding of literature, the nonliterary arts, science, and technology as aspects of Hispanic cultures.

For example: identifying the significance of major movements, figures, and works of literature written in Spanish; understanding the characteristic forms and elements of the visual arts and music of Hispanic cultures; recognizing scientific and technological achievements (historical or contemporary) of Hispanic cultures; and analyzing the significance of historical and contemporary interactions between Hispanic cultures and other cultures.

FOREIGN LANGUAGE METHODOLOGY

0012 Recognize current trends in foreign language methodology.

For example: recognizing methods and terminology that conform to the “5 Cs” of the foreign language national standards (communication, culture, comparisons, connections, communities), such as Total Physical Response (TPR), Comprehensible Input, cooperative learning, and authentic materials.

0013 Apply a variety of current foreign language methodologies used in a classroom setting.

For example: determining an appropriate methodology in a given instructional situation (e.g., introducing and expanding vocabulary, using grammatical structures in context, facilitating the development of all language skills and cultural understanding).

WRITTEN EXPRESSION

0014 Write well-organized Spanish prose that is appropriate in style and diction for given audiences, purposes, and occasions and that communicates effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.

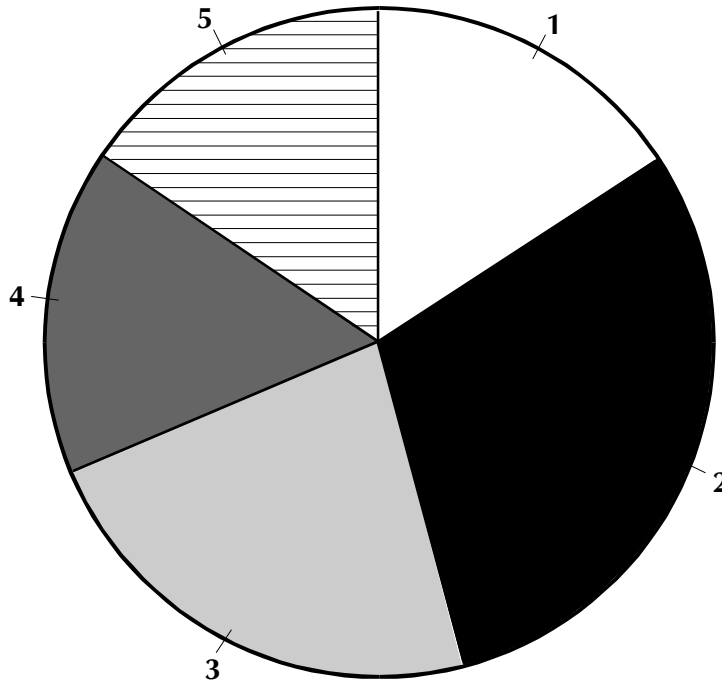
For example: writing a letter describing your community to a partner teacher for an exchange program for students in a Spanish-speaking culture; or writing a short essay for an application to a program of study in a Spanish-speaking country.

ORAL EXPRESSION

0015 Construct connected oral discourse in Spanish that communicates effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, simple and complex language structures, pronunciation, and appropriateness of language.

For example: narrating a personal experience to a professional colleague; expressing and supporting an opinion on a topic of current interest; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

DISTRIBUTION OF SELECTED-RESPONSE ITEMS ON THE TEST FORM



Subarea	Approximate Percentage of Selected-Response Items on Test Form
1. Listening Comprehension	16%
2. Reading and Vocabulary	29%
3. Language Structures	22%
4. Cultural Understanding	16%
5. Foreign Language Methodology	16%
6. Written Expression	*
7. Oral Expression	*

*This chart represents the distribution of multiple-choice items only and does not include the writing and speaking components.

PRACTICE QUESTIONS

Field 15: Spanish

The AEPA Spanish test consists of four sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, 3) a writing assignment section, and 4) a speaking section. The first three sections will be administered in a regular examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before that section.

DIRECTIONS FOR SECTION ONE

The first section of this test contains questions that involve listening to an audiotape. Each listening passage will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. Ample time is provided between questions for your response. Unless otherwise indicated, each listening passage will be read twice.

