



STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TE<sub>x</sub>ES/ExCET

TOPT

TE<sub>x</sub>MaT

TASC/TASC-ASL

**TE<sub>x</sub>ES** | Texas Examinations of Educator Standards

# Preparation Manual



613 Languages Other Than English (LOTE) – Spanish

Copyright © 2009 by Texas Education Agency (TEA). All rights reserved. The Texas Education Agency logo and TEA are registered trademarks of Texas Education Agency. Texas Examinations of Educator Standards, TExES and the TExES logo are trademarks of Texas Education Agency.

This publication has been produced for Texas Education Agency (TEA) by ETS. ETS is under contract to Texas Education Agency to administer the Texas Examinations of Educator Standards (TExES) program and the Examination for the Certification of Educators in Texas (ExCET) program. The TExES and ExCET programs are administered under the authority of Texas Education Agency; regulations and standards governing the program are subject to change at the discretion of Texas Education Agency. Texas Education Agency and ETS do not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the administration of the testing program or the provision of related services.

<b>Chapter 1: Introduction to the Languages Other Than English (LOTE) – Spanish Test and Suggestions for Using this Test Preparation Manual</b>	<b>1</b>
<ul style="list-style-type: none"> <li>Overview</li> <li>Using the Test Framework</li> <li>Organization of the TExES Test Framework                             <ul style="list-style-type: none"> <li>• Sample Competency</li> <li>• Sample Descriptive Statements</li> </ul> </li> <li>Studying for the TExES Test</li> </ul>	
<b>Chapter 2: Background Information on the TExES Testing Program</b>	<b>7</b>
<ul style="list-style-type: none"> <li>The TExES Tests for Texas Teachers                             <ul style="list-style-type: none"> <li>• Development of the New TExES Tests</li> </ul> </li> <li>Taking the TExES Test and Receiving Scores                             <ul style="list-style-type: none"> <li>• Educator Standards</li> </ul> </li> </ul>	
<b>Chapter 3: Study Topics</b>	<b>11</b>
<ul style="list-style-type: none"> <li>Test Framework for Field 613: Languages Other Than English (LOTE) – Spanish                             <ul style="list-style-type: none"> <li>• The Domains</li> <li>• Total Test Breakdown</li> </ul> </li> <li>The Standards</li> <li>Competencies                             <ul style="list-style-type: none"> <li>• Domain I: Instruction and Assessment</li> <li>• Domain II: Cultural Understanding</li> <li>• Domain III: Interpretive Listening</li> <li>• Domain IV: Interpretive Reading</li> <li>• Domain V: Written Expression</li> <li>• Domain VI: Oral Expression</li> </ul> </li> </ul>	
<b>Chapter 4: Succeeding on Multiple-Choice Questions</b>	<b>23</b>
<ul style="list-style-type: none"> <li>Approaches to Answering Multiple-Choice Questions</li> <li>Question Formats                             <ul style="list-style-type: none"> <li>• Single Questions</li> <li>• Questions Based on Instructional Practices</li> <li>• Questions with Stimulus Material</li> </ul> </li> </ul>	
<b>Chapter 5: Multiple-Choice Instructional Practices Questions</b>	<b>37</b>
<ul style="list-style-type: none"> <li>Sample Questions</li> <li>Answer Key</li> </ul>	
<b>Chapter 6: Succeeding on Written Expression Constructed-Response Tasks</b>	<b>45</b>
<ul style="list-style-type: none"> <li>Written Expression Constructed-Response Tasks                             <ul style="list-style-type: none"> <li>• Scoring Rubric for Written Expression – Response to E-mail, Memo or Letter and Opinion/Position Essay</li> <li>• Scoring Rubric for Written Expression – Integrated Writing Skills</li> </ul> </li> <li>Alternate Character Toolbar</li> </ul>	

<b>Chapter 7: Written Expression Constructed-Response Practice Tasks</b>	<b>51</b>
Preparing for the Written Expression Constructed-Response Tasks	
General Directions for Responding to the Written Expression Constructed-Response Tasks	
Sample Written Expression Constructed-Response Tasks	
<b>Chapter 8: Succeeding on Oral Expression Constructed-Response Tasks</b>	<b>57</b>
Oral Expression Constructed-Response Tasks	
• Scoring Rubric for Oral Expression – Integrated Speaking Skills	
• Scoring Rubric for Oral Expression – Oral Presentation or Situation/Opinion	
• Scoring Rubric for Oral Expression – Simulated Conversation	
<b>Chapter 9: Oral Expression Constructed-Response Practice Tasks</b>	<b>63</b>
Preparing for the Oral Expression Constructed-Response Tasks	
General Directions for Responding to the Oral Expression Constructed-Response Tasks	
Sample Oral Expression Constructed-Response Tasks	
<b>Chapter 10: Succeeding on Instructional Practices Constructed-Response Tasks</b>	<b>69</b>
Instructional Practices Constructed-Response Tasks	
• Scoring Rubric for Foreign Language Pedagogy – Lesson Plan	
• Scoring Rubric for Foreign Language Pedagogy – Essay	
<b>Chapter 11: Instructional Practices Constructed-Response Practice Tasks</b>	<b>73</b>
Preparing for the Instructional Practices Constructed-Response Tasks	
General Directions for Responding to the Instructional Practices Constructed-Response Tasks	
Sample Instructional Practices Constructed-Response Tasks	
<b>Chapter 12: Are You Ready? – Last Minute Tips</b>	<b>77</b>
Preparing to Take the Test	
<b>Appendix A Study Plan Sheet</b>	<b>81</b>
<b>Appendix B Preparation Resources</b>	<b>83</b>

---

# Chapter 1

**Introduction to the Languages Other Than English  
(LOTE) – Spanish Test and Suggestions for Using  
this Test Preparation Manual**



## **OVERVIEW**

The State Board for Educator Certification (SBEC) has approved Texas educator standards that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for the Texas Examinations of Educator Standards® (TExES®) program. This initiative, directed by Texas Education Agency (TEA), will affect all areas of Texas education—from the more than 100 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects TEA’s commitment to help align Texas education from kindergarten through college. TEA’s role in this K–16 initiative will ensure that newly certified Texas educators have the essential knowledge and skills to teach the TEKS to the state’s public school students.

This manual is designed to help examinees prepare for the TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test question formats and pertinent study resources. EPP staff may also find this information useful as they help examinees prepare for careers as Texas educators.

### **KEY FEATURES OF THE MANUAL**

- *List of competencies that will be tested*
- *Strategies for answering multiple-choice questions*
- *Strategies for answering constructed-response questions*
- *Rubrics for constructed-response questions*
- *Sample test questions and answer key*

If you have any questions after reading this preparation manual or if you would like additional information about the TExES tests or the educator standards, please visit the SBEC website at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

## USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TExES) tests measure the content knowledge required of an entry-level educator in a particular field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test you are planning to take, identify areas where you feel you may be weak and increase your knowledge in those areas by helping you design a study plan.

**When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample questions that are included in this manual. These test questions represent only a sampling of questions. Thus, your test preparation should focus on the competencies and descriptive statements and not simply on the sample questions.**

## ORGANIZATION OF THE TExES TEST FRAMEWORK

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 12. These are followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided below.

### SAMPLE COMPETENCY

#### Languages Other Than English (LOTE) – Spanish

##### COMPETENCY 005

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO UNDERSTAND THE LITERAL CONTENT OF ORAL COMMUNICATIONS IN THE TARGET LANGUAGE.

## **SAMPLE DESCRIPTIVE STATEMENTS**

### **The beginning teacher:**

- A. Derives essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).
- B. Understands discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.
- C. Understands the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.



### **STUDYING FOR THE TExES TEST**

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see Chapter 3). Within each domain of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the “Preparation Resources” section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key skills and important abilities that are discussed in the competencies and descriptive statements.
6. Use the study plan document (Appendix A of this guide) to help you plan your study.

**NOTE: This preparation manual is the only TExES test study material endorsed by Texas Education Agency (TEA) for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.**



# Chapter 2

## Background Information on the TExES Testing Program



### THE TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual (stand-alone) test questions and questions that are arranged in clustered sets based on real-world situations faced by educators.

### DEVELOPMENT OF THE NEW TExES TESTS

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, faculty from EPPs, education service center staff, representatives from professional educator organizations, content experts and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the State Board for Educator Certification (SBEC) website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.
4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.

5. **Develop and Review New Test Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender and regional bias.
6. **Conduct Pilot Test of New Test Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.
8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC Board considers this recommendation as it establishes a passing score on the test.

### TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org) for information on test dates, test centers, fees, registration procedures and program policies.

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5:00 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

- A total test scaled score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of questions answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
  - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- Your performance in the major content domains of the test and in the specific content competencies of the test.
  - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test. However, it is important to use caution when interpreting scores reported by domain and competency as these scores are typically based on a smaller number of items than the total score and therefore may not be as reliable as the total score.
- A link to information to help you understand the score scale and interpret your results.

A score report will not be available to you if you are absent or choose to cancel your score.

For more information about scores or to access scores online, go to [www.texas.ets.org](http://www.texas.ets.org).

### EDUCATOR STANDARDS

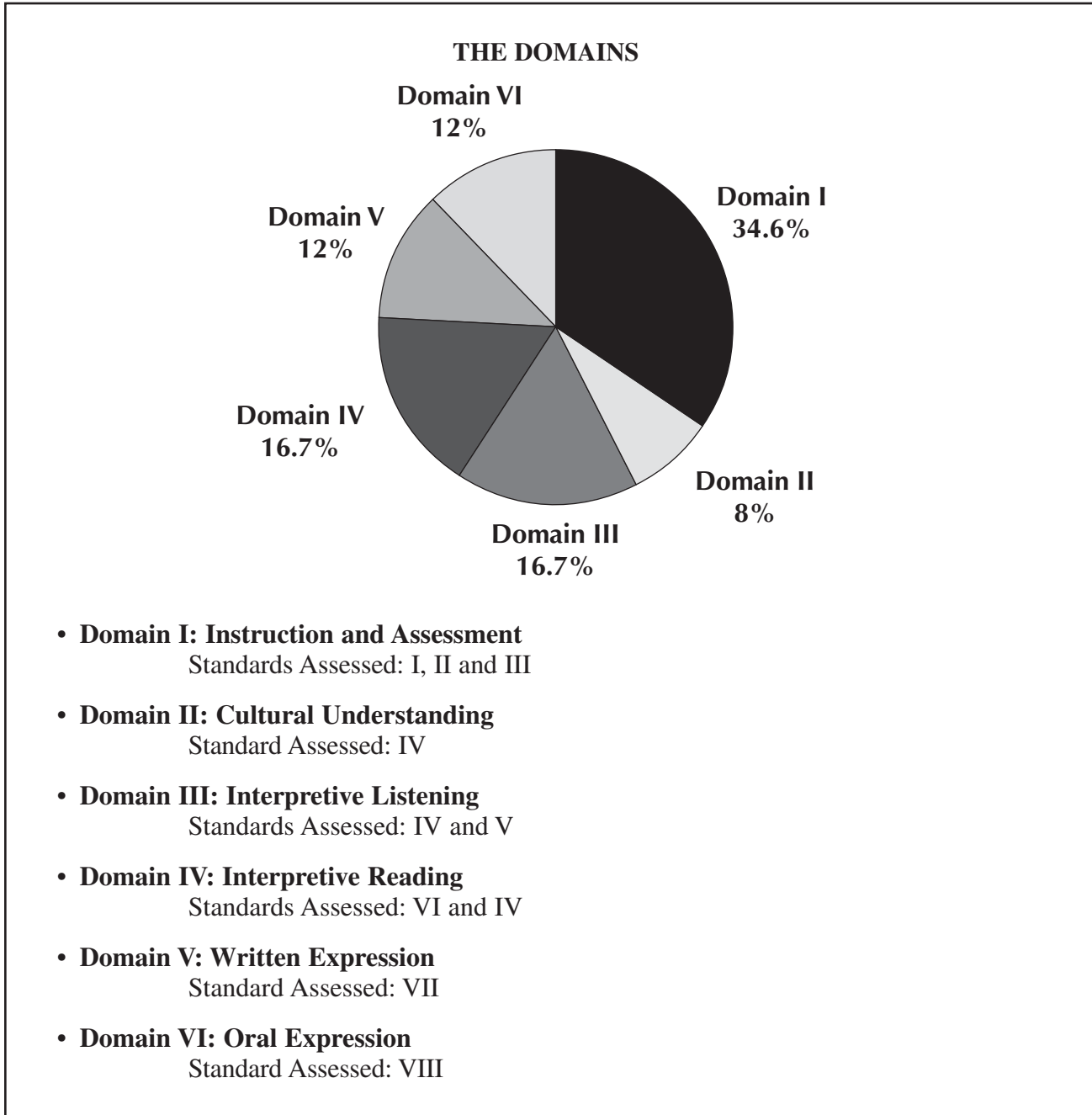
Complete, approved educator standards are posted on the SBEC website at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

