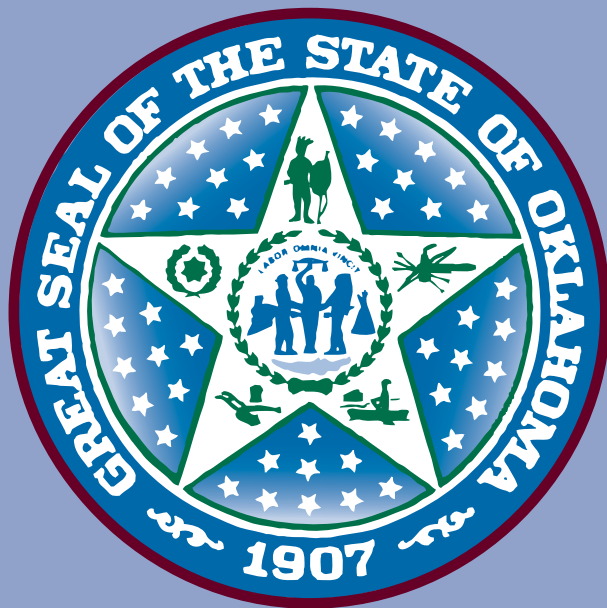


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

080 Chinese (Mandarin)



Oklahoma Commission  
for Teacher Preparation

OK-SG-FLD080-01

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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: CHINESE (MANDARIN)

### SUBAREAS:

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

### SUBAREA I—LISTENING COMPREHENSION

#### Competency 0001

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

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

Comprehend both formal and informal comments and questions.

Comprehend a question or comment likely to be encountered in an informal or social situation.

Comprehend a question or comment likely to be encountered in a formal or professional setting.

Comprehend a request for information.

Select an appropriate response to a spoken question or comment.

#### Competency 0002

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

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

Understand the main idea of formal and informal oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, lectures).

Understand a telephone message or public address announcement.

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

Understand supporting details in a variety of formal and informal oral messages.

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

### **Competency 0003**

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

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

Characterize the mood or point of view of one or more speakers.

Analyze a cause-and-effect relationship implied but not stated in an oral message.

Analyze the social or cultural context of a spoken presentation or conversation.

Analyze the social or cultural relationship between speakers in a conversation.

## **SUBAREA II—READING AND VOCABULARY**

### **Competency 0004**

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

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

Analyze passages from a variety of sources (e.g., newspaper and journal articles, personal correspondence, literary works) to determine a stated main idea or choose an accurate summary.

Analyze passages to determine a causal or temporal sequence of events.

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

Recognize supporting evidence for an argument made in a passage.

### **Competency 0005**

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

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

Make inferences about audience, purpose, setting, or character from information provided in passages from a variety of sources (e.g., newspaper and magazine articles, personal correspondence, literary works).

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

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

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

## Competency 0006

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

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

Determine appropriate language for routine situations (e.g., shopping, dining, traveling).

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

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

## SUBAREA III—LANGUAGE STRUCTURES AND COMPARISONS

### Competency 0007

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

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

Transform sentences or passages in context according to given instructions (e.g., transforming a sentence from a positive sentence to a negative sentence, transforming a sentence from passive voice to active voice).

Transform the time frame or aspect of a sentence or passage.

Transform a sentence or passage from direct to indirect discourse, or vice versa.

Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

### Competency 0008

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

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

Select the correct noun or nominal measure word for a given context.

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

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

Select revisions to correct inappropriate use of words or word forms.

Select revisions to correct inappropriate use of constructions or syntactic structures.

## Competency 0009

### **Understand the similarities and differences between Chinese and English.**

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

- Compare and contrast the sound systems of Chinese and English.
- Compare and contrast the morphological structures and processes of Chinese and English.
- Compare and contrast sentence formation and word order in Chinese and English.
- Compare and contrast word meaning in Chinese and English.
- Compare and contrast the writing systems of Chinese and English.
- Compare and contrast the sociolinguistic features of Chinese and English.

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

### Competency 0010

### **Understand the products, practices, and perspectives of Chinese culture, as well as the relationships among them.**

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

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

## Competency 0011

**Understand the development of Chinese culture, including the relationships among the history, geography, and perspectives of Chinese culture.**

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

Identify and analyze the roles of major historical events, figures, and movements in the development of China.

