



The *PRAXIS*[®] Study Companion

World Languages Pedagogy (5841)



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Table of Contents

World Languages Pedagogy (5841).....	3
Test at a Glance	3
About The Test	4
Using the Study Topics That Follow	4
Content Topics	6
Discussion Questions.....	6
World Languages Pedagogy (5841) Sample Test Questions	15
Sample Questions.....	15
Answers	20
Sample Constructed-Response Section.....	22
Scoring the Lesson Plan Responses.....	25
Praxis World Languages Pedagogy Rubric – Lesson Plan	25
Part D - Explanations for Sample Scores	27
Scoring the Essay Responses	30
Praxis World Languages Pedagogy Rubric - Essay.....	30
Part E - Explanations for Sample Scores.....	31
Understanding Question Types.....	32
Understanding Selected-Response and Numeric-Entry Questions.....	32
Understanding Constructed-Response Questions	33
General Assistance For The Test	35
Praxis® Interactive Practice Test	35
Doing Your Best	35
Helpful Links	35

World Languages Pedagogy (5841)

Test at a Glance

The *Praxis*® World Languages Pedagogy test is designed to measure knowledge and competencies that are important for safe and effective beginning practice as a world languages teacher.

Test Name	World Languages Pedagogy		
Test Code	5841		
Time	2 hours		
Number of Questions	45 multiple-choice and 2 constructed-response questions		
Format	Multiple-choice and constructed-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	1. Language Acquisition Theories and Instructional Practices <i>Section 1, Part A - Content areas 1, 2, 3</i>	18	32%
	2. Integration of Standards into Curriculum and Instruction <i>Section 1, Part B - Content area 4</i>	13	23%
	3. Assessment of Languages and Cultures <i>Section 1, Part C - Content area 5</i>	14	24%
	4. Instructional Practice: Integrated Skills <i>Section 2, Parts D and E</i>	2 Constructed Response	21%

About The Test

The World Languages Pedagogy test is intended primarily for persons planning to teach in foreign languages programs at the K–12 level. The test measures pedagogical knowledge and competence in the theories, methods, and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction, as well as assessment of languages and cultures. Also included are questions about integrating knowledge of culture and other disciplines into instruction; developing instructional practices that reflect language outcomes and learner diversity; demonstrating the need for ongoing professional development; and knowing the value of foreign language learning.

The examination is typically taken by examinees who have completed a bachelor's degree program in World Languages with appropriate course work in foreign language education. The test is not a measure of foreign language proficiency. Since the test is designed for all foreign language teacher examinees, the questions and responses are in English. Because of the variations among foreign language education programs, some questions may refer to areas that may not have been studied. Therefore, no one is expected to answer all of the questions on the test correctly. In addition, this test may contain some questions that do not count toward your score.

The content of the test is based largely on the teacher preparation standards created by ACTFL/CAEP (formerly NCATE), *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers*.

Using the Study Topics That Follow

The World Languages Pedagogy test is designed to measure knowledge and competencies related to theories, methods, and techniques necessary for a beginning teacher of world languages at the K–12 level. The topics for questions are typically those covered in classes taken by examinees that have completed a bachelor's degree program in World Languages with appropriate course work in foreign language education.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication about the depth and breadth of the knowledge required for success on the test.

You are not expected to be an expert on all aspects of the topics that follow. You should understand the major characteristics of each topic, recognize the minor topics, and have some familiarity with the subtopics. Virtually all accredited undergraduate foreign language education programs address the majority of these topics, subtopics, and even minor topics.

Here, for instance, is a partial topic list from Language Acquisition Theories and Instructional Practices under the “Understanding Language Acquisition and Creating a Supportive Classroom” category:

- Knows how to use second language acquisition theories (that include target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level- appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment
- Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (physical, cognitive, emotional, and social)
- Knows how to use a variety of strategies to help students comprehend oral and written input
- Knows how to negotiate meaning with students during interactions
- Knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice

Below is a list of instructional models and approaches used in second-language classrooms that are connected to the topics above. Referring to textbooks, state standards documents, or other sources as needed, make sure you can describe in your own words what each approach is. For example, you should be able to think to yourself that “A communicative approach integrates reading, speaking, listening, and writing from the beginning and the teacher’s primary role is to facilitate communication among students through frequent pair or group work” or “Asher’s Total Physical Response approach begins with a preproduction phase in which students listen, follow commands, and demonstrate their comprehension through non-verbal actions.” It is also very important to be able to recognize major pedagogical theorists, such as Krashen, Vygotsky, and Skinner, and know how their theories connect to instruction.