The tape cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

1. (You will hear and read in the test booklet:)

Listen carefully to the following conversation between travel companions. You will hear it twice.

(You will hear:)

MARÍA. ¿Puedes levantar esta maleta?

ANITA. ¡Esta maleta pesa más de treinta kilos, María!

MARÍA. No seas exagerada, Anita, y quiero poner esta bandeja, también.

ANITA. Aunque no pesa nada, es inmensa esta bandeja. ¡Déjala!

MARÍA. No puedo. Me la regaló mi familia de Ecuador.

Now answer the question.

(You will read in the test booklet:)

¿Cuál sería la respuesta más apropiada?

- A. Entonces creo que no cabrá jamás en la maleta.
- B. Entonces tú tienes que cargar la maleta tú misma.
- C. Entonces quiero que compremos más recuerdos de Ecuador.
- D. Entonces nos tendremos que quedar más días por aquí.

2. (You will hear and read in the test booklet:)

Listen carefully to the following conversation outside a movie theater. You will hear it twice.

(You will hear:)

PACO. ¡Es para quitarse el sombrero! De verdad, esta película está perfectamente realizada.

ANA. ¿Qué aspectos te agradaron más? Personalmente, considero la producción y dirección impecables.

PACO. Bueno, es difícil decir. Ese director es tan magistral en contar la aventura amorosa como el hecho histórico.

ANA. Al principio tuve mis dudas por lo que duró la película, pero he pasado las tres horas y media sin darme cuenta. Asombroso, ¿no?

Now answer the question.

(You will read in the test booklet:)

¿Cuál es la opinión de Paco y Ana sobre esta película?

- A. Les gustó la historia de amor pero no la parte histórica.
- B. Le gusta a Paco pero no le gusta a Ana.
- C. Les pareció demasiado larga.
- D. Les gusta a los dos.

3. (You will hear and read in the test booklet:)

Listen carefully to the following article about competition between children.

(You will hear:)

¿Qué pueden hacer los maestros y padres para que los niños tengan experiencias competitivas sin que su autoestima se vea dañada? Primero, los niños necesitan descubrir sus aptitudes e intereses. Lograrán éxito en aquellas áreas en que muestren talento. Segundo, tanto los niños como los adultos deben comprender que se llega al éxito paso a paso. Tercero, se debe poner énfasis en el esfuerzo, no en los resultados. Las experiencias positivas, la paciencia, y las palabras de aliento estimulan la autoestima, pudiendo así disminuir los efectos negativos de la competencia y preparar a la gente joven para el futuro.

Now answer the question.

(You will read in the test booklet:)

¿Cuál es la idea principal de este pasaje?

- A. Los niños deben descubrir sus talentos, ser pacientes mientras aprenden, y ser alentados por el esfuerzo más que por los resultados.
- B. Tanto padres como maestros deberían hacer todo lo que está a su alcance para evitar que los niños se vean expuestos a la competencia.
- C. Debe prepararse a los niños para el futuro, proporcionándoseles actividades tanto de competencia como de cooperación.
- D. Cuando una persona aprende una habilidad nueva, el éxito no llega inmediatamente sino poco a poco.

DIRECTIONS FOR SECTION TWO

Section Two of this test is a reading section with multiple-choice questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

4. **Read the following article from *IMPACTO*; then answer the question that follows.**

¿Cuándo aprenderán nuestros funcionarios la divina y muy útil filosofía de permanecer callados?

No hace escasamente un mes que el director general de Obras Hidráulicas del Departamento del Distrito Federal hizo declaraciones en el sentido de que en este año, no habría inundaciones y que sólo en algunos rumbos de la ciudad (desde luego los más paupérrimos) se registrarían leves encharcamientos.

El pasado lunes 20, al registrarse la primera lluvia, se inundó el Periférico, se inundó el Viaducto Miguel Alemán, se inundó gran parte de las zonas residenciales del sur de la ciudad, y las declaraciones del funcionario sirvieron para imputarle lo inútil de sus obras y lo absurdo de sus declaraciones.

¿Cuál es el propósito del autor al escribir este artículo?

