

Spanish: World Language (5195)

Test at a Glance

Test Name	Spanish: World Language		
Test Code	5195		
Time	2 hours 45 minutes (Plus optional 5 minutes to practice the built-in character toolbar)		
Number of Questions	6 constructed responses and 75 multiple-choice questions		
Format: This is a computer-delivered test	<p>Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes)</p> <p>Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes)</p> <p>Section 3. Writing section with 3 constructed-response tasks (50 minutes)</p> <p>Section 4. Speaking section with 3 constructed-response tasks (15 minutes)</p>		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	<p>I. Interpretive Mode: LISTENING Including embedded linguistic content</p> <p>II. Interpretive Mode: READING Including embedded linguistic content</p> <p>III. Cultural Knowledge (Tested in Sections 1 and 2)</p> <p>IV. Interpersonal and Presentational WRITING</p> <p>V. Presentational and Interpersonal SPEAKING</p>	<p>30 multiple-choice</p> <p>30 multiple-choice</p> <p>15 multiple-choice</p> <p>3 written responses</p> <p>3 spoken responses</p>	<p>26%</p> <p>26%</p> <p>12%</p> <p>18%</p> <p>18%</p>

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in Spanish. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written Spanish, and in the fourth section, in spoken Spanish.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

A. Content Categories I, II, IV, and V

Language, Linguistics, and Comparisons (88%)

- Demonstrating Language Proficiency in the Target Language. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message

9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

- Understanding Linguistics—Linguistic features of the target language

The beginning Spanish teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verbal system, pronouns, agreement (such as subject/verb, adjective/noun), word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

- Comparison of Target Language with English

The beginning Spanish teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

B. Content Category III

Cultures, Literatures, Cross-disciplinary Concepts (12%)

- Demonstrating Cultural Understanding—Connections among the perspectives of the target culture and its practices and products

The beginning Spanish teacher

1. Knows the three Ps:
 - Perspectives (such as attitudes, ideas, and values)
 - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
 - Products (such as architecture, literature, art, foods, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

Section 1 (Listening) and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The selections in Section 1 (Interpretive Listening) are recorded.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. 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. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

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

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single Cultural Knowledge question.

You may take notes as you read, but only on the scratch paper that will be provided. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case.

Cultural Knowledge

- The culture questions are in Spanish and are part of Section 1 (Listening) and Section 2 (Reading).
- Questions focus on connections among the perspectives of the target culture and its practices and products.

Section 3

Interpersonal and Presentational Writing

There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.

Type your answers in Spanish in the space provided. For Spanish-specific characters (e.g., ñ, é, í, ç, etc.) use the built-in character toolbar ([click here](#) to view a demo of the toolbar.) You should give as complete a response as possible. Your written Spanish should be acceptable to a wide range of native speakers.

You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and diacritical marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader (register)
- The extent to which each task is completed

Interpersonal Writing: Response to an E-mail, Memo, or Letter

You will be given an e-mail, memo, or letter to which you will write an appropriate response in Spanish. First, read the e-mail, memo, or letter. Then, write your response in the space provided.

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

Presentational Writing: Opinion/Position Essay

You will be asked to write an essay in Spanish on a specific topic. First, read the topic. Then, write your response in the space provided.

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

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a minimum of 120 words.

Presentational Writing: Integrated Skills

You will read a passage in Spanish. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response should be a **minimum of 120 words** and must be in Spanish. Write your response in the space provided.

Manage your time so that you have time to plan, write, and revise your response.

Section 4

Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

For each speaking task in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a clock on your screen will indicate how much time you have left.

Begin speaking only when the voice on the recording directs you to respond; you will not be given credit for anything recorded during the preparation time. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener (register)
- The extent to which each task is completed

If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. You may take notes, but only on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

Presentational Speaking: Integrated Skills

You will be asked to complete a task related to the passage you have already read in the Writing section.

You will have 30 seconds to read the directions and 1 minute to review the passage again. You will then hear a prompt describing a task related to this passage. Following the prompt you will have 2 minutes to prepare your response and 2 minutes to record your response in Spanish.