Analyze the relationships among major historical events, figures, and movements and the cultural perspectives of China.

Relate natural geographic features (e.g., climate, location, natural resources) to the economy of China.

Compare and contrast the cultural and historical development of China with the cultural and historical development of the United States.

## SUBAREA V—LANGUAGE ACQUISITION AND INSTRUCTION

### Competency 0012

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

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

Analyze major theories of first- and second-language acquisition (e.g., the theories of Krashen and Cummins).

Identify the developmental stages through which language learners acquire first and second languages.

Apply knowledge of the processes of first- and second-language acquisition to the language learner in the classroom, including major similarities and differences between the two processes.

Demonstrate an understanding of the cognitive, affective, and social factors that can affect second-language acquisition.

### Competency 0013

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

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

Understand the use of varied approaches, methods, and strategies for teaching communication, cultures, connections, comparisons, and communities within the classroom.

Understand the use of varied second-language assessment strategies and techniques.

Understand Oklahoma's core curriculum for language learners, including skills and knowledge expected at each instructional level.

## SUBAREA VI—WRITTEN EXPRESSION

### Competency 0014

**Write a well-organized passage of several paragraphs in Chinese 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, time frames, cohesive devices, and simple and complex linguistic constructions.**

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

Write an account describing the reasoning behind a significant personal decision.

Write a narrative of an event or activity in a time frame appropriate to the task, using relevant supporting details.

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

Write a letter stating and supporting an opinion on a given topic or in response to a particular situation.

## SUBAREA VII—ORAL EXPRESSION

### Competency 0015

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

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

Narrate and describe events or actions in a time frame appropriate to the task, using relevant supporting details.

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

Offer and support an opinion on a given topic or in response to a given situation.

Respond to a hypothetical situation (e.g., a new job, a shopping trip) by explaining or describing events or by requesting assistance.

## PRACTICE TEST QUESTIONS AND ANSWERS: CHINESE (MANDARIN)

The Chinese (Mandarin) test consists of five sections: 1) a listening section, 2) a section with selected-response questions, 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: LISTENING COMPREHENSION

This section of the test consists of a listening comprehension assignment. You will listen to a recorded passage that will tell you what to listen for. The directions will be read aloud on the recording. They are also printed in your test booklet. Listen carefully to the directions on the recording 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.

Once the recording has begun, it 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 recording clearly, please raise your hand now. Your response to the listening comprehension assignment 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 underlying meanings

## Practice Listening Comprehension Assignment

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

1. **This is a listening comprehension exercise. You will hear a dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment given below. Your response may be written in either Chinese or English. If you choose to respond in Chinese, your response must be written in Standard Modern Chinese characters (Traditional or Simplified). Before you hear the dialogue, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

(You will see in the test booklet:)

Write a response several sentences in length in which you:

- identify the type of information the man is preparing;
- explain the relationship between the two participants in the conversation; and
- describe the man's attitude about his task.

(You will hear:)

**Listen carefully to the following dialogue. After you have heard it twice, respond in writing to the assignment.**

[TRADITIONAL CHARACTERS]

(Male): 李經理，您昨天吩咐我做的事，我有點不太明白。可不可以 向您請教一下？

(Female): 沒問題。

(Male): 您要我打電話到生產部詢問有關寶貝護膚品系列II。我打了電話，知道護膚品的成份了。接下來，我是否應該打個電話給客戶，讓她了解產品成份，然後決定要不要訂貨。對嗎？

(Female): 對，對。打電話給客戶之前，最好把護膚品成份表印出來。如果客戶需要，可以用電子郵件或傳真給她。你說的客戶是貝貝百貨的唐小姐嗎？她可是我們公司的大客戶喔！唐小姐每次訂貨總會訂上幾百箱的，所以一定要讓她滿意才行，知道嗎？

(Male): 我知道了。我會和唐小姐聯繫，了解並確定她的訂單。之後，我會和生產部的林總管聯絡，確定什麼時候可以把貨送到唐小姐的公司。

(Female): 太好了。小陳，我知道張董事長介紹的人，一定是人才。好好地幹，前途無量！

(Male): 謝謝李經理的誇獎，我會好好幹的。

[SIMPLIFIED CHARACTERS]

