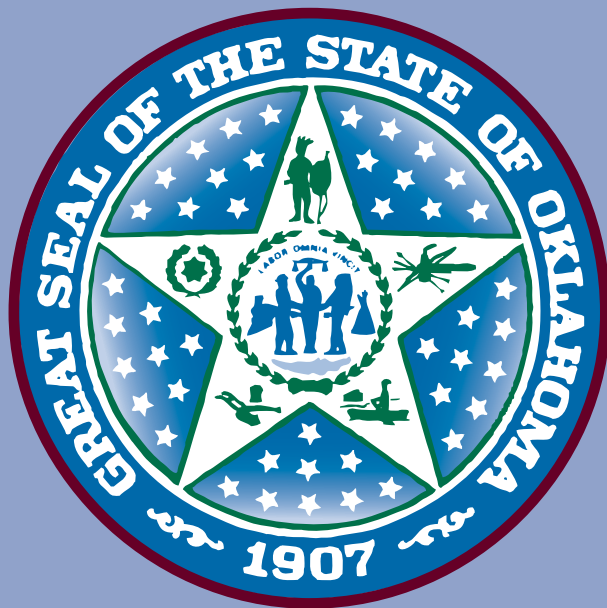


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

021 German



Oklahoma Commission  
for Teacher Preparation

OK-SG-FLD021-03

# 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 .....	2-6
Practice Selected-Response Questions .....	2-6
Practice Listening Comprehension Assignment .....	2-13
Description of the Task .....	2-14
A Very Good Response to the Practice Listening Comprehension Assignment .....	2-14
Practice Reading and Vocabulary Assignment .....	2-16
Description of the Task .....	2-17
A Very Good Response to the Practice Reading and Vocabulary Assignment .....	2-17
Practice Written Expression Assignment .....	2-19
A Very Good Response to the Practice Written Expression Assignment .....	2-20
Practice Oral Expression Assignment.....	2-22
Description of the Task .....	2-23
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-24
Sample Performance Characteristics for Listening Comprehension Assignment .....	2-24
Sample Scoring Scale for Listening Comprehension Assignment .....	2-24
Sample Performance Characteristics for Reading and Vocabulary Assignment .....	2-25
Sample Scoring Scale for Reading and Vocabulary Assignment .....	2-25
Sample Performance Characteristics for Written Expression Assignment .....	2-26
Sample Scoring Scale for Written Expression Assignment .....	2-27
Sample Performance Characteristics for Oral Expression Assignment.....	2-28
Sample Scoring Scale for Oral Expression Assignment.....	2-29
ACKNOWLEDGMENTS.....	2-30

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

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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: GERMAN

### 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

**Derive essential information from oral communications 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.

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 0002

**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 0003

**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 relations 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.

## SUBAREA III—LANGUAGE STRUCTURES

### Competency 0004

**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, mood or voice 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 0005

**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 article 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 0006

**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 0007**

**Understand the historical development, geographic features, and social characteristics of German-speaking 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 German-speaking cultures.

Identify natural geographic features (e.g., climate, location, natural resources) of German-speaking nations.

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

### **Competency 0008**

**Understand the achievements of German-speaking 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 German-speaking world.

Understand characteristic forms and elements of the visual arts and music of German-speaking cultures.

Recognize scientific and technological achievements (historical or contemporary) of German-speaking cultures.

### **Competency 0009**

**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.

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

## **SUBAREA V—WRITTEN EXPRESSION**

### **Competency 0010**

**Write a well-organized passage of several paragraphs in German 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 German-speaking culture (e.g., a family with whom the writer has spent a summer as an exchange student).

## **SUBAREA VI—ORAL EXPRESSION**

### **Competency 0011**

**In response to a prompt, construct connected, fluent oral discourse in German 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 by explaining or describing events or by requesting assistance.

## PRACTICE TEST QUESTIONS AND ANSWERS: GERMAN

The German 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 0005

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

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

Wenn meine Firma nicht so weit entfernt \_\_\_\_\_, würde ich zu Fuß ins Büro gehen.

- A. lag
- B. liegt
- C. liege
- D. läge

**Correct Response: D.** This question requires knowledge of the appropriate verb form for a present tense contrary-to-fact statement. The verb of the second clause, *würde gehen*, is in the subjunctive II, indicating that the first clause expresses a contrary-to-fact condition. This requires use of the subjunctive II. Thus, what is required is the third person singular (*meine Firma* is its subject) subjunctive II form of *liegen*, which is *läge*.

## Competency 0004

Transform sentences or passages in context according to given instructions.

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2. Choose the response that correctly combines the sentences below by means of a relative pronoun.

Clemens will seinen Eltern einen Bekannten vorstellen. Er hat mit dem Bekannten an der Universität studiert.

