

# **NEW MEXICO TEACHER ASSESSMENTS™**

## **TEST FRAMEWORK**

### **FIELD 20: SPANISH**

<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 20: Spanish

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 farewells
- 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
- identifying the inferred outcome of a spoken exchange

## FIELD 20: SPANISH 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 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 logical sequence of events

#### **0005 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 and/or narrator'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 20: SPANISH TEST FRAMEWORK

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

For example:

- using the correct noun or pronoun form or article 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 language 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., scheduling and/or canceling an appointment, expressing a compliment, responding to an invitation)
- 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, Fillmore)
- 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 20: SPANISH TEST FRAMEWORK

## SUBAREA IV—CULTURAL UNDERSTANDING

### **0012 Understand major developments in the history of nations and cultures, including New Mexico, 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

### **0013 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 and regions associated with the target language and their significance
- analyzing major features of the social and economic systems of nations and regions 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

### **0014 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 characteristic forms 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

## FIELD 20: SPANISH TEST FRAMEWORK

### SUBAREA V—WRITTEN EXPRESSION

**0015** 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

### SUBAREA VI—ORAL EXPRESSION

**0016** In response to a prompt, construct a clear and well-developed oral discourse in the target language 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., directions to a location) 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