



ARIZONA EDUCATOR PROFICIENCY ASSESSMENTS™



STUDY GUIDE

16 French

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TABLE OF CONTENTS

Field 16: French

PART 1: GENERAL INFORMATION ABOUT THE AEPA AND TEST PREPARATION

AN OVERVIEW OF THE AEPA.....	1-1
Test Development Process	
Characteristics of the AEPA	
Test Administration	
How AEPA Test Scores Are Computed and Reported	
HOW TO PREPARE FOR THE TESTS	1-3
Study the Test Objectives	
Focus Your Studies	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Review the Sample Answer Sheet and Written Response Booklet	
Test Directions	
Sample Answer Sheet	
Sample Written Response Booklet	
WHAT TO EXPECT THE DAY OF THE TEST	1-12
The Morning of the Administration	
At the Test Site	
SAMPLE TEST OBJECTIVES AND QUESTIONS	1-13
Organization of the Test Objectives	
Question Formats and Strategies	
Selected-Response-Question Formats	
Performance Assignment Formats	
Evaluation of the Sample Written Performance Assignment Response	

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
TEST OBJECTIVES	2-2
PRACTICE QUESTIONS	2-6
ANSWER KEY	2-21

STUDY GUIDE ORDER FORM



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 16: French

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 16: French

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 French.

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 French.**

For example: analyzing words, phrases, and passages that exemplify aspects of French phonology, morphology, syntax, and semantics; and comparing linguistic elements of French 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 Francophone cultures.**

For example: recognizing the role of major historical events, figures, and movements in the development of Francophone cultures; relating natural geographic features (e.g., climate, location, natural resources) of French-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 French-speaking societies; and recognizing features of U.S. institutions or culture that originated in French-speaking societies.

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

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

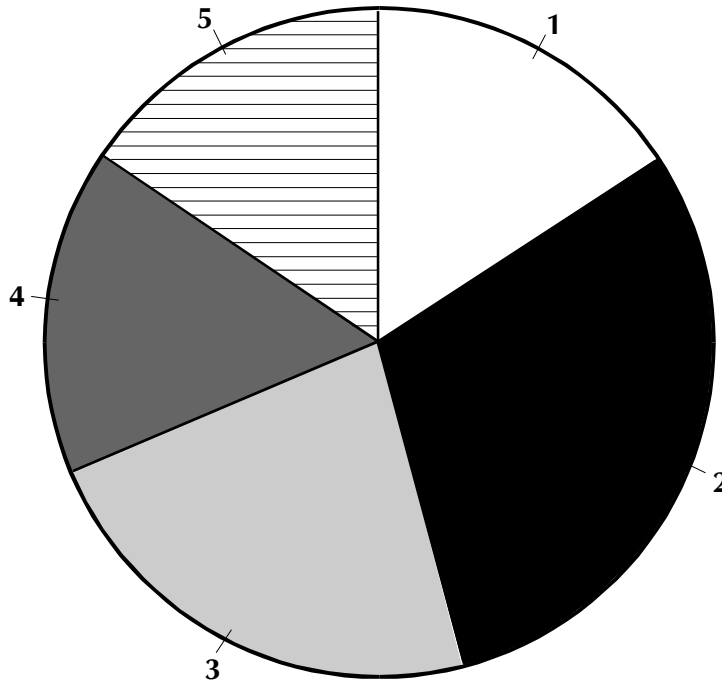
For example: writing a letter describing your community to a partner teacher for an exchange program for students in a Francophone culture; or writing a short essay for an application to a program of study in a Francophone country.

ORAL EXPRESSION

0015 Construct connected oral discourse in French 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 16: French

The AEPA French 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 question to determine an appropriate response. You will hear the question twice.

(You will hear:)

Saviez-vous que les Martin avaient l'intention de déménager?

Now answer the question.

(You will read in the test booklet:)

Quelle est la bonne réponse?