Major Language Acquisition Approaches

- The Grammar-Translation Approach
- The Direct Approach
- The Audio-lingual Method
- The Cognitive Approach
- The Total Physical Response Approach
- The Natural Approach
- The Silent Way Approach
- The Community Language Learning Approach
- The Communicative Approach

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of “e.g.” to start a list of examples implies that only a few examples are offered and the list is not exhaustive.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test’s subject matter. You may want to discuss these questions with a teacher or mentor.

I. Language Acquisition Theories and Instructional Practices

Section 1, Part A consists of 18 multiple-choice questions divided among the following three content areas.

A. Cultures, Literatures, Cross-disciplinary Concepts

1. Demonstrating cultural understandings— connections among the perspectives of the target culture and its practices and products.

The beginning World Languages teacher:

- a. knows how to integrate culture consistently and systematically into curriculum, instruction, and assessments (according to the products, practices, and perspectives of *World-Readiness Standards for Learning Languages* [formerly *Standards for Foreign Language Learning in the 21st Century*])

2. Literary and cultural texts from the target culture and their uses to interpret and reflect on their perspectives

The beginning World Languages teacher:

- a. knows how to select cultural materials that are appropriate for students’ age, interests, and proficiency level and incorporate them into instruction

- b. knows how to design activities based on those cultural materials that integrate the development of students' language proficiency with cultural understanding
3. Integrating knowledge of other disciplines into instruction
The beginning World Languages teacher:
 - a. knows how to use methods and develop strategies for teaching and learning new content by making connections between concepts from other disciplines and those of the language classroom
 - b. knows how to locate and include authentic resources that are appropriate for students' age, proficiency level, and interest in the target language instructional resources (print and nonprint, electronic and digital resources, the Internet, magazines, guest speakers)
 - c. knows how to identify appropriate aural and written sources for a specific proficiency level

Discussion Questions: Cultures, Literatures, Cross-Disciplinary Concepts

- What are the differences between a culture's products, practices, and perspectives and what are some examples of each?
- How could music, the arts, the sciences, and other disciplines be incorporated into language learning?
- What are examples of content-based instruction for the second-language classroom?
- What aural and written materials are typically appropriate at each proficiency level?

B. Language Acquisition Theories and Instructional Practices

While this area has the same title as scoring category I, it is a sub-area of the major score-reporting category. It focuses specifically on the test taker's understanding of language acquisition theories and knowledge of instructional practices.

1. Understanding language acquisition and creating a supportive classroom
The beginning World Languages teacher:
 - a. understands language acquisition as it relates to the cognitive, physical, emotional, and social developmental characteristics of K-12 learners

- b. knows how to use the target language to the maximum extent possible at all levels of instruction
- c. knows how to use the target language to develop content-based language lessons
- d. knows how to tailor the target language to the age and level of the learners
- e. knows how to use a variety of strategies to help students comprehend oral and written input
- f. knows how to negotiate meaning with students during interactions
- g. knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice
- h. knows how to design activities in which students interact in meaningful tasks that are standards based, reflecting curricular themes and students' interests
- i. knows how to provide opportunities for students to respond in open-ended and personalized responses
- j. knows how to assume the role of facilitator in many classroom activities
- k. knows how to provide feedback on meaning as well as linguistic accuracy
- l. knows how to use strategies that encourage and affirm students' progress
- m. knows how to encourage students to take risks in learning the target language

**Discussion Questions:
Understanding Language Acquisition
and Creating a Supportive Classroom**

- What are some ways a foreign-language teacher can adapt instruction to students' different approaches to learning?
- What are some ways that students' interests could be used to create meaningful tasks?
- What strategies could be used to facilitate beginners' second-language literacy?
- What is the difference between facilitating the development of strategic readers and teaching reading strategies?
- What are some strategies to help inexperienced writers begin to develop ideas for a specific topic?
- When, and how often, is it appropriate to provide error correction for students' second- language speaking?

2. Developing instructional practices that reflect language outcomes and learner diversity

The beginning World Languages teacher:

- a. knows how to use second-language acquisition theories (including target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level-appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment
- b. knows how to implement a variety of instructional models and techniques to accommodate students' differences (physical, cognitive, emotional, and social)
- c. understands that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued, and respected
- d. knows how to create an interactive, engaging, equitable, and supportive environment that promotes language learning and cultural understanding for all students
- e. knows how to create an equitable environment so all students can learn
- f. knows how to match students' diverse ways of knowing, understanding, and learning to instructional activities
- g. knows how to help students recognize the uses and purposes of their heritage language both in their immediate environment and in a global society
- h. knows how to implement a variety of instructional models and techniques to accommodate students' differences (language levels, language backgrounds, and approaches to learning)
- i. knows how to identify multiple ways that students learn when engaged in language classroom activities
- j. knows how to implement a variety of instructional models and techniques to accommodate students' specific special needs and interests
- k. knows how to implement activities that promote critical thinking and problem-solving skills
- l. knows how to incorporate activities in which students work in pairs, as well as in small and large groups

