

# PLACE<sup>®</sup>

## STUDY GUIDE

09 Spanish



**Program for Licensing Assessments  
for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 09: SPANISH

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

**PRACTICE PERFORMANCE ASSIGNMENTS.** Because this test area includes a performance assessment, two practice performance assignments are also included in this section. A sample response is provided immediately following the written performance assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

**NOTE:** This test includes recorded components. Examinees who arrive late will **not** be admitted.

## OBJECTIVES



### TEST FIELD 09: SPANISH

Listening Comprehension  
Reading and Vocabulary  
Language Structures  
Cultural Understanding  
Written Expression  
Oral Expression

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

#### LISTENING COMPREHENSION

**Understand spoken questions or other oral messages.**

Includes understanding a question or comment likely to be encountered in a social situation; and understanding a request for information.

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

Includes understanding the main idea or details in a spoken passage; understanding a telephone message or public address announcement; understanding a sequence of steps described in a set of oral directions; and understanding a stated cause or effect of a situation described in an oral message.

**Infer meaning from oral communications.**

Includes characterizing the tone, mood, or point of view of one or more speakers; analyzing a relationship (e.g., cause-and-effect) implied but not stated in an oral communication; and analyzing the social context of a spoken exchange or the relationship between speakers.

#### READING AND VOCABULARY

**Understand the literal content of a variety of authentic materials.**

Includes analyzing a passage to determine the stated main idea or an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

**Apply skills of inference and interpretation in a variety of authentic materials.**

Includes making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relations in a passage; inferring an author's assumptions, purpose, or point of view in a passage; and interpreting figurative language (e.g., metaphors, similes) in a literary passage.

**Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.**

Includes determining appropriate language for travel situations (e.g., arranging for lodging; booking tickets for a group); determining appropriate language for social situations (e.g., canceling an appointment, expressing a compliment); determining appropriate language for everyday transactions (e.g., shopping, dining); and determining appropriate language for expressing attitudes, opinions, and judgments.

**LANGUAGE STRUCTURES****Transform sentences or passages in context according to given instructions.**

Includes transforming a positive statement, question, or command to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; transforming a sentence or passage from direct to indirect discourse, or vice versa; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

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

Includes using the correct noun or pronoun form or particle for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

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

Includes selecting revisions to correct inappropriate use of tenses, forms, or constructions.

**CULTURAL UNDERSTANDING****Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.**

Includes analyzing the role of major historical events and figures in the development of cultures associated with the target language; understanding major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language and analyzing their historical and contemporary significance; and analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures.

**Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.**

Includes relating natural geographic features (e.g., climate, location, natural resources) of nations using the target language to the economies of these nations (e.g., mineral and agricultural products, commercial relations with other nations); analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning); understanding key features and processes associated with governmental institutions of nations using the target language and their historical or cultural significance; and understanding characteristic features of daily life in nations in which the target language is the major vehicle of communication.

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

Includes associating major movements, writers, and works in the literature of the target language and understanding their cultural significance; understanding characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance; and recognizing scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance.

**WRITTEN EXPRESSION**

**Write a well-organized passage of several paragraphs (approximately 300–500 words) that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.**

Passages may include, for example, a letter to a professor 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 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).

**ORAL EXPRESSION**

**In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.**

Responses may include, for example, describing events or actions in tenses appropriate to the task; discussing advantages and disadvantages of an idea or proposed course of action; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

The PLACE Spanish test consists of four sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, 3) a written assignment section, and 4) a speaking section. The first three sections will be administered in a regular examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before that section.

## PRACTICE QUESTIONS AND PERFORMANCE ASSIGNMENTS: SPANISH



### **DIRECTIONS FOR SECTION ONE**

The first section of the test contains selected-response questions that involve listening to an audiotape. Each listening passage will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. Ample time is provided between questions for your response. Unless otherwise indicated, each listening passage will be read twice.