A clock will indicate how much time is remaining to plan your answer and to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

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

Presentational Speaking: Express an Opinion or Make an Oral Presentation

You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question.

You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Spanish.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

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

Interpersonal Speaking: Simulated Conversation

You will participate in a simulated conversation in Spanish. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. (See sample in the following section.)

You will have five turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

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

Sample Test Questions

All selections in Section 1 are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

Section 1: Listening with Cultural Knowledge

Directions: This section is designed to measure how well you understand spoken Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. 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. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

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

You may now begin.

Transcript:

Las preguntas 1-6 están basadas en la siguiente entrevista.

Interviewer: Buenos días. Nació en la Gran Manzana. Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez! Hola, ¿qué tal amigo?

Lefty Pérez: El gusto... ¡Guuuusto!

Interviewer: El gusto es mío.

Lefty Pérez: Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

Interviewer: Oye, mucho tiempo sin verte desde «Calle 8». Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, «Salseros unidos» y en muchas presentaciones por Nueva York, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

Lefty Pérez: Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

Interviewer: De cierta forma estás como retomando tu carrera.

Lefty Pérez: Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado «Salseros unidos».

Interviewer: Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

Lefty Pérez: Sí, bueno, esta producción es muy especial para mí. Este... «Salseros unidos» sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

Interviewer: Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

Lefty Pérez: Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, «Abuelita tu refrán me hace reír».

Interviewer: ¿Pero, pero lo cantabas igualito?

Lefty Pérez: Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

Interviewer: ¿Todavía te acuerdas?
--Song Plays--

Interviewer: A propósito de Héctor: ¿ya viste la película «El cantante»?

Lefty Pérez: ¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quien fue este señor.

Interviewer: ¿Lo que más te ha gustado de la película?

Lefty Pérez: Son los chistes que decía Héctor Lavoe. Como era él.

Interviewer: Gracias, Lefty Pérez. Bendiciones. Éxitos.

Lefty Pérez: Te quiero. Salúdame a Panamá

Interviewer: ¿Cómo no? Con gusto.

Lefty Pérez: Chévere. Un abrazo.

Interviewer: *Un abrazo y gracias.*

NARRATOR: *Now you will have 60 seconds to preview the questions you will need to answer.*

(60 seconds)

NARRATOR: *Now listen again.*

[ENTIRE INTERVIEW IS REPEATED]

NARRATOR: *Now answer questions 1–6.*

(2 minutes)

1. ¿Qué es «Salseros unidos»?
 - (A) Una película sobre la música puertorriqueña
 - (B) Una agrupación de cocineros
 - (C) Un carnaval en San Francisco
 - (D) Un proyecto de Lefty Pérez
2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?
 - (A) Cuando apenas tenía 3 años
 - (B) A los 13 años, cantando en el baño
 - (C) A los 8 años en la radio de Puerto Rico
 - (D) Siendo ya adulto en San Francisco
3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?
 - (A) Porque son los mejores amigos de Lefty Pérez
 - (B) Porque van a hacer una gira con Lefty Pérez
 - (C) Porque han hecho una película sobre Héctor Lavoe
 - (D) Porque compusieron una canción sobre Héctor Lavoe
4. ¿Cómo se dirige Lefty Pérez al entrevistador?
 - (A) Con ironía
 - (B) Con amabilidad
 - (C) Con formalidad
 - (D) Con timidez
5. Al final de la entrevista, el entrevistador dice: «¿Cómo no? Con gusto». ¿Cuál de las siguientes expresiones sería equivalente?
 - (A) Claro que sí
 - (B) Permítame
 - (C) Pase usted
 - (D) ¡Qué se va a hacer!
6. La palabra «exitazo» en el contexto de la frase «Exactamente, el Carnaval de San Francisco fue un exitazo» es sinónimo de
 - (A) éxito muy corto
 - (B) éxito enorme
 - (C) decepción general
 - (D) decepción pequeña

Section 2: Reading with Cultural Knowledge

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

You will read several selections in Spanish. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with 3 visual stimuli (e.g., photographs or works of art), each is accompanied by a single Cultural Knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question

You may now begin.