- m. knows how to define and model activities, state a time limit and expectations, assign specific roles and tasks for students, monitor the roles and tasks, and conduct a follow-up or accountability activity
- n. knows how to recognize that questioning strategies and task-based activities serve different instructional objectives and is able to align them appropriately with program goals
- o. knows how to seek out information about students, including their backgrounds and special needs

Discussion Questions: Developing instructional practices that reflect language outcomes and learner diversity

- What tasks are appropriate for students of differing ages and proficiency levels?
- How does classroom management affect the learning environment?
- What types of instructional models best promote communicative competencies?
- What is *scaffolding* and how does it support learning?
- How would applying a cognitive instructional model be useful during a grammar lesson?
- What types of activities mirror real-world use of the target language in all three modes of communication?

C. Professionalism

1. Need for ongoing professional development

The beginning World Languages teacher:

- a. knows how to identify appropriate professional development needs given the scenario of a beginner teacher
- b. knows how to engage in a reflective process that fosters professional growth and improves teaching and learning

2. Knowing the value of foreign language learning

The beginning World Languages teacher:

- a. knows how to identify resources that provide the appropriate advocacy materials
- b. knows how to effectively communicate a rationale that includes key benefits of foreign language learning
- c. knows how to advocate language learning for all students
- d. knows how to advocate early, sequential, and continuous lifelong language learning

Discussion Questions: Professionalism

- What professional organizations are available to support World Languages teachers and teachers in general, and what is their focus? (e.g., advocacy groups, unions, state and national education department websites)
- What student activities might promote lifelong language learning?
- What would a “reflective process” look like and what documentation would help identify professional development needs?

II. Integration of Standards into Curriculum and Instruction

Section 1, Part B of the test is intended to measure your knowledge of the *World-Readiness Standards for Learning Languages* (formerly *Standards for Foreign Language Learning in the 21st Century*). The 13 multiple-choice questions in this section provide short classroom-based scenarios and ask the test taker to select the standard that is best represented in the scenario. Knowing the National standards and how they are applied in the classroom is essential knowledge for a foreign language teacher, but memorizing them verbatim is not a requirement. A Standards summary is provided for reference during the test.

A. Integration of Standards into Curriculum and Instruction

Understanding *World-Readiness Standards for Learning Languages* (formerly *Standards for Foreign Language Learning in the 21st Century*) as defined by the American Council on the Teaching of Foreign Languages (ACTFL) (Five Cs = communication, cultures, connections, comparisons, and communities)

The beginning World Languages teacher recognizes the appropriate standard addressed, given a particular learning scenario

Integrating *World-Readiness Standards for Learning Languages* (formerly *Standards for Foreign Language Learning in the 21st Century*) as defined by the American Council on the Teaching of Foreign Languages (ACTFL) into planning and instruction. (Five Cs = communication, cultures, connections, comparisons, and communities)

B. Integrating Standards in Planning

The beginning World Languages teacher:

- a. knows how to create lesson/unit plan objectives that address specific goal areas and standards
- b. knows how to adapt instructional materials to address specific standards

C. Integrating Standards in Instruction

The beginning World Languages teacher:

- a. knows how to design opportunities for students to communicate in interpersonal (speaking or writing), interpretive (listening and reading), and presentational (speaking and writing) modes
- b. knows how to design opportunities for students to explore target language culture by means of cultural products, practices, and perspectives, and knows how to compare them to his or her own culture
- c. knows how to provide opportunities for students to connect with the target language community via technology and authentic materials

D. Selecting and Designing Instructional Materials

The beginning World Languages teacher:

- a. knows how to identify and integrate authentic materials into classroom activities
- b. knows how to teach students strategies for understanding and interpreting authentic texts
- c. knows how to locate additional resources to enhance topics/themes in the curriculum

Discussion Questions: Integration of Standards into Curriculum and Instruction

- What is the primary focus of each standard?
- What activities or assignments would demonstrate each standard?
- What are lesson scenarios that would describe students using various modes of communication?
- What pedagogical purpose does the use of realia and authentic cultural materials serve?
- What are the three modes of communication?
- How can the three modes of communication be woven throughout a classroom activity?

