

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS™ (CEOETM)**

**OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)**

**FIELD 19: SPANISH  
TEST FRAMEWORK**

**October 2005**

<b>Subarea</b>	<b>Range of Competencies</b>
I. Listening Comprehension	01–03
II. Reading and Vocabulary	04–06
III. Language Structures and Comparisons	07–09
IV. Cultural Perspectives, Comparisons, and Connections	10–11
V. Language Acquisition and Instruction	12–13
VI. Written Expression	14
VII. Oral Expression	15

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# OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)

## FIELD 19: SPANISH TEST FRAMEWORK

Listening Comprehension  
Reading and Vocabulary  
Language Structures and Comparisons  
Cultural Perspectives, Comparisons, and Connections  
Language Acquisition and Instruction  
Written Expression  
Oral Expression

### SUBAREA I—LISTENING COMPREHENSION

#### Competency 0001

**Comprehend at or beyond the literal level spoken questions or other oral messages likely to be encountered in culturally authentic situations.**

*The following topics are examples of content that may be covered under this competency.*

- Comprehend both formal and informal comments and questions.
- Comprehend a question or comment likely to be encountered in an informal or social situation.
- Comprehend a question or comment likely to be encountered in a formal or professional setting.
- Comprehend a request for information.
- Select an appropriate response to a spoken question or comment.

#### Competency 0002

**Derive pertinent information from oral messages in a variety of culturally authentic situations.**

*The following topics are examples of content that may be covered under this competency.*

- Understand the main idea of formal and informal oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, lectures).
- Understand a telephone message or public address announcement.
- Understand a sequence of steps presented in a set of oral directions.
- Understand supporting details in a variety of formal and informal oral messages.
- Understand a stated cause or effect of a situation described in an oral message.

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**Competency 0003**

**Infer meaning from oral messages in a variety of culturally authentic situations.**

*The following topics are examples of content that may be covered under this competency.*

- Characterize the tone, mood, or point of view of one or more speakers.
- Analyze a cause-and-effect relationship implied but not stated in an oral message.
- Analyze the social or cultural context of a spoken presentation or conversation.
- Analyze the social or cultural relationship between speakers in a conversation.

**SUBAREA II—READING AND VOCABULARY**

**Competency 0004**

**Comprehend the literal content of a variety of formal and informal authentic materials.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze passages from a variety of sources (e.g., newspaper and journal articles, personal correspondence, literary works) to determine a stated main idea or choose an accurate summary.
- Analyze passages to determine a causal or temporal sequence of events.
- Discern details regarding character, setting, or events described in a passage.
- Recognize supporting evidence for an argument made in a passage.

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**Competency 0005**

**Interpret and draw inferences from a variety of formal and informal authentic materials, including literary works.**

*The following topics are examples of content that may be covered under this competency.*

- Make inferences about audience, purpose, setting, or character from information provided in passages from a variety of sources (e.g., newspaper and magazine articles, personal correspondence, literary works).
- Discern implied cause-and-effect relationships in a passage.
- Infer an author's intent, assumptions, or point of view in a passage.
- Interpret figurative language (e.g., metaphors, similes) in a literary passage.

**Competency 0006**

**Select culturally appropriate words, phrases, or sentences, including idiomatic expressions, that are applicable to a variety of formal and informal contexts.**

*The following topics are examples of content that may be covered under this competency.*

- Determine appropriate language for routine situations (e.g., shopping, dining, traveling).
- Determine appropriate language for social situations (e.g., canceling an appointment, expressing a compliment, planning a party).
- Determine appropriate language for expressing attitudes, opinions, and judgments.

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**SUBAREA III—LANGUAGE STRUCTURES AND COMPARISONS**

**Competency 0007**

**Apply the rules for word and sentence formation.**

*The following topics are examples of content that may be covered under this competency.*

- Transform sentences or passages in context according to given instructions (e.g., transforming a sentence from passive to active voice, changing a positive statement into a negative statement).
- Transform the tense or mood of a sentence or passage.
- Transform a sentence or passage from direct to indirect discourse, or vice versa.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

**Competency 0008**

**Analyze sentences to determine grammatically correct words or phrases to complete them and revise written sentences or passages to correct errors in structure and syntax that interfere with accurate communication.**

*The following topics are examples of content that may be covered under this competency.*

- Select the correct noun or pronoun form or particle for a given context.
- Select verb forms or phrases as appropriate for a given context.
- Select the appropriate modifying word or phrase to complete a sentence.
- Select the appropriate subordinate clause to complete a sentence.
- Select revisions to correct inappropriate use of tenses or forms.
- Select revisions to correct inappropriate use of constructions or syntactic structures.

