



STATE BOARD FOR EDUCATOR CERTIFICATION/TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

TE_xES/ExCET

TE_xMaT

TASC/TASC-ASL

TE_xES | Texas Examinations of Educator Standards

Preparation Manual



190 Bilingual Target Language Proficiency Test (BTLPT)

Copyright © 2010 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.

Chapter 1: Introduction to the Bilingual Target Language Proficiency Test (BTLPT) – Spanish and Suggestions for Using this Test Preparation Manual	1
<ul style="list-style-type: none"> Overview Using the Test Framework Organization of the TExES Test Framework <ul style="list-style-type: none"> • Sample Competency • Sample Descriptive Statements Studying for the TExES Test 	
Chapter 2: Background Information on the TExES Testing Program	5
<ul style="list-style-type: none"> The TExES Tests for Texas Teachers <ul style="list-style-type: none"> • Development of the New TExES Tests Taking the TExES Test and Receiving Scores <ul style="list-style-type: none"> • Educator Standards 	
Chapter 3: Study Topics	9
<ul style="list-style-type: none"> Test Framework for Field 190: Bilingual Target Language Proficiency Test – Spanish <ul style="list-style-type: none"> • The Domains • Total Test Breakdown The Standards Competencies <ul style="list-style-type: none"> • Domain I: Listening Comprehension • Domain II: Reading Comprehension • Domain III: Oral Expression • Domain IV: Written Expression 	
Chapter 4: Succeeding on Multiple-Choice Questions	15
<ul style="list-style-type: none"> Approaches to Answering Multiple-Choice Questions Question Formats <ul style="list-style-type: none"> • Questions with Stimulus Material 	
Chapter 5: Multiple-Choice Practice Questions	25
<ul style="list-style-type: none"> Sample Multiple-Choice Questions <ul style="list-style-type: none"> • Listening Comprehension • Reading Comprehension Answer Key 	

TABLE OF CONTENTS

Chapter 6: Succeeding on Oral Expression Constructed-Response Assignments	39
Oral Expression Constructed-Response Assignments	
• Scoring Rubric for Oral Expression — Simulated Conversation	
• Scoring Rubric for Oral Expression — Question and Answer, Oral Presentation, and Situation/Opinion	
Chapter 7: Oral Expression Constructed-Response Assignment Practice Questions	43
Preparing for the Oral Expression Constructed-Response Assignments	
General Directions for Responding to the Oral Expression Constructed-Response Assignments	
Sample Oral Expression Constructed-Response Assignments	
Chapter 8: Succeeding on Written Expression Constructed-Response Assignments	51
Written Expression Constructed-Response Assignments	
• Scoring Rubric for Written Expression — Responding to a Letter, Memo, or E-mail and Opinion/Position Essay	
• Scoring Rubric for Written Expression — Lesson Plan	
Alternate Character Toolbar	
Chapter 9: Written Expression Constructed-Response Assignment Practice Questions	57
Preparing for the Written Expression Constructed-Response Assignments	
General Directions for Responding to the Written Expression Constructed-Response Assignments	
Sample Written Expression Constructed-Response Assignments	
Chapter 10: Are You Ready? – Last Minute Tips	65
Preparing to Take the Test	
Appendix A Study Plan Sheet	69
Appendix B Preparation Resources	71

Chapter 1

**Introduction to the Bilingual Target Language
Proficiency Test (BTLPT) – Spanish 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.

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 10. 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

Bilingual Target Language Proficiency Test (BTLPT) – Spanish

COMPETENCY 001

THE TEACHER DEMONSTRATES THE ABILITY TO APPLY LITERAL, INFERENTIAL, AND INTERPRETIVE LISTENING SKILLS TO AUTHENTIC MATERIALS HEARD IN THE TARGET LANGUAGE THAT ARE RELEVANT TO THE BILINGUAL CLASSROOM AND THE SCHOOL ENVIRONMENT.

SAMPLE DESCRIPTIVE STATEMENTS

The beginning teacher:

- A. Understands the main ideas and details of oral discourse on a variety of topics and in a variety of listening situations and contexts relevant to bilingual education (e.g., a parent/guardian conference, a colleague’s description of a lesson plan, a short lecture on a content-area topic), including oral discourse that contains academic vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in various content areas.
- B. Understands basic information, main ideas, and details from oral discourse in a variety of contexts relevant to the school environment (e.g., a telephone message from a parent/guardian, a set of oral instructions).

- C. Evaluates information likely to be encountered in professional settings involving students, parents/guardians, or educators in a bilingual situation and can choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.
- D. Infers meaning from oral communications relevant to bilingual education (e.g., characterizing the tone, mood, or point of view of one or more speakers; analyzing the social context of a spoken exchange) while exhibiting an appropriate level of cultural knowledge and sensitivity.

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).
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 ideas and important concepts 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. In addition, the BTLPT – Spanish includes constructed-response assignments for which candidates will give either a written or an oral response.

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. The TExES competencies represent the critical components of the standards that can be measured with either a paper-based or a computer-administered examination, as appropriate. 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.** 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 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 that will 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.

EDUCATOR STANDARDS

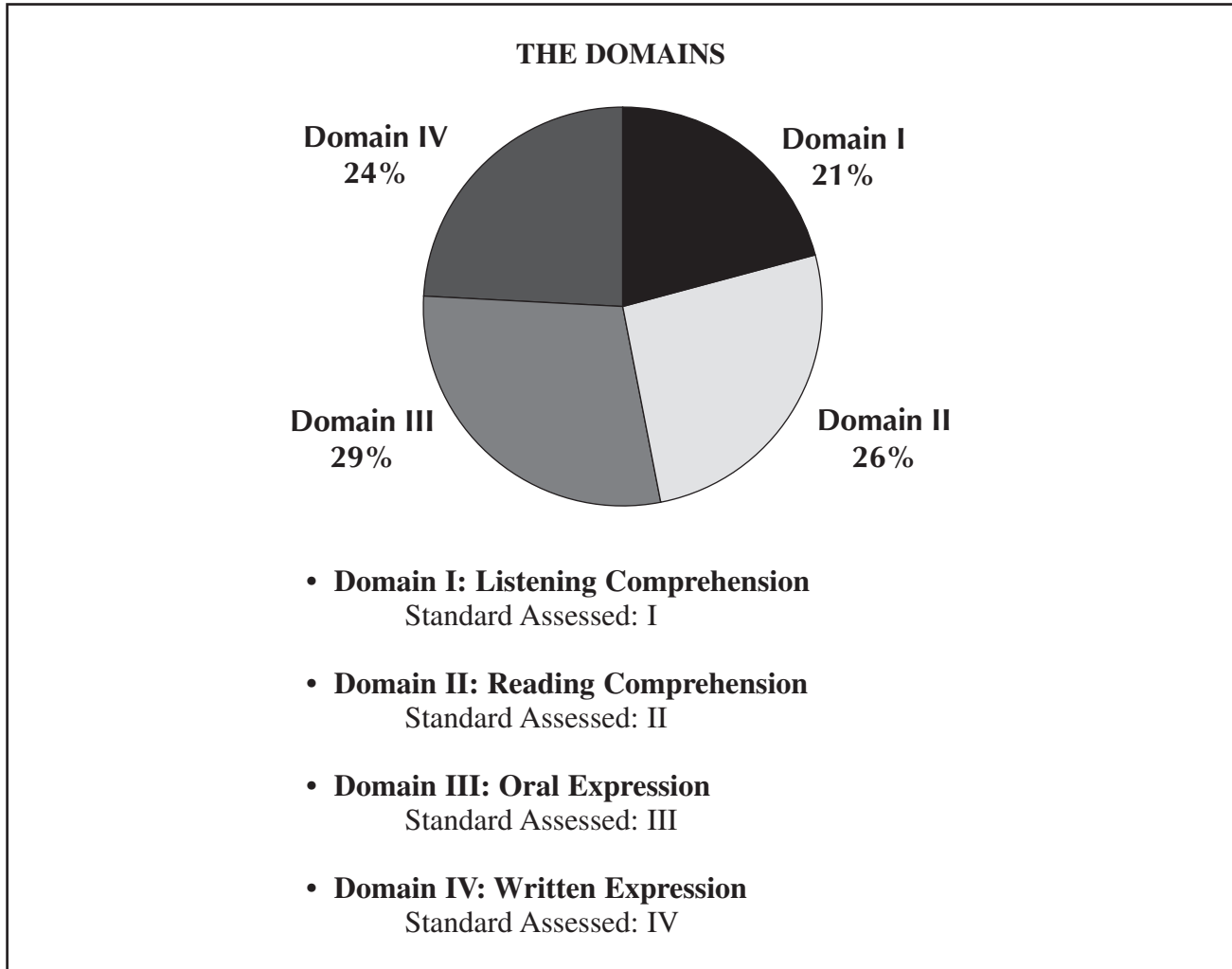
Complete, approved educator standards are posted on the SBEC website at www.sbec.state.tx.us.