- A. Clemens will seinen Eltern einen Bekannten vorstellen, mit dem er hat an der Universität studiert.
- B. Clemens will seinen Eltern einen Bekannten vorstellen, mit dem er an der Universität studiert hat.
- C. Clemens will seinen Eltern einen Bekannten vorstellen, womit er hat an der Universität studiert.
- D. Clemens will seinen Eltern einen Bekannten vorstellen, er hat mit dem an der Universität studiert.

**Correct Response: B.** Connecting two sentences with a relative pronoun is possible if the sentences contain elements that relate to one another in meaning. In this case, *einen Bekannten*, the direct object of the first sentence, relates to *mit dem Bekannten* in the second sentence, so a relative pronoun would be used in place of *dem Bekannten* when changing the second sentence to a relative clause. Since *einen Bekannten* is a masculine singular noun, the relative pronoun must be masculine singular. Also, since *dem Bekannten* is the object of the dative preposition *mit* and since the relative pronoun must take on the function of the prepositional object, the correct form of the relative pronoun construction is *mit dem*. Next, relative clauses in German must be introduced by the relative pronoun construction and follow the word order rules of all dependent clauses. Therefore, the auxiliary *hat* needs to move to the end of the clause.

### Competency 0006

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

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3. The underlined word in the sentence below is an error. Choose the correct word to replace it.

Warum könnt sie mich gestern nicht abholen?

- A. kann
- B. kannte
- C. konnte
- D. könnte

**Correct Response: C.** This question requires knowledge of the appropriate use of tense and the correct form of a modal auxiliary. The time adverb *gestern* indicates that a past tense form needs to be used. The conjugated verb in the sentence is the modal auxiliary *können*. Modal auxiliaries form their simple past tense like most mixed verbs: they attach the past-tense ending *-te* to their infinitive stem and change the stem vowel. In the case of the modals, the umlaut is omitted, so *können* becomes *konn+te*. The simple past tense form of *können* in the third person singular is *konnte*.

**Competency 0007**

Understand the historical development, geographic features, and social characteristics of German-speaking cultures.

---

4. Which of the following were consequences of the Thirty Years' War in Germany?
- I. the flight of city dwellers to the countryside
  - II. a decrease in the overall population
  - III. the end of Baroque culture
  - IV. a slowing of economic growth
- A. I and III only
  - B. II and III only
  - C. II and IV only
  - D. III and IV only

**Correct Response: C.** The Thirty Years' War (1618–1648) had terrible consequences for Germany, ravaging both the countryside and the cities. The killings, starvation, and diseases that were the consequences of the war reduced the population by as much as 50 percent in some areas. Intellectually, socially, and economically, the war set Germany back at least one hundred years. It also caused the decline of the central power of the emperor and promoted the rise in power of numerous small absolutist sovereigns, further hindering the country's economic recovery.

**Competency 0008**

Understand the achievements of German-speaking cultures in the areas of literature, the nonliterary arts, science, and technology.

---

5. Which of the following were characteristic of the *Sturm und Drang* movement in German literature?
- I. admiration for Greek mythology
  - II. exploration of the passionate side of human nature
  - III. protest against authority and tradition
  - IV. interest in medieval European life and culture
- A. II and III only
  - B. I and IV only
  - C. I and II only
  - D. III and IV only

**Correct Response: A.** Originating in the late eighteenth century as a reaction to the rationalism of the Enlightenment, the *Sturm und Drang* movement was characterized by literature celebrating the passionate side of human nature, e.g., Goethe's *Die Leiden des Jungen Werthers*. The *Sturm und Drang* movement also championed artistic freedom and creative independence against prevailing forms of social, political, moral, and literary authority.

**Competency 0008**

Understand the achievements of German-speaking cultures in the areas of literature, the nonliterary arts, science, and technology.

---

6. Which line on the chart below accurately matches a German artist of the Renaissance period with a major artistic achievement of that artist?

Line	Artist	Major Achievement
1	Matthias Grünewald	His revealing self-portraits have been praised for their psychological insight.
2	Hans Holbein the Younger	He was the first printmaker to produce drawings on glass plates.
3	Tilman Riemenschneider	His expressive paintings portray German court life during the Renaissance.
4	Albrecht Dürer	His woodcuts and engravings permanently transformed the graphic arts.

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**Correct Response: D.** Albrecht Dürer (1471–1528) was one of Germany's most accomplished printmakers and painters. He shares with Italian Renaissance artists his fascination with the world, his curiosity about the fundamental principles that govern nature, and his desire to express the beauty of the real world both in realistic and in idealistic monumental form. Famous for such oil paintings as his portraits, self-portraits, and *Four Apostles* (1526), he is equally famous for his woodcuts and engravings, including *Apocalypse* (1498), *The Knight, Death, and the Devil* (1514), *Melencolia I* (1514), and *Saint Jerome in His Study* (1514).