III. Assessment of Languages and Cultures

Section 1, Part C contains 14 multiple-choice questions about knowledge of assessment models and their appropriate use. In addition, it presents scenarios to demonstrate how to use information from assessment results to adapt or change instruction as well as how to interpret and report those results to students and other stakeholders.

A. Assessment of Languages and Cultures

1. Knowing assessment models and using them appropriately

The beginning World Languages teacher:

- a. knows how to select assessment practices (formal/informal) appropriate to the task

- b. knows how to adapt and use holistic and/ or analytic scoring methods appropriate to the task
 - c. knows how to distinguish between formative and summative performance assessment models
 - d. knows how to design formative and summative performance assessment instruments based on ACTFL Performance Descriptors for Language Learners to measure students' progress in achieving the modes of communication (interpretive, presentational, interpersonal) within the cultural framework of products, perspectives, and practices
2. Reflecting on assessment
The beginning World Languages teacher:
- a. knows how to use insights gained from reflective analysis to adapt, change, and reinforce instruction
 - b. knows how to allow the information from the assessments and the analysis of the data to inform instruction
3. Reporting assessment results
The beginning World Languages teacher:
- a. knows how to interpret and report to students and other stakeholders what students know and are able to do

Discussion Questions: Assessment of Languages and Cultures

- What types of assessment tools are available and under what classroom circumstances are they appropriate?
- What is the difference between formal and informal assessment and how does each relate to formative and summative assessment?
- How can instruction be improved through reflecting on assessment results?
- What are norm-referenced and criterion-referenced assessments and how are they used?
- With what type of assessments are rubrics used?
- What kind of assessment task will demonstrate a targeted level in the *Performance Indicators (Can-Do Statements)*?

IV. Instructional Practice: Integrated Skills Section 2, Parts D and E

Section 2, Part D, is a constructed-response question that asks the test taker to design a lesson plan given a specific educational objective.

Section 2, Part E, is a constructed-response question that asks the test taker to write an essay on a topic important in foreign language teaching.

Please refer to Chapter 3, "Understanding Question Types" for a detailed explanation of the question types found on the test.

Discussion Questions: Part D

- What is the purpose of lesson planning?
- What are some common lesson plan formats?
- How does the sequence of a lesson plan affect reaching the stated educational objective?
- What activities, materials, and instruction are essential to reaching the stated objective and are appropriate for the students?

Discussion Questions: Part E

- What are the types of essays and how are they different?
- What are the parts of an essay and how are they connected to create a coherent whole?
- When might a teacher need to use an essay format to advocate for a language program?
- What are some educational issues where a written response would be effective?

World Languages Pedagogy (5841) Sample Test Questions

Sample Questions

Section I

Part A

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

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. The teacher of a beginning foreign language class has just concluded a thematic unit on food. Students are asked to devise a restaurant and create an appropriate menu for it. Which of the following additional activities should the teacher plan in order to give students an opportunity to practice using appropriate vocabulary pertaining to restaurants in a spontaneous conversation?
 - (A) Have students visit each other's restaurants and order food from a waiter.
 - (B) Have students individually write a dialogue between a waiter and a patron.
 - (C) Have the groups create and practice a commercial for their restaurant that will be presented to the rest of the class.
 - (D) Have students individually talk about their favorite restaurants.

2. A teacher of an advanced-level foreign-language class has noted that her students are generally unable to understand clips from TV shows she has recently introduced. Which of the following strategies would best help develop students' listening comprehension skills?
 - (A) Teaching students a wide array of vocabulary words, grammar, and learning strategies
 - (B) Exposing students to a wide variety of authentic materials that integrate the spoken discourse of the target language
 - (C) Showing clips with subtitles in English to encourage students' sense of accomplishment in understanding the spoken word
 - (D) Placing a heavier focus on reading in the target language so students can expand their knowledge of vocabulary and grammar

3. The teacher of an intermediate-level world languages class wants to incorporate task-based activities into her curriculum. However, she is unsure what type of task would be appropriate for her students' language level. In which of the following ways might the teacher most readily find practical information about a task-based approach to language teaching and learning?
 - (A) Attending a talk on the role of emerging technologies in foreign language teaching at the annual ACTFL convention
 - (B) Reading *The Modern Language Journal*
 - (C) Studying the *World-Readiness Standards for Learning Languages*
 - (D) Exploring textbooks grounded in the audiolingual method that present classroom exercises based upon it

4. A second-year high school foreign-language teacher speaks the target language at a level that is a little higher than that which is easily understood by the students. The technique the teacher is using relates best to which of the following of Krashen's hypotheses about second-language acquisition?
 - (A) The natural order hypothesis
 - (B) The monitor hypothesis
 - (C) The input hypothesis
 - (D) The affective filter hypothesis

