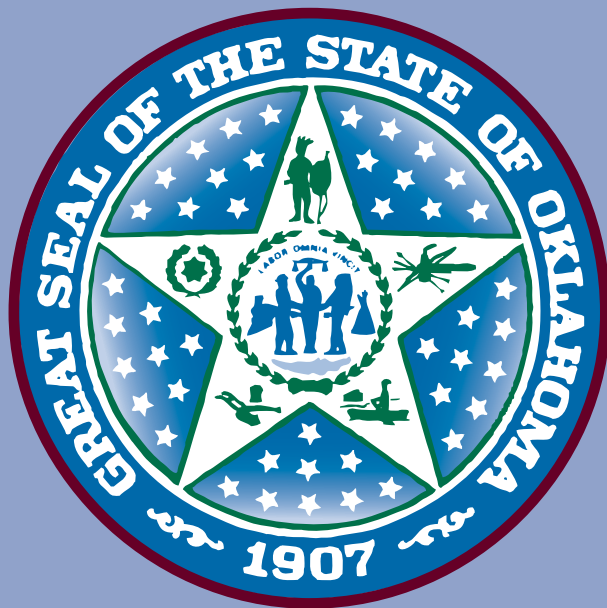


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

022 Russian



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD022-03

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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: RUSSIAN

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 Russian.

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 Russian-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 Russian-speaking cultures.

Relate natural geographic features (e.g., climate, location, natural resources) of Russian-speaking 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 Russian is the major vehicle of communication.

Competency 0011

Understand the achievements of Russian-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 Russian-speaking world.

Understand major movements, artists, and works in the visual arts and music of Russian-speaking cultures.

Recognize scientific and technological achievements (historical or contemporary) of Russian-speaking 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 Russian 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 Russian-speaking 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 Russian 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: RUSSIAN

The Russian 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. Which of the following responses changes the sentence below to the future tense without changing any other aspect of the sentence's meaning?

Ты пошёл с нами на работу, чтобы тебе не было скучно дома без нас?

- A. Ты пойдёшь с нами на работу, чтобы тебе не было скучно дома без нас?
- B. Ты пойдёшь с нами на работу, чтобы тебе не будет скучно дома без нас?
- C. Ты будешь идти с нами на работу, чтобы тебе не было скучно дома без нас?
- D. Ты пойдёшь с нами на работу, и тогда ты не будешь скучать дома без нас?

Correct Response: A. The verb пойти is a perfective verb of motion. The future tense of perfective verbs of motion may be formed by adding present tense endings to the verb stem.

A dependent clause introduced by the subordinating conjunction чтобы always requires that the finite verb in the dependent clause be in the past tense.

Competency 0008

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

2. For the question that follows, select the pair of words that correctly fill in the blanks in the sentence.

В кино _____ новый документальный фильм о _____ верующих в сталинских лагерях.

- A. показывают, преследования
- B. идёт, преследованиях
- C. шло, преследование
- D. идёт, преследование

Correct Response: B. The phrase *идёт фильм* is an idiomatic expression equivalent in meaning to the English sentence *The film is playing*. The verb *идёт* is commonly used in this meaning with other words: *идёт снег (it is snowing)*; *идёт дождь (it is raining)*; *идёт время (time is passing)*.

The preposition *о* requires that the noun governed by it be in the prepositional case.

Competency 0009

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

3. For the question that follows, select the response that corrects all of the errors in the sentence.

Я не хочу, чтобы Миша скажет сестру о том, что случилось.

- A. Я не хочу, чтобы Миша скажет сестре о том, что случилось.
- B. Я не хочу, что Миша скажет сестру о том, что случилось.
- C. Я не хочу, чтобы Миша сказал сестре о том, что случилось.
- D. Я не хочу, чтобы Миша сказала сестру о том, что случилось.

Correct Response: C. Almost all verbs of communication, including the commonly used verbs **говорить** (to speak) and **сказать** (to say), require that the person(s) with/to whom there is communication be in the dative case.

A dependent clause introduced by the subordinating conjunction **чтобы** always requires that the finite verb in the dependent clause be in the past tense.

Competency 0010

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

4. Which of the following best describes a general change in the social structure of Russia during the late nineteenth century?
- A. The constant threat of foreign invasion enabled military leaders to supplant the aristocracy as the preeminent social class in Russian society.
 - B. Various social reforms gave preferential considerations to members of an emergent urban working class.
 - C. The democratization of Russian political life was a major factor in the creation of a new and powerful class of intellectuals.
 - D. Industrialization and urbanization slowly eroded the power and privilege of the landed gentry.

