



# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

**18 French**



# Table of Contents

<b>An Overview of the Testing Program .....</b>	<b>1</b>
Test Development Process .....	2
Characteristics of the Assessments .....	2
Test Administration .....	4
Score Reports .....	4
Test Scores .....	4
<b>How to Prepare for the Assessments .....</b>	<b>5</b>
Plan Your Course of Study .....	5
<b>The Day of the Test: Helpful Hints .....</b>	<b>7</b>
Preparing for the Test Administration .....	7
Test-Taking Tips .....	7
<b>An Introduction to the New Mexico Content</b>	
<b>Knowledge Assessment of French .....</b>	<b>10</b>
Test Framework .....	11
Sample Test Directions .....	16
Sample Selected-Response Questions .....	17
<b>Answer Key for the Sample Selected-Response Questions.....</b>	<b>22</b>
<b>Information About the Written Constructed-Response Assignment.....</b>	<b>23</b>
Written Constructed-Response Assignment Performance Characteristics .....	23
Written Constructed-Response Assignment Scoring Scale .....	24
Sample Directions for the Written Constructed-Response Assignment .....	25
Sample Written Constructed-Response Assignment .....	26
A Very Good Response to the Sample Written Constructed-Response Assignment.....	27
<b>Information About the Oral Constructed-Response Assignment.....</b>	<b>28</b>
Oral Constructed-Response Assignment Performance Characteristics .....	28
Oral Constructed-Response Assignment Scoring Scale.....	29
Sample Directions for the Oral Constructed-Response Assignment .....	30
Sample Oral Constructed-Response Assignment.....	31
<b>Acknowledgments .....</b>	<b>32</b>

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# **An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints**

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:  
Helpful Hints](#)



# An Introduction to the New Mexico Content Knowledge Assessment of French

The New Mexico Content Knowledge Assessments are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The French test is intended for individuals seeking an endorsement in Modern and Classical Languages.

The French test consists of the following:

- A set of 65 selected-response questions,
- 1 written constructed-response assignment, and
- 1 oral constructed-response assignment.

For the written constructed-response assignment, a one-page (two sides) answer document will be provided. Your response to the written constructed-response assignment may be up to two pages in length.

For the oral constructed-response assignment, you will be provided with an audiotape; you will be asked to record a response to the given assignment of up to two minutes in length onto the audiotape.



# Test Framework

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

## **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

### **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)

#### **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

**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



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of French is shown in the box below.

## TEST DIRECTIONS

This test consists of four sections: (1) a listening comprehension section that requires listening to recorded passages and answering selected-response questions, (2) a section with selected-response questions, (3) a written constructed-response section, and (4) an oral constructed-response section. The first three sections will be administered in this room. The oral constructed-response section (Section Four) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear before the section.

Each question in the first two sections of this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of New Mexico?  
A. Albuquerque  
B. Las Cruces  
C. Santa Fe  
D. Silver City

The correct answer to this question is C. You would indicate that on the answer document as follows:

1. (A) (B) ● (D)

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 answers, including your response to the written constructed-response assignment, must be written on the answer document. Answers that are written in the test booklet will not be scored.

**FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.** Your test materials must be returned to a test administrator when you finish the test.

This testing session will last four hours. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



# Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment of French. To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

**Competency 0001**

*Understand spoken questions or other oral messages.*

1. **Listen carefully to the following request to determine the appropriate response. You will hear the request twice.**

\*Je dois aller tout de suite chez moi pour chercher mon carnet de chèques. S'il vous plaît, pourriez-vous dire à ma mère que je reviendrai d'ici dix minutes pour notre déjeuner?

**Now answer the question.**

(PAUSE 20 seconds)\*

Quelle est la réponse appropriée?

- A. D'accord, j'attendrai votre mère et je lui donnerai votre message.
- B. Oui, je peux aller chez vous avec votre mère.
- C. Non, je ne peux pas vous donner de chèques.
- D. Merci, je suis très heureux de déjeuner avec vous et votre mère.