- A. informar al público de las inundaciones graves que tuvieron lugar en la ciudad
- B. sugerir que el funcionario mencionado en el artículo no debería de darle al público este informe
- C. declarar que los funcionarios públicos deben adoptar una filosofía más útil sobre sus deberes
- D. analizar las causas de las inundaciones inesperadas

5. **Escoja la respuesta que completa mejor el diálogo.**

La tienda

VENDEDORA. ¿En qué puedo servirle?

CLIENTE. _____

VENDEDORA. Esta falda debe quedarle bien.

CLIENTE. Muchas gracias.

VENDEDORA. Fue un placer servirle.

- A. ¿Tiene Ud. ropa de tallas grandes?
- B. Sí, si puedes. ¿Tienes una falda azul?
- C. ¿Ofrece Ud. servicios de costura?
- D. ¿Estás bromeando?

6. **Escoja la oración que es la forma negativa de la siguiente.**

Pancho siempre dice algo a alguien.

- A. Pancho nunca dice algo a nadie.
- B. Pancho nunca dice nada a alguien.
- C. Pancho nunca dice nada a nadie.
- D. Pancho nunca dice algo a alguien.

7. **Escoja la palabra que completa mejor la frase.**

El carpintero _____ el arreglo del taller de aquí a diez días.

- A. ha comenzado
- B. había comenzado
- C. comenzaba
- D. comenzará

8. Durante el siglo XIX el desarrollo político de la mayoría de los nuevos países independientes de Sudamérica generalmente siguió uno de los siguientes patrones.
- A. una evolución gradual de las instituciones democráticas, seguida por un período de conflicto faccional y el eventual establecimiento de un sistema bipartidario
 - B. un período de inestabilidad seguido del establecimiento de una dictadura militar y la represión de los movimientos de oposición
 - C. una reducción sistemática del poder de la oligarquía por parte de las legislaturas responsables de salvaguardar los intereses de trabajadores y campesinos
 - D. dominio del gobierno por parte de los dueños de las tierras, que dio paso al triunfo político de los partidos de los trabajadores agrícolas e industriales
9. ¿Qué civilización antigua de las Américas inventó un calendario que dividía el año en 18 meses de 20 días?
- A. Azteca
 - B. Guaraní
 - C. Inca
 - D. Taína
10. A second-language teacher using the teaching technique known as *Total Physical Response* would be most likely to include which of the following activities in his or her classroom?
- A. Students memorize question-and-answer dialogues and perform timed pattern drills in a language lab.
 - B. Students use the second language to conduct structured conversations about assigned topics.
 - C. Students respond in appropriate nonverbal ways to commands issued in the second language.
 - D. Students translate passages from the second language into their first language and vice versa.

Below are the directions for the Spanish writing performance assignment.

DIRECTIONS FOR SECTION THREE: WRITING ASSIGNMENT

This section of the test consists of a writing assignment. **The assignment can be found on the next page.** You are asked to prepare a written response of approximately 2–3 pages on the assigned topic. You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in Written Response Booklet B.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the writing assignment will be evaluated based on the following criteria:

- **PURPOSE:** the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience
- **COHERENCE:** organization and clarity of ideas
- **CONTENT:** development of ideas and relevance of supporting details
- **GRAMMAR:** accuracy of grammatical forms and syntax
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **MECHANICS:** accuracy of spelling, diacritical marks, and punctuation

Your response must be written in the target language. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Below is the scoring scale for the Spanish writing performance assignment.

FOREIGN LANGUAGE TESTS—WRITING ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well-supported with relevant information. • The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are adequately developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas. • Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication. • Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	<p>The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Writing Performance Assignment

11. Imagine that you have a warm relationship with a family with whom you lived during a year of study in a Spanish-speaking country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. Write a letter in Spanish to reestablish contact with them. You may wish to include, but are not limited to, the following topics:
- reminiscences about your stay with them;
 - inquiries about their health and activities;
 - your own recent activities;
 - your plans for the immediate future.

Sample Writing Performance Assignment Response: Score Point 4

Querida Familia López:

Ante todo me gustaría disculparme por lo que me he demorado en responderles. He estado muy ocupado durante este principio de curso. Es mi primer año en la universidad y la verdad es que me ha costado adaptarme más tiempo de lo que yo me pensaba. Las clases de momento son muy interesantes, pero aún es demasiado pronto para poder contarles muchas cosas.