Las preguntas 7-12 están basadas en el siguiente artículo sobre el idioma español.

Hablar un mismo idioma no equivale a utilizar las mismas palabras para todo. A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos y se nos muestran como soluciones lógicas, pero diferentes, para nuestras propias ideas; y definen además con exactitud nuestras propias ideas; aunque de un modo distinto. Supongo que lo mismo le ocurre a un latinoamericano al escuchar a un español o a cualquier otro hispanohablante de un país distinto al suyo. Eso es la unidad del idioma, el genio

profundo que da vigor a todo el sistema lingüístico, la sima que podemos compartir veintidós países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura. Que no es ya la cultura que impusieron los españoles a partir de 1492, sino la que todos los pueblos hispanohablantes han ido creando conjuntamente durante estos siglos.

La unidad del idioma no se altera en absoluto por el hecho de que un español bucee en la “piscina” mientras un mexicano nada en la “alberca” y un argentino se baña en la “pileta”, estando todos ellos en el mismo lugar. Las tres —precisas, hermosas— parten de lo más profundo de nuestro ser intelectual colectivo. Podemos ver el ADN de “piscina” en “piscis”, y en “piscifactoría”, y hasta saber que la palabra procede de aquellos estanques de los jardines que se adornaban con peces; y relacionar su significado con un lugar donde se almacena agua y donde, como peces en el agua, podemos aumentar la velocidad mediante unas aletas como las del pez, y también nadar al estilo rana. Y la “alberca” mexicana (del árabe *al birka*, estanque) nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirla, y donde los mozos del campo se remojaban para combatir el calor. Y a la “pileta” podemos asociarla con “pila” y con “pilón” que es un receptáculo de piedra que se construye en las fuentes para que, cayendo el agua en él, sirva para dar de beber al ganado, de lavadero o para otros usos y que aún se pueden hallar en algunos pueblos de España.

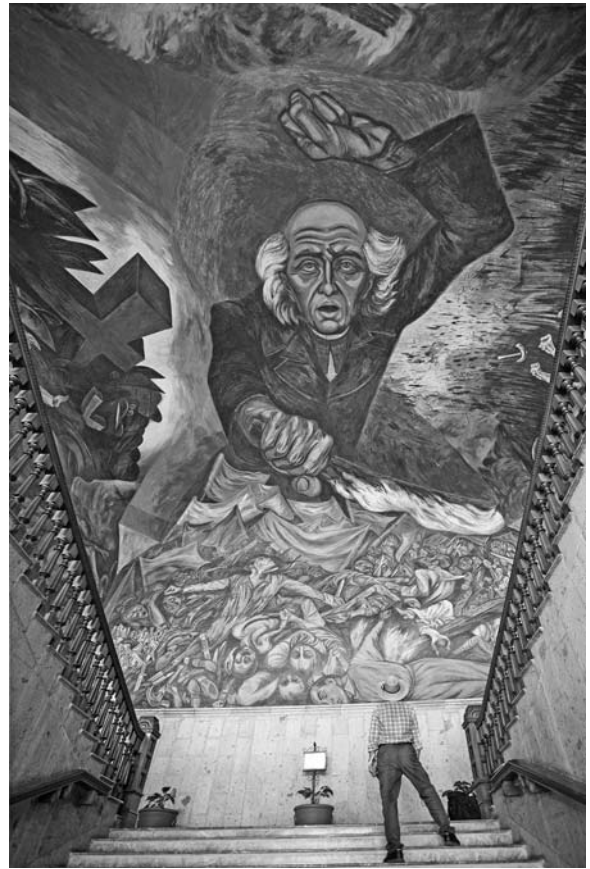
Defensa apasionada del idioma español, by Álex Grijelmo, © 1998 by Taurus. Used by permission.

