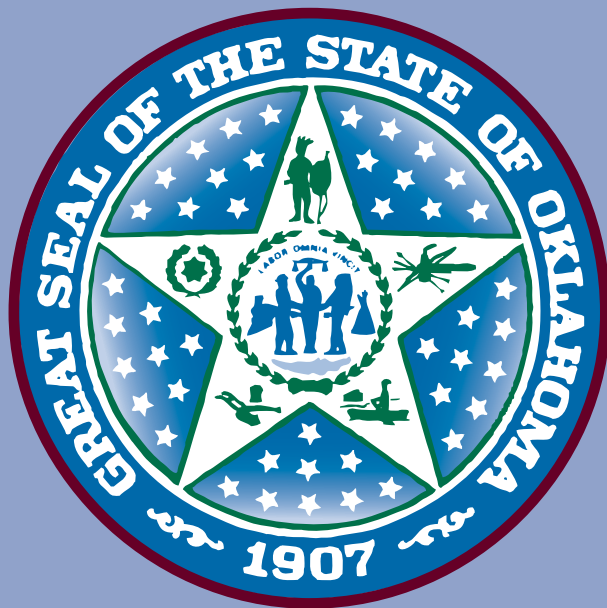


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

019 Spanish



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD019-04

TABLE OF CONTENTS

STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE.....	1-1
KEY FEATURES OF THIS STUDY GUIDE	1-1
FOR OTHER CEOE STUDY GUIDES.....	1-1
FOR FURTHER INFORMATION	1-1

GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions	1-3
Test Administration	1-7
Score Reports	1-8
HOW TO PREPARE FOR THE TEST	1-8
Study the Competencies	1-8
Identify Resources	1-8
Study Techniques	1-8
Review the Practice Test Questions	1-8
SAMPLE TEST DIRECTIONS	1-9
Sample General Test Directions.....	1-9
Sample Constructed-Response Assignment Directions	1-10
THE DAY OF THE TEST.....	1-11
Preparation	1-11
At the Test Site.....	1-11

FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies	2-1
Practice Test Questions	2-1
TEST COMPETENCIES	2-2
PRACTICE TEST QUESTIONS AND ANSWERS	2-8
Practice Selected-Response Questions	2-8
Practice Written Expression Assignment	2-19
A Very Good Response to the Practice Written Expression Assignment	2-20
Practice Oral Expression Assignment.....	2-21
Description of a Very Good Response to the Practice Oral Expression Assignment	2-22
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-23
Sample Performance Characteristics for Written Expression Assignment	2-23
Sample Scoring Scale for Written Expression Assignment	2-24
Sample Performance Characteristics for Oral Expression Assignment.....	2-25
Sample Scoring Scale for Oral Expression Assignment.....	2-26
ACKNOWLEDGMENTS	2-27

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 by the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

Certification Examinations for Oklahoma Educators, CEOE, Oklahoma General Education Test, OGET, Oklahoma Professional Teaching Examination, OPTE, Oklahoma Subject Area Tests, and OSAT are trademarks, in the U.S. and/or other countries, of the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s).

NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

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

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

The foreign language tests contain two or more constructed-response assignments, depending on the test. In this guide, each constructed-response assignment is immediately followed by either a sample response or a description of a very good response to the assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignments is provided in addition to the OSAT performance characteristics and score scales.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: SPANISH

SUBAREAS:

- I. Listening Comprehension
- II. Reading and Vocabulary
- III. Language Structures and Comparisons
- IV. Cultural Perspectives, Comparisons, and Connections
- V. Language Acquisition and Instruction
- VI. Written Expression
- VII. 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.

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.

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.

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.

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).

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.

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.

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.

PRACTICE TEST QUESTIONS AND ANSWERS: SPANISH

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

Practice Selected-Response Questions

DIRECTIONS FOR SECTION ONE: LISTENING COMPREHENSION

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

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

Competency 0001

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

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

1. **Escuche con cuidado el diálogo que sigue. Escuchará el diálogo dos veces.**

(You will hear:)

male: ¿Puedes levantar esta maleta?

female: Esta maleta pesa más de treinta kilos, Juan!

