



# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

**19 German**



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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 German

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 German test is intended for individuals seeking an endorsement in Modern and Classical Languages.

The German 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 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

## **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

**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)

**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

**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

## **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



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of German 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.



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 German. 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**

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

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

\*Können Sie mir sagen, wie ich von hier aus am schnellsten zum Flughafen komme?

**Now answer the question.**

(PAUSE 20 seconds)\*

Welche der folgenden Antworten passt am besten?

- A. Gehen Sie zwei Straßen weiter in dieser Richtung und fahren Sie dann mit der Straßenbahn.
- B. Steigen Sie hier an der Ecke ins erste Taxi und sagen Sie dem Fahrer, dass Sie es sehr eilig haben.
- C. Warten Sie dort drüben auf den Bus, der Sie zum Bahnhof bringt.
- D. Der Bus zum Flughafen fährt in einer Stunde vom Dom ab.

**Competency 0002**

*Infer meaning from oral communication.*

2. **Listen carefully to the following dialogue to characterize the mood of one of the speakers. You will hear the dialogue twice.**

\*[Peter] Stell dir vor, was passiert ist.

[Christina] Was denn, Peter?

[Peter] Ich habe doch bei dem Schreibwettbewerb mitgemacht.

[Christina] Ja, und?

[Peter] Meine Geschichte hat gewonnen!

[Christina] Das ist ja toll. Gratuliere!

[Peter] Vielen Dank. Ist das nicht irre? Jetzt kann ich für ein halbes Jahr zu Hause an meinem Roman schreiben, und krieg das sogar noch bezahlt!

[Christina] Mann, das ist ja Wahnsinn!

**Now answer the question.**

(PAUSE 20 seconds)\*

In welcher Stimmung ist Peter?

- A. Er ist heiter gelassen.
- B. Er ist schlecht gelaunt.
- C. Er ist freudig erregt.
- D. Er ist tief traurig.

**Read the passage below; then answer the two questions that follow.**

Der Deutsche Schäferhund ist nur noch ein Schatten seiner selbst. Das einst wendige und höchst robuste Tier wurde derart gezüchtet, dass Gesundheitsprobleme, vor allem durch die Veränderung der Hüftwinkelung, Gang und Gebe sind. Aus Modegründen wurde das vielseitige Tier immer »schöner« gezüchtet, und gleichzeitig immer kranker. Tierschutzvereine sind sich einig, dass, wenn der Trend anhält, es kaum noch Schäferhunde mit gesunder Erbmasse geben wird. Man möchte sich nicht vorstellen, was geschieht, wenn wir anfangen unsere bellenden Vierbeiner auch noch genetisch zu manipulieren. Wird der Schäferhund mit wankenden Hinterbeinen und schleifendem Gang zum Prototyp werden? Ja, wird der beliebteste Hund Deutschlands für immer als Invalide auf der Couch oder gar dem Operationstisch landen und bald als Polizei-, Blinden- und Rettungshund aussterben? Vielleicht muss dann der pfeifige deutsche Dackel für seinen großen Bruder bei der Gangsterjagd einspringen. Hoffen wir nur, dass seine kurzen Beinchen sich nicht vorzeitig »plattlaufen«.

**Competency 0003**

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

3. Welche der folgenden Aussagen beschreibt am besten die Hauptaussage des Textes zusammen?
  - A. Der Mensch hat durchs Züchten auf Schönheit dem Schäferhund großen Schaden zugefügt.
  - B. Der Schäferhund muss genetisch manipuliert werden, um wieder gesund zu werden.
  - C. Hunderassen wie der deutsche Dackel sind am besten als Polizeihunde geeignet.
  - D. Tierschutzvereine sind dafür, Schäferhunde mit schleifendem Gang zu operieren.

**Competency 0004**

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

4. Der Autor schrieb diesen Text am wahrscheinlichsten mit dem Ziel:
  - A. auf die bedrohte Gesundheit reinrassiger Hunde aufmerksam zu machen.
  - B. die herausragende Arbeit von regionalen Tierschutzvereinen zu loben.
  - C. die Gesundheitsprobleme von Schäferhunden und Dackeln zu vergleichen.
  - D. für die Abschaffung der Klassifizierung von reinrassigen Hunden zu plädieren.