(Male): 李经理，您昨天吩咐我做的事，我有点不太明白。可不可以向您请教一下？

(Female): 没问题。

(Male): 您要我打电话到生产部询问有关宝贝护肤品系列II。我打了电话，知道护肤品的成分了。接下来，我是否应该打个电话给客户，让她了解产品成分，然后决定要不要订货。对吗？

(Female): 对，对。打电话给客户之前，最好把护肤品成分表印出来。如果客户需要，可以用电子邮件或传真给她。你说的客户是贝贝百货的唐小姐吗？她可是我们公司的大客户喔！唐小姐每次订货总会订上几百箱的，所以一定要让她满意才行，知道吗？

(Male): 我知道了。我会和唐小姐联系，了解并确定她的订单。之后，我会和生产部的林总管联络，确定什么时候可以把货送到唐小姐的公司。

(Female): 太好了。小陈，我知道张董事长介绍的人，一定是人才。好好地干，前途无量！

(Male): 谢谢李经理的夸奖，我会好好干的。

**Now it will be repeated.**

**Now write your response to the assignment.**



**FOR YOUR REFERENCE ONLY**—*This listening comprehension item is written to assess understanding in Subarea I, Listening Comprehension, which consists of the competencies listed below.*

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

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

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

## Description of the Task

In this section of the test, you will listen to a recorded passage and then respond in writing to a series of questions about the assignment. The recorded 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

The man in this dialogue is getting information together about ingredients used in a line of skincare products his company manufactures. His next step is to relay this information to an important client who is likely to order the products. Before he takes the next step in his task, he asks the woman in this dialogue for confirmation. He addresses the woman in this dialogue as his manager, so they are clearly in a work situation in which the woman is his supervisor. His eagerness to do the task correctly and to confirm the steps involved in the task indicates that he is conscientious and that he cares about his job. He also shows respect to his manager in the way he asks for clarification.

## DIRECTIONS FOR SECTION TWO: SELECTED RESPONSE

Section Two 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

Apply the rules for word and sentence formation.

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2. Use the sentence below to answer the question that follows.

弟弟病了，媽媽帶他去看醫生。  
[弟弟病了，妈妈带他去看医生。]

Which of the following correctly transforms the sentence above from active voice to passive voice?

- A. 媽媽看弟弟病了，帶他去看醫生。  
[妈妈看弟弟病了，带他去看医生。]
- B. 弟弟看媽媽病了，帶她去看醫生。  
[弟弟看妈妈病了，带她去看医生。]
- C. 媽媽病了，弟弟帶他去看醫生。  
[妈妈病了，弟弟带他去看医生。]
- D. 媽媽看弟弟病了，去看醫生。  
[妈妈看弟弟病了，去看医生。]

**Correct Response: A.** "My younger brother was sick and he was taken to see the doctor by my mother." This sentence expresses the same meaning as the original "My younger brother was sick and my mother took him to see the doctor." However it is transformed to passive voice with the use of 被 [被] ("by").

### Competency 0008

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

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3. Which of the following sentences corrects all errors in the sentence below?

他們一回家到，  
就急著外面到玩找朋友。  
[他们一回家到，  
就急著外面到玩找朋友。]

- A. 他們一回到家，  
就急著到外面找朋友玩。  
[他们一回到家，  
就急着到外面找朋友玩。]
- B. 他們一回家到，  
就找朋友到外面急著玩。  
[他们一回家到，  
就找朋友到外面急着玩。]
- C. 他們一回家到，  
就到外面急著找朋友玩。  
[他们一回家到，  
就到外面急着找朋友玩。]
- D. 他們一回家到，  
就找朋友到外面急著玩。  
[他们一回家到，  
就找朋友到外面急着玩。]

**Correct Response: A.** There are several errors in the original sentence. The preposition 到 "to" is wrongly placed in both the clause and the main sentence. Its correct place should be before 家 "home" and before 外面 "outside". The verb 玩 "to play" should be placed after 找朋友 "to find friend" to show the purpose. Response A is the only response that corrects these errors.

## Competency 0009

Understand the similarities and differences between Chinese and English.

---

4. In English, phrases referring to a specific point in time such as *yesterday* or *tomorrow* do not occur in a fixed position in a sentence. In Chinese, such phrases must occur:
- A. at both the beginning and end of the sentence.
  - B. after the verb.
  - C. at the beginning of the sentence or after the subject.
  - D. at the end of the sentence.