# Chapter 3

## Study Topics



**TEST FRAMEWORK FOR FIELD 613: LANGUAGES OTHER THAN ENGLISH (LOTE) – SPANISH**





**TOTAL TEST BREAKDOWN**

- Exam is computer delivered
- 7 Sections
- 120 Multiple-Choice Questions (102 Scored Questions\*)
- 3 Oral Expression Constructed-Response Tasks
- 3 Written Expression Constructed-Response Tasks
- 2 Instructional Practices Constructed-Response Tasks

\*Your final scaled score will be based only on scored questions.

Section	Competencies	Domain(s)	Number of Questions	Timing	Weight of Section
I Interpretive Mode: Listening with Cultural and Linguistic Knowledge	Intercultural and Cross-Cultural Connections  Literal Comprehension of Oral Messages  Inferential and Interpretive Comprehension of Oral Messages	II  III	36 Multiple-Choice Questions (30 scored plus 6 not scored)	Approximately 50 minutes	20%
II Interpretive Mode: Reading with Cultural and Linguistic Knowledge	Intercultural and Cross-Cultural Connections  Literal Comprehension of Written Communication  Inferential and Interpretive Analysis of Written Communication	II  IV	39 Multiple-Choice Questions (32 scored plus 7 not scored)	50 minutes	21.4%
III Writing Practice	Practice Using Alternate Character Toolbar		1 Task	5 minutes	Not Scored

*continued*

## STUDY TOPICS

Section	Competencies	Domain(s)	Number of Questions	Timing	Weight of Section
IV Interpersonal Writing Presentational Writing Integrated Skills	Language Structures Writing Proficiency	V	3 Constructed-Response Tasks: 1) Response to E-mail, Memo or Letter 2) Opinion/Position Essay 3) Integrated Writing	50 minutes	12%
V Integrated Skills Presentational Speaking Interpersonal Speaking	Speaking Proficiency	VI	3 Constructed-Response Tasks: 1) Integrated Speaking 2) Oral Presentation or Situation/Opinion 3) Simulated Conversation	Approximately 15 minutes	12%
Optional Break: 10 Minutes					
VI Instructional Practices (multiple choice)	Theories and Principles of Language Learning Theories and Practices of Second-Language Instruction and Assessment Instructional and Assessment Strategies for Implementing the TEKS for LOTE	I	45 Multiple-Choice Questions (40 scored plus 5 not scored)	45 minutes	26.6%
VII Instructional Practices (constructed response)	Theories and Principles of Language Learning Theories and Practices of Second-Language Instruction and Assessment Instructional and Assessment Strategies for Implementing the TEKS for LOTE	I	2 Constructed-Response Tasks: 1) Lesson Plan 2) Essay	35 minutes	8%

## THE STANDARDS

### **LOTE STANDARD I:**

The LOTE teacher understands language learning theories and principles of second-language acquisition and uses this knowledge to plan instruction and assessment that promotes success for all students in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

### **LOTE STANDARD II:**

The LOTE teacher understands assessment and instruction and applies this knowledge to monitor and promote student progress in all areas of language learning as defined in the Texas Essential Knowledge and Skills (TEKS).

### **LOTE STANDARD III:**

The LOTE teacher implements the Texas Essential Knowledge and Skills (TEKS), enabling students to communicate in the target language, through which they gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, make comparisons that develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

### **LOTE STANDARD IV:**

The LOTE teacher understands the nature of culture and the connections between language and culture, and understands the practices, products and perspectives of the culture(s) in which the target language is used.

### **LOTE STANDARD V:**

As a demonstration of listening proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language (as applicable to the target language).

### **LOTE STANDARD VI:**

As a demonstration of reading proficiency, the LOTE teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language (as applicable to the target language).

### **LOTE STANDARD VII:**

As a demonstration of speaking proficiency, the LOTE teacher is able to construct effective interpersonal and presentational oral discourse in the target language (as applicable to the target language).

### **LOTE STANDARD VIII:**

As a demonstration of writing proficiency, the LOTE teacher is able to write effective interpersonal and presentational discourse in the target language (as applicable to the target language).

**COMPETENCIES****DOMAIN I— INSTRUCTION AND ASSESSMENT****COMPETENCY 001**

THE LOTE TEACHER KNOWS AND UNDERSTANDS LANGUAGE-LEARNING THEORIES AND THEORIES OF SECOND-LANGUAGE ACQUISITION AND THEIR APPLICATION TO LOTE INSTRUCTION AND ASSESSMENT TO PROMOTE THE LEARNING GOALS DEFINED IN THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR LOTE AND PROMOTE ALL STUDENTS' SUCCESS AS LANGUAGE LEARNERS.

The beginning teacher:

- A. Understands theories and processes of interlanguage development, including predictable patterns in second-language development and factors affecting the time required to learn a language.
- B. Understands the theories of cognitive processing that underlie first- and second-language acquisition.
- C. Understands general learning theories and processes relevant to language acquisition, including theories and processes of second-language instruction and assessment (e.g., communicative approaches, content-based approaches).
- D. Understands the roles of various learning styles (e.g., visual, tactile, aural) in second-language acquisition and plans, selects and creates a variety of instructional and assessment materials that are responsive to various language-learning styles and that raise students' awareness of their own language-learning styles.
- E. Understands the roles of individual students' characteristics (e.g., motivation, first-language background), social processes and linguistic factors (e.g., language transfer, overgeneralization) and other factors (e.g., family attitudes and behaviors) in second-language acquisition.
- F. Applies theories and processes that guide work with particular student populations in the LOTE classroom (e.g., heritage learners, gifted and talented, special needs) to plan, select and create instructional and assessment strategies that enhance language acquisition and success for all students.
- G. Applies theories and processes of second-language learning, instruction and assessment in planning, selecting and creating a variety of instructional and assessment practices and sequences that are based on the learning goals defined in the Texas Essential Knowledge and Skills (TEKS) for LOTE.
- H. Knows how to expand and enrich existing home background of heritage language/dialect of native speakers of the language.

**COMPETENCY 002**

THE LOTE TEACHER UNDERSTANDS AND APPLIES THEORIES, STRATEGIES AND PRACTICES OF SECOND-LANGUAGE INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENTS' PROGRESS IN ALL AREAS OF LANGUAGE LEARNING AS DEFINED IN THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR LOTE.

The beginning teacher:

- A. Understands and applies knowledge of instructional strategies, materials, technologies and activities to plan instruction that is appropriate for students' varied interests, needs, learning styles, motivations and backgrounds and for fostering students' progress in all areas of language learning.
- B. Knows and understands a variety of informal and formal assessment methods for identifying and interpreting students' affective and cognitive needs (e.g., attitudes about language learning, language strengths and weaknesses, cultural understandings); for determining students' proficiency levels; for monitoring students' progress; for reflecting on, adjusting and improving teaching practice; and for guiding students' learning.
- C. Plans, selects and implements a variety of informal and formal assessment methods, tools and rubrics for evaluating and promoting students' interpersonal, interpretive and presentational communication skills in all modalities.
- D. Applies knowledge of instructional strategies to encourage students' self-evaluation and self-monitoring, including self-selection of personal learning strategies relevant to second-language acquisition.
- E. Understands strategies for selecting, adapting and developing instructional strategies and informal and formal assessments for evaluating students' language acquisition as reflected in state and national guidelines (e.g., TEKS for LOTE, American Council on the Teaching of Foreign Languages [ACTFL] Performance Guidelines for K–12 Learners).
- F. Selects, creates, adapts and promotes age-appropriate and language-proficiency-level-appropriate materials, strategies and applications of various media to foster language learning and promote cultural understanding.
- G. Understands strategies for promoting meaningful, proficiency-level-appropriate discourse in the target language by providing comprehensible input and opportunities to interact, negotiate meaning, speak extemporaneously, make cultural connections and participate in extended conversational interactions.

**COMPETENCY 003**

THE LOTE TEACHER UNDERSTANDS AND APPLIES STRATEGIES AND APPROACHES FOR IMPLEMENTING THE TEKS FOR LOTE TO PROMOTE STUDENTS' ABILITY TO COMMUNICATE IN THE TARGET LANGUAGE, GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES, CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION, MAKE COMPARISONS THAT DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE AND PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.

The beginning teacher:

- A. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpersonal communication in the target language.
- B. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate the development of interpretive communication in the target language, including strategies for guiding students in the selection of materials for independent reading, listening and viewing in the target language.
- C. Applies knowledge of instructional and assessment strategies, practices and sequences to facilitate effective communication in the target language, including strategies for making speech comprehensible.
- D. Understands the use of instructional and assessment activities, materials and practices that integrate culturally significant practices, products and perspectives into the language-learning environment.
- E. Understands and applies strategies for guiding students in their comprehension of the nature of language and culture through comparisons between the target cultures and the students' own language(s) and culture(s), including strategies for helping students understand the influence of one language or culture on another.
- F. Understands and applies strategies for creating interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills and methods of inquiry from different subject areas; build vocabulary in other disciplines; explore connections between the target language and their own career goals; and make personal connections across disciplines through the use of the target language.
- G. Understands and applies strategies for connecting what is taught in the classroom to what is experienced in everyday life and can make cultural connections across disciplines.
- H. Knows how to identify, plan and promote opportunities for students to participate in extracurricular activities (e.g., contests, field trips) and local ethnic organizations and events, including opportunities to work with individuals from a variety of backgrounds and cultures to establish community learning activities, and opportunities to study, travel and work abroad and at home.

**DOMAIN II—CULTURAL UNDERSTANDING****COMPETENCY 004**

THE LOTE TEACHER UNDERSTANDS THE CONNECTIONS BETWEEN LANGUAGE AND CULTURE, INCLUDING THE INTERACTIONS AMONG CULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES WITHIN THE TARGET LANGUAGE CULTURES.