5. A student in a world-language class can narrate and describe in the present and future but still struggles with the past tense. The student can speak in paragraph-long discourse with some hesitation and can be generally understood by most native speakers of the target language, although sometimes there is some interference from English. Which is most likely the student's current level on the ACTFL Proficiency Guidelines?
 - (A) Novice High
 - (B) Intermediate High
 - (C) Advanced Mid
 - (D) Superior

Part B

This section is intended to measure your knowledge of the *World-Readiness Standards for Learning Languages* (formerly *Standards for Foreign Language Learning in the 21st Century*).

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case. A summary of the *Standards* is provided for your reference

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

6. In Mrs. López's third-grade foreign-language class, students learn to sing songs and play games that are traditionally used together by children in the target language countries. This activity is an example of which of the following standards?
- (A) Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - (B) Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
 - (C) Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
 - (D) Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment
7. Ms. Thompson, a fifth-grade teacher, and Mr. George, a world languages teacher in the same elementary school, are collaborating on a unit about the French in the American Revolution. They are having students investigate reasons why the French supported the colonists against the British. The students' assignment best addresses which of the following standards?
- (A) Communication
 - (B) Cultures
 - (C) Connections
 - (D) Communities
8. Students in a foreign-language class complete the following activities as part of their preparation for a study abroad trip:
- Study vocabulary needed to fill out visa forms
 - Make lists in the target language about what to bring
 - Study maps and choose a region in the target country based on climate and field of study
 - Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities
 - Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro
- Which of the activities above performed by students addresses Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures?
- (A) Study vocabulary needed to fill out visa forms
 - (B) Make lists in the target language about what to bring
 - (C) Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities
 - (D) Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro

Part C

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

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case

9. A foreign-language teacher completes a thematic unit on the environment and the weather, but a few weeks later, students have trouble forming correct sentences when the teacher asks them to talk about the weather. Which of the following strategies would be most effective in addressing the students' needs?
- (A) Scheduling a written test on common weather expressions so that students will be motivated to review the material
 - (B) Correcting each student's answer and asking each one to repeat the correct answer to avoid the fossilization of mistakes
 - (C) Giving students multiple opportunities to practice through discussion and a variety of application activities in class
 - (D) Preparing additional handouts or study guides on the weather that focus on common student errors
10. Which of the following would be the best evidence to demonstrate to parents and administrators what students can do with the language?
- (A) Scores on dictation tests
 - (B) Poems written by students
 - (C) Copies of national or state standards
 - (D) Lists of course goals and objectives
11. A beginning world-language teacher wants to test both reading and vocabulary knowledge and creates a target-language paragraph assessment with blank spaces. The students must fill in each blank space with an appropriate target-language vocabulary word chosen from a word bank. Which of the following is the teacher using to accomplish the goal?
- (A) A cloze test
 - (B) An aptitude test
 - (C) A multiple-choice test
 - (D) An open-ended test

Answers

Section 1

Part A

1. Option (A) is correct. The question asks about an activity that will give students the opportunity to practice using appropriate restaurant vocabulary in an impromptu conversational setting. Having the students visit each other's restaurants and order food from a waiter will allow them to use this vocabulary to reinforce skills of spontaneous interpersonal speaking, whereas the other activities mentioned focus on writing and presentational speaking.
2. Option (B) is correct. This question presents a scenario that requires knowledge of appropriate instructional strategies to help students' listening comprehension. Experiencing authentic materials in the same mode of communication would best help students acclimate to discourse by native speakers.
3. Option (C) is correct. The *World-Readiness Standards for Learning Languages* defines specific language-based tasks that students should be able to perform at each level of language proficiency. Although the teacher might find information about task-based approaches in a talk at the ACTFL convention on technology (A) and in *The Modern Language Journal* (B), those sources are less likely to provide easy-to-implement practical information on the topic. The audiolingual method (D) focuses on drills, memorization, and habit forming rather than on task-based learning, so it would not be a good source.
4. Option (C) is correct. Krashen's "Input Hypothesis" states that students acquire more language knowledge when they are introduced to comprehensible information that is a little above their current level of language competency.
5. Option (B) is correct. In accordance with the *ACTFL Proficiency Guidelines*, students in the Intermediate High level have the ability to converse with ease when dealing with routine tasks and social interactions. They are able to communicate effectively when relating basic information, although some hesitation and errors are evident. Students at this level may speak with paragraph-long discourse and narrate and describe in major time frames. In general, conversation by Intermediate High level students is understood by native language speakers; however, the language fluency is still hindered by the dominant language.