### Competency 0005

*Interpret a variety of informational materials.*

5. Use the advertisement for apartment rentals shown below to answer the following question.

**Tutzing**, originelle 2½-Zi.-DG-Whg., 64m<sup>2</sup>, EBK, Balk., TG + Stellpaltz, Keller, See- und Bahnhof-Nähe, von Privat, € 660,- + NK € 120,-,KT 3 MM. ☎ **04158/8663**

**Chice 2-Zi-Whg. Kleinhadern (U6)** ca. 53 m<sup>2</sup>, 1.OG, EBK, Laminat, Blk., TG-Stellplatz, ab 1.12., € 635,- + NK www.immobilien-lederer.de 032/4539644

**Schwabing, Nh. Josephspl./U2, gut geschn. freundl.** 2-Zi.-Whg., ca.63 m<sup>2</sup>, 4. OG, Parkett, SW-Balk., neuwert. EBK, 780,- + NK, R.Linstädt Immobilien ☎ 2435480

**Zamilapark: ruh., helle DG-Whg.**, 2½ Zi., ca. 85 m<sup>2</sup>, S/W-Lg., 850,- + Gge, 40,- + NK/ KT, ab 15.11. ☎ **120/842464**

**Sendling, Altbau, ruh. u. hell**, 75 m<sup>2</sup>, kpl. re-nov., 2½-ZW, WoKü., Bad (weiß), sep. WC, Parkett, Nh. U3/6, € **810,- + NK**, **Immob. Dumonic, ☎ 0120/93724**

**2-Zi.-Whg. Nä. U6/Kieferngarten**, ca. 64 m<sup>2</sup>, helle Kü., Blk., 595,- + 35,-TG = € 630,- + NK/Hzg. + KT + Prov., sof, od. später, **Gant Immobilien ☎ 04183/63033**

**Milbertshofen**, 100 m von U2, ruhige 2-Zi.-Whg, 55m<sup>2</sup>, Bj. 2000, Parkett, Balkon, of-fene EBK mit Theke, ab 01.01.04, an NR, 680,-EUR + Tg + NK, ☎ **09321/804312**

**Luxuriöse 2 Zi.Erstbez, City/Theresienhöhe U 4/5, ruh.**, 64 m<sup>2</sup>, 2.OG, gr.W-Blk., Parkett, EBK, inkl. TG € 880,- + NK + KT + Prov.; **Günter Geml Immobilien ☎ 098/9588**

Sie möchten in München oder Umgebung eine 2- oder 2½-Zimmer-Wohnung mieten und können bis zu € 650,- + Nebenkosten ausgeben. Die Wohnung soll mindestens 60 m<sup>2</sup> groß sein und in der Nähe der U-Bahn liegen. Nachdem Sie diese Anzeigen gelesen haben, welche Telefonnummer würden Sie anrufen?

- A. 04183/63033
- B. 0120/93724
- C. 04158/8663
- D. 098/9588

### Competency 0007

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

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

Thomas ist nicht zur Party gekommen, weil \_\_\_\_\_.

Welche der folgenden Satzergänzungen ist grammatisch richtig?

- A. musste er gehen zur Arbeit
- B. er gehen zur Arbeit musste
- C. gehen er musste zur Arbeit
- D. er zur Arbeit gehen musste

**Competency 0009**

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

7. **Use the paragraph below to answer the question that follows.**

Tanja, eine 15-jährige Schülerin, möchte für eine Ausstellung eine verbilligte Eintrittskarte kaufen. Der Mann an der Kasse fragt sie etwas.

Welche der folgenden Fragen passt am besten in der beschriebenen Situation?

- A. Möchten Sie eine Postkarte kaufen?
- B. Kann ich bitte Ihren Schülerschein sehen?
- C. Gefällt Ihnen diese Musik?
- D. Haben Sie den Film schon gesehen?

**Competency 0010**

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

8. The concept of an interlanguage is seen by language researchers as an intermediary form of the target language that contains elements of the first language and the target language. Which of the following is the best example of the use of this kind of interlanguage knowledge?
- A. inferring the meaning of a word in a target-language passage based on a conceptual understanding of the topic that was developed in the first language
  - B. applying self-monitoring strategies learned in the first language to correct speech in the target language
  - C. utilizing common first-language communication strategies, such as asking for clarification, to solve comprehension problems in the target language
  - D. applying known syntactical structures from the first language to construct a sentence in the target language

**Competency 0012**

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

9. **Use the list below to answer the question that follows.**

- Es handelt sich um eine Landschaft mit Hochebenen und mittelhohen Bergen.
- Die Bevölkerung ist überwiegend katholisch, trotz des Zuzugs von Protestanten nach dem zweiten Weltkrieg.
- Es ist heutzutage als Deutschlands technologisches Entwicklungszentrum bekannt.
- Es ist bekannt für Richard Wagners Musikfestspiele.

Welche der folgenden deutschen Regionen wird am besten mit den angeführten Eigenschaften beschrieben?

