

NEW MEXICO TEACHER ASSESSMENTS™

TEST FRAMEWORK

FIELD 19: GERMAN

Subarea	Range of Competencies	Test Proportion
I. Listening Comprehension	0001–0002	15%
II. Reading Comprehension	0003–0005	15%
III. Language Structure, Usage, and Acquisition	0006–0010	15%
IV. Cultural Understanding	0011–0013	15%
V. Written Expression	0014	20%
VI. Oral Expression	0015	20%

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NEW MEXICO TEACHER ASSESSMENTS™

Field 19: German

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

SUBAREA I—LISTENING COMPREHENSION

0001 Derive essential information from oral messages in real-life situations.

For example:

- demonstrating an understanding of the main idea and 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
- demonstrating an understanding of a question or comment likely to be encountered in a social situation

0002 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
- identifying the implied outcome of a spoken exchange

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SUBAREA II—READING COMPREHENSION

0003 Understand the literal content of a variety of literary and nonliterary materials.

For example:

- analyzing written materials in the target language 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

0004 Apply skills of inference and interpretation to a variety of literary 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

0005 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 and instruction manuals, completing forms, following directions)

SUBAREA III—LANGUAGE STRUCTURE, USAGE, AND ACQUISITION

0006 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

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0007 Analyze sentences to determine grammatically correct words or phrases to complete them.

For example:

- using the correct noun or pronoun form or particle (e.g., *denn*, *doch*, *mal*) 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

0008 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 language usage

0009 Understand the use of language for various situations and purposes.

For example:

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

0010 Understand stages and processes of language acquisition and factors affecting second-language development.

For example:

- demonstrating knowledge of major theories of first- and second-language acquisition
- 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)

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SUBAREA IV—CULTURAL UNDERSTANDING

0011 Understand major developments in the history of nations and cultures associated with the target language and the cultural 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 target language
- analyzing the role of major historical events and figures in the development of nations and cultures associated with the target language
- analyzing the nature and significance of historical interactions between cultures associated with the target language and other cultures

0012 Understand geographic, cultural, economic, social, and political features of contemporary nations and cultures associated with the target language.

For example:

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

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0013 Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.

For example:

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

SUBAREA V—WRITTEN EXPRESSION

0014 In response to a prompt, prepare a coherent, well-developed written composition in the target language that communicates a message effectively and demonstrates a command of vocabulary, syntax, and mechanical conventions.

For example:

- a letter to a professor or business owner requesting a recommendation for a particular job or program of study, including the writer's reasons for being interested in the job or academic program
- an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision or the details of an interesting event you experienced
- a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student)
- an article for a school newspaper about the place where you grew up

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SUBAREA VI—ORAL EXPRESSION

0015 Respond to a prompt in the target language in a way 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 in a variety of time frames
- discussing advantages and disadvantages of an idea or proposed course of action
- responding to a hypothetical situation (e.g., a traffic accident) 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