



# **New Mexico**

## **Teacher Assessments™**

# **Study Guide**

New Mexico Content Knowledge Assessments™

**20 Spanish**



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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 Spanish

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

The Spanish 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 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

## **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

### **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)

**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

**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



# Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment of Spanish 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 Spanish. 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 conversation. You will hear the conversation twice.**

\*CARLOS (male). Disculpe, señora.  
¿Tiene un momento, por favor?

SEÑORA (female). Sí, dígame.

CARLOS (male). Bueno, es que estoy un poco confuso. Estoy buscando la panadería francesa, y alguien me dirigió a esta calle, al lado de la librería.

**Now answer the question.**

(PAUSE 20 seconds)\*

¿Cuál sería la respuesta más apropiada?

- A. Ah, claro. Tiene razón, porque hay dos librerías, y la panadería está al lado de la otra.
- B. Sí, esta librería tiene muchos libros de cocinar y hornear.
- C. ¡Con mucho gusto! No sé dónde encontrar esta librería.
- D. No estoy segura si la panadería francesa tiene libros para los clientes.

### Competency 0003

*Infer meaning from oral communication.*

2. **Listen carefully to the following conversation. You will hear the conversation twice.**

\*JULIA (female). Tengo que volver al Distrito Federal antes de partir del país porque todavía me faltan varios regalos.

MARIO (male). Tienes razón, Julia, hay tantas ofertas en la capital. Pero a mí me aburre andar de compras.

JULIA (female). Ay, pero Mario, ¡es muy divertido mirar tantas cosas bonitas!

MARIO (male). Bueno, para mí lo mejor es observar las interacciones de la gente.

**Now answer the question.**

(PAUSE 20 seconds)\*

Según este diálogo, el punto de vista de Mario sobre el pasatiempo de ir de compras es que:

- A. prefiere andar de compras cuando está buscando algo específico.
- B. le gusta buscar los mejores precios para ahorrar dinero.
- C. se siente muy cansado por tanto caminar en el mercado.
- D. las interacciones en el mercado son más interesantes que las ventas.

**Competency 0005**

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

3. **Read the excerpt below from "El Techo" by Horacio Quiroga; then answer the question that follows.**

Orgaz había solicitado el nombramiento de juez de paz y jefe del Registro Civil para vivir. No tenía amor alguno a sus funciones, bien que administrara justicia sentado en una esquina de la mesa y con una llave inglesa en las manos—con perfecta equidad. Pero el Registro Civil era su pesadilla. Debía llevar al día, y por partida doble, los libros de actas de nacimiento, de defunción y de matrimonio. La mitad de las veces era arrancado por la turbina a sus tareas de chacra, y la otra mitad se le interrumpía en pleno estudio, sobre el techo, de algún cemento que iba por fin a repararle cama seca cuando llovía. Apuntaba así a escape los datos demográficos en el primer papel que hallaba a mano, y huía de la oficina.

¿Cuál de las siguientes opciones describe mejor la opinión de Orgaz sobre su posición como juez de paz y jefe de Registro Civil?

- A. Está contento con su posición porque le deja tiempo libre para trabajar en casa y en la granja.
- B. Está aburrido con su posición porque nunca pasa nada en su comunidad.
- C. Está frustrado con su posición porque le interrumpe su trabajo en casa y en la granja.
- D. Está satisfecho con su posición porque lo mantiene informado sobre su comunidad.

**Competency 0007**

*Transform sentences or passages according to given instructions.*

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

Ana María prefiere ir a la fiesta acompañada por sus amigos.

¿Cuál de las siguientes oraciones la transforma en una oración condicional?

- A. Ana María prefería ir a la fiesta acompañada por sus amigos.
- B. Ana María preferirá ir a la fiesta acompañada por sus amigos.
- C. Ana María preferiría ir a la fiesta acompañada por sus amigos.
- D. Ana María preferirío ir a la fiesta acompañada por sus amigos.

**Competency 0008**

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

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

Luz \_\_\_\_\_ de que a los niños les \_\_\_\_\_ jugar al fútbol después del almuerzo.

¿Cuál de los siguientes pares de verbos completa mejor la frase?

- A. está segura / gustará
- B. estaba segura / gusta
- C. estuvo segura / gustara
- D. está segura / guste

**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.**

Elena quiere hacer doctora.

¿Cuál de las siguientes oraciones sería la versión correcta de la oración?

- A. Elena quiere a hacer doctora.
- B. Elena quiere a ser doctora.
- C. Elena quiere ser una doctora.
- D. Elena quiere aser doctora.

**Competency 0011**

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

7. Which of the following best describes Stephen Krashen's view of language acquisition as compared with language learning?
- A. Language acquisition involves internalizing basic grammatical rules for interpreting language, while language learning is primarily the memorization of vocabulary and syntactical structures.
  - B. Mental processes involved in language acquisition in social contexts are similar to the processes that occur when a student learns a language in a formalized classroom setting.
  - C. Language acquisition is a subconscious process that occurs naturally, while language learning is a formalized process that occurs through the conscious memorization and application of rules.
  - D. Mental processes involved in learning a language in a formalized setting differ from those used in natural language acquisition in the order in which language-related information is processed.