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

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

male: No puedo. Me la regaló mi familia de Ecuador.

Ahora conteste la pregunta.

(You will read in the test booklet:)

¿Cuál sería la respuesta más apropiada?

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

Correct Response: C. In this dialogue, Anita tries to encourage Juan to leave behind the tray his host family has given him because his suitcase is already very heavy. Juan refuses to leave anything behind and so the most appropriate response is the one that tells Juan he will have to carry the suitcase himself.

Competency 0002

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

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

2. **Escuche con cuidado el diálogo que sigue. Escuchará el diálogo dos veces.**

(You will hear:)

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

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

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

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

Ahora conteste la pregunta.

(You will read in the test booklet:)

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

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

Correct Response: A. In this dialogue, Paco and Ana are discussing a movie they have just seen. Both enjoyed the film very much. Ana was impressed by the quality of the production and directing. Paco finds it difficult to say which aspect of the film he liked the most, but he does say that he was impressed by the way the director presented a romantic story as historical fact. At first, Ana was concerned about the length of the film, but she found that the three and a half hours were over before she knew it.

DIRECTIONS FOR SECTION TWO: SELECTED RESPONSE

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

Competency 0005

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

3. **Lea con cuidado el pasaje de *Como agua para chocolate* de Laura Esquivel y luego conteste la pregunta que sigue.**

Durante mi niñez yo tuve la fortuna de gozar de las deliciosas frutas y verduras que ahí se producían. Con el tiempo, mi mamá mandó construir en ese terreno un pequeño edificio de departamentos. En uno de ellos aún vive Alex, mi padre. El día de hoy va a venir a mi casa a celebrar mi cumpleaños. Por eso estoy preparando tortas de Navidad, mi platillo favorito. Mi mamá me las preparaba cada año. ¡Mi mamá! ...¡Cómo extraño su sazón, el olor de su cocina, sus pláticas mientras preparaba la comida, sus tortas de Navidad! Yo no sé por qué a mí nunca me han quedado como a ella y tampoco sé por qué derramo tantas lágrimas cuando las preparo, tal vez porque soy igual de sensible a la cebolla que Tita, mi tía abuela, quien seguirá viviendo mientras haya alguien que cocine sus recetas.

¿Cómo se describe mejor el tono de este pasaje?

- A. didáctico
- B. nostálgico
- C. funesto
- D. amargo

Correct Response: B. In this passage, the narrator explains why she is preparing her favorite dish, birthday cakes. It is her birthday, and her father is coming to visit her today. The dish she is preparing evokes memories of her childhood and of her mother and grandmother, both of whom have passed away at this point in the narrative. Therefore, the tone of this passage can best be described as nostalgic.

Competency 0006

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

4. **Escoja la respuesta que complete mejor el diálogo.**

VENDEDORA. ¿En qué puedo servirle?

CLIENTE. _____

VENDEDORA. Sí. Estas faldas acaban de llegar.

CLIENTE. Muchas gracias.

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

Correct Response: A. In a situation where neither adult has ever met the other, it is appropriate to use the more formal *Ud.* form of the verb. The question in response A, in which the client asks if the shop carries large sizes, is logically consistent with the shopkeeper's response.

Competency 0007

Apply the rules for word and sentence formation.

5. **Escoja la respuesta que correctamente combina las dos oraciones en una oración sin cambiar el significado.**

No conozco al vecino. Su hija se casa mañana.

- A. No conozco al vecino que su hija se casa mañana.
- B. No conozco a la hija cuyo vecino se casa mañana.
- C. No conozco cuyo vecino su hija se casa mañana.
- D. No conozco al vecino cuya hija se casa mañana.

Correct Response: D. The only way to combine the two sentences into one without changing the meaning of the two sentences is to use a possessive relative pronoun. In Spanish, the possessive relative pronoun is inflected as an adjective and therefore agrees in gender with the noun that it modifies (*hija*).

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.

6. **Escoja el cambio que es necesario para corregir el error gramatical en la oración que sigue.**

Yo era triste al saber que se canceló la exhibición de pintores modernos.