Part B

6. Option (B) is correct. This question describes young students using songs and games (products) in the context (perspective) of the culture.
7. Option (C) is correct. While it is easy to imagine addressing all of the standards during this type of instructional unit, the question, as presented, asks about addressing standards through cross-disciplinary collaboration. The students are furthering their knowledge of another discipline through the foreign language when they complete their assignment.
8. Option (C) is correct. This question asks about acquiring information about the culture from the Connections standard. The other choices best fit the Communications standard.

Part C

9. Option (C) is correct. When and how to assess student progress is vital knowledge all teachers need to apply appropriately. Giving the students a chance to review the material in class would provide information to the teacher about student difficulties. The other choices might be appropriate once the teacher has determined a reason for the difficulties.
10. Option (B) is correct. Presenting creative student work is direct evidence of a student's level of internalization of and ability to utilize acquired language skills in an authentic environment.
11. Option (A) is correct. The answer to this question is based on a knowledge of assessment types. The scenario describes a typical cloze test, in which a test taker must understand the context of a passage to select the appropriate vocabulary word.

Sample Constructed-Response Section

Section II

Part D (Suggested time—40 minutes)

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

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

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

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

Assume that you are teaching a third-year, high school foreign-language class. Your students are from 15 to 17 years of age. Most students are estimated to be at the Intermediate level, as described in the *ACTFL Proficiency Guidelines*. Design an instructional unit on famous painters of the target culture. At the end of the unit, students will be familiar with several painters and discuss details of the painters' personal and professional lives, as well as their contributions to the target culture's artistic production. Your unit will cover three class periods of 50 minutes each.

School Grade:	Third year, high school
Student Profile:	15–17 years of age
Proficiency Level:	Intermediate level in the <i>ACTFL Proficiency Guidelines</i>
Theme/Topic:	Famous painters of the target culture
Objective:	Students will be familiar with several painters and discuss details of the painters' personal and professional lives, as well as their contributions to the target culture's artistic production
Length of Unit:	3 class periods of 50 minutes each
Vocabulary:	
Materials:	
Procedures/Activities:	
Assessment:	

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

Part D - Sample Responses

Response A

Vocabulary: art terms in a handout (línea, el espacio, el valor, la textura, el equilibrio) review verbs in past tense and future as needed

Materials: 5 reproductions of different artworks from the target culture, poster question template, computer lab time, appropriate web sources in target language, Planning form

Day 1: Students will divide themselves evenly among the 5 reproductions hanging on the class walls. Tell students they are going to work in teams to create one team poster about the artwork. Discuss with them what questions they need to ask about the art. Ask them to write down the questions using the target language (past tense): Ex: Who was the artist? What was the place of birth? Where did the artist work? Why is/was the artist famous? Do you admire the artist? Why or why not? For the rest of the period students will use the Planning form to plan the project. Ask them to write down the following questions using the target language (future tense): What will be needed, what you will know at the end, potential problems-like what new vocabulary is needed, how will I find answers. During group work, check comprehension by looking to see if they wrote the questions correctly you spoke.

Day 2: Using the computer lab, students will search appropriate web sites in the target language for information to complete their poster. Teacher will check their Planning form to assess progress and ask questions about the artists.

Day 3: Each student of each team will take turns role-playing asking and answering questions from the poster. Their individual grade will be based on how tenses are used during their portion of the oral presentation and on a short paragraph about which art they liked best. A team grade will be given using a rubric based on the questions about each artist.

Response B

Day 1

I would present information in an engaging way by displaying 3 paintings with an autobiographical sketch next to each artwork. I would talk about each artist's contributions without saying the name. Students will match what I say to the correct painting through discussion.

Day 2

Students will use colored markers to recreate the 3 pictures using paint-by-numbers books written in the target language. Students will label the colors used and parts of the paintings in the target language (blue, red, tree, sky, boat, castle, river, etc.). They will also orally describe which of the paintings they like best and why.

Day 3

Students will write a poem describing how they feel about one of the displayed paintings after brainstorming adjectives to use to further define the parts of the artwork (tall green tree, old wooden boat, etc.). They will take a multiple choice quiz about that artist

Response C

I will expose the students to the painters art from the culture. I will compare them with some painters from other cultures. I will divide students by groups. The students will look for the style and similar characteristics and differences. The students can also gather the information on the painters' lives and prepare a presentation to discuss in class. Students will take a quiz about the artists.

Response D

Day 1

I would place paintings in different parts of the room and would share some common ideas about how to look at and discuss paintings, and would expect students to abide by common courtesies while discussing the paintings. It is important for students to know about art and how people understand culture through art.