The tape cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

1. Listen carefully to the following conversation between travel companions.

(You will hear:)

MARÍA. ¿Puedes levantar esta maleta?

ANITA. ¡Esta maleta pesa más de treinta kilos, María!

MARÍA. No seas exagerada, Anita, y quiero poner esta bandeja, también.

ANITA. Aunque no pesa nada, es inmensa esta bandeja. ¡Déjala!

MARÍA. No puedo. Me la regaló mi familia de Ecuador.

Now answer the question.

(You will read in the test booklet:)

¿Cuál sería la respuesta más apropiada?

- A. Entonces tú tienes que cargar la maleta tú misma.
- B. Entonces creo que no cabrá jamás en la maleta.
- C. Entonces quiero que compremos más recuerdos de Ecuador.
- D. Entonces nos tendremos que quedar más días por aquí.

2. Listen carefully to the following conversation between a school secretary and a student's mother.

(You will hear:)

Mi hija Luisa está en el salón 8, en la clase del maestro Sánchez. Piensan ir a una excursión hoy. Luisa estaba tan entusiasmada que se le olvidó la bolsa con el almuerzo. La dejó sobre la mesa. No recuerdo a qué hora salen de excursión. Creo que a las 10. ¿Usted sabe si ya se fueron? Si todavía me queda tiempo, me gustaría llevarle el almuerzo a Luisa.

Now answer the question.

(You will read in the test booklet:)

¿Cuál es la idea principal de lo que acaba usted de escuchar?

- A. Luisa no puede ir con sus compañeros a la excursión.
- B. Luisa se olvidó a qué hora sale de excursión la clase.
- C. La mamá de Luisa quiere llevarle el almuerzo a la escuela.
- D. La mamá de Luisa quiere saber a dónde va la clase.

3. Listen carefully to the following article about school lunches.

(You will hear:)

Un reciente reporte gubernamental ha revelado que los almuerzos escolares contienen demasiada grasa y sal. El estudio incluyó 50 escuelas primarias y 20 escuelas secundarias. El reporte sugiere cómo reducir la grasa y la sal en los almuerzos escolares. Una de las razones por el alto contenido de grasa en los almuerzos escolares es que la ley exige a las escuelas que ofrezcan leche íntegra, que es alta en grasa. El reporte sugiere que se cambie la ley para permitir el uso de leche descremada. Otras sugerencias son que se sirva carne molida baja en grasa, que se ofrezca fruta fresca en lugar de repostería, y que se reduzca la cantidad de mantequilla o margarina servida en las verduras.

Now answer the question.

(You will read in the test booklet:)

¿Cuál es la idea principal de este pasaje?

- A. Los almuerzos servidos en las escuelas primarias son más saludables que los almuerzos servidos en las secundarias.
- B. Un reporte gubernamental determinó que los almuerzos escolares contienen demasiada grasa y sal.
- C. No se incluye suficiente fruta fresca en los almuerzos escolares.
- D. Muchas escuelas están procurando servir almuerzos más saludables.

4. Listen carefully to the following article about competition between children.

(You will hear:)

¿Qué pueden hacer los maestros y padres para que los niños tengan experiencias competitivas sin que su autoestima se vea dañada? Primero, los niños necesitan descubrir sus aptitudes e intereses. Lograrán éxito en aquellas áreas en que muestren talento. Segundo, tanto los niños como los adultos deben comprender que se llega al éxito paso a paso. Tercero, se debe poner énfasis en el esfuerzo, no en los resultados. Las experiencias positivas, la paciencia y las palabras de aliento estimulan la autoestima, pudiendo así disminuir los efectos negativos de la competencia y preparar a la gente joven para el futuro.

Now answer the question.

(You will read in the test booklet:)

¿Cuál es la idea principal de este pasaje?