- A. era → me puse
- B. al saber → el saber
- C. se canceló → canceló
- D. modernos → modernas

Correct Response: A. This sentence sets up a cause-and-effect relationship. Specifically, learning that the modern art exhibit was canceled caused the speaker to feel sad temporarily. Grammatically, the best option to address this change in mood is to use the verb *ponerse* in its correct past tense form, the preterite (*me puse*).

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.

7. **Escoja el verbo que complete mejor la oración que sigue.**

Si _____ mucho dinero, estaríamos siempre de viaje.

- A. tendríamos
- B. tengamos
- C. tuviéramos
- D. tenemos

Correct Response: C. The if clause (*Si...*) of this sentence is correctly completed with the imperfect subjunctive because the verb in the main clause, *estaríamos*, is in the conditional.

Competency 0010

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

8. ¿Cuál de las siguientes afirmaciones describe mejor el logro cultural de más importancia de Sor Juana Inés de la Cruz, una monja mexicana del siglo XVII?
- A. Fundó una orden de monjas por lo cual fue canonizada más tarde.
 - B. Llegó a ser defensora elocuente de los derechos humanos de los indígenas bajo el imperio español.
 - C. Tradujo el Nuevo Testamento a náhuatl.
 - D. Escribió poesía elegante y compleja en la cual defendió los derechos intelectuales de la mujer.

Correct Response: D. Sor Juana Inés de la Cruz (1651–1695) was one of the first female writers of the Americas. A Catholic nun, she is notable for having created elegant, complex, and accomplished poetry in which she defended the right of women to have the same educational opportunities as men.

Competency 0011

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

9. Durante el siglo XIX, ¿el desarrollo político de la mayoría de los nuevos países independientes de Sudamérica generalmente siguió cuál de los siguientes patrones?
- A. una evolución gradual de las instituciones democráticas, seguida por un período de conflicto faccional y el eventual establecimiento de un sistema bipartidista
 - B. un período de inestabilidad seguido por el establecimiento de una dictadura militar y la represión de los movimientos de oposición
 - C. una reducción sistemática del poder de la oligarquía por parte de las legislaturas responsables de salvaguardar los intereses de trabajadores y campesinos
 - D. un dominio del gobierno por parte de los dueños de las tierras, que dio paso al triunfo político de los partidos de los trabajadores agrícolas e industriales

Correct Response: B. During the nineteenth century, many South American countries underwent a common experience: a period of instability that was followed by the establishment of a military dictatorship that immediately set out to repress all political opposition.

Competency 0013

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

10. A teacher of an intermediate-level Spanish class at the high school level wants to help students learn to negotiate meaning in authentic situations. Which of the following activities would best allow the teacher to promote the development of this aspect of communication?
- A. having students write and perform role-playing skits in which they play tourists asking for directions
 - B. leading a "20 Questions" type activity in which students must ask questions and guess the identity of a fellow classmate
 - C. having students take turns interviewing their classmates about weekend plans and favorite activities
 - D. leading an in-class discussion about common questions that are used to get information or clarify meaning

Correct Response: C. In the process of talking with each other about their weekend plans and favorite activities, students must not only communicate information to their classmates but also use questioning and clarification strategies in order to get information from their classmates. In this situation, they are using their communicative skills to negotiate meaning with one another in a situation that resembles one they might encounter outside of the classroom.

Practice Written Expression Assignment

DIRECTIONS FOR SECTION THREE: WRITTEN EXPRESSION

This section of the test consists of a written expression assignment. The assignment can be found on the following page. You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to write. Think about how you will organize your response. You may use any blank space provided following the assignment to make notes, write an outline, or otherwise prepare your response. **However, your final response must be written in your written response booklet.**

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

Your response to the written expression assignment will be evaluated on the basis of the following criteria:

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

Your response must be written in **Spanish**.

Be sure to write about the assigned topic and use multiple paragraphs. Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written and make any changes you think will improve your response.

