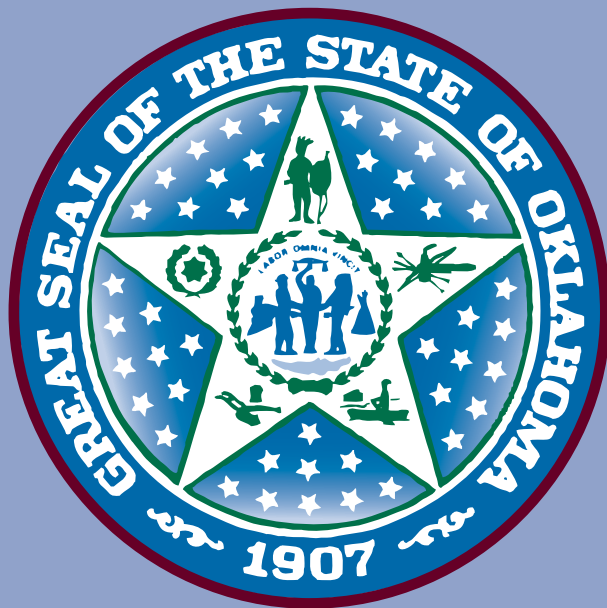


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

020 French



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD020-03

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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 a sample response and/or a description of the task. The sample responses in this guide are for illustrative purposes only. Your written responses 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: FRENCH

SUBAREAS:

- I. Listening Comprehension
- II. Reading and Vocabulary
- III. Language Structures
- IV. Cultural Understanding and Language Acquisition
- V. Written Expression
- VI. Oral Expression

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

SUBAREA I—LISTENING COMPREHENSION

Competency 0001

Understand spoken questions or other oral messages.

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

Understand a question or comment likely to be encountered in a social situation.

Understand a request for information.

Competency 0002

Derive essential information from oral messages in real-life situations.

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

Understand the main idea or details in a spoken passage.

Understand a telephone message or public address announcement.

Understand a sequence of steps described in a set of oral directions.

Understand a stated cause or effect of a situation described in an oral message.

Competency 0003

Infer meaning from oral communications.

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 relationship (e.g., cause-and-effect) implied but not stated in an oral communication.

Analyze the social context of a spoken exchange or the relationship between speakers.

SUBAREA II—READING AND VOCABULARY

Competency 0004

Understand the literal content of a variety of authentic materials.

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

Analyze a passage to determine the stated main idea or an accurate summary.

Discern details regarding character, setting, or events described in a passage.

Analyze a passage to determine the sequence of events.

Competency 0005

Apply skills of inference and interpretation in a variety of authentic materials.

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

Make inferences about setting or character from information provided in a passage.

Discern implied cause-and-effect relationships in a passage.

Infer an author's assumptions, purpose, or point of view in a passage.

Interpret figurative language (e.g., metaphors, similes) in a literary passage.

Competency 0006

Select words, phrases, or sentences, including idiomatic expressions, to complete passages in French.

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

Determine appropriate language for travel situations (e.g., arranging for lodging, purchasing tickets for a group).

Determine appropriate language for social situations (e.g., canceling an appointment, expressing a compliment).

Determine appropriate language for everyday transactions (e.g., shopping, dining).

Determine appropriate language for expressing attitudes, opinions, and judgments.

SUBAREA III—LANGUAGE STRUCTURES

Competency 0007

Transform sentences or passages in context according to given instructions.

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

Transform a positive statement, question, or command to a negative one, or vice versa.

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.

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

Use the correct noun or pronoun form or particle for a given context.

Use verb forms or phrases as appropriate for a given context.

Use the appropriate modifying word or phrase to complete a sentence.

Use the appropriate subordinate clause to complete a sentence.

Competency 0009

Revise written passages to correct errors in structure and syntax that interfere with accurate communication.

The following topic is an example of content that may be covered under this competency.

Select revisions to correct inappropriate use of tenses, forms, or constructions.

SUBAREA IV—CULTURAL UNDERSTANDING AND LANGUAGE ACQUISITION

Competency 0010

Understand the historical development, geographic features, and social characteristics of francophone cultures.

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

Analyze the role of major historical events, figures, and movements in the development of francophone cultures.

Relate natural geographic features (e.g., climate, location, natural resources) of francophone nations to the economies of these nations (e.g., mineral and agricultural products).

Understand major social institutions (e.g., educational systems) and characteristic features of daily life in nations in which French is the major vehicle of communication.