Days 2-3

Students would then debate which of the paintings has the most value in today's culture. Grade would be on participation in the debate and observance of etiquette during class.

Scoring the Lesson Plan Responses

Holistic scoring of test taker responses is done by content experts who have been through a rigorous training and qualifying process. Each response is independently scored by two raters using the rubric shown below. Scoring explanations for the lesson plan sample responses A, B, C, and D follow.

Praxis World Languages Pedagogy Rubric – Lesson Plan

Score of 3 - High

A response at this level demonstrates evidence of a **high degree of competence** in response to the assignment, but it may have a few minor errors.

- **Fully** addresses and **fully** elaborates all categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a high degree of content understanding and all, or almost all, content information is accurate and well developed
- All teaching techniques described are appropriate for age, grade, and proficiency level
- All materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits appropriate information on targeted learning objective
- Response is well organized and generally coherent

Score of 2 - Mid-High

A response at this level demonstrates evidence of **competence** in response to the assignment, but it has minor errors.

- Addresses **all** categories (vocabulary, materials, procedures, and assessment), but some points are **not fully** elaborated
- Demonstrates a moderate degree of content understanding and most content information is accurate
- Most teaching techniques described are appropriate for age, grade, and proficiency level
- Most materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits moderate amount of information related to learning objective
- Response is organized, but some parts are not fully developed

Score of 1 - Mid-Low

A response at this level demonstrates evidence of **limited competence** in response to the assignment and it has one or more major errors.

- Addresses only some of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a low degree of content understanding and only some content information is accurate
- Some of the teaching techniques described are appropriate for age, grade, and proficiency level
- Some materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument elicits minimal information related to learning objective
- Response is inadequately organized or not sequenced correctly

Score of 0 - Low

A response at this level demonstrates evidence of **little or no competence** in response to the assignment and it is obviously flawed.

- Addresses almost none of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a poor understanding of content and content information is inaccurate
- Teaching techniques described are not appropriate for age, grade, and proficiency level
- Materials are not connected to procedures, and activities are not appropriate for age, grade, and proficiency level
- Assessment instrument is not described and/or the instrument described does not relate to learning objective
- Response is disorganized

Part D - Explanations for Sample Scores

Response A

This lesson plan contains the detailed elements and the content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and formative and summative assessment. All techniques and materials are appropriate and combine to support the learning objective. Overall, the response provides evidence of a **high degree of competence** in response to the assignment. Therefore, the score is a 3.

Response B

This lesson plan contains the elements and the content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and some form of assessment. All techniques and materials are appropriate, except for the paint-by-numbers activity and simplistic vocabulary, which are inappropriate for intermediate proficiency and age. The assessment lacks detail but, overall, the response provides evidence of **competence** in response to the assignment. Therefore, the score is a 2.

Response C

This lesson plan contains procedures, activities, and assessment, but they lack detail as required by the prompt. Evidence of content is minimal. Vocabulary and materials are missing. This response indicates evidence of **limited competence** in response to the assignment. Therefore, the score is a 1.

Response D

This lesson plan lacks the essential elements of an effective plan; vocabulary is missing, teacher input is only about how to critique art and observe common courtesies during discussion. The debate activity is inappropriate for intermediate proficiencies; the assessment is unrelated to the objective. This response indicates evidence of **little or no competence** in response to the assignment. Therefore, the score is a 0.

Section II

Part E (Suggested time—20 minutes)

Directions: You will be asked to write an essay in English on a specific topic. Write your response in the space provided in the response book.

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

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

Imagine that your school awards funds to teachers for professional development. Write an essay to the selection committee describing your professional development plans for the coming year. Be specific about professional conferences or meetings you would like to attend or professional organizations you would like to join, and tell how you and your students would benefit from your activities.

Part E - Sample Responses

Response E

I plan on attending many conferences this year to improve myself as a teacher. There is a conference over fall break on integrating multiple intelligences into your high school classroom. It is a two day conference that has many wonderful speakers scheduled to attend. I feel like I would benefit from this conference by learning new ways to reach all of my students in the way that best helps them learn. The second conference I plan to attend is over spring break and it is on incorporating culture in your language classroom. I feel there are so many ways for my students to get involved in the target language community but they're not interested. I believe this conference will help me boost their interest. There is a target language teachers organization that meets once a month that I am interested in joining. It is just a group of teachers that meet and give each other advice and ideas on how to teach our classes better. My choices for professional development will boost student interest and provide me with several new avenues to reach all of my students. Thank you for considering me for this opportunity.