11. Imagine that you have received a letter from a friend who lives in a Spanish-speaking country and who has not heard from you for almost a year. The friend asks for news of your recent activities and future plans, including your professional goals. Write a letter in Spanish in which you give a brief account of your activities over the last year, tell your friend of your plans to become a language teacher, and explain why you have chosen to enter this profession. You **may** wish to include, but are not limited to, the following topics:
- your recent educational and work experiences;
 - how a particular person or event influenced your decision to become a language teacher;
 - your view of the value of foreign language learning to young people in the United States;
 - aspects of your chosen career that you expect to find especially enjoyable.



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea VI, Written Expression, which consists of the competency listed below.*

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.

A Very Good Response to the Practice Written Expression Assignment

Querida Gloria:

¿Cómo estás? Espero que estés muy bien, en compañía de tu familia. Por aquí todos estamos bien. Perdona que no te había escrito antes, pero he estado muy ocupada desde que regresé de Venezuela. No puedo creer que casi ha pasado un año desde mi regreso a los Estados Unidos. Te acuerdas que cuando estábamos en Venezuela tú me decías que al regresar a Oklahoma podría conseguir un trabajo como maestra de español, y yo me reía todo el tiempo, porque no creía que podía hacerlo. Gloria, decidí hacerlo, sabes que me voy a graduar en pocos meses. En seguida que llegué a Oklahoma seguí tu consejo y comencé a estudiar educación. En dos meses es mi graduación, y ya encontré trabajo en la escuela secundaria, donde hice mi entrenamiento. Voy a dar clases de español. Gloria, muchas gracias por ayudarme a hacer esa decisión tan importante en mi vida, por confiar en mí, y por ayudarme con mi español. Lo que más me gusta de enseñar es ver las caras de mis estudiantes en el momento que ellos comprenden algo que les he explicado. Me encanta enseñar. Gloria, escíbeme pronto. Cuéntame qué has hecho últimamente, y si has seguido tomando clases de inglés, y si tienes alguien con quien puedas practicarlo.

Tu amiga,
C.G.B.

Practice Oral Expression Assignment

DIRECTIONS FOR SECTION FOUR: ORAL EXPRESSION

For this section of the test, you will speak on tape in **Spanish** in response to an assignment presented in this test booklet. You will read the assignment and have one minute to consider your response. You will be told when to begin speaking, and you may take up to two minutes to complete your response. You will be told when the two minutes are up.

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

You may NOT write in this test booklet. You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking.

Your response to the oral expression assignment will be evaluated on the basis of the following criteria:

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

Be sure to speak about the assigned topic. You may not use any reference materials during the test.

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

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

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

Imagine that you have just met Señora Núñez, a teacher from a Spanish-speaking country who is on a two-week visit to the area where you live. You wish to give her an orientation to the local area to help make her visit as enjoyable as possible. Speaking in Spanish, provide her with information about the area that will help to make her visit as enjoyable as possible. You **may** wish to include, but are not limited to, the following topics:

- where to find various essential items (e.g., stores and restaurants in the area);
- the different means of transportation available (e.g., buses, trains, taxis, subways) and how to use them;
- descriptions of interesting tourist attractions (e.g., museums, parks, monuments).



FOR YOUR REFERENCE ONLY—*The constructed-response item is written to assess understanding in Subarea VII, Oral Expression, which consists of the competency listed below.*

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.

Description of a Very Good Response to the Practice Oral Expression Assignment

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The examinee would speak fluently, using a variety of sentences. The examinee's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The examinee would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The examinee would exhibit good to excellent pronunciation and intonation.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A response to a constructed-response assignment is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Performance Characteristics for Written Expression Assignment

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

Sample Scoring Scale for Written Expression Assignment

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

Sample Performance Characteristics for Oral Expression Assignment

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

Sample Scoring Scale for Oral Expression Assignment

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

ACKNOWLEDGMENTS

**Page
Number**

2-11 Esquivel, Laura. Como agua para chocolate. Doubleday Broadway Publishing Group, Division of Random House Inc. Reprinted with permission.

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS
NATIONAL EVALUATION SYSTEMS
AMHERST, MA 01004-9007**

**www.octep.org
www.ceoe.nesinc.com**