Competency 0011

Understand the achievements of francophone cultures in the areas of literature, the nonliterary arts, science, and technology.

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

Identify the significance of major movements, writers, and works in the literature of the francophone world.

Understand characteristic forms and elements of the visual arts and music of francophone cultures.

Recognize scientific and technological achievements (historical or contemporary) of francophone cultures.

Competency 0012

Understand the process of language acquisition.

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).

Apply knowledge of the processes of first- and second-language acquisition.

SUBAREA V—WRITTEN EXPRESSION

Competency 0013

Write a well-organized passage of several paragraphs in French 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, and simple and complex linguistic constructions.

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

Write a letter to a professor requesting a recommendation for a particular job or program of study, and include reasons for being interested in the job or academic program.

Write an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision.

Write a letter of thanks addressed to an appropriate audience in a francophone culture (e.g., a family with whom the writer has spent a summer as an exchange student).

SUBAREA VI—ORAL EXPRESSION

Competency 0014

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

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

Describe events or actions in tenses appropriate to the task.

Discuss advantages and disadvantages of an idea or proposed course of action.

Respond to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

PRACTICE TEST QUESTIONS AND ANSWERS: FRENCH

The French test consists of five sections: 1) a section with selected-response questions, 2) a listening section, 3) a reading section, 4) a writing section, and 5) a speaking section. The first four sections will be administered in a regular examination room. The speaking section (Section Five) 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.

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing. You may use the margins of the test booklet for scratch paper, but all of your responses must be recorded, as indicated, on your answer sheet and the lined pages provided in the test booklet.

DIRECTIONS FOR SECTION ONE: SELECTED RESPONSE

Section One consists of selected-response questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

Practice Selected-Response Questions

Competency 0007

Transform sentences or passages in context according to given instructions.

1. **Choose the best transformation of the sentence below into the negative.**

Chacun a apporté des fleurs.

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

Correct Response: D. *Personne n'a apporté de fleurs* is the correct negative transformation of the affirmative sentence given. When *personne*, the negative counterpart of *chacun*, is used as the subject of the sentence, *ne* precedes the verb and *pas* is not used. The partitive article is omitted in sentences of general negation; therefore, *des fleurs* in an affirmative sentence should become *de fleurs* in a negative sentence.

Competency 0008

Analyze sentences to determine grammatically correct words or phrases to complete them.

2. Choose the correct verb form to complete the sentence below.

Hier nous nous _____ à six heures.

- A. avons levé
- B. sommes levés
- C. levions
- D. lèverions

Correct Response: B. The *passé composé* is the appropriate tense to use in this sentence because the action of getting up had a definite beginning and a definite end in the past. The auxiliary *être* must be used with reflexive verbs such as *se lever*, and *sommes* is the first person plural form of *être*. Similarly, since the past participle of *lever*, a regular first conjugation verb (except for a spelling change in the present), ends in *é*, and since past participle agreement is required with verbs conjugated with *être*, *levés* is the appropriate form of the verb to use in this *passé composé* construction.

Competency 0009

Revise written passages to correct errors in structure and syntax that interfere with accurate communication.

3. **The sentence below contains one grammatical error. Choose the correct sequence of words and phrases to replace the underlined words and phrases.**

Marcel nous a demandé s'il pouvait emprunter notre voiture parce que le sien était au garage.

- A. ont demandé/pouvait/la sienne/au
- B. a demandé/pourra/la sienne/au
- C. a demandé/pouvait/la sienne/au
- D. a demandé/pouvait/le sien/à la

Correct Response: C. Like possessive adjectives, possessive pronouns must agree in gender and number with the thing possessed. They must be preceded by the definite article *le*, *la*, or *les*. Since *voiture*, the thing possessed, is a feminine noun, it must be replaced by *la sienne*.

Competency 0010

Understand the historical development, geographic features, and social characteristics of francophone cultures.

4. The city of Verdun is best known as the:
- A. site of a famous Romanesque abbey that dates from the ninth century.
 - B. birthplace of the poetical art of the troubadours during the Middle Ages.
 - C. site of a famous battle against the German army during World War I.
 - D. principal source of resistance to the French Revolution in the eighteenth century.

Correct Response: C. Verdun, a city in the former province of Lorraine, which once belonged to Germany, was the scene of one of the most famous battles of World War I and was almost completely destroyed. Between February and December 1916, it was subjected to some of the most violent German offensives of the war. The French repelled the German forces, however, and Lorraine was returned to France by the Treaty of Versailles in 1919.