Chapter 3

Study Topics



TEST FRAMEWORK FOR FIELD 190: BILINGUAL TARGET LANGUAGE PROFICIENCY TEST – SPANISH



TOTAL TEST BREAKDOWN

- Exam is computer delivered
- 4 Sections
- 84 Multiple-Choice Questions (72 Scorable Questions*)
- 4 Oral Expression Constructed-Response Tasks with 5 Questions
- 3 Written Expression Constructed-Response Tasks

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

Section	Competency	Domain	Number of Questions	Timing	Weight
I	Listening Comprehension	I	36 Multiple-Choice Questions (32 scorable plus 4 nonscorable)	Approximately 50 minutes	21%
II	Oral Expression	III	4 Constructed-Response Tasks: 1) Simulated Conversation 2) Question & Answer (2 questions) 3) Oral Presentation 4) Support a Situation/Opinion	Approximately 20 minutes	29%
Break: 10 Minutes					
III	Reading Comprehension	II	48 Multiple-Choice Questions (40 scorable plus 8 nonscorable)	70 minutes	26%
IV	Written Expression	IV	3 Constructed-Response Tasks: 1) Response to Letter/Memo/E-mail 2) Lesson Plan 3) Opinion/Position Essay	70 minutes	24%

THE STANDARDS

BTLPT STANDARD I:

The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language.

BTLPT STANDARD II:

The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language.

BTLPT STANDARD III:

The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

BTLPT STANDARD IV:

The teacher is able to write effective interpersonal and presentational discourse in the target language.

COMPETENCIES

DOMAIN I—LISTENING COMPREHENSION

COMPETENCY 001

THE TEACHER DEMONSTRATES THE ABILITY TO APPLY LITERAL, INFERENTIAL, AND INTERPRETIVE LISTENING SKILLS TO AUTHENTIC MATERIALS HEARD IN THE TARGET LANGUAGE THAT ARE RELEVANT TO THE BILINGUAL CLASSROOM AND THE SCHOOL ENVIRONMENT.

The beginning teacher:

- A. Understands the main ideas and details of oral discourse on a variety of topics and in a variety of listening situations and contexts relevant to bilingual education (e.g., a parent/guardian conference, a colleague’s description of a lesson plan, a short lecture on a content-area topic), including oral discourse that contains academic vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in various content areas.
- B. Understands basic information, main ideas, and details from oral discourse in a variety of contexts relevant to the school environment (e.g., a telephone message from a parent/guardian, a set of oral instructions).
- C. Evaluates information likely to be encountered in professional settings involving students, parents/guardians, or educators in a bilingual situation and can choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.
- D. Infers meaning from oral communications relevant to bilingual education (e.g., characterizing the tone, mood, or point of view of one or more speakers; analyzing the social context of a spoken exchange) while exhibiting an appropriate level of cultural knowledge and sensitivity.

DOMAIN II—READING COMPREHENSION

COMPETENCY 002

THE TEACHER DEMONSTRATES THE ABILITY TO APPLY LITERAL, INFERENTIAL, INTERPRETIVE, AND CRITICAL READING SKILLS TO AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE THAT ARE RELEVANT TO THE BILINGUAL CLASSROOM AND THE SCHOOL ENVIRONMENT.

The beginning teacher:

- A. Understands the main ideas and details of a variety of authentic written materials and can apply reading comprehension skills to various types of texts relevant to the bilingual classroom, including written materials that contain academic vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas.

- B. Demonstrates the ability to understand the literal content of authentic materials in a variety of contexts relevant to the school environment (e.g., understanding a stated main idea, identifying a sequence of events, discerning details).
- C. Applies skills of inference and interpretation to a variety of authentic materials relevant to both TEKS and the school environment (e.g., inferring assumptions, purpose, or point of view; discerning implied cause-and-effect relationships).
- D. Applies critical reading skills to written materials relevant to the bilingual classroom and can identify and analyze a variety of authentic materials relevant to both TEKS and the school environment that represent cultural aspects of the target language.

DOMAIN III—ORAL EXPRESSION

COMPETENCY 003

THE TEACHER DEMONSTRATES THE ABILITY TO CONSTRUCT EFFECTIVE AND APPROPRIATE ORAL DISCOURSE IN THE TARGET LANGUAGE FOR VARIOUS AUDIENCES, PURPOSES, AND OCCASIONS RELEVANT TO THE BILINGUAL CLASSROOM AND THE SCHOOL ENVIRONMENT.

The beginning teacher:

- A. Constructs oral discourse in the target language to explain, narrate, and describe, demonstrating control of verb tenses and using both formal and informal registers (e.g., making an announcement, providing directions, posing a question, describing an experience) appropriate to the task (interpersonal and presentational modes) in the bilingual classroom and the school environment.
- B. Demonstrates the ability to use general and content-area vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas to communicate information and talk about topics relevant to the bilingual classroom.
- C. Demonstrates the ability to use spoken language with a variety of audiences (e.g., students, colleagues, parents/guardians) in culturally appropriate ways in order to satisfy the requirements of routine educational and professional situations relevant to the bilingual classroom.
- D. Demonstrates the ability to respond orally to everyday situations in the bilingual classroom (e.g., responding to a student question or comment, discussing advantages and disadvantages of an idea or proposed course of action) and exhibits an appropriate level of cultural knowledge and sensitivity.

DOMAIN IV—WRITTEN EXPRESSION

COMPETENCY 004

THE TEACHER DEMONSTRATES THE ABILITY TO WRITE EFFECTIVELY IN THE TARGET LANGUAGE FOR VARIOUS AUDIENCES, PURPOSES, AND OCCASIONS RELEVANT TO THE BILINGUAL CLASSROOM AND THE SCHOOL ENVIRONMENT.

The beginning teacher:

- A. Uses written discourse to explain, narrate, and describe in all major time frames in the target language, using formal and informal registers and in a variety of contexts relevant to bilingual education (e.g., writing a letter to a parent/guardian, administrator, or community member; writing an article for a school newsletter), exhibiting cultural knowledge and sensitivity, and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics), and syntax.
- B. Develops written lesson plans and instructional materials appropriate to bilingual classrooms and other settings in the target language, using both general and content-area vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas to communicate information and to write about topics relevant to bilingual education, exhibiting cultural knowledge and sensitivity, and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics), and syntax.
- C. Uses written discourse to persuade (e.g., proposing a solution to a school or classroom issue, giving an opinion), exhibiting cultural knowledge and sensitivity and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics), and syntax.

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 BTLPT – Spanish 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 BTLPT – Spanish is designed to include 72 scorable and 12 nonscorable multiple-choice questions. Your final scaled score will be based only on scorable questions. The nonscorable multiple-choice questions 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. Nonscorable test 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 recall factual information and to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer choices labeled A, B, C, and D. Leave no questions unanswered. Nothing is subtracted from a score if you answer a question incorrectly. Questions for which you mark no answer or more than one answer are not counted in scoring. 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 five oral expression constructed-response questions/tasks and three written expression constructed-response tasks. For more information on the constructed-response tasks, please see Chapters 6 through 9 of this preparation manual.

QUESTION FORMATS

You may have one or more questions related to a single stimulus. When you have at least two questions related to a single stimulus, the group of questions is called a cluster. In the multiple-choice sections, several questions will be associated with a single stimulus.

On the following pages, you will find descriptions of 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.**

QUESTIONS WITH STIMULUS MATERIAL

All 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 and listening comprehension selections. You will be asked to read or listen to the stimulus material and identify important characteristics or draw conclusions based on the stimulus material.

For the listening comprehension section of the test, you will be asked to listen to a selection and then respond to four 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. You will then have a short period of time to think about and select your response.

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

- | |
|---|
| <p>Strategy 1 For reading comprehension, skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the question and refer again to the stimulus material to verify the correct answer. For listening comprehension, listen to the stimulus the first time to get a general sense of its purpose, its arrangement, and/or its content. Listen to the stimulus the second time more carefully and critically.</p> |
| <p>Strategy 2 For reading comprehension, skim the question <i>before</i> considering the stimulus material. The content of the question will help you identify the purpose of the stimulus material and locate the information you need to respond to the question.</p> |
| <p>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.</p> |

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

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.

EXAMPLE 1 — LISTENING

Excerpt from a conversation.
Escuchará la selección dos veces.

SCRIPT

Narrator: Escuche la siguiente conversación.

Woman: Buenos días, señor Iglesias.

Man: Buenos días, señora Trillo. La estaba esperando. Siéntese, por favor. ¿En qué puedo ayudarla?

Woman: Bueno, quería hablarle de mi hijo Miguel. Miguel lleva quejándose de dolor de cabeza desde la semana pasada. Ayer cuando regresó a casa tenía un poco de fiebre y dolor de estómago. Al principio no le dimos demasiada importancia, pero después de cenar le subió la fiebre y vomitó. Hoy sigue con fiebre, así que le voy a llevar al médico para que le examine y nos diga qué tiene. Por eso, no va a poder asistir a su clase de matemáticas hoy.

Man: No se preocupe. Miguel es un buen estudiante y no va a quedarse retrasado porque falte a clase un día.

Woman: Sí, ya sé que le va bien en su clase de matemáticas, pero a él siempre le gusta hacer toda la tarea y estudiar antes de la siguiente clase.

Man: ¡Qué maravilla! Ya me gustaría que todos los estudiantes fueran así.

Woman: Sí, Miguel es un niño muy responsable. Por eso, me gustaría pedirle el favor de que le mande la tarea y lo que han cubierto en clase para que no se quede retrasado.