**Correct Response: C.** In English, a term like *tomorrow* can occur in any of several places in a sentence:

*Tomorrow* my sister is traveling to a remote and exotic location.

My sister is traveling *tomorrow* to a remote and exotic location.

My sister is traveling to a remote and exotic location *tomorrow*.

In Chinese, this term cannot occur after the verb or at the end of the sentence, but instead can only occur at the beginning of the sentence or after the subject:

明天，我妹妹要去一個邊遠的地方旅行。

[明天，我妹妹要去一个边远的地方旅行。]

我妹妹明天要去一個邊遠的地方旅行。

[我妹妹明天要去一个边远的地方旅行。]

**Competency 0010**

Understand the products, practices, and perspectives of Chinese culture, as well as the relationships among them.

---

5. The stories and essays of Lu Xun encouraged early twentieth-century Chinese writers to:
- A. compose broad-ranging, epic accounts of Chinese history.
  - B. question cultural changes introduced by the New Culture Movement.
  - C. use classical language to explore modern themes.
  - D. adopt a critical approach to traditional Confucian beliefs and values.

**Correct Response: D.** Lu Xun is well known for his short stories such as *Kuangren Riji (A Madman's Diary)* that emphasized how the traditional values of the time were outdated and detrimental. Lu Xun is also known for his association with the May Fourth Movement, a movement that encouraged the rejection of Confucian values in favor of more modern ideas of the time.

### Competency 0011

Understand the development of Chinese culture, including the relationships among the history, geography, and perspectives of Chinese culture.

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6. Which of the following best describes an important effect of the major economic reforms of the 1980s and 1990s on Chinese society?
- A. a growing middle income level
  - B. a decentralization of government power
  - C. a major broadening of China's ethnic diversity
  - D. a more equal distribution of wealth

**Correct Response: A.** Economic reforms have led to major increases in industries such as manufacturing and production, as well as growth in many other areas. This growth has led to increased incomes for many workers and a large increase in the number of citizens who are earning more than in previous times.

### Competency 0013

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

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7. A high school teacher of Chinese is planning activities to develop advanced Chinese students' oral language skills and to help them develop cultural connections to the local Chinese-speaking community. Which of the following student activities would best support these instructional goals?
- A. taking a field trip to a museum with an exhibit of recent archeological discoveries of Chinese carvings
  - B. visiting a local business for information about the translation services they offer Chinese speakers
  - C. interviewing community members who use Chinese at work about their job and experiences
  - D. creating skits based on Chinese folktales to perform for the school's International Day

**Correct Response: C.** An activity that involves direct contact with people who speak Chinese is the most productive way to develop cultural connections outside the classroom. Assigning students to interview community members would provide the opportunity to have this kind of direct contact with Chinese speakers.

### **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 the assignment that follows 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 comprehension 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 underlying mood or point of view

## Practice Reading and Vocabulary Assignment

8. Read either the passage below (presented in Traditional characters) or the same passage on the following page (presented in Simplified characters). Then prepare a written response to the assignment that follows. Your response may be written in either Chinese or English. If you choose to respond in Chinese, your response must be written in Standard Modern Chinese characters (Traditional or Simplified).

[TRADITIONAL CHARACTERS]

起初，人們吃飯只是爲了生存。那時候只要能把肚子吃飽就行了，至于吃什麼、怎麼吃都沒有什麼關係。後來社會進步了，經濟發達了，人們的生活水平提高了，吃飯對於人們來說，已經不只是爲了生存，而成爲一種生活享受了。這時候人們對吃什麼、怎麼吃有了很多講究。人們要求飯菜不僅要有營養，而且還要求色香味俱全。

在中國，飯菜的烹調早已經成爲一門學問、一門學科，甚至是一門藝術。中國有許多烹飪學校，還有各種講解烹調的書。

中國地方很大，東、西、南、北、中，各個地方都有自己不同的烹調方法。人們根據不同的口味，把中國菜分爲八個不同的菜系。儘管做飯的方法都是蒸、煮、煎、炸、炒；用的都是油、鹽、醬、醋、糖；做好的菜也都是酸、甜、麻、辣、鹹，可是不知道爲什麼，大家都說不同菜系的飯菜味道就是不一樣。