Competency 0010

Understand the historical development, geographic features, and social characteristics of francophone cultures.

5. Under whose administration did Algeria gain its independence from France?
- A. Georges Pompidou
 - B. Charles de Gaulle
 - C. Valéry Giscard d'Estaing
 - D. Philippe Pétain

Correct Response: B. Charles de Gaulle's contributions to the history of France in the twentieth century began during the German occupation of France in World War II, when, after the defeat of his Free French armies, he led the resistance movement, operating from headquarters in London. He emerged from retirement to serve as the first president of the Fifth Republic, established in 1958 after a period of political instability. As leader of the nation, he presided over the granting of independence to the French colony of Algeria, ending years of bloody conflict.

Competency 0011

Understand the achievements of francophone cultures in the areas of literature, the nonliterary arts, science, and technology.

6. Which of the following authors introduced the stream-of-consciousness style into French literature in the series of novels collected under the title *À la recherche du temps perdu*?
- A. Marcel Proust
 - B. André Malraux
 - C. Honoré de Balzac
 - D. Émile Zola

Correct Response: A. Marcel Proust is the author of the monumental 16-volume semiautobiographical novel *À la recherche du temps perdu*, published between 1913 and 1927. Superficially concerned with the hero's life and development, the novel explores time, memory, society and its hypocrisy and snobbery, and the values found in art. Although some find it difficult to read because of its complexity and long sentences, *À la recherche du temps perdu* is considered one of the greatest works of fiction of the twentieth century.

DIRECTIONS FOR SECTION TWO: LISTENING COMPREHENSION

This section of the test consists of a listening comprehension assignment. You will listen to an audiotaped passage that will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the directions on the tape and follow along in your test booklet. The listening passage will be read twice. After you have heard the passage twice, you will respond in writing to the assignment in your test booklet. Your response may be written in either the target language or English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

The tape cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

Your response to the listening comprehension assignment in this section will be evaluated on the basis of the following criteria. Please take the next 30 seconds to familiarize yourself with these criteria.

LISTENING COMPREHENSION	accuracy and completeness in comprehending spoken language
INFERENCE	demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Practice Listening Comprehension Assignment

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

7. **This question is a listening comprehension exercise. You will hear a conversation between two speakers. After you have heard the conversation twice, you will respond in writing to the assignment in your test booklet. Before you hear the conversation, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

(You will see in the test booklet:)

Write a brief response in which you:

- identify the speakers;
- explain where and at what time of year the conversation probably takes place; and
- predict what is likely to happen as a result of the conversation.

Write your response on the following page. It may be written in either French or English.

(You will hear:)

Listen carefully to the following conversation. After you have heard it twice, respond to the assignment in your test booklet.

(female voice): Je suis très inquiète pour mon Charles; ses notes continuent à baisser et je n'arrive pas à lui faire comprendre l'importance de ses études.

(male voice): En effet, son travail est beaucoup moins bon qu'au début de l'année. Il semble souvent distrait. Son travail de classe n'est pas soigné et il refuse systématiquement de faire ses devoirs.

(female voice): Comment se comporte-t-il vis-à-vis des autres élèves?

(male voice): Il semble n'avoir qu'un bon ami, Paul, mais je ne suis pas sûr que Paul soit une très bonne influence. Il y a également la petite Carine qui est toujours accrochée à lui. Ecoutez: si vous souhaitez, je peux contacter la psychologue scolaire afin de fixer un rendez-vous. Il faudrait que nous nous réunissions le plus tôt possible, d'autant plus que l'année prochaine, c'est la terminale qui, comme vous savez, n'est pas facile

Description of the Task

In this section of the test, you will listen to an audiotaped passage and then respond in writing to a series of questions about the assignment. The audiotaped passage will be drawn from a conversation between two speakers. The questions will direct you to do one or more of the following tasks:

- describe or identify the speakers,
- make an inference about the conversation (for example, what is being discussed or where the conversation takes place), or
- summarize the conversation or predict what the outcome will be.

An excellent response would demonstrate a thorough and accurate understanding of the content of the passage, including virtually all significant details. The examinee would accurately infer information implied in the passage, even if it is subtly conveyed in the audiotape. Because this exercise is designed to test your listening skills and not your writing ability, you may write your response in either the target language or English. You should choose the language that is more familiar to you.

A Very Good Response to the Practice Listening Comprehension Assignment

Les personnes qui parlent sont la mère et le professeur de Charles.