Man: Por supuesto. Se lo puedo mandar todo con su hermana Marta o por correo electrónico, como usted prefiera.

Woman: Sería estupendo si pudiera enviárselo por correo electrónico. Así también sería más fácil para él volver a enviarle la tarea hecha en caso de que tenga que quedarse en casa unos días.

Man: Me parece estupendo. Salude a Miguel de mi parte y espero que no sea nada serio.

Woman: Muchas gracias. Le agradezco su ayuda.

1. ¿Quiénes hablan en esta conversación?
 - (A) Una estudiante y su profesor
 - (B) Una madre y un profesor
 - (C) Una directora de escuela y un padre
 - (D) Una profesora y un profesor que son colegas

2. ¿Cómo trata el señor Iglesias a la señora Trillo?
 - (A) Con ternura
 - (B) Con indiferencia
 - (C) Con indignación
 - (D) Con amabilidad

SUGGESTED APPROACH — LISTENING

Listen to the stimulus carefully and critically. Then read the questions and think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, determine the correct answer choice, and select it on the computer.

The first question asks you to identify the people taking part in the conversation. The question does not ask for specific details about the meeting, even though the conversation includes details. Keep the question in mind as you listen to the passage, which will be played twice.

Answer choice A states that the people taking part in the conversation are a student and the teacher. The conversation is about a student, but a student is not participating in the conversation. A student is mentioned in the conversation, “*Bueno, quería hablarle de mi hijo Miguel,*” and “*Miguel es un buen estudiante.*” Therefore, answer choice A may be eliminated as the best response to this question.

Answer choice B states that the people taking part in the conversation are a mother and the teacher. One speaker mentions “*quería hablarle de mi hijo Miguel*” indicating that she is the mother and adds “*ya sé que va bien en su clase de matemáticas,*” which shows that the other speaker is a teacher. Therefore, answer choice B may be identified as the best response to this question.

Answer choice C states that the people taking part in the conversation are a school principal and a parent. The conversation does involve a parent “*de mi hijo Miguel,*” but a school principal is not involved, “*ya sé que va bien en su clase de matemáticas,*” revealing that a teacher is involved in the conversation. Therefore, answer choice C may be eliminated as the best response to this question.

Answer choice D states that the people taking part in the conversation are two teachers who are colleagues. The conversation involves one teacher “*me gustaría que todos los estudiantes fueran así,*” and another speaker “*quería hablarle de mi hijo Miguel*” who is a parent. Therefore, answer choice D may be eliminated as the best response to this question.

Of the four answer choices offered, the speakers participating in the conversation can be identified as the mother and a teacher. **Therefore, the correct response is answer choice B.**

The second question asks you to identify how Mr. Iglesias treats Mrs. Trillo. The question does not ask for specific details about the meeting, even though the conversation includes details. Keep the question in mind as you listen to the passage, which will be played twice.

Answer choice A states that Mr. Iglesias treats Mrs. Trillo with tenderness. Mr. Iglesias refers to Mrs. Trillo as “*señora Trillo*” which shows respect not tenderness. Therefore, answer choice A may be eliminated as the best response to this question.

Answer choice B states that Mr. Iglesias treats Mrs. Trillo with indifference. Mr. Iglesias states “*No se preocupe*” indicating thoughtfulness not indifference. Therefore, answer choice B may be eliminated as the best response to this question.

Answer choice C states that Mr. Iglesias treats Mrs. Trillo with indignation. Mr. Iglesias states “*¡Qué maravilla!*” indicating excitement not indignation or anger. Therefore, answer choice C may be eliminated as the best response to this question.

Answer choice D states that Mr. Iglesias treats Mrs. Trillo with kindness. Mr. Iglesias states “*Siéntese, por favor. ¿En qué puedo ayudarla?*” and “*Salude a Miguel de mi parte*” showing kindness. Therefore, answer choice D may be identified as the best response to this question.

Of the four answer choices offered, the manner in which Mr. Iglesias treats Mrs. Trillo is with kindness. **Therefore, the correct response is answer choice D.**

EXAMPLE 2 — READING

Read this article.

Lea este artículo.

Periódico en Internet

Atrás ◀ ▶ Búsqueda

Dirección

Noticias Cultura Deportes Ciencia Tecnología Opinión Entretenimiento Clasificados

Maravíllate con las Monarcas

CERRO PRIETO, México. - Si usted prefiere ver mariposas en lo alto de una montaña que embadurnarse con bloqueador de sol en una playa atestada de turistas, México es un destino ideal en invierno.

El ecoturismo está atrayendo interesados a los estados centrales de Michoacán y México, gracias a la espectacular migración anual de millones de mariposas monarca, de vistosas alas negrianaranjadas.

En delicadas bandadas, los lepidópteros enfilan al sur desde Estados Unidos y Canadá hacia México, donde se depositan en los pinos y los cerros desde noviembre hasta fines de marzo. Se congregan en números tan notables que los automóviles que pasan por la Reserva de la Biosfera Mariposas Monarca a veces tienen que disminuir su velocidad a un par de kilómetros por hora para evitar follar el parabrisas con las delicadas criaturas.

"En muchas ocasiones he visto españoles, italianos, estadounidenses, canadienses y mexicanos llegar a las colonias de mariposas y ponerse a llorar", dijo Lincoln Brower, experto en esos insectos en la Universidad de la Florida. "Es una experiencia emocional intensa advertir que uno está observando esas decenas de millones de mariposas monarca que han llegado a este rinconcito de México", agregó.

La Reserva de la Biosfera, un área con protección federal postulada para recibir la calificación de patrimonio de la humanidad, abarca unas 50 mil 180 hectáreas (124 mil acres) a lo largo de dos estados. La entrada cuesta 50 pesos (menos de 5 dólares) y unos 100 pesos (casi 10 dólares) la visita guiada. En algunos sitios, los visitantes pueden pasearse en caballos y burros alquilados.

Los agricultores comunales son dueños de los terrenos y tienen el derecho exclusivo a conducir las giras. Estos agricultores opinan que no se debería permitir la entrada sin guía a la reserva para evitar el deterioro de los terrenos. "Los turistas quieren explorar todas las partes de la reserva y a veces pasean por lugares de acceso prohibido", comenta Inocencio Navarro, representante de los agricultores.

El presidente mexicano Felipe Calderón piensa invertir más de 50 millones de pesos (4.6 millones de dólares) extras al presupuesto anual de la reserva de 400 millones de pesos (36.4 millones de dólares) a fin de mejorar la infraestructura y dar más comodidades a los turistas.

Cuatro refugios para mariposas están abiertos al público: El Rosario y Sierra Chincua en Michoacán, y El Capulín y La Mesa en el estado de México.

Brower, que ha estudiado estos vistosos insectos durante 52 años, recomienda los refugios de Michoacán, que dice están entre los más populares y tienen acceso fácil por automóvil. Sugiere que los visitantes vayan en febrero y marzo cuando las mariposas se aparean con un ostentoso ritual.

"Los machos eligen a las hembras, y después las circundan para atraparlas en el aire y caer verticalmente a plomo", explicó. "Después el macho vuela llevándose a la hembra y aterrizan en los árboles para acoplarse durante varias horas."

Astrid Fisch, directora de operaciones de Ecotours de México, dice que aconseja a los extranjeros ir los días de semana para evitar las multitudes de turistas mexicanos. Pero hay que prepararse para caminar entre 20 minutos y más de una hora, a menos que se alquile un burro. Sólo se puede llegar hasta las mariposas en senderos establecidos por la reserva, y como se congregan a alturas extremas -de 2 mil 700 a 3 mil metros (entre 9 mil y 11 mil pies), los visitantes deben estar en buenas condiciones físicas para sortear las inclinaciones empinadas.

1. Según el pasaje, el ecoturismo resulta interesante para personas interesadas en
 - (A) la cultura de México
 - (B) las mariposas monarca
 - (C) el turismo de invierno
 - (D) las playas turísticas

2. Según el pasaje, ¿qué se puede deducir de los turistas que visitan la reserva?
 - (A) Son estadounidenses y canadienses en su mayoría.
 - (B) Tienen protección federal.
 - (C) Llegan a este lugar de México cansados.
 - (D) Les interesa la zoología.

SUGGESTED APPROACH — READING

Read the digital newspaper article carefully and critically. Carefully consider the information presented in this article. The first question asks you to identify the type of people interested in ecotourism. Keep the question in mind as you read the article. Eliminate any obviously wrong answers, determine the correct answer choice, and select it on the computer.

Answer choice A states that ecotourism is attractive to people interested in the culture of México. The article mentions Mexico as the background for the article “*El ecoturismo está atrayendo interesados a los estados centrales de Michoacán y México;*” “*México es un destino ideal en invierno,*” but does not give any indication that it is the culture of Mexico that is attracting them. Therefore, answer choice A may be eliminated as the best response to this question.

Answer choice B states that ecotourism is attractive to people interested in the monarch butterflies. And in fact, the article mentions that ecotourism is attracting people interested in observing the annual migration of monarch butterflies to two central states of Mexico “*El ecoturismo está atrayendo interesados a los estados centrales de Michoacán y México, gracias a la espectacular migración anual de millones de mariposas monarca.*” Therefore, answer choice B may be identified as the best response to this question.