- A. Los niños deben descubrir sus talentos, ser pacientes mientras aprenden y ser alentados por el esfuerzo más que por los resultados.
- B. Tanto padres como maestros deberían hacer todo lo que está a su alcance para evitar que los niños se vean expuestos a la competencia.
- C. Debe prepararse a los niños para el futuro proporcionándoseles actividades tanto de competencia como de cooperación.
- D. Cuando una persona aprende una habilidad nueva, el éxito no llega inmediatamente sino poco a poco.

**DIRECTIONS FOR SECTION TWO**

Section Two of this test is a reading section with selected-response questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

5. Use the passage below to answer the question that follows.

Grandes cantidades de dinero son gastado al año mercadeando productos alimenticios directamente a los niños. Por ejemplo, muchos de los programas infantiles de los sábados por la mañana son auspiciados por fabricantes de cereales. Estos productos se anuncian con personajes animados quienes apelan al interés y a los gustos infantiles presentados. En los supermercados, los productos más nutritivos se colocan en las tablillas más altas, mientras que los que contienen más azúcar y colorantes se colocan al nivel del niño. Estas tácticas son difíciles de resistir. Los niños no pueden saber cuando están siendo manipulados por todo un sistema que apela psicológicamente a sus sentidos. Lo que menos quieren los padres es discutir con sus hijos sobre la comida. Hay que encontrar maneras de que desde temprana edad los niños se eduquen en la elección saludable de productos alimenticios.

¿Cuál es la idea principal del pasaje?

- A. Hay programas que educan a los niños en buenos hábitos nutricionales.
- B. Los padres pueden utilizar una variedad de tácticas para influir en lo que comen sus hijos.
- C. Los programas de los sábados por la mañana apelan al interés y a los gustos de los niños.
- D. Un sistema de mercadeo complejo manipula las elecciones alimenticias de los niños.

6. Escoja la respuesta que completa mejor el diálogo.

**La tienda**

VENDEDORA. ¿En qué puedo servirle?

CLIENTE. \_\_\_\_\_

VENDEDORA. Esta falda debe quedarle bien.

CLIENTE. Muchas gracias.

VENDEDORA. Fue un placer servirle.

- A. ¿Tiene Ud. ropa de tallas grandes?
- B. Sí, si puedes. ¿Tienes una falda azul?
- C. ¿Ofrece Ud. servicios de costura?
- D. ¿Estás bromeando?

7. Escoja la oración que es la forma negativa de la siguiente.

Pancho siempre dice algo a alguien.

- A. Pancho nunca dice algo a nadie.
- B. Pancho nunca dice nada a alguien.
- C. Pancho nunca dice nada a nadie.
- D. Pancho nunca dice algo a alguien.

8. Escoja la palabra que completa mejor la frase.

El carpintero \_\_\_\_\_ el arreglo del taller de aquí a diez días.

- A. ha comenzado
- B. había comenzado
- C. comenzaba
- D. comenzará

9. Escoja la palabra que reemplaza mejor la palabra subrayada.

Ella no quería que le haremos caso.

- A. hiciéramos
- B. hicimos
- C. haríamos
- D. hagamos

10. Durante el siglo XIX el desarrollo político de la mayoría de los nuevos países independientes de Sudamérica generalmente siguió uno de los siguientes patrones:
- A. una evolución gradual de las instituciones democráticas, seguida por un período de conflicto faccional y el eventual establecimiento de un sistema bipartidario.
  - B. un período de inestabilidad seguida del establecimiento de una dictadura militar y la represión de los movimientos de oposición.
  - C. una reducción sistemática del poder de la oligarquía por parte de las legislaturas responsables de salvaguardar los intereses de trabajadores y campesinos.
  - D. dominio del gobierno por parte de los dueños de las tierras, que dio paso al triunfo político de los partidos de los trabajadores agrícolas e industriales.
11. La carne de res es el producto más exportado de:
- A. Colombia.
  - B. Panamá.
  - C. Ecuador.
  - D. Argentina.
12. ¿Qué civilización antigua de las Américas inventó un calendario que dividía el año en 18 meses de 20 días?
- A. Azteca
  - B. Guaraní
  - C. Inca
  - D. Taína