**Competency 0003**

*Infer meaning from oral communication.*

2. **Listen carefully to the following brief conversation to determine the appropriate response to the question that follows. You will hear the conversation twice.**

\*(female voice)—Excusez-moi, monsieur. J'ai faim mais je ne connais pas cette ville. Où est le café le plus près de cette gare?

(male voice)—On peut trouver un café là-bas, en face de la gare, mais je ne l'aime pas du tout. Je préfère celui qui est un peu plus loin, à côté de la gare. Ils ont les meilleures pâtisseries.

(female voice)—J'attends le R.E.R. Il va bientôt partir, dans quinze minutes. Est-ce que vous croyez que je vais le manquer si je me rends au café dont vous parlez?

(male voice)—Non, non, pas de problème, mais il faut que vous y alliez maintenant.

(female voice)—D'accord.

**Now answer the question.**

(PAUSE 60 seconds)\*

Que va-t-elle probablement faire maintenant?

- A. sortir de la gare pour trouver le R.E.R.
- B. se rendre au café en face de la gare
- C. rester dans la gare pour attendre le R.E.R.
- D. se rendre au café à côté de la gare

**Competency 0004**

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

3. **Read the passage below from "La Légende de Saint Julien L'hospitalier" by Gustave Flaubert; then answer the question that follows.**

Une seconde enceinte, faite de pieux, comprenait d'abord un verger d'arbres à fruits, ensuite un parterre où des combinaisons de fleurs dessinaient des chiffres, puis une treille avec des berceaux pour prendre le frais, et un jeu de mail qui servait au divertissement des pages. De l'autre côté se trouvaient le chenil, les écuries, la boulangerie, le pressoir et les granges. Un pâturage de gazon vert se développait tout autour, enclos lui-même d'une forte haie d'épines.

Lesquels des adjectifs suivants décrivent le mieux la scène du passage ci-dessus?

- A. joyeux et exubérant
- B. paisible et pastoral
- C. calme et terne
- D. morne et pauvre

**Competency 0007**

*Transform sentences or passages according to given instructions.*

4. **Use the sentence below to answer the question that follows.**

On peut visiter Hector à l'hôpital.

Quelle est la meilleure transposition à forme négative de la phrase ci-dessus?

- A. Personne ne peut pas visiter Hector à l'hôpital.
- B. Ne personne peut visiter Hector à l'hôpital.
- C. On ne peut personne visiter Hector à l'hôpital.
- D. Personne ne peut visiter Hector à l'hôpital.

**Competency 0008**

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

5. **Use the sentences below to answer the question that follows.**

Voici le chien jaune.

J'ai peur du chien.

Quelle phrase relie correctement les deux phrases ci-dessus?

- A. Voici le chien duquel j'ai peur.
- B. Voici le chien que j'ai peur.
- C. Voici le chien dont j'ai peur.
- D. Voici le chien qui j'ai peur.

**Competency 0009**

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

6. **Use the sentence below to answer the question that follows.**

Nous serions heureux même si nous n'avons pas d'argent.

Quelle est la forme correcte du verbe souligné dans la phrase ci-dessus?

- A. eûmes
- B. ayons
- C. aurions
- D. avions

**Competency 0011**

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

7. Which of the following is an example of a metacognitive strategy used in learning a second language?
- A. listening for cognates to help understand a message in the second language
  - B. reflecting on what strategies are most effective for learning new vocabulary in the second language
  - C. using an alternative word in the second language when the precise word is not known
  - D. looking up key words from a passage in the second language to help determine their meaning

**Competency 0012**

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

8. Pendant des centaines d'années la France était considérée comme le centre de la vie culturelle de l'Europe et des autres régions du monde. Laquelle des propositions ci-dessous illustre le mieux cette opinion?
  - A. La langue française était la langue privilégiée de la diplomatie et de la haute société dans beaucoup de pays.
  - B. La France avait des colonies en Amérique du Nord, aux Antilles, en Afrique et en Extrême Orient.
  - C. La *Bibliothèque Nationale* et le *Collège de France* ont été fondés pour promouvoir le développement de la science classique.
  - D. Beaucoup de pays européens ont adopté le Code Napoléon au début du dix-neuvième siècle.