La conversation a probablement lieu au printemps; la mère de Charles es probablement chez elle, le professeur à l'école.

Il va y avoir une réunion entre la mère de Charles, le professeur et la psychologue de l'école. Les trois participants parleront des problèmes académiques et personnels de Charles et des mesures à prendre pour qu'il améliore son travail scolaire de manière à pouvoir passer en terminale l'automne prochain.

DIRECTIONS FOR SECTION THREE: READING AND VOCABULARY

This section of the test consists of a reading and vocabulary assignment. You will read a passage and respond in writing to a series of questions about the passage. Your response may be written in either the target language or English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response to the reading and vocabulary assignment will be evaluated on the basis of the following criteria:

LITERAL COMPREHENSION	accuracy and completeness in comprehending literal content of written language
INFERENCE	demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Practice Reading and Vocabulary Assignment

8. Read the passage below. Then respond to the assignment that follows.

Dans la nouvelle création du Théâtre du Soleil, *Le Dernier Caravansérail (Odyssees)*, la directrice Ariane Mnouchkine continue dans son style provocatrice, engagé et actuel. Depuis ses premiers jours elle refuse tout théâtre complaisant ou factice. A la Cartoucherie de Vincennes, où s'est installé sa troupe théâtrale il y a plusieurs années, on est aussi loin que possible du théâtre traditionnel. Cette fois-ci il s'agit de ces histoires individuelles, inaperçues, des petites tragédies de tous les jours. Après des mois d'écoute, Mnouchkine et ses acteurs racontent les histoires des marginaux, des réfugiés, des migrants, de tous ces voyageurs. Une série de vingt récits se suivent l'un après l'autre pour offrir au spectateur une image navrante de la vie des plus défavorisés aux frontières de nos sociétés. C'est un spectacle d'émerveillement et de sensibilisation pour un public lassé par les histoires de ces exclus présentées quotidiennement à la télévision. Sans aucun doute, c'est un spectacle à ne pas manquer. Mais avant de s'y rendre, un conseil : soyez sûr d'arriver bien à l'heure car avant le spectacle c'est la fête au théâtre. Ceux qui n'ont jamais visité le Soleil seront étonnés par le vaste hall qui s'est transformé en tente nomade, multicolore et animé par une foule de vendeurs de boissons exotiques et de kiosques où on vend des petites friandises orientales comme casse-croûte.

Write a brief response in which you:

- explain briefly how the the Théâtre du Soleil differs from traditional theater;
- describe the subject matter of Ariane Mnouchkine's new creation; and
- explain why the author recommends that spectators arrive well before the play starts.

Support your points with specific references to the text. Your response may be written in either French or English.

Description of the Task

In this section of the test, you will read text and respond in writing to a series of questions about it. The text may be drawn from a newspaper story, a magazine article, a travel guidebook, a literary work, or some other text in the target language. The question will direct you to do one or more of the following tasks:

- summarize information stated in the text,
- make an inference from it (for example, the writer's implied attitude toward the subject, or the relationship between two or more fictional characters), or
- recall one or more details.

An excellent response would demonstrate thorough and accurate understanding of the literal content of the passage, including virtually all significant details. The examinee would accurately infer information implied in the passage, even if it is subtly conveyed in the text. Because this exercise is designed to test your reading skill and not your writing ability, you may write your answer in either the target language or English. You should choose the language that is more familiar to you.

A Very Good Response to the Practice Reading and Vocabulary Assignment

Le passage indique que le Théâtre du Soleil est tout à fait à l'opposé du théâtre traditionnel, qu'il accuse implicitement de complaisance et de facticité. Par contraste avec le théâtre traditionnel, le Théâtre du Soleil cherche à engager l'audience avec les situations actuelles afin de produire des changements concrets.

La nouvelle création d'Ariane Mnouchkine est basée sur les histoires que des individus lui ont raconté à propos de leurs voyages. Au cours de vingt récits, la pièce présente les difficiles voyages des individus marginaux, tels que les réfugiés, les clandestins, les sans-papiers et les migrants. C'est un témoignage navrant et tragique qui cherche à provoquer un sens d'émerveillement et de sensibilité auprès du public, proposant ainsi une image alternative de ces voyageurs démunis que présentent les médias.

