

# **NEW MEXICO TEACHER ASSESSMENTS™**

## **TEST FRAMEWORK**

### **FIELD 18: FRENCH**

<b>Subarea</b>		<b>Range of Competencies</b>	<b>Test Proportion</b>
I.	Listening Comprehension	0001–0003	15%
II.	Reading Comprehension	0004–0006	15%
III.	Language Structure, Usage, and Acquisition	0007–0011	25%
IV.	Cultural Understanding	0012–0014	15%
V.	Written Expression	0015	15%
VI.	Oral Expression	0016	15%

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# NEW MEXICO TEACHER ASSESSMENTS™

## Field 18: French

Listening Comprehension  
Reading Comprehension  
Language Structure, Usage, and Acquisition  
Cultural Understanding  
Written Expression  
Oral Expression

### SUBAREA I—LISTENING COMPREHENSION

#### 0001 Understand spoken questions or other oral messages.

For example:

- demonstrating an understanding of customary greetings, exclamations, or leave-takings
- demonstrating an understanding of a question or comment likely to be encountered in a social situation
- demonstrating an understanding of a request for information or a response to a request for information

#### 0002 Derive essential information from oral messages in real-life situations.

For example:

- demonstrating an understanding of the main idea or details in a spoken passage
- demonstrating an understanding of a telephone message or public address announcement
- demonstrating an understanding of a sequence of steps described in a set of oral directions
- demonstrating an understanding of a stated cause or effect in a situation described in an oral message

#### 0003 Infer meaning from oral communication.

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing the social or cultural context of a spoken exchange (e.g., formal vs. informal)
- identifying the inferred outcome of a spoken exchange

# FIELD 18: FRENCH TEST FRAMEWORK

## SUBAREA II—READING COMPREHENSION

### **0004 Understand the literal content of a variety of literary and nonliterary materials.**

For example:

- analyzing written materials in French to determine a stated main idea or essential information
- discerning details regarding character, setting, or events described in a passage
- analyzing a passage to determine the sequence of events

### **0005 Apply skills of inference and interpretation to a variety of literary genres and nonliterary passages.**

For example:

- interpreting the meaning of a passage, including making inferences about setting or character, from information provided in a passage
- inferring an author's assumptions, purpose, or point of view in a passage
- interpreting figurative language (e.g., metaphors, similes) in a literary passage

### **0006 Interpret a variety of informational materials.**

For example:

- analyzing maps and tables to derive information
- demonstrating comprehension of written materials as presented in various media (e.g., Internet sites, periodicals, newspapers)
- demonstrating comprehension of written instructions (e.g., reading recipes, completing forms, following directions)

## SUBAREA III—LANGUAGE STRUCTURE, USAGE, AND ACQUISITION

### **0007 Transform sentences or passages according to given instructions.**

For example:

- transforming a positive statement, question, or command to a negative one, or vice versa
- transforming the tense, mood, or voice of a sentence or passage
- transforming a sentence or passage from direct to indirect discourse, or vice versa

## FIELD 18: FRENCH TEST FRAMEWORK

**0008 Analyze sentences to determine grammatically correct words or phrases to complete them.**

For example:

- using the correct part of speech for a given context
- selecting verb forms or phrases appropriate for a given context
- using the appropriate modifying word or phrase to complete a sentence
- employing the appropriate subordinate clause to complete a sentence

**0009 Revise written passages to correct errors in structure and syntax that interfere with accurate communication.**

For example:

- identifying errors in grammar and usage
- substituting correct word forms for incorrect word forms in a given context
- selecting revisions to correct inappropriate syntactic constructions
- recognizing common errors in idiomatic usage

**0010 Understand the use of language for various situations and purposes.**

For example:

- demonstrating an understanding of appropriate language for social situations (e.g., changing an appointment, responding to a compliment)
- selecting appropriate language for everyday interactions (e.g., shopping, dining)
- analyzing appropriate language for expressing attitudes, opinions, and judgments

**0011 Understand stages and processes of language acquisition and factors affecting second-language development.**

For example:

- identifying major theories of first- and second-language acquisition (e.g., Krashen, Chomsky)
- describing cognitive processes (e.g., memorization, categorization, metacognition) involved in learning a second language
- explaining factors affecting second-language acquisition (e.g., motivation, age, learning style, environmental factors)
- describing the role of the first language in second-language development (e.g., language transfer, interlanguage development)

## FIELD 18: FRENCH TEST FRAMEWORK

### SUBAREA IV—CULTURAL UNDERSTANDING

#### **0012 Understand major developments in the history of French-speaking nations and cultures and the significance of these developments.**

For example:

- demonstrating an understanding of major political, economic, social, and cultural trends and developments that have shaped the history of nations and regions associated with the French language (e.g., North America, Europe, Africa, the Caribbean)
- analyzing the role of major historical events and figures in the development of nations and cultures associated with the French language
- analyzing the nature and significance of historical interactions between cultures associated with the French language and other cultures

#### **0013 Understand geographic, cultural, economic, social, and political features of contemporary nations and cultures associated with the French language.**

For example:

- recognizing natural geographic features (e.g., climate, location, natural resources) of nations and regions associated with the French language
- demonstrating an understanding of governmental institutions and processes of nations associated with French and their significance
- analyzing major features of the social and economic systems of nations associated with French (e.g., demographic trends, patterns of economic development)
- demonstrating an understanding of characteristic features of daily life in regions associated with the French language
- recognizing traditional customs and institutions of cultures associated with French and demonstrating an understanding of how those traditions are affected by contemporary historical, economic, and technological developments

#### **0014 Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the French language.**

For example:

- recognizing major movements, writers, and works in the literature of the French language and understanding their cultural significance
- demonstrating an understanding of characteristic forms and elements of the visual and performing arts of cultures associated with the French language and their cultural significance
- recognizing major scientific and technological achievements (historical or contemporary) of cultures associated with the French language and understanding their cultural significance

## FIELD 18: FRENCH TEST FRAMEWORK

### SUBAREA V—WRITTEN EXPRESSION

**0015** In response to a prompt, prepare a coherent, well-developed written composition in French that communicates a message effectively and demonstrates a command of vocabulary, syntax, and mechanical conventions.

For example:

- a letter to a friend describing a past event or personal experience
- an essay describing to a teacher or other acquaintance the reasoning behind a significant personal decision or the details of an interesting event you experienced

### SUBAREA VI—ORAL EXPRESSION

**0016** In response to a prompt, construct a clear and well-developed oral discourse in French that communicates a message fluently, with appropriate pronunciation and intonation, and demonstrates a command of vocabulary, syntax, and grammatical constructions.

For example:

- describing events or actions
- discussing advantages and disadvantages of an idea or proposed course of action
- responding to a hypothetical situation (e.g., a lost item) by explaining or describing events or by requesting assistance
- making a presentation (e.g., to a group of teachers) about your educational and professional background