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**Competency 0009**

**Understand the similarities and differences between Spanish and English.**

*The following topics are examples of content that may be covered under this competency.*

- Compare and contrast linguistic elements of Spanish (e.g., morphological processes, syntax) with linguistic elements of English.
- Analyze the relationship between Spanish and English words and their derivatives.
- Recognize the meaning of cognates and false cognates in Spanish and English.
- Understand the sociolinguistic features of Spanish.

**SUBAREA IV—CULTURAL PERSPECTIVES, COMPARISONS, AND CONNECTIONS**

**COMPETENCY 0010**

**Understand the products, practices, and perspectives of Spanish-speaking cultures, as well as the relationships among them.**

*The following topics are examples of content that may be covered under this competency.*

- Identify and analyze the roles of major movements, writers, and works in the literature of Spanish-speaking cultures.
- Understand characteristic forms and elements of the visual arts and music of Spanish-speaking cultures.
- Recognize historical and contemporary scientific and technological achievements of Spanish-speaking cultures.
- Understand characteristic features of daily life in Spanish-speaking cultures.
- Understand major social institutions (e.g., educational systems) of Spanish-speaking cultures.
- Compare and contrast the products and practices of Spanish-speaking cultures with the products and practices of non-Spanish-speaking cultures of the United States.
- Recognize ways in which understanding the products, practices, and perspectives of Spanish-speaking cultures contributes to understanding important concepts of other disciplines (e.g., political science, literature, art).

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH  
TEST FRAMEWORK**

**Competency 0011**

**Understand the development of Spanish-speaking cultures, including the relationships among the history, geography, and perspectives of those cultures.**

*The following topics are examples of content that may be covered under this competency.*

- Identify and analyze the roles of major historical events, figures, and movements in the development of Spanish-speaking cultures.
- Analyze the relationships between major historical events, figures, and movements and the cultural perspectives of Spanish-speaking cultures.
- Relate natural geographic features (e.g., climate, location, natural resources) of Spanish-speaking nations to the economies of these nations.
- Compare and contrast the historical development of Spanish-speaking cultures with the historical development of non-Spanish-speaking local cultures.
- Compare and contrast the historical development of Spanish-speaking countries with the historical development of the United States.

**SUBAREA V—LANGUAGE ACQUISITION AND INSTRUCTION**

**Competency 0012**

**Understand the process of language acquisition and how it relates to the language learner in the classroom.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze major theories of first- and second-language acquisition (e.g., the theories of Krashen and Cummins).
- Identify the developmental stages through which language learners acquire first and second languages.
- Apply knowledge of the processes of first- and second-language acquisition to the language learner in the classroom, including major similarities and differences between the two processes.
- Demonstrate an understanding of the cognitive, affective, and social factors that can affect second-language acquisition.

OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**Competency 0013**

**Understand approaches for teaching communication, cultures, connections, comparisons, and communities to meet the needs of diverse learners in the language classroom.**

*The following topics are examples of content that may be covered under this competency.*

- Understand the use of varied approaches, methods, and strategies for teaching communication, cultures, connections, comparisons, and communities within the classroom.
- Understand the use of varied second-language assessment strategies and techniques.
- Understand Oklahoma's core curriculum for language learners, including skills and knowledge expected at each instructional level.

**SUBAREA VI—WRITTEN EXPRESSION**

**Competency 0014**

**Write a well-organized passage of several paragraphs in Spanish that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, time frames, cohesive devices, and simple and complex linguistic constructions.**

*The following tasks are examples of content that may be covered under this competency.*

- Write an account describing the reasoning behind a significant personal decision.
- Write a narrative of an event or activity in tenses appropriate to the task, using relevant supporting details.
- Write a letter of request or thanks addressed to an appropriate audience in a Spanish-speaking culture (e.g., a letter of thanks to family with whom the writer has spent a summer as an exchange student).
- Write a letter stating and supporting an opinion on a given topic or in response to a particular situation.



OKLAHOMA SUBJECT AREA TESTS™ (OSAT™)  
**FIELD 19: SPANISH**  
**TEST FRAMEWORK**

**SUBAREA VII—ORAL EXPRESSION**

**Competency 0015**

**In response to a prompt, construct connected oral discourse in Spanish that communicates a message effectively and demonstrates command of a range of vocabulary, idiomatic expressions, time frames, cohesive devices, and simple and complex language structures.**

*The following tasks are examples of content that may be covered under this competency.*

- Narrate and describe events or actions in tenses appropriate to the task, using relevant supporting details.
- Discuss and analyze advantages and disadvantages of an idea or proposed course of action.
- Offer and support an opinion on a given topic or in response to a given situation.
- Respond to a hypothetical situation (e.g., a traffic accident, a shopping trip) by explaining or describing events or by requesting assistance.