7. Según el texto, ¿de qué origen es el autor de este artículo?
 - (A) Argentino
 - (B) Español
 - (C) Mexicano
 - (D) Árabe

8. Para referirse al lugar donde las personas nadan por deporte y diversión, en Argentina se usa la palabra
 - (A) alberca
 - (B) piscina
 - (C) pileta
 - (D) piscis

9. Desde el punto de vista histórico, la palabra “alberca” era utilizada en el contexto de
- (A) ciertas prácticas agrícolas de almacenamiento de agua
 - (B) algunas fiestas populares comunes a varios países
 - (C) competencias de natación para trabajadores del campo
 - (D) decoraciones de grandes jardines con estanques llenos de peces
10. ¿Cuál es la idea central de este ensayo?
- (A) Todos los hispanohablantes usan las mismas palabras para expresarse.
 - (B) El español hablado en Latinoamérica es muy preciso y hermoso.
 - (C) El español que rige actualmente ha variado muy poco desde 1492.
 - (D) La unidad del español actual se encuentra en su pasado cultural común.
11. Según sus conocimientos culturales y el contexto del pasaje, ¿quiénes tuvieron una gran influencia en el idioma español durante la Edad Media?
- (A) Los eslavos
 - (B) Los griegos
 - (C) Los árabes
 - (D) Los ingleses
12. ¿A qué se refiere el pronombre “la” de la frase “... se hacía preciso almacenar el agua para luego esparcirla...” al final del texto?
- (A) Al agua
 - (B) Al estanque
 - (C) A la genética
 - (D) A la historia

La siguiente pregunta está basada en esta imagen.



13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?
- (A) Impresionismo
 - (B) Muralismo
 - (C) Cubismo
 - (D) Surrealismo

Section 3 is designed to measure how well you can express yourself in written Spanish.

Section 3: Writing

Writing Section Directions

The Writing section includes three tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 50 minutes to complete all of the tasks. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: You will be given an e-mail, memo, or letter to which you will write an appropriate response in Spanish. First, read the e-mail, memo, or letter. Then, write your response in the space provided.

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

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre de 2010
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: You will be asked to write an essay in Spanish on a specific topic. First, read the topic. Then, write your response in the space provided.

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

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a minimum of 120 words.

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?

- **Explique y defienda su opinión.**

Presentational Writing: Integrated Skills

(Suggested time—20 minutes)

Reading: 5 minutes

Writing: 15 minutes)

Directions: You will read a passage in Spanish. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response should be **a minimum of 120 words** and must be in Spanish. Write your response in the space provided.

Manage your time so that you have time to plan, write, and revise your response.

El siguiente artículo trata del tema de los uniformes escolares.

El uniforme escolar

El uniforme es una forma práctica de afrontar problemas sociales diversos. El más evidente es la diferencia de clases que se refleja en la vestimenta, lo caro, el lujo. El uniforme evita las disputas por las marcas en la ropa y en los colegios públicos, en los que tienen cabida los niños de cualquier procedencia sociocultural, es un modo, lejos de uniformar, de hacer ver que todos somos iguales ante el derecho a la educación y la cultura.

Entonces, ¿el uniforme sí o no? Los especialistas y las experiencias en las escuelas públicas que lo han implantado conducen a las mismas premisas. Sí, si los padres lo quieren muy mayoritariamente y si el debate en sí mismo sobre este tema no causa un conflicto en el centro. No, a la mínima disputa.

El uniforme se relaciona a menudo con una identidad, aunque tiene dos lecturas. Puede implicar algo diferenciador de clases sociales, si de lo que se trata es de *marcar* a los niños cuando van por la calle con la imagen de un colegio de élite, pero también algo positivo si se lleva con orgullo, con sana competitividad, similar a la deportiva.

Nadie discute que la norma de poner un uniforme no debería surgir como regla general para todos los centros. Las escuelas deben tener autonomía para decidir si optan o no por él. Y sin una consulta previa a todos los padres, profesores y alumnos es absurdo imponerlo en un centro público. Si no se rebelan los propios estudiantes, como ha ocurrido en varios institutos, lo hacen sus padres.