L'auteur de ce passage conseille aux spectateurs d'arriver bien avant le début du spectacle afin de profiter des festivités qui ont lieu dans le théâtre avant même que le spectacle commence. La fête a lieu dans le vaste hall du théâtre qui a été transformé en tente nomadique animée et multicolore où les vendeurs proposent des boissons et des casse-croûte exotiques afin de créer l'ambiance et de donner un avant-goût du spectacle.

DIRECTIONS FOR SECTION FOUR: 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 on the lined pages provided in your test 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 the **target language**.

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.

Practice Written Expression Assignment

Competency 0013

Write a well-organized passage of several paragraphs in French 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, and simple and complex linguistic constructions.

9. Imagine that you have received a letter from a friend who lives in a francophone 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 French 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.

A Very Good Response to the Practice Written Expression Assignment

Chère Sophie,

Merci pour ta bonne lettre d'il y a... un an déjà (comme le temps passe vite!). Pardonne-moi mon long silence, dû à ma célèbre paresse épistolaire, mais aussi à mes multiples activités de cette dernière année, activités qui vont transformer ma vie. Voilà: j'ai décidé de devenir professeur de français, ce qui me permettra de retourner à mes racines, d'utiliser et de partager chaque jour avec d'autres cette langue de mon enfance que j'aime tant.

Grâce à l'inspiration et à l'aide de ma voisine Micheline, dont je t'ai parlé et qui est chef du département de français de l'université locale, j'ai obtenu en mai mon "BA" en français et mon brevet d'enseignante. Ça n'a pas été facile car je devais faire la navette chaque jour (presque deux heures de voiture) pour aller à mes cours, puis à mon retour m'occuper de ma fille de sept ans, préparer le dîner et faire mes devoirs.

Je viens de poser ma candidature dans une petite école privée pas trop loin d'ici, et je crois que mes chances sont bonnes. Ce serait idéal pour moi: les classes sont petites, les élèves motivés, et peut-être réussirai-je à leur communiquer mon enthousiasme pour les langues et mon amour de Baudelaire et Flaubert.

A bientôt de tes nouvelles j'espère.

Amitiés, Claudine

DIRECTIONS FOR SECTION FIVE: ORAL EXPRESSION

For this section of the test, you will speak on tape in the **target language** 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.

Practice Oral Expression Assignment

Competency 0014

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

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

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

(You will read in the test booklet:)

Imagine that you have just met Ms. Dupont, a teacher from a francophone 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 French, provide Ms. Dupont with information about the area that will help ensure that her visit is as pleasant 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).

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

Description of the Task

In this section of the test, you will speak on tape in the target language, in response to an assignment that describes in English an imaginary situation requiring oral communication (for example, a problem you encounter while traveling in an area where the target language is spoken). You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak. Your response to the oral expression assignment will be evaluated using the following six 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

An excellent response to the assignment would address the assigned topic and develop it 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 constructed-response assignment response 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 Listening Comprehension Assignment

LISTENING COMPREHENSION	accuracy and completeness in comprehending spoken language
INFERENCE	demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Sample Scoring Scale for Listening Comprehension Assignment

SCORE	SCORE POINT DESCRIPTION
4	<ul style="list-style-type: none">• The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language.• The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.
3	<ul style="list-style-type: none">• The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed.• The candidate shows some ability to infer implied information, though some subtleties in tone may be misinterpreted or missed.
2	<ul style="list-style-type: none">• The candidate shows partial comprehension discerning the main idea but does not understand significant supporting ideas and details.• The candidate generally does not infer information or discern tone.
1	<ul style="list-style-type: none">• The candidate does not demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases.• The candidate does not infer information or discern tone.
U	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.
B	There is no response to the assignment.

Sample Performance Characteristics for Reading and Vocabulary Assignment

LITERAL COMPREHENSION	accuracy and completeness in comprehending literal content of written language
INFERENCE	demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Sample Scoring Scale for Reading and Vocabulary Assignment

SCORE	SCORE POINT DESCRIPTION
4	<ul style="list-style-type: none"> The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details. The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<ul style="list-style-type: none"> The candidate demonstrates understanding of the main idea of the passage but misses some details. The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<ul style="list-style-type: none"> The candidate shows partial understanding of the main idea but does not understand significant supporting ideas and details. The candidate generally does not make inferences from the text.
1	<ul style="list-style-type: none"> The candidate does not extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases. The candidate does not make any inferences implied in the text.
U	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.
B	There is no response to the assignment.

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 generally 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 generally developed, with some elaboration. • The candidate's ideas are 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, with 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 does not 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>

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