The beginning teacher:

- A. Understands and analyzes connections among cultural products, practices and perspectives in the target cultures.
- B. Knows and understands that there are multiple perspectives within the target language cultures and can analyze and interpret ideas from diverse perspectives within these cultures.
- C. Understands and analyzes important similarities and differences among products, practices and perspectives of target cultures and of multiple cultures within the United States.
- D. Understands and analyzes the factors within the target cultures that influence language.

**DOMAIN III—INTERPRETIVE LISTENING****COMPETENCY 005**

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO UNDERSTAND THE LITERAL CONTENT OF ORAL COMMUNICATIONS IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Derives essential information (main ideas and details) from oral discourse in the target language on a variety of topics involving description and/or narration in different time frames (e.g., present, past, future) and in a variety of contexts (e.g., lecture, conversation, telephone message, public address announcement, news item, oral instructions).
- B. Understands discourse in the target language likely to be encountered in social and professional situations within the target language cultures and communities, including discourse about cultural topics, connections to and comparisons with other disciplines and connections to and comparisons with what is experienced outside the classroom.
- C. Understands the meaning of idiomatic words and expressions frequently used in oral discourse in the target language in a variety of culturally specific settings.

### COMPETENCY 006

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO INFER, INTERPRET AND EVALUATE MEANING FROM ORAL COMMUNICATIONS IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Interprets and evaluates oral messages in the target language in order to make inferences (e.g., characterizing the tone, mood or point of view of one or more speakers; identifying a cause-and-effect relationship implied but not stated in an oral communication; analyzing the sociocultural context of an oral exchange; paraphrasing an oral message).

## DOMAIN IV—INTERPRETIVE READING

### COMPETENCY 007

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO UNDERSTAND THE LITERAL CONTENT OF AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Understands the literal content of a variety of authentic materials (e.g., determining the stated main idea of a passage; identifying an accurate summary of passage content; identifying the sequence of events in a passage; discerning details regarding character, setting or events described in a passage).
- B. Understands various types of authentic target language texts and realia (e.g., literary works, personal letters, newspaper and magazine articles, informational texts, websites, forms, menus, posters) that represent a variety of cultural, community and cross-disciplinary perspectives, including materials that connect with what is experienced outside the classroom.
- C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

### COMPETENCY 008

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO INFER, INTERPRET AND EVALUATE MEANING FROM A VARIETY OF AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials.



**DOMAIN V—WRITTEN EXPRESSION****COMPETENCY 009**

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO USE A BROAD RANGE OF SIMPLE AND COMPLEX LANGUAGE STRUCTURES IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Uses simple and complex language structures and conventions of the written language (e.g., accent marks, spelling, punctuation) in interpersonal and presentational writing.
- B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in interpersonal and presentational writing.

**COMPETENCY 010**

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO PREPARE EFFECTIVE INTERPERSONAL AND PRESENTATIONAL WRITTEN DISCOURSE IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Demonstrates the ability to construct informal and formal written discourse concerning a variety of practical, social and professional topics (e.g., writing a letter, writing about a literary passage; expressing views on a current issue; responding to an opinion or viewpoint; describing the reasoning behind a decision) and reflecting different cultural, community and cross-disciplinary perspectives.
- B. Describes, narrates and explains in written discourse using tenses appropriate to the task and registers appropriate to the audience (e.g., informal, formal).
- C. Uses appropriate vocabulary to write about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Exhibits an appropriate level of cultural knowledge and sensitivity while writing cohesive summaries, essays, narratives, explanations and descriptions.

### DOMAIN VI—ORAL EXPRESSION

#### COMPETENCY 011

THE LOTE TEACHER DEMONSTRATES THE ABILITY TO CONSTRUCT EFFECTIVE INTERPERSONAL AND PRESENTATIONAL ORAL DISCOURSE IN THE TARGET LANGUAGE.

The beginning teacher:

- A. Demonstrates the ability to initiate communication and respond orally in the target language in a variety of social and professional situations (e.g., describing events or circumstances, explaining a problem, discussing advantages and disadvantages of an idea or proposed course of action).
- B. Describes, narrates and explains in oral discourse in the target language using tenses and moods appropriate to the task and the audience.
- C. Uses appropriate vocabulary to present information about topics of personal and public interest, including cultural perspectives, community events, comparisons between cultures, connections between the study of the target language and other academic disciplines and connections between what is taught in the classroom and real-life experiences.
- D. Demonstrates the ability to use spoken language in culturally appropriate ways, including the use of different registers (e.g., informal, formal) to satisfy the requirements of educational, professional and social situations.
- E. Demonstrates a broad range of vocabulary, often-used idiomatic expressions, clearly comprehensible pronunciation and intonation and simple and complex language structures in oral discourse.

# Chapter 4

## Succeeding on Multiple-Choice Questions



### APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

The purpose of this section is to describe multiple-choice question formats that you will see on the Languages Other Than English (LOTE) – Spanish test and to suggest possible ways to approach thinking about and answering the multiple-choice questions. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The LOTE – Spanish test is designed to include a total of 120 multiple-choice questions, out of which 102 are scored. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. These questions are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to understand spoken and written materials in Spanish, to identify main ideas and details and make inferences. These questions also test your knowledge of cultural and linguistic aspects of the language, as presented in the materials.

When you are ready to respond to a multiple-choice question, you must choose one of four answer choices. Leave no questions unanswered. Nothing is subtracted from a score if you answer a question incorrectly. Your score will be determined by the number of questions for which you select the best answer.

In addition to the multiple-choice questions, the test will include several constructed-response questions/tasks for which you will provide a written or oral response. For more information on the constructed-response tasks, please see Chapters 6 through 11 of this preparation manual.

### QUESTION FORMATS

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Questions Based on Instructional Practices
- Questions with Stimulus Materials

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type of question. In the actual testing situation, you may mark the test questions and/or write on the scratch paper provided at the testing center.

**Your final response must be selected on the computer.**

## SINGLE QUESTIONS

Many questions on this test are simply discrete questions that do not involve referencing any material other than that presented as part of the question itself.

Within Sections II and VI of the test, you will see some single questions. Be sure to consider each question in terms of only the information provided in the question—not in terms of specific situations or individuals you may have encountered.

## QUESTIONS BASED ON INSTRUCTIONAL PRACTICES

In Section VI of the test there will be questions that measure pedagogical knowledge and competence in the theories, methods and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction as well as assessment of languages and cultures.

### EXAMPLE 1

As part of a class activity, a foreign language teacher asks students about their plans for the upcoming spring break. One student replies in the target language with the equivalent of “Tomorrow, by car.” Apparently, the student has only partially understood the question. Which of the following strategies would be most effective in getting the student to provide a more complete response?

- A. Repeating the question “What are you planning to do on vacation?” and giving the student another opportunity to respond
- B. Conducting a quick review on the interrogative words in the target language in order to take advantage of this teaching opportunity
- C. Echoing the answer quietly, as if contemplating it, and then asking, “Where are you going and for how long?”
- D. Translating the question into English, translating the student’s answer into English and then asking the question a second time in the target language

### EXAMPLE 2

Which of the following activities is most appropriate to assess students’ skills in the interpersonal mode at the end of a unit?

- A. Spontaneous role-play with partners
- B. Staged skits performed in groups
- C. Formal oral presentations
- D. Recited poem or song

### *SUGGESTED APPROACH*

Example 1 measures knowledge of instructional practices in order to create a supportive classroom where students use the target language and participate actively during class discussions.

Option A is a repetition of the same question that the teacher had already asked when the student gave the partial response and, consequently, the teacher may not get a more complete response from the student. Therefore, option A may be eliminated as the best answer to this question.

Option B includes a review of the interrogative words and does not emphasize productive language skills. Explicit grammar instruction may not necessarily improve the student's linguistic output. Therefore, option B may be eliminated as the best answer to this question.

Option C is an effective strategy because the teacher is providing meaningful feedback while encouraging the student to clarify the answer given previously. The teacher is negotiating meaning with the student and providing the opportunity for the student to expand the original response. Therefore, **option C may be identified as the best response to this question.**

Option D includes a translation into English of the question and the student's answer, but it does not use the target language to help the student with a correct answer. The student may lack the linguistic resources in the target language to give an appropriate answer and the English translation of the question may not lead into a more complete response in the target language. Therefore, option D may be eliminated as the best answer to this question.

Example 2 measures knowledge of assessment models and their appropriate use. It requires selecting an assessment practice appropriate to an interpersonal task.

Option A includes an activity that will require students to use the language while having a conversation with one another, which will require active negotiation of meaning among the partners. Since it is a spontaneous role-play, the two people participating in the conversation will need to introduce adjustments and clarifications when needed. Therefore, **option A may be identified as the best response to this question.**

Option B indicates that the skits will be performed in groups, which may not allow participants to change what they want to say in order to clarify what they mean. Since the skits are staged, there will be an opportunity for participants to rehearse the conversations based on a previously agreed upon script. Therefore, option B may be eliminated as the best answer to this question.

Option C consists of an activity that will demonstrate a student's skills in the presentational mode, where one student will present to an audience. In the oral presentation, the student will be directing the message to the members of the audience and there will be no opportunity for interaction. Therefore, option C may be eliminated as the best answer to this question.

Option D involves presentational communication where the speaker will be reciting a poem or singing a song to others, requiring the audience to interpret the meaning of the poem or song. This is an example of "one-way" speaking, with no direct opportunity for the audience to interact with the speaker to get a clarification of the message. Therefore, option D may be eliminated as the best answer to this question.

## QUESTIONS WITH STIMULUS MATERIAL

Many questions on this test are preceded by stimulus material that relates to the question or questions. Types of stimulus material will include reading comprehension passages, photographs and listening comprehension selections. You will be asked to read, view or listen to the stimulus material and identify important characteristics or draw conclusions based on the stimulus material.

For the reading section of the test, you will see a reading stimulus and then be asked to respond to six multiple-choice questions related to that stimulus. You will be able to refer to the stimulus as you answer the questions. For the listening section of the test, you will be asked to listen to a selection and then respond to six multiple-choice questions related to that selection. You will hear each selection once and then will have time to preview the questions before you listen to the selection a second time. Then, you will have a short period of time per question to think about and select your response. For both the reading and listening sections of the test, the last two multiple-choice questions in each set are a culture question and a linguistics question more or less closely tied to the stimulus. You may need information not directly provided in the stimulus to answer these questions.

You can use several different approaches to respond to these types of questions. Some commonly used strategies for reading and listening comprehension are listed below.

**Strategy 1** For reading comprehension, skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the question(s) and refer again to the stimulus material to verify the correct answer(s).

For listening comprehension, listen to the stimulus the first time through to get a general sense of its purpose, its arrangement and/or its content. Listen to the stimulus the second time through more carefully and critically.

**Strategy 2** For reading comprehension, skim the question(s) *before* considering the stimulus material. The content of the question(s) will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.

**Strategy 3** For reading comprehension, use a combination of both strategies; apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “skim the question first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

For reading comprehension, whether you read the stimulus before or after you read the questions, you should read it carefully and critically.

For the first four questions in each listening and reading set, be sure to consider the questions in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered. For questions 5 and 6, you may need to consider other factors.

### EXAMPLE 1 — LISTENING

La siguiente selección es una adaptación de una entrevista emitida en Radio Naciones Unidas.

**Man 1:** La isla de Lanzarote en las Islas Canarias fue declarada Reserva de Biosfera en 1993. Además de un recurso turístico para esta isla volcánica, el nombramiento motivó una nueva forma de vivir para sus ciudadanos, encargados de cuidar un lugar tan mágico como débil. Su nombramiento fue clave para evitar la desaparición de su valiosa naturaleza como nos explica Mario Pérez, consejero de medio ambiente del Cabildo de Lanzarote, el gobierno insular.