- A. Non. Simone ne peut plus faire le ménage à cause de son arthrite.
- B. Oui. Ils ont aussi fait repeindre leur maison.
- C. Non. Ils ont passé leurs vacances à St. Martin l'été passé.
- D. Oui. Ils comptent s'installer à Grasse où le climat est plus doux.

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

Listen carefully to the following passage, adapted from *L'Express*.

(You will hear:)

La profession d'inspecteur des impôts n'est certainement pas très populaire. Et pourtant, chaque année, 2.000 candidats se bousculent au concours de l'Ecole Nationale des Impôts (Eni). Est-ce une vocation? Pas vraiment. La plupart des postulants se présentent à tous les concours administratifs. Mais ceux qui se retrouvent, bon gré mal gré, à l'école ne semblent pas le regretter. Le taux de démission est infime.

Now answer the question.

(You will read in the test booklet:)

L'article dit:

- A. que le métier d'inspecteur fiscal n'est pas très populaire puisque seulement 2.000 candidats se présentent aux examens d'entrée de l'Ecole Nationale des Impôts.
- B. qu'un nombre alarmant d'étudiants qui se présentent chaque année avec enthousiasme à l'Ecole Nationale des Impôts n'y terminent pas leur formation professionnelle.
- C. que la profession d'inspecteur fiscal, bien que peu enthousiasmante, attire de nombreux candidats qui entrent à l'Ecole Nationale des Impôts et ne la quittent qu'une fois leurs études terminées.
- D. qu'il est regrettable que l'Ecole Nationale des Impôts ne semble pas réussir à inculquer chez ses élèves le sens de la vocation que les autres écoles administratives développent chez leurs étudiants.

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

Listen carefully to the following conversation to determine the relationship between the two speakers.

(You will hear:)

[female voice] Vous avez choisi?

[male voice] Pas encore. Qu'est-ce que vous pourriez nous proposer?

[female voice] Les poires Belle Hélène et les religieuses au chocolat sont très bonnes.

[male voice] Entendu. Une de chaque, alors.

Now answer the question.

(You will read in the test booklet:)

Quel rapport social existe-t-il entre la femme que parle et les personnes à qui elle parle?

- A. maîtresse de maison à invité
- B. garçon à client
- C. mère à enfant
- D. professeur à étudiant

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. Mme Jacqueline Dupont et sa fille Anne vont rendre visite au père de Mme Dupont, M. Rabutin, qui habite au Sénégal. Mme Dupont est en train de remplir une fiche pour obtenir un visa. Qu'est-ce qu'on lui demande d'écrire à la ligne 3?

Nom _____ 1	Prenom _____ 2
Nom de jeune fille _____ 3	Nationalité _____ 4
Lieu de naissance _____ 5	Date de naissance _____ 6

- A. Rabutin
- B. Dupont
- C. Anne
- D. Jacqueline

5. Read the poem below by Pierre de Ronsard; then answer the question that follows.

Sonnet pour Sinope

Si j'étais Jupiter, maîtresse, vous seriez
Mon épouse Junon; si j'étais roi des ondes,
Vous seriez ma Téthys, reine des eaux profondes,
Et pour votre palais le monde vous auriez;

Si le monde était mien, avec moi vous tiendriez
L'empire de la terre aux mamelles fécondes,
Et dessus un beau coche, en longues tresses blondes,
Par le peuple en honneur déesse vous iriez.

Mais je ne suis pas dieu, et ni ne le puis être;
Le ciel pour vous servir seulement m'a fait naître.
De vous seule je prends mon sort aventureux.

Vous êtes tout mon bien, mon mal, et ma fortune;
S'il vous plaît de m'aimer, je deviendrai Neptune,
Tout Jupiter, tout roi, tout riche et tout heureux.

Quelle phrase décrit le mieux l'intention
du poète?

- A. Il veut dire que l'amour de sa bien-aimée lui rendrait aussi heureux qu'un dieu.
- B. Il veut exprimer la douleur de l'homme qui aime une femme frivole et qui ne possède pas le pouvoir de se faire aimer d'elle.
- C. Il veut dire que seuls les dieux peuvent se protéger du malheur d'aimer quand il n'y a pas d'espoir que cet amour soit mutuel.
- D. Il veut laisser entendre qu'un amour non partagé engendre l'incertitude et le désespoir.