En Latinoamérica, el uniforme representa algo positivo. De alguna manera, en los países con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. Lo cuenta el secretario general de la Organización de Estados Iberoamericanos, Álvaro Marchesi: «El uniforme se vive con normalidad en la gran mayoría de los países y de las escuelas públicas. De alguna manera, en los países pobres y con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. En los países que se encuentran en esta situación me parece que es una norma acertada», añade.

En España, Carmen Gutiérrez, directora de un colegio público, cuenta que en su colegio el uniforme «se puso, fundamentalmente, con el objetivo de evitar los típicos conflictos con las marcas, que lleven los pantalones muy bajos y las camisetas enseñando el ombligo, y para evitar que se metieran con los muchachos con menos posibilidades económicas.» Por otro lado el profesor Gimeno considera llamativa la iniciativa en estos tiempos: «Ahora los jugadores de fútbol nada más acaba el partido se quitan el uniforme y publicitan marcas... Ahora, ¿queremos que los niños se pongan uniforme?».

Algunos directores han vivido esta lucha con desagrado. Hay padres que optan por la escuela pública «por principios» y no sólo quieren que sus hijos vivan la pluralidad de la sociedad sino «que la vean», explica el director de uno de los institutos. Se niegan al uniforme. En cambio, en algunos casos, como relata el director de un instituto público: «Ha sido bastante positivo y lo hemos visto en los padres. El uniforme de este centro hace ahorrar a las familias. Ayuda a luchar contra el consumismo y a favorecer la convivencia.»

Used by permission of El País S.L., copyright © 2010

WRITING TASK

Explique con sus propias palabras las ideas generales presentadas en este artículo sobre las ventajas y desventajas del uso del uniforme escolar.

Section 4 is designed to measure how well you can express yourself in spoken Spanish

Section 4: Speaking

Speaking Section Directions

The Speaking section includes three tasks that measure different aspects of your speaking ability. This section lasts approximately 15 minutes.

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

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

Presentational Speaking: Integrated Skills

(Approximate time—5 minutes)

Directions: You will be asked to complete a task related to the passage you have already read in the Writing section.

You will have 30 seconds to read the directions and 1 minute to review the passage again. You will then hear a prompt describing a task related to this passage. Following the prompt you will have 2 minutes to prepare your response and 2 minutes to record your response in Spanish.

A clock will indicate how much time is remaining to plan your answer and to record your response.

A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

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

El siguiente artículo trata de los uniformes escolares.

El uniforme escolar

El uniforme es una forma práctica de afrontar problemas sociales diversos. El más evidente es la diferencia de clases que se refleja en la vestimenta, lo caro, el lujo. El uniforme evita las disputas por las marcas en la ropa y en los colegios públicos, en los que tienen cabida los niños de cualquier procedencia sociocultural, es un modo, lejos de uniformar, de hacer ver que todos somos iguales ante el derecho a la educación y la cultura.

Entonces, ¿el uniforme sí o no? Los especialistas y las experiencias en las escuelas públicas que lo han implantado conducen a las mismas premisas. Sí, si los padres lo quieren muy mayoritariamente y si el debate en sí mismo sobre este tema no causa un conflicto en el centro. No, a la mínima disputa.

El uniforme se relaciona a menudo con una identidad, aunque tiene dos lecturas. Puede implicar algo diferenciador de clases sociales, si de lo que se trata es de *marcar* a los niños cuando van por la calle con la imagen de un colegio de élite, pero también algo positivo si se lleva con orgullo, con sana competitividad, similar a la deportiva.

Nadie discute que la norma de poner un uniforme no debería surgir como regla general para todos los centros. Las escuelas deben tener autonomía para decidir si optan o no por él. Y sin una consulta previa a todos los padres, profesores y alumnos es absurdo imponerlo en un centro público. Si no se rebelan los propios estudiantes, como ha ocurrido en varios institutos, lo hacen sus padres.