每一個地方除了一般的飯菜以外，還有許多獨特的風味食品。比方說北京的烤鴨、西安的羊肉泡饅、臺灣的蚵仔麵線、四川的麻辣火鍋、天津的狗不理包子、上海的春捲、桂林的炒米粉等等。這些獨特風味的地方食品，大都是從古代傳下來的。因爲它們既好吃又便宜，所以很受歡迎。

雖然每一個地方都有許多不同的飯菜，但是各個地方也有很多相同的食品。在中國不管你走到哪一個城市，都可以吃到油條豆漿、燒餅稀飯和餃子餛飩。而且過年、過節的時候，不管什麼地方的人，也都要吃年糕、元宵、月餅和粽子這些節日的食品。

[SIMPLIFIED CHARACTERS]

起初，人们吃饭只是为了生存。那时候只要能把肚子吃饱就行了，至于吃什么、怎么吃都没有什么关系。后来社会进步了，经济发达了，人们的生活水平提高了，吃饭对于人们来说，已经不只是为了生存，而成为一种生活享受了。这时候人们对吃什么、怎么吃有了很多讲究。人们要求饭菜不仅要有营养，而且还要求色香味俱全。

在中国，饭菜的烹调早已经成为一门学问、一门学科，甚至是一门艺术。中国有许多烹饪学校，还有各种讲解烹调的书。

中国地方很大，东、西、南、北、中，各个地方都有自己不同的烹调方法。人们根据不同的口味，把中国菜分为八个不同的菜系。尽管做饭的方法都是蒸、煮、煎、炸、炒；用的都是油、盐、酱、醋、糖；做好的菜也都是酸、甜、麻、辣、咸，可是不知道为什么，大家都说不同菜系的饭菜味道就是不一样。

每一个地方除了一般的饭菜以外，还有许多独特的风味食品。比方说北京的烤鸭、西安的羊肉泡馍、台湾的蚵仔面线、四川的麻辣火锅、天津的狗不理包子、上海的春卷、桂林的炒米粉等等。这些独特风味的地方食品，大都是从古代传下来的。因为它们既好吃又便宜，所以很受欢迎。

虽然每一个地方都有许多不同的饭菜，但是各个地方也有很多相同的食品。在中国不管你走到哪一个城市，都可以吃到油条豆浆、烧饼稀饭和饺子馄饨。而且过年、过节的时候，不管什么地方的人，也都要吃年糕、元宵、月饼和粽子这些节日的食品。

Write a response several sentences in length in which you:

- describe two food items that are popular in many areas of China;
- explain the similarities and differences between two local cuisines mentioned in the passage; and
- explain the author's view of why cooking has become a form of art.



**FOR YOUR REFERENCE ONLY**—*This reading and vocabulary item is written to assess understanding in Subarea II, Reading and Vocabulary, which consists of the competencies listed below.*

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

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

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

## 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

[TRADITIONAL CHARACTERS]

在中國最常見的早點是豆漿，油條。餃子餛飩更是無論去到那一個城市，都可以吃到。中國人有共同的節日食品，比如年糕、元宵、月餅等等。

中國人做飯的方法，使用的調料都差不多，但是各地做出來的飯菜的口味卻很不同，因此分為八大菜系。比方北京的烤鴨，四川的麻辣火鍋。

由于社會進步，經濟發達，生活水平提高，吃飯成爲一種生活享受，變得越來越講究了。人們不但要求飯菜的營養，而且要求色味香俱全。社會的需求，推動了烹調技術的發展，以致形成了一門學問和藝術。

[SIMPLIFIED CHARACTERS]

在中国最常见的早点是豆浆，油条。饺子馄饨更是无论去到那一个城市，都可以吃到。中国人有共同的节日食品，比如年糕、元宵、月饼等等。

中国人做饭的方法，使用的调料都差不多，但是各地做出来的饭菜的口味却很不同，因此分为八大菜系。比方北京的烤鸭，四川的麻辣火锅。

由于社会进步，经济发达，生活水平提高，吃饭成为一种生活享受，变得越来越讲究了。人们不但要求饭菜的营养，而且要求色味香俱全。社会的需求，推动了烹调技术的发展，以致形成了一门学问和艺术。

## 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 in the appropriate section of the answer document.**

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 that 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 character formation and punctuation

Your response must be written in Chinese characters (Traditional or Simplified).

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

9. Imagine that you have received a letter from a friend who lives in China 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 Chinese in which you give a brief account of your activities over the past 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.