Answer choice C states that ecotourism is attractive to people interested in winter tourism. The article mentions Mexico as the ideal winter destination “*México es un destino ideal en invierno,*” but this has nothing to do with ecotourism. The butterfly migration happens to be during the winter months “*desde noviembre hasta fines de marzo.*” Therefore, answer choice C may be eliminated as the best response to this question.

Answer choice D states that ecotourism is attractive to people interested in popular beaches. The article mentions popular beaches “*playa atestada de turistas*” to contrast two types of tourists, those who like to watch the butterflies versus the ones who like to slather themselves with sun block on popular beaches. The ones interested in popular beaches are at the opposite end of the spectrum from those interested in the butterflies. Therefore, answer choice D may be eliminated as the best response to this question.

Of the four answer choices offered, ecotourism is attractive to people interested in the monarch butterflies. **Therefore, the correct response is answer choice B.**

The second question asks you what can be inferred about the tourists who visit the Reserve. Keep the question in mind as you read the article. Eliminate any obviously wrong answers, determine the correct answer choice, and select it on the computer.

Answer choice A states that the majority of the tourists are American and Canadian. The article says that tourists from Spain, Italy, the U.S., Canada, and Mexico visit the Reserve “*he visto españoles, italianos, estadounidenses, canadienses y mexicanos llegar a las colonias;*” it does not mention that the majority of them are from the U.S., Canada, or any other country. Therefore, answer choice A may be eliminated as the best response to this question.

Answer choice B states that the tourists who visit the Reserve have federal protection. The article says that the Reserve has federal protection “*La Reserva de la Biosfera, un área con protección federal;*” not the tourists. Therefore, answer choice B may be eliminated as the best response to this question.

Answer choice C states that the tourists who visit the Reserve are tired by the time they arrive in this part of Mexico. The article does not mention that the tourists are tired even though they come from countries far away. It only mentions the fact that they get emotional when they see the tens of millions of butterflies in this little area of Mexico “*Es una experiencia emocional intensa advertir que uno está observando esas decenas de millones de mariposas monarca que han llegado a este rinconcito de México.*” Therefore, answer choice C may be eliminated as the best response to this question.

Answer choice D states that the tourists who visit the Reserve are interested in zoology. The tourists come to this Reserve to see the monarch butterflies “*El ecoturismo está atrayendo interesados a los estados centrales de Michoacán y México, gracias a la espectacular migración anual de mariposas monarca;*”. Butterflies are insects, so it is safe to infer that the tourists are interested in zoology. Therefore, answer choice D may be identified as the best response to this question.

Of the four answer choices offered, it can be inferred that the tourists who visit the Reserve are interested in zoology. **Therefore, the correct response is answer choice D.**

Chapter 5

Multiple-Choice Practice Questions



SAMPLE MULTIPLE-CHOICE QUESTIONS

This section presents some sample test 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 number 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 numbers will not appear on the actual test form.

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.

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.

LISTENING COMPREHENSION

For your convenience, directions appear in both English and Spanish in this manual. In the test, all directions will be given **ONLY** in English.

Listening Section Directions

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 40 seconds to preview the questions before the selection plays a second time. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see four questions presented one at a time. For each question, choose the response that is best, relative to the selection. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Las instrucciones aparecen en inglés y español en este manual con el fin de ayudarle a prepararse para el examen BTLPT – español. En el examen, las instrucciones aparecerán **SOLAMENTE** en inglés.

Instrucciones para la sección de comprensión auditiva

Ahora escuchará varias selecciones en español. Escuchará cada una de las selecciones dos veces. Primero escuchará la selección y después tendrá 40 segundos para leer las preguntas antes de volver a escucharla. Puede tomar apuntes mientras escucha. Sus apuntes no serán calificados.

Después de escuchar cada selección por segunda vez, verá cuatro preguntas que serán presentadas una por una por separado. Para cada pregunta, elija la respuesta apropiada con respecto a la selección. Tendrá 20 segundos para responder a cada pregunta. Un reloj en la parte superior de la pantalla le indicará el tiempo que le queda para responder a la pregunta. La sección completa de comprensión auditiva dura aproximadamente 50 minutos.

Cuando se haya acabado el tiempo para responder, la pantalla pasará automáticamente a la siguiente pregunta. No podrá regresar a preguntas anteriores.

LISTENING COMPREHENSION — SAMPLE 1

COMPETENCY 001

A Supplemental Guide for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Escuche con cuidado la selección siguiente. Escuchará la selección dos veces.

Man: Bienvenidos a la clase de ciencias, soy el maestro Zúñiga. Van a ver que cada escritorio lleva el nombre de un estudiante. Por favor, busquen y siéntense en el escritorio que tiene su nombre.

Female Student: Sr. Zúñiga, ¿dónde ponemos nuestras mochilas?

Man: En un momento les explico, ¿ya encontraron todos sus nombres? ¡Muy bien! Ahora por favor, saquen los útiles escolares que van a usar para esta clase y colóquenlos encima del escritorio. Cuando yo diga la primera letra de su apellido, por favor levántense y coloquen sus mochilas en el casillero del costado del salón que lleve su nombre. Ahora vamos a empezar. Los estudiantes con apellidos que empiezan con la letra *A* hasta la letra *D*: levántense y guarden sus mochilas en el casillero que les corresponda.

Bueno, como pueden ver, todos los escritorios están en grupos y cada grupo tiene un color. El color de cada grupo es el mismo color con el que están escritos sus nombres. Estos grupos de diferentes colores son para dividirlos con el fin de que hagan las actividades de clase juntos.

¡Muy bien, pues ahora sí que estamos preparados para comenzar! En cada escritorio encontrarán los textos que usaremos durante todo el año. Por favor, saquen el primer libro que está a la derecha en sus escritorios. Abran el libro en la primera página y complétenla con todos sus datos. Por favor, pongan también mi nombre y el número de nuestro salón, que es el seiscientos dos. Cuando todos hayan terminado, empezaremos la clase.

Ahora conteste las preguntas.

1. Según el maestro, ¿dónde deben poner sus mochilas los estudiantes?
 - (A) En la pared
 - (B) En los casilleros
 - (C) En las sillas
 - (D) En los escritorios

2. ¿En qué se basa el Sr. Zúñiga para organizar la clase?
 - (A) Apellidos
 - (B) Libros
 - (C) Mochilas
 - (D) Escritorios

3. ¿Cómo se puede caracterizar al Sr. Zúñiga?
 - (A) Confiado
 - (B) Divertido
 - (C) Ansioso
 - (D) Ordenado

4. ¿Cuándo sería lógico que tuviese lugar este diálogo?
 - (A) A comienzos del año escolar
 - (B) Antes de salir de clase por la tarde
 - (C) De regreso de las vacaciones de primavera
 - (D) Durante la hora de la comida

LISTENING COMPREHENSION — SAMPLE 2

COMPETENCY 001

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Escuche con cuidado la selección siguiente. Escuchará la selección dos veces.

Female Student: ¡Hola Miguel! ¿Cómo estás?

Male Student: Muy bien, Alicia. ¿Y tú? Ayer no te vi en la clase de historia. ¿Dónde estabas?

Female Student: Tuve que ir al médico, por eso no estuve en clase. Pero Pedro y Javier me han dicho que la clase fue muy interesante.

Male Student: Sí, la profesora habló de la matemática en diferentes civilizaciones: la maya, la egipcia, la árabe y alguna otra que no recuerdo. Por ejemplo, nos dijo que los mayas descubrieron el concepto del cero en el año 36 a.C. y fueron los primeros en usarlo en las Américas.

Female Student: Yo pensaba que el cero lo habían descubierto los hindúes.

Male Student: Pues era un concepto distinto al cero. ¿Y sabes que los mayas también tenían un sistema de números diferente al nuestro? Contaban de 20 en 20, no como nosotros de 10 en 10. Su sistema se basaba en contar los dedos de los pies y las manos, o sea, 20.

Female Student: Ahora que lo dices creo que ya había leído algo sobre ese tema. Pero, ¿no era que los mayas no usaban su sistema de numeración para medir el tiempo en vez de para cálculos matemáticos?

Male Student: Sí, por eso sus números tienen que ver con los días, meses y años y con la manera en que organizaban su calendario. Además, sólo tenían tres símbolos para representar los números. El punto representaba al uno, la barra horizontal al cinco y el caracol al cero.

Ahora conteste las preguntas.

5. ¿Por qué Miguel menciona la clase de historia?
- (A) Porque es su materia favorita
 - (B) Porque Alicia faltó a clase ayer
 - (C) Porque cambiaron a la profesora
 - (D) Porque están repasando la lección

MULTIPLE-CHOICE PRACTICE QUESTIONS

- 5
6. Según Miguel, ¿en cuál de las siguientes civilizaciones describió la profesora el uso del cero?
- (A) Egipcia
 - (B) Maya
 - (C) Árabe
 - (D) Hindú
7. ¿En qué se basaba el sistema numérico en la civilización mencionada?
- (A) En el calendario que usaban
 - (B) En los jeroglíficos del sistema de escritura
 - (C) En las diferentes estaciones del año
 - (D) En el total de dedos de los seres humanos
8. ¿Cuál era el uso principal de los números en la civilización mencionada?
- (A) Los registros comerciales
 - (B) La clasificación de animales
 - (C) La medición del tiempo
 - (D) Los cálculos matemáticos

READING COMPREHENSION

For your convenience, directions appear in both English and Spanish in this manual. In the test, all directions will be given **ONLY** in English.