Correct Response: D. The last several decades of the nineteenth century were a time of considerable economic change in Russia. With increased industrialization and urbanization, the power and privilege of the landed gentry came under assault from several directions. On one hand, a wealthy group of foreign capitalists with heavy investments in Russian industry posed a serious threat to the gentry's heretofore unchallenged control of Russian economic life; on the other, members of an emergent middle class demanded a role in government that was commensurate with their growing importance in Russian society.

Competency 0011

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

5. Which of the following accurately matches a prominent Russian writer with a major achievement of that writer?

Line	Writer	Achievement
1	Alexander Pushkin	He led the reaction against romanticism that gave rise to the great Russian novel.
2	Ivan Turgenev	He created a variety of styles and genres that strongly influenced later Russian writers.
3	Anton Chekhov	He gave the Russian short story a modern form.
4	Boris Pasternak	He provided Russian literature with an authentic national identity.

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

Correct Response: C. In addition to being a major dramatist, Anton Chekhov (1860–1904) created a short story form that marked a new departure in that literary genre. Where earlier short story writing moved in a linear fashion toward a clearly defined climax, Chekhov used a mass of impressionistic details to fashion stories in which plot is subordinated to the exploration of character and situation. While Chekhov's stories contain little outward action, they are rich in psychological insight.

Competency 0011

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

6. Which of the following was a major theme of the Soviet-era films of Sergei Eisenstein?
- A. the portrayal of the Russian people acting together as a collective hero
 - B. a depiction of the work process on collective farms and other rural enterprises
 - C. the exploration of how individuals adapt to changing social conditions
 - D. an examination of relations among Russia's diverse cultural groups

Correct Response: A. The most famous of Russia's Soviet-era film directors, Sergei Eisenstein (1898–1948), is best remembered for his ability to create high levels of tension through the clash of contrasting visual images. The main theme of Eisenstein's work was human brotherhood, which he underscored by presenting the mass as a collective hero; rather than a specific individual, society as a whole was the protagonist in his films. At least three of his movies are considered classics of cinematic art: *Potemkin* (1925), *Alexander Nevsky* (1938), and *Ivan the Terrible* (1944).

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:

- describe the relationship between the two speakers;
- explain the context in which 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 Russian 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.

(Speaker 1): Здравствуйте, доктор.

(Speaker 2): Здравствуйте. Садитесь, пожалуйста. На что вы жалуетесь?

(Speaker 1): Кажется у меня грипп. Очень болит голова, горло, и я сильно кашляю. Сегодня я так плохо себя чувствовал, что даже не пошёл на работу.

(Speaker 2): А температура у вас есть? Сейчас посмотрим... Да, у вас повышенная температура. Когда вы почувствовали себя плохо?

(Speaker 1): Несколько дней тому назад, но я как-то не обратил на это внимания.

(Speaker 2): Сейчас я вас послушаю. Сделайте глубокий вдох, так, задержите дыхание, теперь можно выдохнуть. Всё в порядке. Хрипов нет, но несколько дней придётся принимать аналгин. У вас есть ещё жалобы?

(Speaker 1): Да, доктор. Я плохо сплю.

(Speaker 2): Я выпишу вам снотворное. Принимайте одну таблетку перед сном, как указано в рецепте. Никаких оснований для беспокойства нет. Соблюдайте постельный режим, пейте больше жидкости, отдыхайте. Вот лучший рецепт от гриппа. Заходите ко мне через неделю.

(Speaker 1): Спасибо, доктор. До свидания.

(Speaker 2): До свидания. Выздоровливайте.

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

Этот разговор происходит между доктором и его пациентом.

Пациент жалуется, что у него грипп и плохой сон. Доктор проверил и определил у пациента повышенную температуру, отсутствие хрипов в лёгких и прописал ему принимать несколько дней аналгин, а также снотворное.

Пациент будет принимать лекарства, вылечится от гриппа и будет хорошо спать.

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.

Нашли извозчика и поехали в Ореанду.

— Я сейчас внизу в передней узнал твою фамилию: на доске написано фон Дидериц,

— сказал Гуров. — Твой муж немец?

— Нет, у него, кажется, дед был немец, но сам он православный.