### DIRECTIONS FOR SECTION THREE

This section of the test consists of a written assignment. **The assignment can be found on the next page.** You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in the test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in the Written Response Booklet.**

A list of suggestions is provided to help direct your response for 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 general 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 to the written assignment will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *communication*: effectiveness of communication, including sociocultural appropriateness
- *coherence*: coherence and flow of language
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *mechanics*: accuracy of spelling or character formation, diacritical marks, and punctuation

Your response must be written in Spanish. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

### **Practice Written Performance Assignment**

Imagine that you have a warm relationship with a family with whom you lived during a year of study in a Spanish-speaking country. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. Write a letter in Spanish to reestablish contact with them. You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

## Sample Written Performance Assignment Response: Score Point 4

Querida Familia López:

Ante todo me gustaría disculparme por lo que me he demorado en responderles. He estado muy ocupado durante este principio de curso. Es mi primer año en la universidad y la verdad es que me ha costado adaptarme más tiempo de lo que yo me pensaba. Las clases de momento son muy interesantes, pero aún es demasiado pronto para poder contarles muchas cosas.

Aún recuerdo aquellas tardes que pasamos juntos en la playa. Tengo una clara memoria de las puestas de sol que cada tarde me dejaban fascinado. También echo de menos a sus hijos, Carlos y Jorge. Se acuerdan ustedes de aquella tarde en la que ellos estaban dispuestos a que yo aprendiera fútbol europeo, me parece que todavía puedo oír sus carcajadas. ¡Qué verano tan inolvidable!

Espero que ambos sigan bien de salud y que hayan podido viajar por las ruinas como tenían previsto. Esa es una parte de su país que tengo muchas ganas de visitar. Si toman fotografías, me gustaría, si no les importa, que me mandasen alguna copia. La verdad es que me fascina la arqueología.

Aquí en la Universidad no me queda demasiado tiempo libre para escribir, pintar o hacer deportes, pero creo que eso es un fenómeno que le sucede a todos los estudiantes del primer curso de carrera. Toda mi familia aquí está muy ilusionada conmigo, todos dicen que voy a ser un abogado excelente, pero la verdad es que todavía no he abierto ningún libro de leyes.

Cuando haya conseguido mi diploma y pueda ejercer como abogado, la vida será muy fácil para mí y mi familia. Quiero tener una casa muy grande, como la de ustedes en la playa, y también quiero que mis hijos tengan experiencias tan maravillosas como las que yo he tenido con ustedes.

Mil gracias por el verano magnífico que pasé junto a ustedes y a sus hijos. Los echo mucho de menos y espero que les vaya bien en la escuela secundaria este año. A ver si pueden venir a visitarme a mí y a mi familia este invierno. Un abrazo muy fuerte a todos. Hasta siempre.