**Man 2:** A partir de ese año se inician en la isla de Lanzarote unas políticas de contención del crecimiento turístico, que a pesar de estar previstas para Lanzarote, para una isla muy pequeña, como 800 kilómetros cuadrados, se contemplaban más de 250.000 camas turísticas.

**Man 1:** En Lanzarote el reto era sencillo: paralizar la maquinaria constructiva que podría convertir un paraíso en una selva de cemento. Y para ello se planteó lo que se denominó la moratoria.

**Man 2:** Supone que entre el año 2000 y el año 2010, en Lanzarote no se pudieran construir más de 10.000 camas turísticas, más de 10.000 plazas hoteleras. Esas políticas de contención del crecimiento turístico, pues desde luego han supuesto el que un montón de parámetros que teníamos en la isla próximos a desbordarse, como el acceso a una sanidad digna, a una educación en condiciones, a que tengamos una calidad de los servicios básicos, pues desde luego no fueran colapsados.

**Man 1:** Por fortuna, la ciudadanía defendía la preservación de unos valores que no estaba dispuesta a perder.

**Man 2:** Yo creo que esa sí es una de las características de esta isla, ¿no? Esta isla, incluso antes, mucho antes, de que se declarara Reserva de la Biosfera, merced a la contribución de personas como un artista universal para nosotros, como era César Manrique, que realizó una serie de actuaciones ligadas al arte y a la naturaleza y supusieron un verdadero respeto por las cuestiones medioambientales y ese cuidado, ese mimo, esa concienciación por los temas medioambientales hacen que en estos momentos, pues se considere una conciencia medioambiental distinta.

**Man 1:** Dailo Allí, Naciones Unidas, Nueva York.

1. ¿Cuál es el tema principal de la entrevista?
  - A. La importancia económica del turismo en la isla
  - B. Las medidas para frenar el incremento del turismo en la isla
  - C. Los planes para proveer a la isla de suficientes servicios básicos
  - D. La conciencia medioambiental de los turistas



2. Según sus conocimientos culturales, ¿de qué país de habla hispana forman parte las Islas Canarias?
  - A. Ecuador
  - B. México
  - C. Panamá
  - D. España
  
3. ¿A qué se refiere la frase “selva de cemento” que se escucha en la entrevista?
  - A. A la creación artística de César Manrique
  - B. A un bosque afectado por la construcción
  - C. Al turismo predominantemente urbano
  - D. A la construcción masiva de edificios

### **SUGGESTED APPROACH — LISTENING**

Listen to the stimulus carefully. Then read the questions and think about what they are asking and the situation the interview/selection is describing. Eliminate any obviously wrong answers, determine the correct option and select it on the computer.

The first question asks you to identify the main topic of the conversation. The question does not ask for specific details about the interview, even though the interview includes details and supporting ideas/information. Keep the question in mind as you listen to the selection, which will be played twice.

Option A states that the main topic of the interview is the importance of tourism for the economy of the island. Although tourism is central for the island, as indicated in “*Además de un recurso turístico para esta isla volcánica, el nombramiento...*”, the importance of tourism for the economy is not the main idea of the selection. It is another aspect of tourism that is being emphasized in the selection, the actual impact of tourism in the island after it was declared “*Reserva de Biosfera*” in 1993. Therefore, option A may be eliminated as the best response to this question.

Option B states that the main topic of the interview is the implementation of new measures to slow down the growth of tourism in the island. The interview states: “*A partir de ese año se inician en la isla de Lanzarote unas políticas de contención del crecimiento turístico...*” and “*Supone que entre el año 2000 y el año 2010, en Lanzarote no se pudieran construir más de 10.000 camas turísticas, más de 10.000 plazas hoteleras.*” Therefore, **option B may be identified as the best response to this question.**

Option C states that the main topic of the interview is to provide sufficient basic services to the island. The selection mentions basic services but it states that the services are still good as a consequence of the new policies implemented. “*Esas políticas de contención del crecimiento turístico, pues desde luego han supuesto el que un montón de parámetros que teníamos en la isla próximos a desbordarse... pues desde luego no fueran colapsados.*” Preventing “the collapse” of the public services was one of the consequences of the policies to reduce the impact of tourism. Another consequence was being able to preserve the island’s natural beauty. Therefore, option C may be eliminated as the best response to this question.

Option D states that the main topic is tourists’ environmental awareness. The interview states that citizens of the island had developed environmental awareness. “*Por fortuna, la ciudadanía defendía la preservación de unos valores que no estaba dispuesta a perder;*” “*...motivó una nueva forma de vivir para sus ciudadanos, encargados de cuidar un lugar tan mágico como débil.*” However, it does not indicate anything about the actual tourists’ environmental awareness. Therefore, option D may be eliminated as the best response to this question.

Of the four options offered, the main topic of the interview is the implementation of new measures to slow down the growth of tourism in the island. Therefore, **the correct response is option B.**

The second question tests your knowledge of Spanish culture. In the test, this type of question will be question number five in the set. Islas Canarias are a Spanish archipelago located just off the northwest coast of mainland Africa. Therefore, **the best response to this question is D “España.”**

The third question tests your understanding of linguistics in Spanish. In the test, this type of question will be question number six in the set. This question asks you to understand the meaning of the phrase “*selva de cemento*” and to infer the meaning of this phrase in the context of the sentence in which it appears. The interview states: “*En Lanzarote el reto era sencillo: paralizar la maquinaria constructiva que podría convertir un paraíso en una selva de cemento. Y para ello se planteó lo que se denominó la moratoria.*” The phrase “*selva de cemento*” is commonly used metaphorically to refer to large cities, which are like jungles (*selvas*) but instead of having natural vegetation and tall trees, they have a lot of cement and lots of tall buildings. Therefore, **option D, “La construcción masiva de edificios” (massive building construction), is the correct answer to this question.**

#### EXAMPLE 2 — READING

Las siguientes 6 preguntas están basadas en esta adaptación de un artículo aparecido en el sitio de Internet de *El Mundo*.

#### El Hespérides zarpa de Cartagena para estudiar el deshielo en los polos

CARTAGENA.– El Buque de Investigación Oceanográfica (BIO) ‘Hespérides’ ha zarpado este sábado del puerto de Cartagena para iniciar su decimosexta campaña antártica, con la que concluye su participación en el Año Polar Internacional.

El estudio sobre el deshielo en los polos será una de las actividades más interesantes que realizarán los científicos españoles que participan en esta misión, indicó a los medios momentos antes de la partida el comandante del BIO, Pedro de la Puente.

Más de 50 hombres y 6 mujeres componen la dotación del Hespérides, que ha sido despedida en el muelle Juan de Borbón del arsenal militar de Cartagena por familiares y amigos. Un acto que se repite cada año, pero que en esta ocasión se produce casi en Navidad.

La dotación será exclusivamente militar hasta la llegada del barco a finales de enero a Punta Arenas (Chile), donde embarcarán 37 científicos para realizar varias campañas, una de ellas denominada ATOS–Antártida sobre el deshielo en los polos.

Esta campaña durará más de 40 días y los científicos recogerán muestras de hielo, aire y agua, con el objetivo de medir los aportes de contaminación orgánica provocada por el hombre en los polos.

El ‘Hespérides’ realizará una escala en las Islas Madeira (Portugal), donde sus tripulantes pasarán la Nochebuena, mientras que la Nochevieja se celebrará en el Atlántico, donde se llevará a cabo una escala breve de descanso en Mar de Plata (Argentina) y otra para recoger a la expedición científica en Punta Arenas (Chile).

El barco no llevará a cabo campañas de investigación en el tránsito y sólo a la vuelta los científicos realizarán un trabajo de investigación denominado Caribe Norte, en el mar Caribe, con el que “se pondrá el broche de oro de la ciencia española al Año Polar Internacional,” señaló el comandante del Hespérides.

Pedro de la Puente indicó que por la dotación del buque Las Palmas, que lleva varias semanas en la Antártida dando apoyo logístico a las bases españolas, saben que las condiciones meteorológicas serán similares a las de otros años, aunque con algo más de viento.

De la Puente, para quien es la tercera vez que realiza una campaña polar con el Hespérides, señaló que espera no tener ningún problema, al tiempo que recomendó esta experiencia “única e inolvidable.”

«Hespérides zarpó hoy de Cartagena para inicio campañas en Ártico y Antártida» from EFE News Services (U.S) Inc., copyright © 2008 by EFE News Services (U.S) Inc. Used by permission.

1. Según el artículo, ¿cuál es uno de los propósitos del viaje del buque Hespérides?
  - A. Obtener muestras para estudiar la contaminación en los polos
  - B. Estudiar las especies animales que habitan en la zona de los polos
  - C. Realizar campañas en contra de la contaminación en América del Sur
  - D. Estudiar las condiciones meteorológicas de la zona de los polos

2. Según sus conocimientos culturales, ¿a qué se refiere la palabra “Nochevieja” que se menciona en el artículo?
- A. A la noche de Navidad
  - B. A la noche del primer día del año
  - C. A la víspera de Año Nuevo
  - D. A la víspera de Navidad
3. Se utiliza la conjunción “e” en el fragmento “única e inolvidable” porque
- A. tiene una función comparativa
  - B. la segunda palabra comienza con “i”
  - C. la primera palabra lleva acento agudo
  - D. es un extranjerismo

**SUGGESTED APPROACH — READING**

Read the article and carefully consider the information presented. The first question asks you to identify one of the purposes of the trip. Keep the question in mind as you read the article. Eliminate any obviously wrong answers, determine the correct option and select it on the computer.

Option A states that one of the purposes of the trip is to get samples of ice, air and water to determine the level of contamination caused by humans in the poles. The article states “*Esta campaña durará más de 40 días y los científicos recogerán muestras de hielo, aire y agua, con el objetivo de medir los aportes de contaminación orgánica provocada por el hombre en los polos.*” Therefore, **option A may be identified as the best response to this question.**

Option B states that one of the purposes of the trip is to study the variety of animal species existing in the poles. The article refers to some studies that will take place in the poles, “*El estudio sobre el deshielo en los polos será una de las actividades más interesantes*”... “*medir los aportes de contaminación orgánica provocada por el hombre en los polos.*” But none of these purposes is related to the variety of animal species existing in the area. Therefore, option B may be eliminated as the best answer to this question.

Option C states that one of the purposes of this trip is to wage a campaign against pollution in South America. The text states that the crew is going to make a few stops in South America; “*se llevará a cabo una escala breve de descanso en Mar de Plata (Argentina) y otra para recoger a la expedición científica en Punta Arenas (Chile).*” The purpose of these stops is not to wage any campaign against pollution but to let the crew rest and to pick up the scientists who will join the expedition. Therefore, option C may be eliminated as the best response to this question.

Option D states that one of the purposes of the trip is to study the meteorological conditions of the poles. The article only mentions meteorological conditions when it states that they know that the conditions are going to be similar to previous years: “*saben que las condiciones meteorológicas serán similares a las de otros años, aunque con algo más de viento.*” Therefore, option D may be eliminated as the best response to this question.