En Latinoamérica, el uniforme representa algo positivo. De alguna manera, en los países con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. Lo cuenta el secretario general de la Organización de Estados Iberoamericanos, Álvaro Marchesi: «El uniforme se vive con normalidad en la gran mayoría de los países y de las escuelas públicas. De alguna manera, en los países pobres y con grandes desigualdades sociales contribuye a que las diferencias sean menos visibles. En los países que se encuentran en esta situación me parece que es una norma acertada», añade.

En España, Carmen Gutiérrez, directora de un colegio público, cuenta que en su colegio el uniforme «se puso, fundamentalmente, con el objetivo de evitar los típicos conflictos con las marcas, que lleven los pantalones muy bajos y las camisetas enseñando el ombligo, y para evitar que se metieran con los muchachos con menos posibilidades económicas.» Por otro lado el profesor Gimeno considera llamativa la iniciativa en estos tiempos: «Ahora los jugadores de fútbol nada más acaba el partido se quitan el uniforme y publicitan marcas... Ahora, ¿queremos que los niños se pongan uniforme?».

Algunos directores han vivido esta lucha con desagrado. Hay padres que optan por la escuela pública «por principios» y no sólo quieren que sus hijos vivan la pluralidad de la sociedad sino «que la vean», explica el director de uno de los institutos. Se niegan al uniforme. En cambio, en algunos casos, como relata el director de un instituto público: «Ha sido bastante positivo y lo hemos visto en los padres. El uniforme de este centro hace ahorrar a las familias. Ayuda a luchar contra el consumismo y a favorecer la convivencia.»

Used by permission of El País S.L., copyright © 2010

SPEAKING TASK

Now read the scenario. (On the exam, you will also hear the scenario.)

Imagine que está invitado a participar en un panel que discutirá la implementación del uniforme en las escuelas. Explique cuál es su opinión acerca de este tema.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

(Approximate time—5 minutes)

Directions: You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question.

You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Spanish.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

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

Now read the following topic. (On the exam, you will also hear the topic.)

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.

- **¿Qué opina usted sobre este tema?**

Interpersonal Speaking: Simulated Conversation

(Approximate time—5 minutes)

Directions: You will participate in a simulated conversation in Spanish. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. (See sample in the following section.)

You will have five turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

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

Now begin reading the outline.

• **Amigo:** Le saluda y le dice por qué le está llamando.

• **Usted:** Reaccione a la noticia y responda a la pregunta.

• **Amigo:** Continúa la conversación y le hace una pregunta.

• **Usted:** Haga varias recomendaciones.

• **Amigo:** Continúa la conversación y le hace otra pregunta.

• **Usted:** Ofrezca detalles.

• **Amigo:** Continúa la conversación y le hace otra pregunta.

• **Usted:** Responda dando detalles.

• **Amigo:** Continúa la conversación y le hace otra pregunta.

• **Usted:** Responda a la pregunta.

(Note: In the computer-delivered test, the responses will be numbered 3–7.)

Script for the Simulated Conversation:

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

Amigo: *Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?*

(25 seconds to respond)

Amigo: *¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?*

(25 seconds to respond)

Amigo: *Uuuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?*

(25 seconds to respond)

Amigo: *Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?*

(25 seconds to respond)

Amigo: *Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?*

(25 seconds to respond)

Answers

Section 1

1. Choice A is not the correct answer because the movie mentioned in the interview is “El cantante”, not “Salseros unidos”. Choice B is not the correct answer, because no cooks are mentioned in the interview. Choice C is not the correct answer; the carnival in San Francisco is only mentioned in the interview. The correct answer is D, because the interviewer says that Lefty is traveling all over the place promoting his latest album “Salseros unidos”.

2. Choices A, C, and D are not correct answers because Lefty says he started singing in the bathroom when he was 13 years old. Therefore, choice B is the correct answer.

3. Choice A is not the correct answer because Lefty does not say Marc Anthony and his wife are his best friends. Choice B is not the correct answer because Lefty does not mention with whom he is going on tour. Choice D is not the correct answer because Marc Anthony and his wife Jennifer did not compose a song about Héctor Lavoe. However, choice C is the correct answer because Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe’s life.