Aún recuerdo aquellas tardes que pasamos juntos en la playa. Tengo una clara memoria de las puestas de sol que cada tarde me dejaban fascinado. También echo de menos a sus hijos, Carlos y Jorge. Se acuerdan ustedes de aquella tarde en la que ellos estaban dispuestos a que yo aprendiera fútbol europeo, me parece que todavía puedo oír sus carcajadas. ¡Qué verano tan inolvidable!

Espero que ambos sigan bien de salud y que hayan podido viajar por las ruinas como tenían previsto. Esa es una parte de su país que tengo muchas ganas de visitar. Si toman fotografías, me gustaría, si no les importa, que me mandasen alguna copia. La verdad es que me fascina la arqueología.

Aquí en la Universidad no me queda demasiado tiempo libre para escribir, pintar o hacer deportes, pero creo que eso es un fenómeno que le sucede a todos los estudiantes del primer curso de carrera. Toda mi familia aquí está muy ilusionada conmigo, todos dicen que voy a ser un abogado excelente, pero la verdad es que todavía no he abierto ningún libro de leyes.

Cuando haya conseguido mi diploma y pueda ejercer como abogado, la vida será muy fácil para mí y mi familia. Quiero tener una casa muy grande, como la de ustedes en la playa, y también quiero que mis hijos tengan experiencias tan maravillosas como las que yo he tenido con ustedes.

Mil gracias por el verano magnífico que pasé junto a ustedes y a sus hijos. Los echo mucho de menos y espero que les vaya bien en la escuela secundaria este año. A ver si pueden venir a visitarme a mí y a mi familia este invierno. Un abrazo muy fuerte a todos. Hasta siempre.

Un fuerte abrazo,

John

Below are the directions for the Spanish speaking performance assignment.

DIRECTIONS FOR SECTION FOUR: SPEAKING ASSIGNMENT

For this section of the test, you will speak on tape in response to an assignment presented in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak.

Listen to the assignment carefully. Think about how you will organize your response. You may NOT write or take notes in this test booklet. **Your score will be based solely on the response you provide on the audiotape after the announcer tells you to begin speaking.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the question in this section will be evaluated based on the following criteria.

- **CONTENT:** the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
- **COHERENCE:** the organization and clarity of the ideas communicated
- **GRAMMAR:** the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
- **VOCABULARY:** the command of vocabulary and idiomatic expressions and appropriateness of word choice
- **FLUENCY:** the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response
- **PRONUNCIATION:** the comprehensibility of articulation and the appropriateness of stress

Your response must be spoken in the target language. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin Section Four.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Below is the scoring scale for the Spanish speaking performance assignment.

FOREIGN LANGUAGE TESTS—SPEAKING ASSIGNMENT SCORING SCALE

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are adequately developed, with some elaboration. • The candidate's ideas are adequately organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions. • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	<p>The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

Practice Speaking Performance Assignment

12. (You will hear and read in the test booklet:)

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in Spanish. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you are the faculty advisor to a student from a Spanish-speaking country who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in Spanish, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay;
- what the student could do to adapt more successfully to the new situation.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation, and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.

ANSWER KEY

Field 15: Spanish

Question Number	Correct Response	Objective
1.	B	Derive essential information from oral messages in everyday situations.
2.	D	Infer meaning from oral communications.
3.	A	Infer meaning from oral communications.
4.	B	Apply skills of inference and interpretation to a variety of authentic materials.
5.	A	Select words, phrases, or sentences (including idiomatic usages) to complete passages in Spanish.
6.	C	Transform sentences or passages in context according to given instructions.
7.	D	Analyze sentences to determine grammatically correct words or phrases to complete them.
8.	B	Demonstrate understanding of the historical development, geographic features, and social characteristics of Hispanic cultures.
9.	A	Demonstrate understanding of literature, the nonliterary arts, science, and technology as aspects of Hispanic cultures.
10.	C	Recognize current trends in foreign language methodology.