## **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.

<b>LISTENING COMPREHENSION</b>	accuracy and completeness in comprehending spoken language
<b>INFERENCE</b>	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:

- describe the relationship between the two speakers;
- explain where and when 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 German 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 speaker): Du, ich glaube, ich werde uns das neuste Computerprogramm kaufen. Es ist einfach toll, unglaublich, was man alles damit tun kann!

(male speaker): Unser jetziges ist doch auch nicht schlecht. Außerdem habe ich mich gerade daran gewöhnt und kann es endlich problemlos benutzen. Jetzt soll ich mich schon wieder umstellen? Nein, danke.

(female speaker): Alle Computerzeitschriften loben das neue Programm, es soll viele Vorgänge beschleunigen. Man muß einfach auf dem Laufenden bleiben, sonst gehört man bald zum alten Eisen.

(male speaker): Davor behüte uns Gott!

(female speaker): Fast alle unsere Freunde haben sich schon das neue Programm gekauft, und sie schwärmen geradezu davon. Ich habe mich gestern drei Stunden lang mit unseren Nachbarn darüber unterhalten, und ich glaube, wir sind wirklich fast die einzigen hier, die es noch nicht benutzen. Für die Kinder wird es bestimmt auch vorteilhaft sein, wenn sie mit dem neusten Programm arbeiten können.

(male speaker): Na, die Kinder sind immer dein letzter Trumpf!

## 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

In this dialogue, the female speaker tries to convince the male speaker that it is necessary to buy a new computer program that has just come out on the market. The female speaker wants to buy the new program because it is highly rated by all the computer magazines and all of their friends have already bought it. The male speaker seems quite satisfied with the old program, which he says he has finally gotten accustomed to. The female speaker's final argument to support her point of view is that the children will benefit from the new program. The male speaker replies that the female speaker is always using the children to get her own way.

It can be inferred from the dialogue that the speakers are the parents or guardians of at least two children. They may be husband and wife. There is no way to be absolutely sure where they are holding their conversation, but it is reasonable to suppose that they are at home or perhaps on a shopping excursion. It is likely that the female speaker will eventually buy the new computer program since she seems already to have made up her mind at the beginning of the conversation and since the male speaker admits that he cannot counter her argument that the new program would be beneficial for the children.

**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:

<b>LITERAL COMPREHENSION</b>	accuracy and completeness in comprehending literal content of written language
<b>INFERENCE</b>	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.

Die Schriftsteller kann man einteilen in Sternschnuppen, Planeten und Fixsterne. Die ersteren liefern die momentanen Knalleffekte: man schauet auf, ruft "siehe da!" und auf immer sind sie verschwunden. Die Zweiten, also die Irr- und Wandelsterne, haben viel mehr Bestand. Sie glänzen, wiewohl bloß vermöge ihrer Nähe, oft heller als die Fixsterne, und werden von Nichtkennern mit diesen verwechselt. Inzwischen müssen auch sie ihren Platz bald räumen, haben zudem nur geborgtes Licht und eine auf ihre Bahngenossen (Zeitgenossen) beschränkte Wirkungssphäre. Sie wandeln und wechseln: ein Umlauf von einigen Jahren Dauer ist ihre Sache. Die dritten allein sind unwandelbar, stehen fest am Firmament, haben eigenes Licht, wirken zu einer Zeit wie zur anderen, indem sie ihr Ansehn nicht durch die Veränderung unseres Standpunkts verändern, da sie keine Parallaxe haben. Sie gehören nicht, wie jene Andern *einem* Systeme (Nation) allein an; sondern der Welt. Aber eben wegen der Höhe ihrer Stelle, braucht ihr Licht meistens viele Jahre, ehe es dem Erdbewohner sichtbar wird.

Write a brief response in which you:

- identify the author's main idea in the passage; and
- discuss the author's use of figurative language to present his main idea.

Be as specific as you can in citing examples from the passage to support your statements.

Your response may be written in either German 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

The author's main idea is to present a threefold classification of writers based on the duration of their fame, the durability of their influence, and the source of their ideas. The author presents this threefold classification in terms of an extended astronomical analogy with shooting stars (asteroids), planets, and stars. The writers in the first class are compared to shooting stars: They create a major sensation when they first appear, but their fame lasts only for a brief period and they are subsequently completely forgotten. Authors in the second class are compared to planets: They last longer and have a more durable influence than the "shooting stars," but they still derive their illumination from a source other than themselves, i.e., they are not the originators of the ideas contained in their writings. Writers in this second class are merely expositors of the ideas of others. Just as planets are sometimes mistaken for stars, so are the authors of secondary stature sometimes mistakenly classified by their contemporaries as truly great writers; however, this is only an illusion generated by the authors' temporal, spatial, and intellectual proximity to their contemporary readers. These authors have a strictly limited lifespan and sphere of influence. The writers in the third class are compared to stars: They alone are unchanging, ever maintaining the same positions in the firmament, containing within themselves the source of their own illumination, and having an equal influence at all times. They do not belong to one solar system (nation) alone, but are of universal significance. However, because of the loftiness (distance) of their position, their fame (light) often does not reach Earth for a very long time. Thus, authors of the third and highest class frequently go unrecognized by their contemporaries.