4. Choices A, C, and D are not the correct answers because Lefty does not address the interviewer ironically, formally, or timidly. The correct answer is choice B; Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview.

5. Choices B, C, and D are not the correct answers because none of them are equivalent to the expression “¿Cómo no? Con gusto”. However, choice A is the correct answer; both terms can be used interchangeably in the same sentence.

6. Choice A is not the correct answer; the ending *-azo* added to a noun has connotations of something big in size. Therefore, choice B is the correct answer because it says that it is an enormous success. Choices C and D are not the correct answer; both of them have the word *decepción* (“disappointment”), and that is the opposite of *éxito*.

Section 2

7. Choice B is the correct answer because at the beginning of the article the author identifies himself as Spanish when he says, “A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos...” (A), (C), and (D) are thus incorrect.

8. Choice C is the correct answer because the second paragraph of the text clearly states that Argentinians use the word “pileta” to refer to a swimming pool. The text states that the term “piscina” is used by Spaniards and the term “alberca” is used by Mexicans; therefore, (A) and (B) are incorrect answers. (C) is also incorrect because the term “piscis” is mentioned in the text to explain the origin of the word “piscina.”

9. Choice A is the correct answer because the second paragraph states “... la ‘alberca’ [...] nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirla...” (B) and (C) are incorrect because there is no reference in the text to popular festivities or swimming competitions regarding this term. (D) is also incorrect because although decorated tanks and fish are mentioned, they are not related to the use of the term “alberca.” They are related to the term “piscina.”

10. Choice D is the correct answer because the text talks about the unity of the Spanish language despite regional differences. The text also highlights the idea that despite these regional differences, people who speak Spanish can understand each other because they all share the same cultural background. “Eso es la unidad del idioma, [...] la sima que podemos compartir veintidós países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura.” (A) is incorrect because the text indicates just the opposite by explaining the differences in the language and the different terms used in different countries to refer to the same things. (B) is incorrect because although the author mentions that “[a] los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos y se nos muestran como soluciones lógicas, pero diferentes, para nuestras propias ideas; y definen además con exactitud nuestras propias ideas...,” this is clearly not the main topic of the article. (C) is also incorrect because the text indicates the opposite.

11. Choice C is the correct answer because Arabic influence on the Spanish language has been significant due to the Islamic presence in the Iberian peninsula between A.D. 711 and A.D. 1492. Choices A and D are incorrect because there was no significant Slavic or English influence in Spain during that period. (B) is incorrect because although there are numerous words in Spanish that come from Greek, this influence precedes the Middle Ages.

12. Choice A is the correct answer because water is the only thing that can be stored in the “alberca” to be used later, which is what the sentence is saying. Choice B is not correct, because it is not even mentioned in the sentence. Choices C and D are incorrect because they do not make sense: “genética” and “historia” are mentioned in the sentence to point out the etymology of the word “alberca”; they are not things that can be stored and spread.

13. Choice B is the correct answer because the photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country. Choice A is not the correct answer because characteristics of Impressionistic paintings include, among others, emphasis on light and the inclusion of movement. Choice C is not the correct answer; cubism is characterized by the reduction and fragmentation of natural forms into abstract, often geometric, structures. Choice D is not the correct answer, since surrealism style uses visual imagery from the subconscious mind to create art without the intention of logical comprehensibility.

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –
Response to E-Mail/Memo/Letter 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 mid-high or 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 	<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)
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 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)
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"> • 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) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR 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 mid-high or 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 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)
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 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)
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 • Demonstrates a poor degree of understanding of the content in the text 	<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) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR 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 mid-high or high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
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"> • 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)
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 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 • 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 • 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)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –
Presentational Speaking (Express an Opinion or Make an Oral Presentation)**

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; 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 mid-high or high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/or cultural references included)
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 	<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)
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 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 • 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)

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –
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 thread of the conversation 	<ul style="list-style-type: none"> • Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent 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 • Low level of fluency with frequent hesitance • Fair pronunciation with interference from another language • Disorganized responses 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 • 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)



Listening. Learning. Leading.[®]

www.ets.org