Some practice questions in this manual include words that are underlined. In the test, words that are underlined can be clicked on to see a definition or an explanation.

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Reading Section Directions

You will read several selections in Spanish. To see each selection in its entirety, you will need to scroll up and down. Each selection is accompanied by a number of questions in Spanish. For each question, choose the response that is best, relative to the selection.

You will have 70 minutes to answer all of the questions. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

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.

Las instrucciones aparecen en inglés y español en este manual con el fin de ayudarle a prepararse para el examen BTLPT – español. En el examen, las instrucciones aparecerán SOLAMENTE en inglés.

Instrucciones para la sección de comprensión de lectura

Leerá varias selecciones en español. Para ver cada una de las selecciones en su totalidad, tendrá que desplazarse hasta el final de la página en la pantalla. Cada selección va acompañada de una serie de preguntas en español. Para cada pregunta, elija la respuesta apropiada de acuerdo con la selección.

Tendrá 70 minutos para responder a todas las preguntas. Un reloj en la parte superior de la pantalla le indicará el tiempo que le queda.

Algunos fragmentos incluyen palabras subrayadas en azul. Haga clic en las palabras para ver su definición o una explicación.

Puede avanzar a la siguiente pregunta haciendo clic en **Next**. Se puede saltar preguntas y regresar a ellas después siempre que le quede tiempo. Si quiere regresar a preguntas anteriores, haga clic en **Back**.

Usted podrá marcar una pregunta para revisarla después haciendo clic en **Mark**, lo cual pondrá una marca al lado de la pregunta en la pantalla de Revisión (Review screen). Al hacer clic en **Mark** otra vez, eliminará la marca. Las preguntas permanecerán marcadas hasta que usted les quite la marca, incluso si cambia la respuesta.

Puede hacer clic en **Review** en cualquier momento y la pantalla de Revisión (Review screen) le mostrará las preguntas que ha contestado y las que no ha contestado. La columna marcada le muestra todas las preguntas que ha marcado para revisar. Desde la pantalla de Revisión (Review screen) puede ir directamente a cualquier pregunta.

READING COMPREHENSION — SAMPLE 1

COMPETENCY 002

Lea esta circular.



Club cultural hispano



Línea

El Club Cultural Hispano quiere informarles a todos los estudiantes que el día 10 de mayo se realizarán las audiciones para aquellos que quieran formar parte del grupo de baile folclórico. El día 17 de mayo tendrán lugar las audiciones para los conjuntos de música y canto. Nuestros conciertos de danza y música representan la tradición musical de todas las Américas y también incluyen la danza y música peninsulares.

Este año el Club Cultural Hispano representó a nuestra escuela en varios certámenes de danza, música y canto, y dejó nuestro nombre en muy alto lugar, recibiendo numerosos premios y reconocimientos. Pero de especial interés ha sido la invitación que nos ha extendido el gobernador del estado para que participemos en la fiesta navideña de los legisladores. Es por esa razón que en vez de hacer las audiciones en agosto, como es costumbre, las haremos en mayo. Los estudiantes seleccionados para los grupos de baile, música o canto empezarán a ensayar semanalmente a partir del 15 de julio. Finalizados los ensayos viajarán a la capital para ofrecer su concierto de danza y música en el Capitolio. Desde luego, nuestros ensayos más intensivos serán la semana previa al viaje.

¿Cuáles son los requisitos para ser miembro de nuestro club y poder hacer una audición? Cualquier estudiante a quien le interese la cultura hispana es bienvenido. Además, cabe recordar que para formar parte de los grupos musicales o de baile se debe ser alumno de esta escuela y tener pocas faltas de asistencia a clase. Ahora contamos con casi cincuenta miembros y nos dirigen los maestros Amy Lawler y Luis García. Nos reunimos cada primer y tercer miércoles del mes a las cuatro de la tarde en el salón A62. Durante la primera reunión del mes hablamos de los proyectos y actividades que estamos realizando, como la visita anual al Centro de ancianos “el Buen Pastor” el Día de Acción de Gracias para compartir unas horas con los ancianos. La segunda reunión del mes la dedicamos a una presentación cultural sobre un país hispano y esta está abierta al público en general. Quien esté interesado solamente tiene que presentar la propuesta con dos semanas de anticipación.

Si acaso no poseen un instrumento musical ni el vestuario apropiado para los bailes, no se preocupen. Por suerte tenemos una buena colección de instrumentos y un buen repertorio de trajes regionales. Y lo que no tengamos, lo compraremos con el dinero que sacamos de nuestros proyectos de recaudación. Así que deben animarse a presentarse a las audiciones. Y si acaso los conciertos o recitales no son lo suyo, de todas formas únense a nosotros porque tenemos planeadas muchas actividades.

No olviden, esperamos verlos en nuestra próxima reunión el miércoles entrante.



Ahora conteste las preguntas.

9. ¿A qué se refiere la frase “nuestro nombre” en la línea 8?
 - (A) Al colegio
 - (B) A la actuación
 - (C) A un premio
 - (D) A una invitación

10. ¿Quiénes forman parte de los grupos de música y baile?
 - (A) Solamente alumnos que concurren a la clase de música
 - (B) Alumnos de escuelas de música de la zona
 - (C) Alumnos hispanos de todo el distrito escolar
 - (D) Solamente alumnos que pertenecen a esta escuela

11. ¿Por qué empieza más temprano el proceso de audiciones este año?
 - (A) La escuela hará una presentación para el centro de ancianos “El Buen Pastor.”
 - (B) Los estudiantes se presentarán en un concierto en el Capitolio.
 - (C) Los estudiantes tienen que recaudar fondos para sus viajes.
 - (D) Los maestros necesitan seleccionar a más participantes que el año anterior.

12. ¿Cuál es uno de los requisitos para pertenecer a un conjunto?
 - (A) Haber participado el año anterior
 - (B) Realizar una donación para el grupo
 - (C) Tener un instrumento musical
 - (D) Haber faltado pocas veces a clase

13. ¿Qué deben hacer las personas interesadas en ofrecer una presentación cultural?
 - (A) Entrevistarse con la Srta. Lawler o el Sr. García
 - (B) Presentar una propuesta de antemano
 - (C) Asociarse al club previamente
 - (D) Concurrir a la primera reunión del mes

14. ¿Qué se puede concluir del hecho de que el Club vaya a hacer una presentación en el Capitolio?
 - (A) Que el Club sólo va a aceptar estudiantes que sepan cantar y bailar
 - (B) Que todos los miembros del Club se van a hacer famosos
 - (C) Que la escuela va a adquirir mayor renombre y prestigio
 - (D) Que las audiciones van a ser en mayo en la capital

15. ¿Dónde sería más apropiado encontrar esta selección?
- (A) En un anuncio en el centro de ancianos
 - (B) En una publicación escolar
 - (C) En una revista pedagógica
 - (D) En un periódico gubernamental
16. ¿Cuál es la finalidad de esta selección?
- (A) Informar a los alumnos sobre las actividades del Club
 - (B) Aumentar la participación de los padres en el Club
 - (C) Pedir fondos para la compra de instrumentos para el Club
 - (D) Reconocer los proyectos cívicos del Club

READING COMPREHENSION — SAMPLE 2

5

Competency 002

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Lea este pasaje.

Tomás Rivera

Línea Tomás Rivera nació en Crystal City, Texas, el 22 de diciembre de 1935. A pesar de las desventajas socio-económicas y de tener que alternar el estudio con el trabajo migratorio, Rivera logró terminar sus estudios secundarios en ese mismo pueblo del sur de Texas en 1954. Las experiencias de su nomadismo¹ laboral las documentaría años más tarde en su aclamada novela, ... y *no se lo tragó la tierra* (1971). Mientras tanto, el gran afecto que Tomás Rivera tenía por su gente y su preocupación por la poca educación que había para los méxicoamericanos lo movieron a seguir la carrera de la enseñanza. Después de licenciarse en Pedagogía en la Universidad de Southwest Texas State en 1958, enseñó inglés y español en las escuelas secundarias de San Antonio, Crystal City y League City. Volvió a la universidad para seguir estudios de posgrado, recibiendo la maestría en Educación en 1964. Continuó sus estudios en la Universidad de Oklahoma, donde se doctoró en Literatura Española en 1969. [...]

Con la publicación de...y *no se lo tragó la tierra*, Tomás Rivera se destacó como uno de los mejores escritores de la literatura chicana. Su novela alienta² los esfuerzos de escritores chicanos y le presta mayor reconocimiento a la presencia creativa hispana en los Estados Unidos. Mientras la novela cuenta las experiencias de los obreros migratorios chicanos, el tema es la búsqueda de la identidad por parte de un adolescente. Funcionando como la conciencia central de la obra -ora³ protagonista, ora narrador protagonista, ora narrador testigo o personaje que escucha pero no narra- el joven recupera su pasado, descubre su historia y llega a encontrar su propio ser y afirmar su identidad como persona colectiva. Al descubrir quién es, se aúna con su pueblo. Mediante su búsqueda, el joven encarna y expresa la conciencia y experiencia colectivas de su sociedad.