## Spanish Written Performance Assignment Scoring Scale (Test Field 09)

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. A message is clearly and effectively communicated in a socioculturally appropriate manner. The candidate's ideas are coherently presented, and the flow of language is smooth and varied in well-constructed sentences. The vocabulary used reflects a broad command of the language and the use of appropriate idiomatic expressions. There is control of grammar with only minor syntax errors that do not interrupt communication. There is accuracy in spelling or character formation and accuracy in the use of diacritical marks and punctuation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of specific points. The message is generally clear, but command of sociocultural aspects of the language may be uncertain. The candidate exhibits some awkwardness in phrasing of ideas. The vocabulary used is appropriate but limited in expression and word choice. There is good command of simple linguistic constructions and grammar but uneven command of more complex constructions. The writer makes few errors in spelling or character formation and few errors in the use of diacritical marks and punctuation.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate fails to communicate a fully understandable message. The candidate's ideas are presented in a disconnected manner that makes comprehension difficult. The vocabulary is very simple, lacking some key words and expressions. The use of grammar and syntax is so elementary that either little information is conveyed or, though the information may be advanced, its grammatical presentation is seriously flawed. The candidate makes frequent errors in spelling or character formation and punctuation.
<b>1</b>	The candidate ineffectively addresses the assigned topic, without elaborating any points. The candidate makes only a few statements, which may be unconnected. There is an inadequate command of vocabulary to communicate a complete message. The errors made in the use of grammar, syntax, spelling, and punctuation are so frequent that communication is generally very difficult to understand.
<b>U</b>	The response is "Unscorable" because the candidate provides only a few words or phrases or an illegible sample, provides no written response whatsoever, writes on a different topic, or does not use the target language.

#### DIRECTIONS FOR SECTION FOUR

For this section of the test, your spoken response to an assignment presented in your test booklet will be recorded on tape. You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak.

Listen to the assignment carefully. Think about how you will organize your response. You may NOT write or take notes in the test booklet. **Your score will be based solely on the response you provide on the audiotape after the announcer instructs you to begin speaking.**

A list of suggestions is provided to help direct your response for 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. 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 assignment by addressing either the suggested points or points of your choosing.

Your response to the question in this section will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *coherence*: clarity and coherence of message
- *fluency*: fluency and ease of expression
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *pronunciation*: pronunciation and intonation

Your response must be spoken in Spanish. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

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.

### Practice Oral Performance Assignment

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 the faculty advisor to a student from a Spanish-speaking country who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in Spanish, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

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

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation, and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.

## Spanish Oral Performance Assignment Scoring Scale (Test Field 09)

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker's vocabulary displays mastery of a broad vocabulary, including appropriate idiomatic expressions. The speaker handles simple and complex linguistic constructions, making only minor grammatical errors that do not interfere with communication. The speaker exhibits good to excellent pronunciation and intonation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate speaks with some hesitation, using a limited variety of sentence structures. The speaker uses appropriate but limited idiomatic expressions and vocabulary. The speaker shows good command of simple linguistic constructions, with some errors in more complex statements, and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in pronunciation and intonation that do not interfere with communication.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate speaks with frequent hesitation, using simple and repetitive sentence structures. The speaker uses very simple vocabulary, lacking some key words and expressions. The speaker handles only simple linguistic constructions, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Pronunciation and intonation are sufficiently faulty to make comprehension sometimes difficult.
<b>1</b>	The candidate inadequately addresses the assigned topic, without elaborating any points. The candidate generally fails to communicate a clear message. The speaker hesitates frequently, making speech sound fragmented and choppy. The speaker exhibits inadequate command of vocabulary to communicate a complete message. The speaker shows little command of basic elements of sentence structure, grammar, and syntax. Frequent errors are made in pronunciation and intonation, making speech generally very difficult to understand.
<b>U</b>	The oral response is "Unscorable" because the candidate is not heard to speak at all, speaks only one or two unconnected utterances, speaks on a different topic, or does not use the target language.

## ANSWER KEY: SPANISH



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand spoken questions or other oral messages.
2.	<b>C</b>	Derive essential information from oral messages in real-life situations.
3.	<b>B</b>	Infer meaning from oral communications.
4.	<b>A</b>	Understand the literal content of a variety of authentic materials.
5.	<b>D</b>	Understand the literal content of a variety of authentic materials.
6.	<b>A</b>	Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.
7.	<b>C</b>	Transform sentences or passages in context according to given instructions.
8.	<b>D</b>	Analyze sentences to determine grammatically correct words or phrases to complete them.
9.	<b>A</b>	Revise written passages to correct errors in structure and syntax that interfere with accurate communication.
10.	<b>B</b>	Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.
11.	<b>D</b>	Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.
12.	<b>A</b>	Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.