The second question is testing your cultural knowledge. In the test, this type of question will be question number five. This question is asking you to identify the meaning of the word/expression “*Nochevieja*.” *Nochevieja* is what New Year’s Eve is called in Spain. Therefore, **option C is the correct answer to this question.**

The third question is testing your ability to recognize key cohesive devices used in connected discourse. This question is asking about conjunctions in Spanish, and more specifically, for the reason the conjunction “*e*” is connecting the two words in the phrase. The explanation is that the word that follows the conjunction, “*inolvidable*,” begins with an “*i*.” In Spanish, in order to avoid the repetition of the same sound “*i*,” it is necessary to replace the conjunction “*y*” with the conjunction “*e*.” Therefore, **option B is the correct answer to this question.**

**EXAMPLE 3 — CULTURAL QUESTION**

La siguiente pregunta está basada en esta foto.



1. Según sus conocimientos culturales, ¿con qué obra literaria se puede relacionar la foto?
  - A. *Pedro Páramo*
  - B. *El ingenioso hidalgo don Quijote de la Mancha*
  - C. *Cien años de soledad*
  - D. *Veinte poemas de amor y una canción desesperada*

**SUGGESTED APPROACH**

This type of question tests your cultural knowledge. We recommend that you use a combination of the strategies mentioned above. Take a look at the picture first and make sure you understand its content. Then read the question and refer again to the stimulus material to verify the correct answer. In this particular case, the question tests your knowledge of major literary works in Spanish. In the novel *El ingenioso hidalgo don Quijote de la Mancha*, Don Quixote fights windmills he imagines to be giants. None of the rest of the works are related to the windmills scene the photograph above depicts. Therefore, **option B is the correct answer to this question.**



La siguiente pregunta está basada en esta foto.



2. Según sus conocimientos culturales, ¿en qué consiste la merienda en los países hispanos?
- A. En un aperitivo que acompaña la cena
  - B. En una comida ligera que se come por la tarde
  - C. En un gran desayuno que se come por la mañana
  - D. En una cena con un plato y entremeses

### **SUGGESTED APPROACH**

These types of questions test your cultural knowledge. We recommend that you use a combination of the strategies mentioned above. Take a look at the picture first and make sure you understand its content. Then read the question and refer again to the stimulus material to verify the correct answer.

Question 1 tests your knowledge of major literary works in Spanish. In the novel *El ingenioso hidalgo don Quijote de la Mancha*, Don Quixote fights windmills he imagines to be giants. None of the rest of the works are related to the windmills scene the photograph above depicts. Therefore, **option B is the correct answer to this question.**

Question 2 tests your cultural knowledge of regional practices associated with food. The question is about the practice of the “*merienda*” in the Hispanic world. “*Merienda*” is usually an afternoon meal people have in some Spanish-speaking countries to fill in the meal gap between lunch and dinner. Therefore, **option B is the correct answer to this question.**





---

# Chapter 5

## Multiple-Choice Instructional Practices Questions



### SAMPLE MULTIPLE-CHOICE INSTRUCTIONAL PRACTICES QUESTIONS

The instructional practices questions are designed to measure your knowledge of foreign language pedagogy and teaching methodology. They are not a measure of foreign language proficiency. The questions and responses are in English. This section presents some sample instructional practices questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements will not appear on the actual test.

An answer key follows the sample questions. The answer key lists the question number and correct answer for each sample test question. Please note that the answer key also lists the competency assessed by each question and that the sample questions are not necessarily presented in competency order.

5

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test. A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an overview of the directions, testing tools and buttons that will be available to you during the test.

Part A questions are designed to measure your knowledge of language-acquisition theories and instructional practices.

**COMPETENCY 001**

1. A brochure for a K–6 foreign language program states that the program goals are to introduce students to language learning, to help students become aware of and appreciate other cultures, to enhance students’ understanding of English and to motivate students to study another language. Which of the following types of programs is described above?
  - A. An immersion program
  - B. A Foreign Language in Elementary School (FLES) program
  - C. A bilingual education program
  - D. A Foreign Language Experience (FLEX) program

**COMPETENCY 001**

2. A foreign language teacher is planning a unit on a famous historical figure. Which of the following activities is the most appropriate for a second-grade immersion class?
  - A. Completing work sheets for practice with past tense verb forms so students can speak and write about the historical figure’s life
  - B. Reading storybooks in the target language to students about the historical figure’s life and contributions to society
  - C. Translating the most important events of the historical figure’s life into the students’ first language
  - D. Showing a video in English about current events in the country where the historical figure was born

Part B questions are intended to measure your knowledge of the *Standards for Foreign Language Learning in the 21st Century*. A summary of the *Standards* is provided during the test.

## ***Standards for Foreign Language Learning***

### *Communication*

*Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### *Cultures*

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

### *Connections*

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

### *Comparisons*

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### *Communities*

*Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**COMPETENCY 003**

3. Which example below best represents an activity that demonstrates how high school students might meet the Communities standard?
- A. Students are asked to complete several service-learning projects each semester in the local target language cultural center
  - B. Students read an article about deforestation published in a target-country newspaper and make a list of practices that help protect forests
  - C. Students listen to an Internet Podcast about the most recent target-country elections and answer five multiple-choice questions about the content
  - D. Students in the target-language club meet after school to make plans for the Fall Festival

**COMPETENCY 003**

4. During a unit on greetings and leave-takings, students role-play to introduce themselves to other students and to adults by using appropriate levels of formality. Which supporting standard is addressed through this activity?
- A. Interpretive Communication, Standard 1.2
  - B. Presentational Communication, Standard 1.3
  - C. Products and Perspectives of Cultures, Standard 2.2
  - D. Language Comparisons, Standard 4.1

## MULTIPLE-CHOICE INSTRUCTIONAL PRACTICES QUESTIONS

---

Part C questions are designed to measure your knowledge of assessment of language and cultures.

### COMPETENCY 002

5. Which of the following is the purpose of summative assessment?
- A. To determine level of comprehension of a listening activity
  - B. To determine whether a student can use in a written composition the lexical elements studied in a unit
  - C. To determine level of mastery of material studied in one chapter of a unit
  - D. To determine a student's level of proficiency at the end of a program of study

### COMPETENCY 002

6. One of the goals of a foreign language program is that students become able to communicate orally in the present tense, talking about themselves and their personal interests. How can a teacher demonstrate to parents and school officials that that goal has been achieved?
- A. By making a bulletin board on which are posted the highest written test scores of all of the students enrolled in foreign languages
  - B. By keeping a portfolio of each student's tests and quizzes
  - C. By asking students to keep a journal of new words they have learned
  - D. By recording students interviewing each other in class while speaking the target language

**ANSWER KEY**

<b>Question Number</b>	<b>Correct Answer</b>	<b>Competency</b>
1	D	001
2	B	001
3	A	003
4	D	003
5	D	002
6	D	002





---

# Chapter 6

**Succeeding on Written Expression  
Constructed-Response Tasks**



### WRITTEN EXPRESSION CONSTRUCTED-RESPONSE TASKS

The LOTE – Spanish test will include three tasks that require a constructed response written in Spanish. The written expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the written expression section of the test, you will be asked to write in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks in the written expression section. The total testing time for the written expression section is 50 minutes; therefore, you should manage your time so that you have enough time to answer the three tasks within the allotted time. You will type your response to each question (see information about the alternate character toolbar on page 49). Your response must be written in the target language (i.e., Spanish). In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the scratch paper provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This chapter includes an explanation of how the constructed responses will be scored; sample questions appear in the next chapter.

**SCORING RUBRIC FOR WRITTEN EXPRESSION – Response to E-mail, Memo or Letter and Opinion/Position Essay**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Fully addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Response is well organized and generally coherent</li> <li>• Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code switching</li> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

SCORING RUBRIC FOR WRITTEN EXPRESSION – Integrated Writing Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<b>3 High</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Fully addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Clearly demonstrates a high degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is well organized and generally coherent</li> <li>• Demonstrates a high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content and used with precision</li> <li>• Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is organized, but some parts are not fully developed</li> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code switching</li> <li>• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) but they do not impede communication</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is inadequately organized/not sequenced correctly</li> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>• Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure)</li> <li>• Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/ or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> <li>• Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Response is disorganized</li> <li>• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impeding communication</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

## **ALTERNATE CHARACTER TOOLBAR**

The Written Expression section of the LOTE – Spanish test requires the test taker to enter written responses on the computer. An alternate character toolbar for inputting Spanish accents and characters (e.g., ñ, ó, ¿) is built into the test. Just before the Written Expression section, you will be presented with one unscored question to use for practicing with the toolbar. You may take up to five minutes on this practice question; your response will not be graded nor will it affect your grade in any way.

A tutorial for using the toolbar is in the TExES/ExCET section of the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). Once you are on the ETS TExES website, select TExES/ExCET in the left-hand menu, then select Alternate Character Toolbar Tutorials in the left-hand menu and look for the link for the tutorial. If you are taking the LOTE – Spanish test, you are strongly urged to view this tutorial and practice using the toolbar before the day of your test.

Upon launching the tutorial, you will be presented with a blank area to practice typing in Spanish and inserting Spanish characters and accents. You may type anything you like; your response will not be saved. For example, you may answer the question “Why are you taking the LOTE – Spanish test?” The alternate character toolbar may be repositioned anywhere on the screen. When you are finished, choose Exit to close the tutorial.

**NOTE:** To execute the tutorial, you will need to have Java Runtime Environment, version 1.5 or greater, installed on your computer. If you do not have Java Runtime Environment, a free download available from the Java website at [www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp) will install it on your computer. Simply choose the correct download for your operating system. If you are running the Microsoft Windows Vista operating system, it is recommended that you install the latest version of Java (Version 6) with the latest update. You may have to reboot your computer after the installation.

If you are unsure if your computer has the Java Runtime Environment, the Java website at [www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp) also provides an option that will check your computer for you. Simply choose to “Verify Now.”



---

# Chapter 7

## Written Expression Constructed-Response Practice Tasks



### PREPARING FOR THE WRITTEN EXPRESSION CONSTRUCTED-RESPONSE TASKS

Following are three sample written expression constructed-response tasks that represent the types of tasks you will see on the LOTE – Spanish test.

In preparing for the written expression constructed-response tasks, you may wish to draft a response to the task by reading the question and planning, writing and revising your response. The total testing time for the Written Expression section is 50 minutes; therefore, you should manage your time so that you have enough time to answer the three tasks within the allotted time. Because you will be demonstrating your proficiency in the Spanish language, be sure to write in Spanish. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

### GENERAL DIRECTIONS FOR RESPONDING TO THE WRITTEN EXPRESSION CONSTRUCTED-RESPONSE TASKS

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

#### Written Expression Section Directions

The Written Expression section includes three tasks and is designed to measure different aspects of your writing ability.

Question	Task
1	Response to E-mail, Memo or Letter
2	Opinion/Position Essay
3	Writing Integrated Skills

For each type of question, you will be given specific directions.

You will have 50 minutes to answer all of the questions. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review, you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.



## SAMPLE WRITTEN EXPRESSION CONSTRUCTED-RESPONSE TASKS

### TASK ONE

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

### COMPETENCIAS 009, 010 — Written Expression Section

#### Question 1: Response to E-mail, Memo or Letter

**Directions:** Read the following e-mail and write an appropriate response. Write your response in the space provided. Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 60 words.

#### SAMPLE 1

Imagine que está planeando su traslado a otra ciudad. Usted ha recibido el siguiente correo electrónico de una de las agencias de alquileres con las que se ha contactado. Escriba una respuesta teniendo en cuenta la información que se le solicita.