- A. Rheinland
- B. Bayern
- C. Baden-Württemberg
- D. Sachsen

**Competency 0013**

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

10. Die »Sturm und Drang« Bewegung in der Literatur des 18. Jahrhunderts kann am besten betrachtet werden:
- A. als eine Reaktion auf den Einfluss des aufklärerischen Rationalismus auf die deutsche Literatur.
  - B. als Teil einer Bestrebung, deutsche Literatur zu einer treibenden Kraft der Sozialreform zu machen.
  - C. als eine wichtige Übergangsphase von Rationalismus zu Realismus in der deutschen Literatur.
  - D. als Teil einer Bestrebung, deutsche Literatur von gotischen Einflüssen zu befreien.



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

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



# Information About the Written Constructed-Response Assignment

Each candidate's constructed response to the German 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 German 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 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.*

11. Imagine that your college professor has asked you to explain why you are interested in teaching German. *Write an essay in German explaining why you are interested in teaching German and describing what you hope to accomplish while teaching.* You may also wish to include, but are not limited to, the following topics:
  - experiences that prompted your interest in teaching;
  - when you are planning to start teaching;
  - why you believe foreign language instruction is important;
  - why you think you would be an effective teacher.

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

Sehr geehrter professor Hofman,

Seitdem siebten und achten Schuljahr hatte ich schon die Interesse und Sehnsucht Lehrerin zu werden. Warum? Wie Sie, Professor Hofman, bestimmt wissen ist Deutsch meine Muttersprache. Ich kam als elfjährige zu den Vereinigten Staaten; ich konnte kein Wort Englisch sprechen. Meine Lehrerinnen haben mich mit offenen Armen aufgenommen und haben sich immer sehr für meine intellektuelle Entwicklung interessiert. Alle waren sehr geduldig und mitleidsvoll mit meiner Lage; ich musste mich an ein fremdes Land, eine neue Sprache, und neuen Sitten anpassen. Also, als vierzehnjährige hatte ich schon meinen Beruf ausgesucht--ich wollte Lehrerin werden.

Wenn ich fast achtzehn Jahre alt war, ist meine ganze Familie und ich für vier Jahre wieder zurück nach Deutschland gezogen. In diesen vier Jahren habe ich in Frankfurt und München studiert. Es war eine wunderschöne Zeit für mich. München ist die kulturelle Hauptstadt Deutschlands. Fast jeden Sonntag habe ich die Pinakothek besichtigt. Weil Karten für Studenten ziemlich billig sind, hatte ich öfters die Gelegenheit und das Glück berühmte internationale Künstler zu hören und zu sehen. Die Zeit in München war einfach toll!

Ich hatte das grosse Glück dass eine meiner Professorinnen in München auch meine Hauswirtin war. Diese Professorin hatte auch ein grosses Einfluss auf mein Leben und meine Entwicklung. Sie liebte deutsche Geschichte, Literatur, und die deutsche Sprache.

Ich möchte Deutsch lehren weil man dabei nicht nur Grammatik und Vokabel lehrt, sondern auch Literatur and Geschichte. Ich bin der Meinung dass der Unterricht von fremdsprachen ein sehr wichtiger Teil der Lehrplans sein muss. Ein Mensch hat immer Vorteile im Leben wenn er zweisprächig ist. Zum Beispiel, viele grosse amerikanische Firmen, wie AMD, öffnen jetzt Büros in Dresden, Düsseldorf, und Stuttgart. Die Welt ist sehr klein geworden. Obwohl heute viele Menschen Englisch sprechen, hat ein CEO doch ein grosser Vorteil wenn er sich mit seinen Arbeiter in einem fremden Land in ihrer Muttersprache unterhalten kann.

Ich möchte nicht nur meine Liebe für die deutsche Sprache, Literatur, und Geschichte meinen Schülern übertragen, sondern auch jungen Leuten zurückgeben was meine

Lehrerinnen mir geschenckt haben--eine Liebe für die Wissenschaft und die Möglichkeit ein qualitäts Leben zu führen.

Mit freundlichen grüssen,



# Information About the Oral Constructed-Response Assignment

Each candidate's constructed response to the German 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 German 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 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.*

12. **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 German. 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 talking to a German-speaking friend about a person you admire. This person can be someone you know or someone in public life. *Speaking in German, be sure to say who the person is and why you admire him or her.* You may also wish to include, but are not limited to, the following topics:

- the circumstances in which you first met or learned about this person;
- things about the person's personality or behavior you consider important;
- a story or anecdote that illustrates something important about the person;
- how the person has affected choices you have made in your life.

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