В Ореанде сидели на скамье, недалеко от церкви, смотрели вниз на море и молчали. Ялта была едва видна сквозь утренний туман, на вершинах гор неподвижно стояли белые облака. Листва не шевелилась на деревьях, кричали цикады, и однообразный, глухой шум моря, доносившийся снизу, говорил о покое, о вечном сне, какой ожидает нас. Так шумело внизу, когда ещё тут не было ни Ялты, ни Ореанды, теперь шумит и будет шуметь так же равнодушно и глухо, когда нас не будет. И в этом постоянстве, в полном равнодушии к жизни и смерти каждого из нас кроется, быть может, залог нашего вечного спасения, непрерывного движения жизни на земле, непрерывного совершенства. Сидя рядом с молодой женщиной, которая на рассвете казалось такой красивой, успокоенный и очарованный в виду этой сказочной обстановки — моря, гор, облаков, широкого неба, Гуров думал о том, как в сущности, если вдуматься, всё прекрасно на этом свете, всё, кроме того, что мы сами мыслим и делаем, когда забываем о высших целях бытия¹, о своём человеческом достоинстве.

Подошёл какой-то человек — должно быть, сторож, — посмотрел на них и ушёл. И эта подробность показалась такой таинственной и тоже красивой. Видно было, как пришёл пароход из Феодосии, освещённый утренней зарёй, уже без огней.

— Роса на траве, — сказала Анна Сергеевна после молчания.

— Да. Пора домой.

Они вернулись в город.

¹existence

Write a brief response in which you:

- describe the physical setting of the events narrated in the passage; and
- explain what Gurov is thinking as he contemplates Anna and his surroundings.

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

Your response may be written in either Russian 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 questions 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 a 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 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 Reading and Vocabulary Assignment

Действие происходило в Ореанде, курортном месте. Гуров сидел рядом с молодой, красивой дамой на скамье около церкви. Внизу виднелось однообразно шумевшее море. Было тихо и спокойно. Даже листва на деревьях не шевелилась. Покой ощущался во всём.

Гуров был очарован этой сказочной обстановкой. Он думал, что в сущности всё прекрасно на этом свете, кроме того, что мы сами мыслим и делаем, когда забываем о высших целях бытия, о своём человеческом достоинстве. Он думал, что всё было на земле до нас и будет после нас, в полном равнодушии к жизни и смерти каждого из нас.

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 Russian 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 Russian-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 Russian 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

Здравствуй, дорогой Вася!

Год тому назад я приехал в Америку и с тех пор не писал тебе ничего, так как привыкал к моей новой жизни. Такое чувство, как-будто я попал на другую планету. Все люди, окружающие меня здесь, относятся ко мне с интересом, теплом и заботой, стараются помочь мне во всём. За это я им очень благодарен. Народ в Соединённых Штатах не имеет тех проблем, которые были у меня до приезда в Америку. Если ты честно трудишься, то можешь иметь всё, что твоя душа пожелает. Магазины здесь ломятся от товаров и продуктов. Люди в Америке не знают, что такое нуждаться в чём-либо или преследоваться по религиозным мотивам.

Когда я приехал, у меня была цель--выучить английский язык и найти работу. Сейчас я работаю упаковщиком на предприятии. Работа постоянная, что особенно важно в Соединённых Штатах. Выучил на курсах для иностранцев начальный курс английского языка. Могу общаться с продавцами в магазинах и работниками разных учреждений.

Сейчас, на собственном опыте я понял важность профессии учителя, особенно, учителя языка. Без знания языка ты живёшь как глухонемой. Я понял, что учитель языка выполняет большую общественную задачу: научить правильному языку молодых американцев и новых американцев, недавно приехавших в США. Поэтому я выбрал свой путь в жизни: осенью поступлю в учительский колледж и через несколько лет стану учителем языка.

В молодости мы не придавали значения изучению иностранного языка. Я в школе изучал английский язык, но, приехав в Америку, я понял, что не знаю его совершенно, потому что не учил его усердно. Кроме того, знание иностранного языка обогащает человека знаниями и опытом. Каждый язык несёт в себе культуру своего народа, которая вносит свой вклад в общечеловеческую культуру. Я считаю изучение иностранного языка очень важным делом для каждого образованного человека. Поэтому я убедительно советую молодым людям изучать иностранные языки.

Занимаясь преподаванием языка в школе, я смогу наблюдать, как мои знания передаются и усваиваются детьми, как дети овладевают правилами разговорной речи и письменного языка. Занимаясь преподаванием языка, я смогу углублять и расширять мои собственные знания о языке, и культуре, получая от этого неизмеримое удовлетворение.

С нежностью, твой

Миша

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 Russian 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 Russian. 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. Gurevich, a teacher from a Russian-speaking country who is on a two-week visit to the area where you live. You wish to give Ms. Gurevich an orientation to the local area to help make her visit as enjoyable as possible. Speaking in Russian, provide Ms. Gurevich 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 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 speaker 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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