- 25 Hablando sobre lo que le motivó a escribir *tierra*, Rivera dijo: “Escribí *tierra* porque era chicano y soy chicano. Esto nunca podrá ser negado, olvidado, renegado⁴ de ahora en adelante. Escogí crear y, sin embargo, no tenía idea del efecto de esa creación”. Con estas escuetas⁵ y profundas palabras de Tomás Rivera podemos entrever casi todas las razones que llevan a la creación de la literatura chicana. Primero, Rivera escribió *tierra* porque era chicano. Rivera mencionó que en su juventud jamás encontró al chicano en la literatura americana; por lo tanto, el chicano no existía, la raza era invisible.

“Introduction to Tomás Rivera” is reprinted with permission from the publisher of “Cuentos Hispanos de los Estados Unidos” by Julián Olivares, copyright © 1993 by Arte Público Press - University of Houston.

¹nomadismo: cambio de un lugar a otro

²alienta: anima

³ora: unas veces como

⁴renegado: rechazado

⁵escueta: sencilla

Ahora conteste las preguntas.

17. ¿Qué le preocupaba a Tomás Rivera?
- (A) La escasa educación que recibían los mexicano americanos
 - (B) La desfavorable situación económica de los chicanos
 - (C) El nomadismo existente en la comunidad mexicano americana
 - (D) El cariño que los chicanos sentían por él
18. ¿En qué se basa Tomás Rivera para escribir la novela *...y no se lo tragó la tierra*?
- (A) En las dificultades que tuvo para terminar sus estudios
 - (B) En los numerosos cambios de trabajo en su juventud
 - (C) En su intención de dedicarse a la enseñanza de idiomas
 - (D) En sus experiencias como profesor de inglés y español
19. ¿Cuál fue un resultado de la publicación *...y no se lo tragó la tierra*?
- (A) Se consolidó la identidad de la comunidad chicana.
 - (B) Se realzó el valor de las novelas escritas por otros autores chicanos.
 - (C) Tomás Rivera se convirtió en un célebre escritor de la literatura chicana.
 - (D) Tomás Rivera fue seleccionado para estudiar en las escuelas de los Estados Unidos.
20. ¿Cuál es el tema principal de *...y no se lo tragó la tierra*?
- (A) La presencia de escritores hispanos en los Estados Unidos
 - (B) Las múltiples personalidades de un joven adolescente
 - (C) La inquietud de un adolescente por descubrir quién es
 - (D) Las experiencias de los obreros migratorios chicanos

MULTIPLE-CHOICE PRACTICE QUESTIONS

21. ¿Por qué escribió Tomás Rivera ...y *no se lo tragó la tierra*?
- (A) Para reivindicar la presencia de los chicanos en la literatura
 - (B) Porque quiere describir las experiencias de un escritor chicano
 - (C) Porque le interesa más la carrera de escritor que la de maestro
 - (D) Para hacer un estudio sobre la psicología de los chicanos
22. ¿A qué se refiere la frase "...la raza era invisible" en la línea 29?
- (A) A la ausencia de la figura del chicano en la literatura estadounidense
 - (B) A una raza imaginaria en la obra literaria de Tomás Rivera
 - (C) A la ausencia del narrador colectivo en la literatura estadounidense
 - (D) A una raza imaginaria en la obra de los escritores estadounidenses
23. Tras leer el pasaje, ¿qué se puede deducir de Tomás Rivera?
- (A) Que le encantaba enseñar más que escribir
 - (B) Que le interesaba explorar la identidad chicana
 - (C) Que le gustaba mucho viajar por el sur de Texas
 - (D) Que quería documentar la vida de un estudiante chicano
24. ¿En qué tipo de publicación podríamos encontrar este pasaje?
- (A) En el editorial de un periódico
 - (B) En una revista de historia natural
 - (C) En una antología literaria
 - (D) En un tratado de psicología analítica

ANSWER KEY

Question Number	Correct Answer	Competency
1	B	001
2	A	001
3	D	001
4	A	001
5	B	001
6	B	001
7	D	001
8	C	001
9	A	002
10	D	002
11	B	002
12	D	002
13	B	002
14	C	002
15	B	002
16	A	002
17	A	002
18	B	002
19	C	002
20	C	002
21	A	002
22	A	002
23	B	002
24	C	002

Chapter 6

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



ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

The BTLPT – Spanish includes five assignments that require a constructed response spoken in Spanish. The oral expression constructed-response scores will be combined with the multiple-choice section score and the written expression constructed-response 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) on a subject outlined in the test. There will be five assignments requiring four different types of responses in the oral expression section. For each assignment, you will hear directions in English and the target language (i.e., Spanish). You will have time to consider and prepare for the speaking assignment. Following the preparation time, you will be prompted to speak. You may choose to make notes to organize your response on the scratch paper; 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 oral expression assignments. The test is designed to measure your proficiency in the target language (i.e., Spanish). There are no prescribed answers to these assignments; however, each response needs to follow all 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.

When responding to questions in the oral expression section of the test, pay close attention to the question directions. If you are given specific information that will help you in answering a question, such as a task, topic, objective, situation, scenario, etc., you should use this information when answering the question. When the questions are being scored, task completion and topic development are taken into consideration in addition to your language skills. Please see the rubrics included in this chapter for more information on scoring criteria. If you do not use all of the information given to you in the question directions, your response may not be on task or receive a high score.

This section includes an explanation of how the oral constructed responses will be scored, directions for responding to the oral expression assignments, and two sample oral expression constructed-response assignments.

SCORING RUBRIC FOR ORAL EXPRESSION — Simulated Conversation

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

SCORING RUBRIC FOR ORAL EXPRESSION — Question and Answer, Oral Presentation, and Situation/Opinion

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

Chapter 7

**Oral Expression Constructed-Response Assignment
Practice Questions**



PREPARING FOR THE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

Following are five sample oral expression constructed-response assignments that represent the types of assignments you will see on the BTLPT – Spanish.

In preparing for the oral expression constructed-response assignments, you may wish to make notes to organize your oral response on the scratch paper provided. You may write on the scratch paper; 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, since 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 ASSIGNMENTS

For your convenience, directions appear in both English and Spanish in this manual. In the test, all directions will be given **ONLY** in English.

Speaking Section Directions

The Speaking section includes five tasks that measure different aspects of your speaking ability. This section lasts approximately 20 minutes.

Question	Task
1–4	Simulated Conversation
5	Question & Answer
6	Question & Answer
7	Oral Presentation
8	Support a Situation/Opinion

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.

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 or loud).

Las instrucciones aparecen en inglés y español en este manual con el fin de ayudarle a prepararse para el examen BTLPT – español. En el examen, las instrucciones aparecerán SOLAMENTE en inglés.

Instrucciones para la sección de expresión oral

La sección de expresión oral incluye cinco ejercicios que evalúan diferentes aspectos de su capacidad para expresarse oralmente. Esta sección dura aproximadamente 20 minutos.

Pregunta	Ejercicio
1–4	Conversación simulada
5	Pregunta y respuesta
6	Pregunta y respuesta
7	Presentación oral
8	Situación para expresar una opinión o proponer una solución

Tendrá instrucciones específicas para cada tipo de pregunta, incluyendo el tiempo para prepararse y para hablar. Conteste cada pregunta de acuerdo con las instrucciones dadas. Se recomienda hablar lo máximo posible en el tiempo disponible.

Es importante que se exprese pausadamente y pronuncie lo más claro que pueda. Hable directamente al micrófono, conservando la misma distancia para todas sus respuestas. Mantenga su voz a un volumen constante (ni muy bajo ni muy alto).

SAMPLE ORAL EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

TASK ONE

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003

Questions 1–4: Simulated Conversation

Directions: You will participate in a simulated conversation. First, you will have 30 seconds to read the outline of the conversation. The shaded lines reflect the gist of what you will hear during the conversation, while the other lines reflect the gist of what you will be expected to say.

You will have four turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 20 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Preguntas 1–4: Conversación simulada

Instrucciones: Usted participará en una conversación simulada. Primero tendrá 30 segundos para leer el esquema de la conversación. Las líneas grises reflejan en líneas generales lo que escuchará durante la conversación, mientras que las otras líneas reflejan en líneas generales lo que se espera que usted diga.

Tendrá cuatro turnos para participar en la conversación. Un tono le indicará cuando empezar a hablar. Cada vez que sea su turno, tendrá 20 segundos para responder. Debe participar en la conversación de la manera más completa y apropiada posible. Un reloj en la parte inferior de la pantalla le indicará el tiempo que le queda para responder a la pregunta.

Cuando se haya acabado el tiempo para responder, la pantalla pasará automáticamente a la siguiente pregunta. No podrá regresar a preguntas anteriores.

SAMPLE 5

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003 — ORAL EXPRESSION

Imagínese que es la hora del almuerzo en la nueva escuela donde usted ha empezado a trabajar, y está comiendo en la sala de maestros. Acaba de conocer a una maestra, la Srta. Rubio, con la que comienza un diálogo.