Your response must be written in Chinese characters (Traditional or Simplified).



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

*Write a well-organized passage of several paragraphs in Chinese 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, time frames, cohesive devices, and simple and complex linguistic constructions.*

## A Very Good Response to the Practice Written Expression Assignment

[TRADITIONAL CHARACTERS]

小林：

你好！很高興收到你的來信，我們已經有差不多一年沒連絡了，讓我來慢慢地告訴你我這些日子是怎麼過的吧！

去年的暑假，我因為一個偶然的機會，輔導了兩個打算到中國做短期留學的美國大學生中文，短短的兩個半月，我們每天上三個小時的中文課，他們從一句中文都不會說，到可以跟我做簡單的談話，比方說，什麼飯館好，什麼地方有意思，興趣是什麼，許多人都沒想到他們能有這樣的進步，我覺得這是我這麼多年以來最開心的一件事情。

在輔導他們的這段時間裡，我不停地試著用各種教學的方法來有效地幫助他們。每次只要一有方法成功，就可以讓我高興半天。他們現在都在北京的大學學習中文，兩個人都寫信感謝我對他們在中文方面的幫助，同時也告訴我中文的重要，而且會說一種跟英文完全不同的語言，讓他們覺得非常驕傲。

這個經驗讓我決定要留在美國做一個專業的中文老師，教更多的美國學生中文。做一個專業的語言老師，除了要有足夠的經驗以外，還要有豐富的專業知識，所以我回到學校，在研究所學習一個語言教學的專業，一方面繼續教中文，一方面學習新知識，打算畢業後在大學裏做一個專業的中文語言老師，所以我現在的生活雖然忙碌，卻很充實，也很快樂。因為這就是我多年來一直想要的生活。

你的近況如何，請來信告知，望保持聯繫。

祝身體健康

小紅

[SIMPLIFIED CHARACTERS]

小林：

你好！很高兴收到你的来信，我们已经有差不多一年没联络了，让我来慢慢地告诉你我这些日子是怎么过的吧！

去年的暑假，我因为一个偶然的的机会，辅导了两个打算到中国做短期留学的美国大学生中文，短短的两个半月，我们每天上三个小时的中文课，他们从一句中文都不会说，到可以跟我做简单的谈话，比方说，什么饭馆好，什么地方有意思，兴趣是什么，许多人都没想到他们能有这样的进步，我觉得这是我这么多年以来最开心的一件事情。

在辅导他们的这段时间里，我不停地试着用各种教学的方法来有效地帮助他们。每次只要一有方法成功，就可以让我高兴半天。他们现在都在北京的大学学习中文，两个人都写信感谢我对他们在中文方面的帮助，同时也告诉我中文的重要，而且会说一种跟英文完全不同的语言，让他们觉得非常骄傲。

这个经验让我决定要留在美国做一个专业的中文老师，教更多的美国学生中文。做一个专业的语言老师，除了要有足够的经验以外，还要有丰富的专业知识，所以我回到学校，在研究所学习一个语言教学的专业，一方面继续教中文，一方面学习新知识，打算毕业后在大学里做一个专业的中文语言老师，所以我现在的生活虽然忙碌，很充实，也很快乐。因为这就是我多年来一直想要的生活。

你的近况如何，请来信告知，望保持联系。

祝身体健康

小红

## 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
<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 correct use of tone

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 0015

In response to a prompt, construct connected oral discourse in Chinese (Mandarin) that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, time frames, cohesive devices, 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 Mandarin. 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 a teacher from a Mandarin-speaking area of China who is on a two-week visit to the area where you live. You wish to give her an orientation to the local area to help make her visit as enjoyable as possible. Speaking in Mandarin, provide her with information about the area that will help make her visit as enjoyable as possible. You may wish to include, but are not limited to, the following topics:

- where to find various essential items (e.g., stores and restaurants in the area);
- the different means of transportation available (e.g., cars, 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:

<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
<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 correct use of tone

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 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 underlying meanings

### 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 interpreting underlying meanings when they are 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 underlying meanings 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 interpret underlying meanings.</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 interpret underlying meanings.</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 underlying mood or point of view

### Sample Scoring Scale for Reading 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 character formation 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>• Character formation 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 character formation 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 character formation 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 character formation 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
<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 correct use of tone

## 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>

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