**Competency 0014**

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

9. Le pessimisme et les dilemmes moraux qui se sont développés en France pendant l'époque de la deuxième guerre mondiale ont influencé le plus lesquelles des oeuvres décrites ci-dessous?
  - A. les symphonies dramatiques de Pierre Boulez
  - B. les drames existentialistes de Jean-Paul Sartre
  - C. les peintures surréalistes de Max Ernst
  - D. les chansons nostalgiques de Maurice Chevalier



# **Answer Key for the Sample Selected-Response Questions**

1. A
2. D
3. B
4. D
5. C
6. D
7. B
8. A
9. B



# Information About the Written Constructed-Response Assignment

Each candidate's constructed response to the French Written Constructed-Response Assignment will be scored using a method known as focused holistic scoring. In this method scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the candidate demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method *focuses* on the specific performance characteristics, it is *holistic* in that each assigned score describes the overall effectiveness of these characteristics working in concert in response to the assignment.

## Written Constructed-Response Assignment Performance Characteristics

<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>	the organization and clarity of ideas
<b>CONTENT</b>	the development of ideas and relevance of supporting details
<b>GRAMMAR</b>	the accuracy of grammatical forms and syntax
<b>VOCABULARY</b>	the command of vocabulary and idiomatic expressions
<b>MECHANICS</b>	the accuracy of spelling, diacritical marks, and punctuation

## Written Constructed-Response Assignment Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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>• Spelling, diacritical marks, 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 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 spelling, diacritical marks, 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 spelling, diacritical marks, 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, fails to communicate a complete message.</li> <li>• Errors in spelling, diacritical marks, 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 Directions for the Written Constructed-Response Assignment

A sample of the directions for the written constructed-response assignment for the New Mexico Content Knowledge Assessment of French is shown in the box below.

### DIRECTIONS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT

Section Three of this test consists of a written constructed-response assignment. The assignment appears on the following page. 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 assignment that you are given, and part of your score 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 must be written in the target language* and may be up to two pages in length. You may use any blank space provided after the assignment to make notes, write an outline, or otherwise prepare your response, but remember to record your final response on the lined pages of your answer document. *Your score will be based solely on the response you write on the lined pages of your answer document.*

Your response to the written constructed-response 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**—the organization and clarity of ideas
- **Content**—the development of ideas and relevance of supporting details
- **Grammar**—the accuracy of grammatical forms and syntax
- **Vocabulary**—the command of vocabulary and idiomatic expressions
- **Mechanics**—the accuracy of spelling, diacritical marks, and punctuation

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

Turn the page and continue with Section Three.

## Sample Written Constructed-Response Assignment

### Competency 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.*

10. Imagine that your French professor has asked you to describe a particular place that you would like to visit. *Write an essay in French describing the place that you would like to visit. Be sure to include the name of the place and why you would like to visit it.* You may also wish to include, but are not limited to, the following topics:
  - where the place is located;
  - what you find especially interesting about that place;
  - things that you would like to do there;
  - how you think that a visit to that place would benefit you.

## A Very Good Response to the Sample Written Constructed-Response Assignment

Chère Julie,

Je t'écris pour te parler de la position de volontaire au musée de paléontologie pendant l'été. J'étais volontaire pendant deux étés. C'était pendant deux mois à chaque fois. Tu sera au cinquième étage du musée, là où il y a les collections de fossils qui seront traités. Il y a toujours beaucoup de travail parce que de nouveaux fossils d'invertébrés arrivent toute l'année. Les étudiants qui travaillent au musée sont payés mais ils ne sont pas assez nombreux. Ils sont contents de voir arriver des volontaires comme toi pendant l'été. Il y a beaucoup de travail.