Srta. Rubio	• <i>Le saluda y le hace una pregunta.</i>
Usted	• <i>Responda a la pregunta dando un ejemplo.</i>
Srta. Rubio	• <i>Le hace una pregunta sobre su clase.</i>
Usted	• <i>Ofrezca una explicación con detalles.</i>
Srta. Rubio	• <i>Le hace otra pregunta sobre actividades extracurriculares.</i>
Usted	• <i>Expresa sus ideas sobre el tema.</i>
Srta. Rubio	• <i>Le propone una idea.</i>
Usted	• <i>Ofrezca una fecha disponible y despídase.</i>

SCRIPT

Imagínese que es la hora del almuerzo en la nueva escuela donde usted ha empezado a trabajar, y está comiendo en la sala de maestros. Acaba de conocer a una maestra, la Srta. Rubio, con la que comienza un diálogo.

[The conversation will now begin. La conversación empieza ahora.]

(Srta. Rubio) Hola. Me llamo Ana Rubio y enseño teatro. Este es el primer año del programa bilingüe en la escuela, y no estoy muy familiarizada con la enseñanza en clases bilingües. ¿Cuál es la diferencia entre un maestro o una maestra de español y un maestro o una maestra de una clase bilingüe?

TONE (20 seconds) TONE

(Srta. Rubio) Ah, muy bien. ¡Qué interesante! ¿Qué nivel de español necesitan los alumnos para estar en su clase?

TONE (20 seconds) TONE

(Srta. Rubio) Ah, entiendo. A los estudiantes les encanta salir de la escuela para hacer visitas culturales, como por ejemplo ir a museos. ¿Qué tipo de visitas culturales pueden organizarse para una clase bilingüe?

TONE (20 seconds) TONE

(Srta. Rubio) Ya nos quedan cinco minutos de descanso nada más. ¡Cómo pasa el tiempo de rápido! Pero antes de irse, dígame, ¿cuándo tendría tiempo de colaborar conmigo en una obra de teatro bilingüe?

TONE (20 seconds) TONE

TASK TWO

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003 — ORAL EXPRESSION

Questions 5–6: Question and Answer

Directions: You will be asked two different questions related to the information provided. Each time it is your turn to speak, first you will hear the question and have 60 seconds to prepare your response. Afterward, you will hear the question again and have 60 seconds to record your response. You should respond as fully and as appropriately as possible.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response to each question.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Preguntas 5–6: Pregunta y respuesta

Instrucciones: Se le harán dos preguntas diferentes relacionadas con la información proporcionada. Cada vez que sea su turno para hablar, primero escuchará la pregunta y tendrá 60 segundos para preparar su respuesta. Después escuchará la pregunta otra vez y tendrá 60 segundos para grabar su respuesta. Debe responder de la manera más completa y apropiada posible.

Un tono le indicará cuándo debe empezar a hablar. Un reloj en la parte inferior de la pantalla le indicará el tiempo que le queda para planear y grabar su respuesta a cada pregunta.

Cuando se haya acabado el tiempo para responder, la pantalla pasará automáticamente a la siguiente pregunta. No podrá regresar a preguntas anteriores.

SAMPLE 6

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003 — ORAL EXPRESSION

Imagínese que Ud. va a hacer una presentación para sus colegas sobre la importancia del desarrollo del pensamiento crítico en los alumnos. Después de la presentación, sus colegas le harán preguntas sobre la información.

Woman: ¿Qué debo hacer para fomentar el pensamiento crítico en mis alumnos?

Man: ¿Qué habilidades deberán demostrar mis alumnos durante el desarrollo del pensamiento crítico?

TASK THREE

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003 — ORAL EXPRESSION

Question 7: Oral Presentation

Directions: You will give an oral presentation based on the information provided. First, you will have 45 seconds to review the information provided for your oral presentation. You will have two minutes to prepare your presentation. Then you will have two minutes to record your presentation.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will show you how much time is remaining to plan your answer and to record your oral presentation. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Pregunta 7: Presentación oral

Instrucciones: Usted dará una presentación basándose en la información proporcionada. Primero tendrá 45 segundos para leer la información proporcionada para su presentación oral. Tendrá dos minutos para preparar su presentación. Después tendrá dos minutos para grabar su presentación.

Un tono le indicará cuándo debe empezar a hablar. Un reloj en la parte inferior de la pantalla le indicará el tiempo que le queda para planear su respuesta y grabar su presentación. Debe responder de la manera más completa y apropiada posible.

Cuando se haya acabado el tiempo para responder, la pantalla pasará automáticamente a la siguiente pregunta. No podrá regresar a preguntas anteriores.

SAMPLE 7

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Imagínese que usted enseña en una escuela en Texas y ha organizado un taller de estrategias de enseñanza de vocabulario para los demás maestros bilingües. Como organizador(a), debe explicar por qué esta área es tan importante para los alumnos bilingües.

TASK FOUR

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 003 — ORAL EXPRESSION

Question 8: Situation to Express an Opinion or Propose a Solution

Directions: You will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 60 seconds to review the situation. You will have two minutes to prepare your response. Then you will have two minutes to record your response.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Pregunta 8: Situación para expresar una opinión o proporcionar una solución

Instrucciones: Se le presentará una situación y tendrá que dar su opinión al respecto o proponer una solución. Primero tendrá 60 segundos para leer la situación. Tendrá dos minutos para preparar su respuesta. Después tendrá dos minutos para grabar su respuesta.

Un tono le indicará cuándo debe empezar a hablar. Un reloj en la parte inferior de la pantalla le indicará el tiempo que le queda para planear y grabar su respuesta. Debe responder de la manera más completa y apropiada posible.

Cuando se haya acabado el tiempo para responder, la pantalla pasará automáticamente a la siguiente pregunta. No podrá regresar a preguntas anteriores.

SAMPLE 8

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Durante una reunión de varios maestros para planear la incrementación del uso de la tecnología en el salón de clase, dos maestros, los señores Camarillo y Santos, tienen dudas sobre las repercusiones que esto tendrá en sus horarios. Ellos comentan que van a perder demasiado tiempo conectando e instalando el equipo, buscando materiales, seleccionando lo que necesitan, etc. Otros colegas les aseguran que no es así. El uso de la tecnología es menos complicado de lo que parece. Si el señor Santos le preguntara a usted su opinión acerca de este asunto, ¿qué le aconsejaría? Proporcione razones válidas y convincentes que justifiquen su preferencia.

Chapter 8

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



WRITTEN EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

The BTLPT – Spanish will include three assignments that require a constructed response written in Spanish. The written expression constructed-response scores will be combined with the multiple-choice section score and the oral expression constructed-response 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) on a subject outlined in the test. There will be three assignments in the written expression section. The total testing time for the written expression section is 70 minutes; therefore, you should try to 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 assignment (see information about the alternate character toolbar below). Your response must be written in the target language (i.e., Spanish). In preparing your responses to the written expression assignments, 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.

When responding to questions in the written expression section of the test, pay close attention to the question directions. If you are given specific information that will help you in answering a question, such as a task, topic, objective, situation, scenario, etc., you should use this information when answering the question. When the questions are being scored, task completion and topic development are taken into consideration in addition to your language/writing skills. Please see the rubrics included in this chapter for more information on scoring criteria. If you do not use all of the information given to you in the question directions, your response may not be on task or receive a high score.

8

This section includes an explanation of how the written constructed responses will be scored, directions for responding to the written expression assignments, and three sample written expression constructed-response assignments.

SCORING RUBRIC FOR WRITTEN EXPRESSION — Responding to a Letter, Memo, or E-mail and Opinion/Position Essay

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

SCORING RUBRIC FOR WRITTEN EXPRESSION — Lesson Plan

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
3 High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Fully addresses and fully elaborates all categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a high degree of content understanding; all content information is accurate and well developed • All teaching techniques described are appropriate for grade level and objective given • All materials and activities discussed are appropriate for grade level and objective given • Assessment instrument described elicits appropriate information on targeted learning objective and is appropriate for grade level 	<ul style="list-style-type: none"> • Response is well organized and generally coherent • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is appropriate (accurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses all categories (school grade, vocabulary, materials, procedure, and assessment), but some points are not fully elaborated 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of content understanding; all content information is accurate • Most teaching techniques described are appropriate for grade level and objective given • Most materials and activities discussed are appropriate for grade level and objective given • Assessment instrument described elicits moderate amount of information related to learning objective 	<ul style="list-style-type: none"> • Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure), but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses only some of the categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a low degree of content understanding; only some content information is accurate • Some of the teaching techniques described are appropriate for grade level and/or objective given • Some materials and activities discussed are appropriate for grade level and/or objective given • Assessment instrument elicits minimal information related to learning objective 	<ul style="list-style-type: none"> • Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control in a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> • Addresses almost none of the categories (school grade, vocabulary, materials, procedure, and assessment) 	<ul style="list-style-type: none"> • Demonstrates a poor understanding of content; content information is inaccurate • Teaching techniques described are not appropriate for grade level and/or objective given • Materials are not connected to procedures and activities are not appropriate for grade level and/or objective given • Assessment instrument is not described and/or the instrument described does not relate to learning objective 	<ul style="list-style-type: none"> • Response is disorganized • Demonstrates a lack of control in most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

ALTERNATE CHARACTER TOOLBAR

The Writing section of BTLPT – Spanish 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 Writing 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. Once you are on the ETS TExES website, select **TExES/ExCET** in the left-hand menu, then select **Alternate Character Toolbar Tutorial** in the left-hand menu and look for the link for the tutorial. If you are taking the BTLPT – Spanish, 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 BTLPT – Spanish?” 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 the Java Runtime Environment, version 1.5 or greater, installed on your computer. If you do not have the Java Runtime Environment, a free download available from the Java website at <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 at least version 1.6 update 6 of Java. 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 <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 9

Written Expression Constructed-Response Assignment Practice Questions



PREPARING FOR THE WRITTEN EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

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

In preparing for the written expression constructed-response assignments, you may wish to draft a response to the question by reading the assignment and planning, writing, and revising your response. The total testing time for the written expression section is 70 minutes; therefore, you should try to 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, since 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 ASSIGNMENTS

For your convenience, directions appear in both English and Spanish in this manual. In the test all directions will be given ONLY in English. A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Writing Section Directions

The Writing section includes three tasks that measure different aspects of your writing ability.