Asunto: Alquiler apartamento

De: Inmobiliaria Metrópolis

Fecha: 9 de agosto de 2010

Para: Alfonso Olivares

Estimado cliente:

En respuesta a su correo electrónico, le podemos decir que somos una de las principales agencias de alquiler de la ciudad. Nuestros profesionales le pueden ayudar a alquilar un apartamento a buen precio en la zona que usted desee. Rogamos nos diga las características del apartamento que busca, cuál es el alquiler máximo que está dispuesto a pagar y para cuándo tiene pensado realizar su traslado. Háganos saber cuándo estaría disponible para concertar una cita.

En espera de su respuesta, le saluda atentamente,

Sofía Acosta

Inmobiliaria Metrópolis

### TASK TWO

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

#### COMPETENCIAS 009, 010 — Written Expression Section

##### Question 2: Opinion/Position Essay

**Directions:** Read the following question and write an essay on the topic given. Write your response in the space provided. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

### SAMPLE 2

Algunas personas creen que alargar el día escolar o el calendario académico ayudaría a mejorar la calidad de la enseñanza. ¿Está usted de acuerdo con esta postura?

- Explique y defienda su postura con ejemplos específicos.

### TASK THREE

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

#### COMPETENCIAS 007, 008, 009, 010 – Written Expression Section

##### Question 3: Writing Integrated Skills

**Directions:** Based on the information from the passage below, complete the following task. Manage your time so that you can plan, write, and revise your response. Your response should be a minimum of 120 words.

### SAMPLE 3

**El español se impone al inglés en Puerto Rico a pesar del siglo de dominio de EEUU**

IÑAKI ESTÍVALIZ (EFE)

SAN JUAN.— En Puerto Rico las señales de “Stop” dicen “Pare,” las de “Parking,” “Estacionamiento,” y los autobuses urbanos se pagan con “pesetas” (monedas de cuarto de dólar), a pesar de los intentos de EEUU por imponer el inglés en esta isla caribeña desde 1898.

Durante los primeros 30 años del siglo XX, el Gobierno de EEUU obligó a dar clases en la antigua colonia española únicamente en inglés, pero muchos maestros hicieron oídos sordos a aquella imposición, entre otras cosas porque ellos mismos no sabían hablarlo.

La literatura puertorriqueña se mofa<sup>1</sup> de los intentos por introducir elementos culturales ajenos a la cultura hispánica en obras como el cuento “Santa Clo llega a La Chuchilla,” de Abelardo Díaz Alfaro, en el que la llegada de un Papá Noel a un barrio humilde provoca el pánico entre niños y mayores.

En este proceso histórico fue fundamental la guerra jurídica que mantuvo en 1902 la abogada, intelectual y poetisa Nilita Vientós Gastón, quien consiguió ese año que el Tribunal Superior de Puerto Rico determinara que todos los procesos judiciales en el país debían tramitarse en el idioma de Cervantes.

El director de la Academia Puertorriqueña de la Lengua Española, José Luis Vega, explica que “el vigor y la creatividad” que disfruta el español en Puerto Rico se debe a que es “una lengua del pueblo. Quien verdaderamente lo ha mantenido vivo y vibrante son los hablantes.”

Esto le ha dado una “fortaleza muy difícil de minar por una ley, un reglamento o una imposición” y hace que incluso en algunas escuelas privadas donde se enseña en inglés, los alumnos “conservan el español como su lengua primaria.”

Reconoce que en Puerto Rico se dan muchas deficiencias en el lenguaje, como la utilización de anglicismos innecesarios, lo que pasa, aseguró, hasta en España, pero esto se debe, más que a la proximidad con EEUU, al modo de enseñar la lengua.

La investigadora lingüística de la Academia Puertorriqueña de la Lengua Española, Amparo Morales, coordinadora de los trabajos de las academias antillanas para la elaboración de la Nueva Gramática Española, señala que los logros en el mantenimiento del español se consiguieron “poco a poco.”

Morales explica que a mediados de siglo los esfuerzos hispanistas de educadores e intelectuales boricuas lograron la creación del Instituto de Cultura Puertorriqueña y la Academia Puertorriqueña.

En 1952, el entonces gobernador, Luis Muñoz Marín, rubricó<sup>2</sup> en Washington el actual estatus político de Puerto Rico como Estado Libre Asociado (ELA) a EEUU aceptando los dos idiomas oficiales.

“Pero en la práctica se impone el español,” asegura Morales, quien sostiene que aunque hay palabras que se decían en inglés que vuelven a expresarse en español, como “nerdo” (de nerd, el “empollón” español) que ahora se dice como antiguamente: “estofón.”

Que palabras como “trip” (viaje) o “nurse” (enfermera) vuelvan a decirse en español es para Morales una cuestión de moda más que se estén dejando de utilizar anglicismos, pues persisten muchos como “monchar” (comer con apetito), del inglés “munch”, o “janguear” (salir de marcha), del inglés hang.

Pero en Puerto Rico, los anglicismos se “jibarizan,” se les añaden “matices del habla puertorriqueña” y a pesar de que vengan del inglés “han pasado a ser boricuas por su propia experiencia.”

## WRITTEN EXPRESSION CONSTRUCTED-RESPONSE PRACTICE TASKS

---

“El puertorriqueño en su discurso tiende a la familiaridad, al lenguaje coloquial y a establecer lazos con el interlocutor,” agrega Morales, coautora del Tesoro Lexicográfico del Español de Puerto Rico y que prepara un diccionario de anglicismos.

«El Español se impone al inglés en Puerto Rico»,  
by Inaki Estivaliz, from EFE, copyright © 2007 by EFE.  
Used by permission.

<sup>1</sup> mofarse: burlarse

<sup>2</sup> rubricar: suscribir

### **WRITING TASK**

Basándose en el texto que ha leído, realice un resumen en el que explique con sus propias palabras las ideas principales que aparecen en el mismo.

---

# Chapter 8

**Succeeding on Oral Expression  
Constructed-Response Tasks**



### ORAL EXPRESSION CONSTRUCTED-RESPONSE TASKS

The LOTE – Spanish test includes three tasks that require a constructed response spoken in Spanish. The oral expression constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the oral expression section of the test, you will be asked to speak in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks requiring different types of responses in this section. For each task, you will read the directions in English and listen to the actual question in the target language (i.e., Spanish). You will have time to consider and prepare for all of the oral expression tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided. However, you will be scored only on your recorded oral response.

Be sure to speak naturally and appropriately in the target language (i.e., Spanish) when responding to the questions. The test is designed to measure your proficiency in the target language (i.e., Spanish). There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

This chapter includes an explanation of how the constructed responses will be scored; sample questions appear in the next chapter.

SCORING RUBRIC FOR ORAL EXPRESSION – Integrated Speaking Skills

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Fully addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; topic well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Clearly demonstrates a high degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> <li>• Demonstrates a moderate degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> <li>• Demonstrates a low degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> <li>• Demonstrates a poor degree of understanding of the content in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

SCORING RUBRIC FOR ORAL EXPRESSION – Oral Presentation or Situation/Opinion

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic, well-developed treatment of the topic</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high or mid-high degree of control of a variety of structures; a very few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent response</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Relates to the topic</li> <li>• Most supporting details or examples are well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized response with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Moderately relates to the topic</li> <li>• Some supporting details or examples are vague or not well defined</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized response with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally relates to the topic</li> <li>• Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>



SCORING RUBRIC FOR ORAL EXPRESSION – Simulated Conversation

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<b>3 High</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Fully addresses and completes the task</li> <li>• Responds <b>fully</b> to <b>all</b> or <b>almost all</b> of the parts/ prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates high or mid-high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent responses</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Responds to <b>all</b> or <b>almost all</b> of the parts/ prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate to the topic and include most elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures, some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self correction</li> <li>• Good pronunciation</li> <li>• Organized responses with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes some parts of the task</li> <li>• Responds to most parts/ prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate moderately to the topic and include some elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized responses with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/ dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/ or partially completes the task</li> <li>• Responds inappropriately to some parts/ prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate minimally to the topic and include few elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized responses with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>



---

# Chapter 9

## Oral Expression Constructed-Response Practice Tasks



### PREPARING FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE TASKS

Following are three sample oral expression constructed-response tasks that represent the types of tasks you will see on the LOTE – Spanish test.

In preparing for the oral expression constructed-response tasks, you may wish to make notes to prepare your oral response on the scratch paper provided. However, you will be scored only on the responses you record after the instructions indicate that you should begin speaking. Each task will have its own timing for preparation and response. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while preparing your practice responses.

### GENERAL DIRECTIONS FOR RESPONDING TO THE ORAL EXPRESSION CONSTRUCTED-RESPONSE TASKS

#### Oral Expression Section Directions

The Oral Expression section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. This section lasts approximately 15 minutes.

Question	Task
1	Speaking Integrated Skills
2	Oral Presentation or Situation/Opinion
3	Simulated Conversation

For each type of question you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each question according to the directions. It is to your advantage to say as much as you can in the time allowed.

9

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

## SAMPLE ORAL EXPRESSION CONSTRUCTED-RESPONSE TASKS

### TASK ONE

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

### COMPETENCIAS 007, 008, 011

#### Question 1: Speaking Integrated Skills

**Directions:** You will have 5 minutes to complete the speaking task: 1 minute to read the passage below, 2 minutes to prepare and 2 minutes to record your response. The passage you will be reading for this task is the same passage you read in the integrated writing skills task.

#### SAMPLE 1

#### El español se impone al inglés en Puerto Rico a pesar del siglo de dominio de EEUU

IÑAKI ESTÍVALIZ (EFE)

SAN JUAN.— En Puerto Rico las señales de “Stop” dicen “Pare,” las de “Parking,” “Estacionamiento.” y los autobuses urbanos se pagan con “pesetas” (monedas de cuarto de dólar), a pesar de los intentos de EEUU por imponer el inglés en esta isla caribeña desde 1898.

Durante los primeros 30 años del siglo XX, el Gobierno de EEUU obligó a dar clases en la antigua colonia española únicamente en inglés, pero muchos maestros hicieron oídos sordos a aquella imposición, entre otras cosas porque ellos mismos no sabían hablarlo.

La literatura puertorriqueña se mofa<sup>1</sup> de los intentos por introducir elementos culturales ajenos a la cultura hispánica en obras como el cuento “Santa Clo llega a La Chuchilla,” de Abelardo Díaz Alfaro, en el que la llegada de un Papá Noel a un barrio humilde provoca el pánico entre niños y mayores.

En este proceso histórico fue fundamental la guerra jurídica que mantuvo en 1902 la abogada, intelectual y poetisa Nilita Vientós Gastón, quien consiguió ese año que el Tribunal Superior de Puerto Rico determinara que todos los procesos judiciales en el país debían tramitarse en el idioma de Cervantes.

El director de la Academia Puertorriqueña de la Lengua Española, José Luis Vega, explica que “el vigor y la creatividad” que disfruta el español en Puerto Rico se debe a que es “una lengua del pueblo. Quien verdaderamente lo ha mantenido vivo y vibrante son los hablantes.”

Esto le ha dado una “fortaleza muy difícil de minar por una ley, un reglamento o una imposición” y hace que incluso en algunas escuelas privadas donde se enseña en inglés, los alumnos “conservan el español como su lengua primaria.”

## ORAL EXPRESSION CONSTRUCTED-RESPONSE PRACTICE TASKS

Reconoce que en Puerto Rico se dan muchas deficiencias en el lenguaje, como la utilización de anglicismos innecesarios, lo que pasa, aseguró, hasta en España, pero esto se debe, más que a la proximidad con EEUU, al modo de enseñar la lengua.