Response F

I am grateful for the opportunities I have to better my teaching and further benefit the students at our school.

This year affords many exceptional venues for learning that will allow me to develop my classroom techniques and, consequently, increase the quality of our institution. There are a number of conferences this year which will greatly benefit our language program. The Southwest Regional Language Fair should be a remarkable opportunity to improve my skills in promoting integrated skills, which will improve our reputation (and help our students). I will also apply for the Foreign Language Teachers Association which will provide a wide variety of ideas which can be incorporated into the classroom. These conferences and organizations offer unique materials for use in the classroom, and help keep ideas fresh, innovative, and in touch with current academic trends. They also put teachers in contact with each other so that they can share ideas and integrate them into the classroom.

As a teacher, it is crucial to continue learning and adapting in order to maintain a healthy environment of development and progression. These programs will benefit our school and encourage continual academic improvement in the classroom.

Response G

While planning for the upcoming academic year, I plan to implement new strategies to help my students excel scholastically. By attending teacher's conventions and school board meetings, along with keeping up to date on current events and pop culture, I can develop teaching methods that will capture students' interest.

By attending these enhancement courses and attending meetings, I think that I can capture those students that perhaps are not learning from traditional teaching methods.

Response H

Thank you for reviewing my application. I would like to inform you about my professional development plans for the coming year.

I am writing a research article on the importance of diversity in pedagogy. I am going to present my article at the annual convention of Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing. Furthermore, I am also going to chair a program that holds contests among school students and raises awareness. I will be grateful if I get the funding for my plans.

Scoring the Essay Responses

Scoring explanations based on the rubric below for the essay sample responses E, F, G, and H follow.

Praxis World Languages Pedagogy Rubric - Essay

Score of 3 - High

A response at this level demonstrates evidence of a **high degree of competence** in response to the assignment, but it may have a few minor errors.

- **Fully** addresses and completes the task
- Clearly demonstrates a high degree of understanding of the content required by the question
- All content information is accurate and well developed
- All, or almost all, supporting details or examples are appropriate and effective
- Response is well organized and generally coherent

Score of 2 - Mid-High

A response at this level demonstrates evidence of **competence** in response to the assignment, but it has minor errors.

- Addresses and completes the task
- Demonstrates a moderate degree of understanding of the content required by the question
- Most content information is accurate
- Most supporting details or examples are appropriate and effective
- Response is organized, but some parts are not fully developed

Score of 1 - Mid-Low

A response at this level demonstrates evidence of **limited competence** in response to the assignment and it has one or more major errors.

- Addresses and completes the task
- Demonstrates a low degree of understanding of the content required by the question
- Some content information is accurate
- Some supporting details or examples are vague, not well defined, not appropriate, or not effective
- Response is inadequately organized or not sequenced correctly

Score of 0 - Low

A response at this level demonstrates evidence of **little or no competence** in response to the assignment and it is obviously flawed.

- Partially addresses and/or partially completes the task
- Demonstrates a poor understanding of the content required by the question
- Most content information is inaccurate
- Most supporting details or examples are irrelevant, not effective, or missing
- Response is disorganized

Part E - Explanations for Sample Scores

Response E

This response contains the elements of a good essay: thesis statement, specific requests (description of conferences), and supporting details. Professional development plans, specific conferences, logical reasons, and how the teacher and students will benefit are evident in the response. This essay demonstrates evidence of a **high degree of competence** in response to the assignment. Therefore, the score is a 3.

Response F

This response contains the elements of a good essay: thesis statement, specific description of conferences, and some specific details. Although professional development plans, reasons for attending, and benefits for the teacher and students are evident in the response, some are less developed than others. Overall, this essay demonstrates evidence of **competence** in response to the assignment. Therefore, the score is a 2.

Response G

This response contains some of the elements of an essay: thesis statement and description of conferences—but provides no specific details. Professional development plans are valid but general. School board meetings are not an appropriate venue for developing teaching strategies. Reasons for using current events and pop culture is a valid technique but undeveloped. Overall, this essay demonstrates evidence of **limited competence** in response to the assignment. Therefore, the score is a 1.

Response H

This response is missing the supportive elements of a good essay. Professional development plans are described but no reasons, examples, student or teacher benefits are evident, as required by the prompt. Overall, this essay demonstrates evidence of **little or no competence** in response to the assignment. Therefore, the score is a 0.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown v. Board of Education of Topeka*

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other ‘tangible’ factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

 - A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
 - B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
 - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
 - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
 - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.
5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a *Praxis* Test](#).

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

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that meet your specific needs, visit:

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