Les gens là-bas sont passionnés de science. Ils adorent partager tout ce qu'ils savent et tu apprendras beaucoup de choses. Tu sauras reconnaître certaines espèces et tu pourras les classer par période géologique.

D'abord chaque fossile doit être brossé pour enlever la poussière et la terre. Ensuite tu le mets dans une boîte en carton avec une étiquette qui a un nom latin, la location, et le numéro du tiroir dans lequel il est rangé. Ensuite tu mets cette information dans l'ordinateur. Comme ça c'est facile de retrouver le fossile si on a besoin.

Si les fossiles sont restés pendant longtemps où il fait chaud, ils sont abîmés. Tu vas les traiter pour les conserver. Quelqu'un va te montrer ce qu'il faut faire. C'est très amusant.

Julie, je suis sûre que tu te seras contentée au musée. Ce sera une expérience magnifique pour toi. Quand tu vois tous ces fossiles qui sont vieux de milliers d'années, ça rend l'homme tout petit. Ce travail est tout de même amusant et tu fais quelque chose de bien pour la science. Tu aides à conserver les collections du musée. Tu vas voir de beaux spécimens et ton travail aidera le musée.

Bonne chance !



# Information About the Oral Constructed-Response Assignment

Each candidate's constructed response to the French Oral Constructed-Response Assignment will be scored using a method known as focused holistic scoring. In this method scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the candidate demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method *focuses* on the specific performance characteristics, it is *holistic* in that each assigned score describes the overall effectiveness of these characteristics working in concert in response to the assignment.

## Oral Constructed-Response Assignment Performance Characteristics

<b>CONTENT</b>	the quality of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
<b>COHERENCE</b>	the organization and clarity of ideas communicated
<b>GRAMMAR</b>	the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
<b>VOCABULARY</b>	the command of vocabulary and idiomatic expressions and appropriateness of word choice
<b>FLUENCY</b>	the ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response
<b>PRONUNCIATION</b>	the comprehensibility of articulation and the appropriateness of stress

## Oral Constructed-Response Assignment Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

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>

## Sample Directions for the Oral Constructed-Response Assignment

A sample of the directions for the oral constructed-response assignment for the New Mexico Content Knowledge Assessment of French is shown in the box below.

### DIRECTIONS FOR THE ORAL CONSTRUCTED-RESPONSE ASSIGNMENT

For Section Four of this test, *you will speak in the target language* on tape in response to an assignment presented in English in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak. A list of suggestions to help direct your response will be provided. It is not necessary that you address every point in the list, nor are you limited to the points provided. 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 that you provide on the tape after the announcer instructs you to begin speaking.

Your response will be evaluated on the basis of the following criteria:

- **Content**—the quality of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
- **Coherence**—the organization and clarity of ideas communicated
- **Grammar**—the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
- **Vocabulary**—the command of vocabulary and idiomatic expressions and appropriateness of word choice
- **Fluency**—the ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response
- **Pronunciation**—the comprehensibility of articulation and the appropriateness of stress

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.

Look up when you are ready to begin Section Four.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

## Sample Oral Constructed-Response Assignment

### Competency 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.*

11. **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 French. 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 are telling a French-speaking friend about something that you did in the past that you would do differently today. *Speaking in French, be sure to say what you did and what you would do differently today.* You may also wish to include, but are not limited to, the following topics:

- how old you were when the event occurred;
- what the circumstances were that led you to act as you did;
- what resulted from your actions;
- why you would do things differently today.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)



# Acknowledgments

**Page Number**

19      Flaubert, Gustave. (1877). *La Légende de Saint Julien L'hospitalier*. Bantam Books, Inc. USA and Canada.