6. **Choisissez la meilleure transposition à la forme *négative* de la phrase ci-dessous.**

Chacun a apporté des fleurs.

- A. Personne a apporté de fleurs.
- B. Personne n'a pas apporté de fleurs.
- C. Personne n'a apporté des fleurs.
- D. Personne n'a apporté de fleurs.

7. **Complétez la phrase ci-dessous avec le groupe de mots justes.**

Quand _____ au lycée, _____ une fois un prix scolaire.

- A. j'étais / j'ai gagné
- B. j'ai été / je gagnais
- C. j'étais / je gagnais
- D. j'ai été / j'ai gagné

8. Lesquels des événements suivants font que Charles de Gaulle est considéré comme l'un des chefs d'Etat les plus importants de l'histoire française moderne?

- I. son rôle comme chef de la Résistance à Londres pendant la deuxième guerre mondiale
- II. la fin de la guerre d'Algérie et l'octroi de leur indépendance aux anciennes colonies d'Afrique du Nord
- III. la fin de la guerre d'Indochine
- IV. la nouvelle constitution qui établit la Cinquième République et restaura la stabilité du gouvernement français

- A. I et III
- B. I, II, et IV
- C. II et IV
- D. II, III, et IV

9. Le dramaturge du dix-septième siècle dont les oeuvres, telles que *Le Médecin malgré lui* et *Tartuffe* se moquaient de faiblesses humaines était:
- A. Corneille.
 - B. Molière.
 - C. Racine.
 - D. Voltaire.
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 French 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 French 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 francophone country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in French to the parents of the family, a couple in their fifties. 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

Denver, le 22 août

Cher Marcel, Chère Denise—

Me voici de retour chez moi après avoir passé deux mois de soi-disant à New York. La raison pour laquelle je ne vous ai pas écrit plus tôt, c'est que j'ai travaillé comme serveur à Manhattan pendant ce temps-là. Quelle expérience! Je préfère de loin votre ferme et la tranquillité de la campagne normande. Je garde un excellent souvenir de notre année ensemble, des promenades que nous avons faites, des visites des petits-enfants (comment vont Sébastien et Camille? Vous les embrasserez pour moi!) et des tartes aux pommes tradition maison. J'ai essayé d'en faire ici, en suivant votre recette, mais comme les ingrédients ne sont pas exactement les mêmes, ça n'avait pas le même goût.

J'ai eu des nouvelles de Jean-Paul récemment. Il m'a dit que vous vous êtes fait mal en jouant à la pétanque, Marcel. Est-ce que vous vous êtes bien remis? Je suis sûr que Denise s'occupe bien de vous et j'espère que Marc et Philippe se sont déplacés pour vous donner un coup de main avec tout ce que vous avez à faire à la ferme. Comme la période de la récolte approche, vous devez être bien occupés!

Quant à moi, je ne veux plus être serveur à New York! Bien que j'aie gagné suffisamment d'argent pour aider mes parents à payer mes frais d'inscription à la fac, je n'ai pas du tout apprécié le bruit et la foule à New York. En plus, j'avais constamment l'impression d'être écrasé par les gratte-ciel. Je suis ravi de retrouver les montagnes du Colorado et de revoir ma famille. À propos, ma sœur a accouché d'une petite fille il y a deux semaines. Quelle merveille! Vous en savez des choses, avec vos enfants et vos petits-enfants!

Dans une semaine, je repartirai pour la côte est des États-Unis où je reprendrai mes études à Amherst, dans le Massachusetts. Comme c'est ma quatrième année, j'aurai peu de temps pour vous écrire régulièrement, mais sachez que je pense bien à vous.

En attendant de recevoir de vos nouvelles, je vous embrasse bien fort, ainsi que toute la famille.

Bien affectueusement,

Peter

Below are the directions for the French 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 French 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 French. 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 francophone 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 French, 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 16: French

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