## 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:

<b>PURPOSE</b>	the extent to which the objective of the assignment is achieved and the appropriateness of the response for the intended audience
<b>COHERENCE</b>	organization and clarity of ideas
<b>CONTENT</b>	development of ideas and relevance of supporting details
<b>GRAMMAR</b>	accuracy of grammatical forms and syntax
<b>VOCABULARY</b>	command of vocabulary and idiomatic expressions
<b>MECHANICS</b>	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 0010

Write a well-organized passage of several paragraphs in German 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.

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9. Imagine that you have received a letter from a friend who lives in a German-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 German 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

Lieber Gerhard!

Es war schön, nach einem Jahr wieder einen Brief von Dir zu bekommen. Es freut mich, daß es Dir und Deinen Eltern gut geht. Mir geht es ausgezeichnet. Ich habe endlich mein Studium an der Universität mit einem M.A. abgeschlossen und suche jetzt eine Stelle als Deutschlehrer. Ich würde gerne an einer Oberschule (High School) unterrichten, bewerbe mich aber auch um Stellen in der Erwachsenenbildung (Junior College).

Ich freue mich darauf, Deutschunterricht geben zu können. Habe ich Dir jemals erzählt, wie ich zu dem Entschluß gekommen bin, Deutschlehrer zu werden? Mein Vorbild ist Herr Stadler, bei dem ich die erste Einführung in die deutsche Sprache belegt hatte. Er war wirklich ein begabter Lehrer! Es war seinen Studenten klar, daß er die deutsche Sprache um ihrer selbst willen liebte. Später, als ich mehr Deutsch konnte, belegte ich seine Vorlesungen über deutsche Literatur. Ich war davon völlig begeistert. Es ist mein Ziel, einen ähnlichen Einfluß auf meine Schüler auszuüben.

Heutzutage wird es immer wichtiger, mindestens eine Fremdsprache zu können. Die Fortschritte auf dem Gebiet der Telekommunikation lassen die Welt immer kleiner werden, wie man zu sagen pflegt. Kannst Du Dir vorstellen, wie sehr das Internet den Sprachunterricht verändern wird! Ich bin glücklich, daß ich gerade jetzt meinen Laufbahn beginne, wegen der zahlreichen neuen Möglichkeiten, die uns die neue Technologie ermöglicht.

Ich habe fast vergessen, Dir die wichtigste Neuigkeit mitzuteilen: Ich werde mich diesen Sommer verheiraten. Angelika, meine Verlobte, habe ich in einem meiner Kurse an der Universität kennengelernt. Ich möchte Dich zu unserer Hochzeit einladen, die am achtundzwanzigsten August in Oklahoma City stattfinden wird. Ich werde Dir und Deinen Eltern bald eine Einladung schicken, die Euch weitere Information geben wird. Jetzt aber muß ich diesen Brief beenden—ich habe heute abend eine Verabredung mit Angelika.

Alles Gute!

Dein Eric

## 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:

<b>CONTENT</b>	adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
<b>COHERENCE</b>	organization and clarity of ideas communicated
<b>GRAMMAR</b>	accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
<b>VOCABULARY</b>	command of vocabulary and idiomatic expressions and appropriateness of word choice
<b>FLUENCY</b>	ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response
<b>PRONUNCIATION</b>	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 0011

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

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(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 German. 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. Müller, a teacher from a German-speaking country who is on a two-week visit to the area where you live. You wish to give Ms. Müller an orientation to the local area to help make her visit as enjoyable as possible. Speaking in German, provide Ms. Müller with information about the area. You may wish to include, but are not limited to, the following topics:

- descriptions of interesting tourist attractions (e.g., museums, parks, monuments);
- 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.

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

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

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

### Sample Scoring Scale for Listening Comprehension Assignment

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

## Sample Performance Characteristics for Reading and Vocabulary Assignment

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

## Sample Scoring Scale for Reading and Vocabulary Assignment

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

## Sample Performance Characteristics for Written Expression Assignment

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

## Sample Scoring Scale for Written Expression Assignment

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

## Sample Performance Characteristics for Oral Expression Assignment

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

## Sample Scoring Scale for Oral Expression Assignment

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

## ACKNOWLEDGMENTS

**Page  
Number**

2-16 Schopenhauer, Arthur. *Parerga und Paralipomena*, Band II, Zweiter Teilband, s. 498. Zurich: Diogenes Verlag AG, 1977. Reprinted with permission.

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