La investigadora lingüística de la Academia Puertorriqueña de la Lengua Española, Amparo Morales, coordinadora de los trabajos de las academias antillanas para la elaboración de la Nueva Gramática Española, señala que los logros en el mantenimiento del español se consiguieron “poco a poco.”

Morales explica que a mediados de siglo los esfuerzos hispanistas de educadores e intelectuales boricuas lograron la creación del Instituto de Cultura Puertorriqueña y la Academia Puertorriqueña.

En 1952, el entonces gobernador, Luis Muñoz Marín, rubricó<sup>2</sup> en Washington el actual estatus político de Puerto Rico como Estado Libre Asociado (ELA) a EEUU aceptando los dos idiomas oficiales.

“Pero en la práctica se impone el español,” asegura Morales, quien sostiene que aunque hay palabras que se decían en inglés que vuelven a expresarse en español, como “nerdo” (de nerd, el “empollón” español) que ahora se dice como antiguamente: “estofón.”

Que palabras como “trip” (viaje) o “nurse” (enfermera) vuelvan a decirse en español es para Morales una cuestión de moda más que se estén dejando de utilizar anglicismos, pues persisten muchos como “monchar” (comer con apetito), del inglés “munch,” o “janguear” (salir de marcha), del inglés hang.

Pero en Puerto Rico, los anglicismos se “jibarizan,” se les añaden “matices del habla puertorriqueña” y a pesar de que vengan del inglés “han pasado a ser boricuas por su propia experiencia.”

“El puertorriqueño en su discurso tiende a la familiaridad, al lenguaje coloquial y a establecer lazos con el interlocutor,” agrega Morales, coautora del Tesoro Lexicográfico del Español de Puerto Rico y que prepara un diccionario de anglicismos.

«El Español se impone al inglés en Puerto Rico»,  
by Inaki Estivaliz, from EFE, copyright © 2007 by EFE.  
Used by permission.

<sup>1</sup> mofarse: burlarse

<sup>2</sup> rubricar: suscribir

### **SPEAKING TASK**

Imagine que forma parte de un comité educativo de profesores que se reúne a discutir el futuro del inglés y el español en Puerto Rico. Usted va a representar la postura a favor de fomentar los beneficios de una coexistencia equilibrada entre las dos lenguas en la isla. Responda basándose en la información del artículo que ha leído.

**TASK TWO**

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

**COMPETENCY 011 — ORAL EXPRESSION SECTION****Question 2: Oral Presentation or Situation/Opinion**

**Directions:** You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. You will have 2 minutes to prepare your response before you are asked to speak. Then, you will have 2 minutes to give your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

**SAMPLE 2**

Algunas personas piensan que trabajar desde la casa es una situación ideal y que tiene muchas ventajas. Otras personas opinan que trabajar desde la casa no es bueno ni para la familia ni para el individuo.

- Explique y defienda su opinión sobre este tema.

**TASK THREE**

A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for this computerized task.

**COMPETENCY 011 — ORAL EXPRESSION SECTION****Question 3: Simulated Conversation**

**Directions:** You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.

## ORAL EXPRESSION CONSTRUCTED-RESPONSE PRACTICE TASKS

### SAMPLE 3

Imagínese que recibe una llamada telefónica sobre la solicitud que presentó para enseñar español en la Escuela Central.

Entrevistadora	• <i>Le saluda y le hace una pregunta.</i>
Usted	• <i>Salude y responda a la pregunta.</i>
Entrevistadora	• <i>Continúa la entrevista.</i>
Usted	• <i>Responda a la pregunta.</i>
Entrevistadora	• <i>Le hace una pregunta.</i>
Usted	• <i>Responda a la pregunta.</i>
Entrevistadora	• <i>Continúa la entrevista.</i>
Usted	• <i>Responda dando detalles.</i>
Entrevistadora	• <i>Continúa la entrevista.</i>
Usted	• <i>Responda y despídase.</i>

The text below is a script that would be heard and not seen.

**Woman** Buenos días. Soy Ana Osorio, directora de la Escuela Central y llamo para hacerle algunas preguntas con respecto a su solicitud para el puesto de profesor en nuestra escuela para el próximo año. Me gustaría que me comentara, ¿por qué le interesa enseñar español?

TONE (25 seconds) TONE

**Woman** Muy bien..., comprendo. Ahora, ¿me podría explicar cuál es su preparación académica para ser profesor de español?

TONE (25 seconds) TONE

**Woman** Y dígame..., ¿hay algún nivel en el que prefiera enseñar?...y si es así, ¿por qué motivo?

TONE (25 seconds) TONE

**Woman** De acuerdo... Ahora, cuénteme por favor ¿qué experiencia tiene con respecto a la lengua y la cultura aparte de las clases?

TONE (25 seconds) TONE

**Woman** Bueno... muy interesante. Le agradezco mucho su interés en el puesto que ofrecemos. Nos pondremos en contacto con usted dentro de poco.

TONE (25 seconds) TONE



---

# Chapter 10

**Succeeding on Instructional Practices  
Constructed-Response Tasks**



### INSTRUCTIONAL PRACTICES CONSTRUCTED-RESPONSE TASKS

The LOTE – Spanish test will include two tasks that require a constructed response written in English that reflects your knowledge of instructional practices. The instructional practices constructed-response scores will be combined with the other constructed-response scores and the multiple-choice section scores to produce a total test score.

For the instructional practices constructed-response section of the test, you will be asked to write in English in ways outlined in the test. There will be two tasks in this section. The total testing time for the instructional practices constructed-response section is 35 minutes; therefore, you should manage your time so that you have enough time to answer the two tasks within the allotted time. You will type your response to each question. Your response must be written in English. In preparing your responses to the questions, you may choose to prepare and organize your thoughts on the scratch paper provided. However, you will only be scored on the response that you type on the computer. You may not use any reference materials during the test.

This chapter includes an explanation of how the instructional practices constructed responses will be scored; sample questions appear in the next chapter.

SCORING RUBRIC FOR FOREIGN LANGUAGE PEDAGOGY – Lesson Plan

Score	General Description	Score Descriptors
<b>3</b> <b>High</b>	A response at this level demonstrates evidence of a <i>high degree of competence</i> in response to the assignment, but it may have a few minor errors	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and <b>fully</b> elaborates <b>all</b> categories (vocabulary, materials, procedures and assessment)</li> <li>• Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed</li> <li>• All teaching techniques described are appropriate for age, grade and proficiency level</li> <li>• All materials and activities discussed are appropriate for age, grade and proficiency level</li> <li>• Assessment instrument described elicits appropriate information on targeted learning objective</li> <li>• Response is well organized and generally coherent</li> </ul>
<b>2</b> <b>Mid-High</b>	A response at this level demonstrates evidence of <i>competence</i> in response to the assignment, but it has minor errors	<ul style="list-style-type: none"> <li>• Addresses <b>all</b> categories (vocabulary, materials, procedures and assessment), <b>but</b> some points are <b>not fully</b> elaborated</li> <li>• Demonstrates a moderate degree of content understanding and most content information is accurate</li> <li>• Most teaching techniques described are appropriate for age, grade and proficiency level</li> <li>• Most materials and activities discussed are appropriate for age, grade and proficiency level</li> <li>• Assessment instrument described elicits moderate amount of information related to learning objective</li> <li>• Response is organized, but some parts are not fully developed</li> </ul>
<b>1</b> <b>Mid-Low</b>	A response at this level demonstrates evidence of <i>limited competence</i> in response to the assignment and it has one or more major errors	<ul style="list-style-type: none"> <li>• Addresses only some of the categories (vocabulary, materials, procedures and assessment)</li> <li>• Demonstrates a low degree of content understanding and only some content information is accurate</li> <li>• Some of the teaching techniques described are appropriate for age, grade and proficiency level</li> <li>• Some materials and activities discussed are appropriate for age, grade and proficiency level</li> <li>• Assessment instrument elicits minimal information related to learning objective</li> <li>• Response is inadequately organized or not sequenced correctly</li> </ul>
<b>0</b> <b>Low</b>	A response at this level demonstrates evidence of <i>little or no competence</i> in response to the assignment and it is obviously flawed	<ul style="list-style-type: none"> <li>• Addresses almost none of the categories (vocabulary, materials, procedures and assessment)</li> <li>• Demonstrates a poor understanding of content and content information is inaccurate</li> <li>• Teaching techniques described are not appropriate for age, grade and proficiency level</li> <li>• Materials are not connected to procedures and activities are not appropriate for age, grade and proficiency level</li> <li>• Assessment instrument is not described and/or the instrument described does not relate to learning objective</li> <li>• Response is disorganized</li> </ul>

SCORING RUBRIC FOR FOREIGN LANGUAGE PEDAGOGY – Essay

Score	General Description	Score Descriptors
<b>3</b> <b>High</b>	A response at this level demonstrates evidence of a <i>high degree of competence</i> in response to the assignment, but it may have a few minor errors	<ul style="list-style-type: none"> <li>• <b>Fully</b> addresses and completes the task</li> <li>• Clearly demonstrates a high degree of understanding of the content required by the question</li> <li>• All content information is accurate and well developed</li> <li>• All or almost all supporting details or examples are appropriate and effective</li> <li>• Response is well organized and generally coherent</li> </ul>
<b>2</b> <b>Mid-High</b>	A response at this level demonstrates evidence of <i>competence</i> in response to the assignment, but it has minor errors	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Demonstrates a moderate degree of understanding of the content required by the question</li> <li>• Most content information is accurate</li> <li>• Most supporting details or examples are appropriate and effective</li> <li>• Response is organized, but some parts are not fully developed</li> </ul>
<b>1</b> <b>Mid-Low</b>	A response at this level demonstrates evidence of <i>limited competence</i> in response to the assignment and it has one or more major errors	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Demonstrates a low degree of understanding of the content required by the question</li> <li>• Some content information is accurate</li> <li>• Some supporting details or examples are vague, not well defined, not appropriate or not effective</li> <li>• Response is inadequately organized or not sequenced correctly</li> </ul>
<b>0</b> <b>Low</b>	A response at this level demonstrates evidence of <i>little or no competence</i> in response to the assignment and it is obviously flawed	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> <li>• Demonstrates a poor understanding of the content required by the question</li> <li>• Most content information is inaccurate</li> <li>• Most supporting details or examples are irrelevant, not effective or missing</li> <li>• Response is disorganized</li> </ul>

---

# Chapter 11

## Instructional Practices Constructed-Response Practice Tasks



### PREPARING FOR THE INSTRUCTIONAL PRACTICES CONSTRUCTED-RESPONSE TASKS

Following are two sample instructional practices constructed-response tasks that represent the types of tasks you will see on the LOTE – Spanish test.

In preparing for the instructional practices constructed-response tasks, you may wish to draft a response by reading the question and planning, writing and revising your response. The total testing time for this section is 35 minutes; therefore, you should manage your time so that you have enough time to answer the two tasks within the allotted time. Be sure to write in English. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus or textbooks while writing your practice responses.

### GENERAL DIRECTIONS FOR RESPONDING TO THE INSTRUCTIONAL PRACTICES CONSTRUCTED-RESPONSE TASKS

#### Foreign Language Pedagogy: Instructional Practice

This section is intended to measure how well you can integrate and/or apply your knowledge of foreign language pedagogy and theories when designing instructional units. It is not a measure of foreign language proficiency. Your responses should be written in English.