**Competency 0013**

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

8. ¿Cuál era el principal objetivo de las «sociedades mutualistas» formadas por los inmigrantes mexicanos del suroeste de los Estados Unidos durante la primera parte del siglo XX?
- A. crear un sentido de orgullo étnico en los miembros de las comunidades mexicanas
  - B. aumentar la participación mexicana en la política electoral a nivel local y regional
  - C. forzar a los empleadores locales y regionales a pagar a los empleados mexicanos un salario justo
  - D. asegurar la preservación de las grandes tradiciones religiosas de la cultura mexicana

**Competency 0014**

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

9. ¿Cuál es la descripción que mejor define la obra literaria de la autora de Nuevo México, Denise Chávez?
- A. poesía relacionada con la herencia cultural y los conflictos entre diversas tradiciones culturales
  - B. ficción y drama basados en sus propias experiencias relacionadas con la familia y con su desarrollo personal
  - C. ensayos sobre temas políticos y económicos de la población chicana
  - D. novelas de misterio y cuentos del suroeste enfocados en las tradiciones de los chicanos y del pueblo indígena



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

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



# Information About the Written Constructed-Response Assignment

Each candidate's constructed response to the Spanish 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 Spanish 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 the target language that communicates a message effectively and demonstrates a command of vocabulary, syntax, and mechanical conventions.*

10. Imagine that you have a Spanish-speaking friend who is interested in learning about an experience that you had that taught you something important. *Write a letter in Spanish to the friend describing an experience that taught you something important. Be sure to include the kind of experience that you had and what you learned from it.* You may also wish to include, but are not limited to, the following topics:
  - how old you were when the experience occurred;
  - details of the experience;
  - how the experience affected you;
  - whether you enjoyed the experience.

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

Querida Amiga:

Me contenta muchísimo saber que te encuentras bien en unión a tu familia. Amiga, tengo que confesarte que me alegré bastante saber que estás interesada de nuevo en trabajar de voluntaria en el Cuerpo de Paz en la República Dominicana. En mi opinión, este es el trabajo más gratificante que he tenido en mi vida. Jamás pensé que hubieran lugares tan diferentes y tan hermosos como la República Dominicana. Allí conocí gente muy amable humilde y sobre todo con muchas ganas de aprender y superarse.

No te puedo ocultar que los primeros días me sentía un poco mal, extrañaba todas las comodidades de mi departamento. Constantemente me preguntaba si yo iba a ser una buena maestra, y si mis estudiantes iban a aprender, pues tenían muy pocos materiales para estudiar y solo yo tenía el libro. Llegué a pensar que iba a perder mi tiempo y ellos también y que yo no me acostumbrara a todo aquello. Pero poco a poco me fui acostumbrando y con sinceridad te digo que echo de menos todo aquello, que al principio me pareció tan extraño. Como olvidar a esa gente tan maravillosa, el deseo de superación para mejorar sus condiciones de vida. No sabes, los dominicanos son gente tan padre, siempre riéndose y bailando. La verdad es que creo que como dicen ellos lo llevan el ritmo en la sangre, imagínate que hasta los chaparritos bailan padrisimo. La música es tan alegre y contagiosa que yo aprendí a bailar el bachata y el merengue.

Descubrí tantas cosas, aprendí a no ser tan materialista y egoísta. Aprendí a respetar, compartir y convivir con gente de otras razas, otras religiones y otras culturas. También aprendí a valorar más mi segundo idioma que es el Español y ahora si se, que no solo en este país hay cosas buenas. Creo que estas son las experiencias que lo hacen mejorar a uno como persona, esta experiencia me dejó muchos beneficios y es por eso que te lo recomiendo. Siempre recuerdo que en la universidad platicábamos sobre el deseo de ayudar a los pobres y nos imaginábamos dando clases a gente que en verdad tenía deseos de aprender. Es por eso que creo que este es el trabajo perfecto para ti, recuerda que si tomas este trabajo no solo ayudarás a la gente más necesitada sino también te ayudarás a ti mismo. Escribe pronto y saludame a tus parientes.

Te recuerda siempre



# Information About the Oral Constructed-Response Assignment

Each candidate's constructed response to the Spanish 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 Spanish 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 the target language 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 Spanish. 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 a new high school Spanish teacher on the first day of school. You are about to tell the students in your advanced Spanish class about your plans and expectations for the class. *Speaking in Spanish, be sure to say what your main goals are for the class and what your expectations are for student performance.* You may also wish to include, but are not limited to, the following topics:

- what kinds of activities you expect to implement with the class;
- the types and amounts of homework that you will assign;
- how grades will be determined;
- why you believe that achieving a high level of competence in the Spanish language is beneficial.

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



# Acknowledgments

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19 "El Techo", Horacio Quiroga, 1878–1937, *Cuentos Españoles*, Bantam Dual-Language Book, 1960, p. 188.