Question	Task
1	Lesson Plan
2	Opinion/Position Essay

For each type of question, you will be given specific directions. Although your responses should be written in English, the alternate character toolbar is provided in case you need to include words in a foreign language.

You will have 35 minutes to answer the two questions. A clock at the top of the screen will indicate how much time is remaining.

You can move to the next question by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review, you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking Mark again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin. Click **Continue** to go on.

**SAMPLE INSTRUCTIONAL PRACTICES CONSTRUCTED-RESPONSE TASKS**

**Question 1: Lesson Plan**

**Directions:** You will be given a scenario and an objective around which you will design a lesson plan. Your response should be written in English. It should be grade appropriate and should address the objective given. Write your response in the space provided.

Make sure that you include the following information in your lesson:

- Vocabulary you will include in the lesson
- Materials you will use in the lesson
- Detailed description of procedures and activities that will be part of the lesson
- Informal or formal assessment or evaluation of students’ learning

Make sure you include all the blank categories in your response.

Manage your time so that you allow enough time to plan, write and revise your response. Typically, an effective response will contain a minimum of 200 words.

**TASK ONE**

Assume that you are teaching a third-year, high school foreign language class. Your students are from 15 to 17 years of age. Most students are estimated to be in the intermediate range, as described in the ACTFL Proficiency Guidelines. Design an instructional unit on a popular legend from the target culture. At the end of the unit, students will discuss in the target language their readings of the legend and share their personal reactions to the characters and events depicted in the text. Your unit will cover three class periods of 50 minutes each.

<i>School Grade:</i>	Third year, high school
<i>Student Profile:</i>	15–17 years of age
<i>Proficiency Level:</i>	Intermediate range in the ACTFL Proficiency Guidelines
<i>Theme/Topic:</i>	A popular legend from the target culture
<i>Objective:</i>	Students will discuss in the target language their readings of the legend and share their personal reactions to the characters and events depicted in the text
<i>Length of Unit:</i>	3 class periods of 50 minutes each
<i>Vocabulary:</i>	
<i>Materials:</i>	
<i>Procedures/Activities:</i>	
<i>Assessment:</i>	

**Make sure you include all the blank categories in your response.**

**Question 2: Opinion/Position Essay**

**Directions:** You will be given a scenario to write an essay to support your opinion or position on the issue. First, read the scenario. Then, write your response in English in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

***TASK TWO***

The school district where you teach is facing a budget deficit, and officials have been asked to implement changes in order to reduce costs. Some officials in the school district propose eliminating the foreign language program in elementary school in order to reduce the need for additional teachers and maximize use of classroom space. Write an essay giving reasons why the foreign language program in elementary school should continue.



---

# Chapter 12

**Are You Ready? – Last Minute Tips**



### PREPARING TO TAKE THE TEST

Proficiency in a language is acquired over a period of time through continual practice and use of the language. It is important to familiarize yourself with the testing format for the TExES LOTE – Spanish test. It is also important to develop an understanding of how the test will be administered so that you will know what to expect on the day of the test.

### TEST FORMAT

The LOTE – Spanish test is designed to include a total of 120 multiple-choice questions, 3 oral expression constructed-response tasks, 3 written expression constructed-response tasks and 2 instructional practices constructed-response tasks. There are some questions that are being pilot tested by including them in the test in order to collect information about how they will perform under actual testing conditions. These questions are not considered in calculating your score, and they are not identified on the test.

### WHAT TO EXPECT DURING THE TEST

The following information about the test session may be helpful to you as you prepare to take the test. A *Supplemental Guide* for the LOTE – Spanish test is available on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org). See this guide for an authentic preview of the screens for the computerized tasks.

- Follow directions and listen carefully. At the beginning of the test session and throughout the test, follow all directions carefully. The test will contain general directions for the entire test, specific directions for sections of the test and directions for specific test questions. The general directions for the test will appear on the screen in English. The general directions for the listening comprehension section of the test are recorded in English as well as written in English in the test. Directions for specific test questions are written in the test in English. Read the directions carefully to ensure that you understand them before you respond to the questions. Click **Help** to review the General Directions, Testing Tools, How to Answer and How to Scroll. The test clock will not stop when the Help function is being used.
- Avoid spending too much time on one question. If you have given the question some thought and you still don't know the answer, eliminate as many answer choices as possible and then select the best choice. If you are in the Reading, Written Expression and Instructional Practices sections, you can review your responses by clicking **Review**. However, it is best to do this only after all the questions have been answered so you can stay focused and save time. After answering a question, move on to the next question by clicking on **Next**. To return to a previous question, click on **Back**. If you are uncertain about a question and want to review it again later, click on **Mark**. This will place a check mark next to the question on the Review screen. The Review screen lists all of the questions in the current test section and their status. This can be accessed by clicking on **Review**. Only questions that have already been seen may be reviewed. If you have time remaining at the end of the Reading and Written Expression sections of the test, you will be given the option to "Return" to the last question in the section, "Review" or "Continue." At this point, you can either go back and review your answers or continue. If you choose to continue instead of reviewing your answers, you will not be able to go back and review any further.

- Responding to listening multiple-choice questions. For the listening section of the test, you will be asked to listen to a selection and then respond to six multiple-choice questions related to that selection. You will hear each selection once and then you will have time to preview the questions before you listen to the selection a second time. Then you will have a short period of time per question to think about and select your response.
- Responding to oral expression constructed-response tasks. For the oral expression section of the test, you will be asked to speak in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks in this section, each requiring a different type of response. For each task, you will read the directions in English and listen to the actual question in the target language (i.e., Spanish). You will have time to consider and prepare for the task. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided; however, you will be scored only on your recorded oral response. You may not use any reference materials during the test.
- Be sure to speak naturally and appropriately in the target language (i.e., Spanish) when responding to the oral expression constructed-response questions. The test is designed to measure your proficiency in the target language (i.e., Spanish)—there are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.
- Responding to written expression constructed-response tasks. For the written expression section of the test, you will be asked to write in the target language (i.e., Spanish) in ways outlined in the test. There will be three tasks in this section. Your response must be written in the target language (i.e., Spanish). You may not use any reference materials during the test.
- Responding to instructional practice constructed-response tasks. For the instructional practice constructed response section of the test, you will be asked to write in English in ways outlined in the test. There will be two tasks in this section. You may not use any reference materials during the test.

## CHECKLIST

Complete this checklist to determine if you are ready to take your test.

- ✓ Do you know the testing requirements for your teaching field?
- ✓ Have you followed the test registration procedures?
- ✓ Have you reviewed the test center identification document requirements in the *Registration Bulletin* or on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org)?
- ✓ Do you know the test frameworks that will be covered in each of the tests you plan to take?
- ✓ Have you used the study plan sheet at the end of this booklet to identify what content you already know well and what content you will need to focus on in your studying?
- ✓ Have you reviewed any textbooks, class notes and course readings that relate to the frameworks covered?

## ARE YOU READY? – LAST MINUTE TIPS

---

- ✓ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
- ✓ Are you familiar with the test directions and the types of questions for your test?
- ✓ Are you familiar with the recommended test-taking strategies and tips?
- ✓ Have you practiced by working through the sample test questions at a pace similar to that of an actual test?
- ✓ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ✓ If you are repeating a test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

### THE DAY OF THE TEST

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

- Be well rested.
- Take the appropriate identification document(s) with you to the test center (identification requirements are listed in the *Registration Bulletin* and on the ETS TExES website at [www.texas.ets.org](http://www.texas.ets.org)).
- Take 3 or 4 well-sharpened soft-lead (No. 2 or HD) pencils with good erasers.
- Eat before you take the test.
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.
- Stay calm. You can't control the testing situation, but you can control yourself. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at [www.texas.ets.org](http://www.texas.ets.org).

You can think of preparing for this test as training for an athletic event. Once you have trained, prepared and rested, give it everything you've got. Good luck.

---

# Appendix A

## Study Plan Sheet





---

# Appendix B

## Preparation Resources



### PREPARATION RESOURCES

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of Spanish language and culture. You must show the ability to comprehend written and spoken Spanish and to produce comprehensible and proficient oral or written responses to each question. It must be obvious that your ability in all four language skills (reading, listening, speaking and writing) in Spanish is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the Spanish language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

1. Familiarize yourself with the test content and format as presented in this manual.
2. Review the multiple-choice sample questions and suggested approaches in this manual.
3. Review the sample constructed responses and explanations in the scoring rubrics for how the responses will be scored.

The specific resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

### JOURNALS

*Foreign Language Annals*, American Council on the Teaching of Foreign Languages (ACTFL)

*Language Educator*, American Council on the Teaching of Foreign Languages (ACTFL)

*Bilingual Research Journal*, National Association for Bilingual Education and Arizona State University

*Hispania*, American Association of Teachers of Spanish and Portuguese (AATSP)

*Lectura y vida*, International Reading Association

*TESOL Quarterly*, Teachers of English to Speakers of Other Languages

*Textos en contexto*, International Reading Association

### OTHER SOURCES

Ayllón, Cándido, Smith, Paul and Morillo, Antonio (2002). *Spanish Composition through Literature*, Fourth edition. Upper Saddle River, NJ: Prentice-Hall.

Dominicis, Maria Canteli and Reynolds, John J. (2003). *Repase y escriba: Curso avanzado de gramática y composición*. Saddle Brook, NJ: Wiley.

González, Trinidad and Farrell, Joseph (2001). *Composición práctica: Conversación y repaso*. New York: Wiley.

National Textbook Company (1998). *Essential Repaso: A Complete Review of Spanish Grammar, Communication, and Culture*. Lincolnwood, IL.



- Omaggio Hadley, Alice (2001). *Teaching Language in Context*. Third edition. Boston: Heinle & Heinle.
- Sedwick, Frank (2002). *Conversations in Spanish: Points of Departure*. New York: Van Nostrand.
- Shrum, Judith and Glisan, Eileen (2005). *Teacher's Handbook: Contextualized Language Instruction*. Third edition. Boston: Heinle & Heinle.
- Terrell, Tracy, Andrade, Magdalena, Egasse, Jeanne and Muñoz, Elías Miguel (2002). *DOS Mundos: A Communicative Approach*, Fifth edition. Boston: McGraw-Hill.

## ONLINE RESOURCES

The list below represents only a fraction of the websites where you can learn about Spanish, practice grammar and vocabulary, read Spanish magazines and newspapers, listen to Spanish radio programs, view Spanish television programs or even practice speaking Spanish. Using these websites can provide you with extensive experience in reading and listening to Spanish, and can also help with preparing for the speaking and writing segments of the exam.

ABC — [www.abc.es](http://www.abc.es)

ACTFL Proficiency Guidelines — [www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm](http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm)

BBC Mundo — [news.bbc.co.uk/hi/spanish/news](http://news.bbc.co.uk/hi/spanish/news)

Center for Applied Linguistics (CAL) — [www.cal.org](http://www.cal.org)

Centro Virtual Cervantes — [cvc.cervantes.es](http://cvc.cervantes.es)

Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)

El Universal — [www.eluniversal.com.mx](http://www.eluniversal.com.mx)

Texas Education Agency (TEA) — [www.tea.state.tx.us](http://www.tea.state.tx.us)

El Mundo — [www.elmundo.es](http://www.elmundo.es)

Radio Naciones Unidas — [www.unmultimedia.org/radio/spanish](http://www.unmultimedia.org/radio/spanish)





79984-79984 • UNLPDF99

751117