Question	Task
1	Response to Letter, Memo, or E-mail
2	Lesson Plan
3	Opinion/Position Essay

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

You will have 70 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.

Las instrucciones aparecen en inglés y español en este manual con el fin de ayudarle a prepararse para el examen BTLPT – español. En el examen, las instrucciones aparecerán SOLAMENTE en inglés.

Instrucciones para la sección de expresión escrita

La sección de expresión escrita incluye tres ejercicios que evalúan diferentes aspectos de su capacidad para escribir.

Pregunta	Ejercicio
1	Respuesta a una carta, un memorando o un mensaje electrónico
2	Plan de clase
3	Ensayo de opinión/postura

Se le darán instrucciones específicas para cada tipo de pregunta.

Tendrá 70 minutos para responder a todas las preguntas. Un reloj en la parte superior de la pantalla le indicará el tiempo que le queda.

Puede avanzar de una pregunta a la siguiente haciendo clic en **Next**. Se puede saltar preguntas y regresar a ellas después siempre que le quede tiempo. Si quiere regresar a preguntas anteriores, haga clic en **Back**.

Usted podrá marcar una pregunta para revisarla después haciendo clic en **Mark**, lo cual pondrá una marca al lado de la pregunta en la pantalla de Revisión (Review Screen). Al hacer clic en **Mark** otra vez, eliminará la marca. Las preguntas permanecerán marcadas hasta que usted les quite la marca, incluso si cambia la respuesta.

Puede hacer clic en **Review** en cualquier momento y la pantalla de Revisión (Review Screen) le mostrará las preguntas que ha contestado y las que no ha contestado. La columna marcada le muestra todas las preguntas que ha marcado para revisar. Desde la pantalla de Revisión (Review Screen) puede ir directamente a cualquier pregunta.

SAMPLE WRITTEN EXPRESSION CONSTRUCTED-RESPONSE ASSIGNMENTS

TASK ONE

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

COMPETENCY 004 — Written Expression

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

Directions: You will be given a letter, memo, or e-mail to which you will write an appropriate response. First, read the letter, memo, or e-mail. Then, write your response on 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 50 words.

Pregunta 1: Respuesta a una carta, un memorando o un mensaje electrónico

Instrucciones: En el ejercicio tendrá una carta, un memorando o un mensaje electrónico para el cual tendrá que escribir una respuesta. Primero, lea la carta, el memorando o el mensaje electrónico. Después, escriba su respuesta en el espacio provisto.

Controle el tiempo para asegurarse de tener suficiente tiempo para planear, escribir y revisar su respuesta. Su respuesta debe tener un mínimo de 50 palabras.

SAMPLE 9

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Imagínese que es un maestro o una maestra en una clase bilingüe de segundo año de primaria en una escuela de Texas y recibe este correo electrónico. Escriba su respuesta al mensaje.

De: M. Torres
Fecha: 21 de noviembre
Para: Maestro(a) bilingüe del segundo año de primaria
Asunto: Calificaciones de Julio Peña

Estimado(a) maestro(a):

He observado que en los dos últimos reportes de calificaciones de su estudiante Julio Peña él no está aprobando la asignatura de lectura ni la de matemáticas. Me gustaría saber qué está usted haciendo para ayudar a este niño para que mejore estas calificaciones.

Cordialmente,

Sra. M. Torres
Directora

TASK TWO

COMPETENCY 004 — Written Expression

Question 2: Lesson Plan

Directions: You will be given a topic and an objective to write a lesson plan for a specific content area.

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

- School grade
- Vocabulary you will include in the lesson
- Materials that 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

Write your lesson plan on the space provided and indicate all categories in your response.

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

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

Pregunta 2: Plan de clase

Instrucciones: en este ejercicio tendrá un tema y un objetivo para escribir un plan de clase para un área de contenido específica.

Asegúrese de incluir la siguiente información en su plan de clase:

- Grado escolar
- Vocabulario que incluirá en la clase
- Materiales que usará en la clase
- Una descripción detallada de los procedimientos y actividades que formarán parte de la clase
- Evaluación formal o informal de lo que los estudiantes han aprendido

Su respuesta debe ser apropiada para el año escolar y corresponder al objetivo mencionado.

Controle el tiempo para asegurarse de tener suficiente tiempo para planear, escribir y revisar su respuesta. Normalmente un plan de la clase eficaz tiene un mínimo de 150 palabras.

Asegúrese de incluir todas las categorías en blanco en su respuesta.

SAMPLE 10

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Materia: *Ciencias*

Tema: *El ciclo del agua*

Objetivo: *Los estudiantes podrán explicar el ciclo del agua usando vocabulario científico*

Grado escolar:

Vocabulario:

Materiales:

Procedimientos:

Evaluación:

TASK THREE

COMPETENCY 004 – Written Expression

Question 3: 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 on 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.

Pregunta 3: Ensayo de opinión/postura

Instrucciones: en este ejercicio tendrá una situación para escribir un ensayo con el fin de defender su opinión o postura sobre el tema proporcionado. Primero lea la situación. Después escriba su respuesta en el espacio correspondiente.

Asegúrese de que su ensayo incluye razones y ejemplos para defender su opinión.

Controle el tiempo para asegurarse de tener suficiente tiempo para planear, escribir y revisar su ensayo. Normalmente un buen ensayo tiene un mínimo de 150 palabras.

SAMPLE 11

A *Supplemental Guide* for the BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

Los miembros de la administración de una escuela primaria en Texas enviarán a un maestro o a una maestra a un curso de capacitación sobre ciencias sociales. Esta escuela no cuenta con maestros bilingües con dicha capacitación. Escriba un ensayo persuasivo que contenga al menos dos razones por las cuales los administradores de esta escuela deberían darle esta oportunidad a un maestro o una maestra bilingüe.

Chapter 10

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 BTLPT – Spanish. 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 BTLPT – Spanish is designed to include 72 scorable and 12 nonscorable multiple-choice questions, 5 scorable oral expression constructed-response questions, and 3 scorable written expression constructed-response questions. Your final scaled score will be based only on scorable questions. The nonscorable multiple-choice questions 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. Nonscorable test 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 BTLPT – Spanish is available on the ETS TExES website at www.texas.ets.org. See this guide for an authentic preview of the computerized task.

- **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 test questions, 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 the target language (i.e., Spanish). For listening comprehension and oral expression questions, you will also hear these directions. Listen carefully to the directions and read along 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. 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 test 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 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 comprehension multiple-choice items.** For the listening comprehension section of the test, you will be asked to listen to a selection and then respond to four 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. You will then have a short period of time to think about and select your response.
- **Responding to oral expression constructed-response assignments.** For the oral expression section of the test, you will be asked to speak in the target language (i.e., Spanish) on a subject outlined in the test. There will be four assignments in the oral expression section, each requiring a different type of response. For each assignment, you will hear directions in English and the target language (i.e., Spanish). You will have time to consider and prepare for the speaking assignment. Following the preparation time, you will be prompted to speak. You may choose to make notes to organize your response on the scratch paper; 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 oral expression assignments. The test is designed to measure your proficiency in the target language (i.e., Spanish). There are no prescribed answers to these assignments; 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 assignments.** For the written expression section of the test, you will be asked to write in the target language (i.e., Spanish) on a subject outlined in your test. There will be three assignments in the written expression section. Your response must be written in the target language (i.e., Spanish). 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?
- ✓ 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).
- 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.

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

The 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

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

Ada, A. F., and C. Baker. 2001. *Guía para padres y maestros de niños bilingües*. North Somerset, UK: Multilingual Matters Limited.

López-Bonilla, G. 2002. Los programas de inmersión bilingüe y la adquisición del discurso académico. *Bilingual Research Journal* 26 (Fall): 525–36.

Pease-Alvarez, L., and A. Winsler. 1994. Cuando el maestro no habla español: Children's bilingual language practices in the classroom. *TESOL Quarterly* 28 (3): 507–35.

Potowski, K. 2004. Student Spanish use and investment in a dual immersion classroom: Implications for second language acquisition and heritage language maintenance. *The Modern Language Journal* 88 (1): 75–102.

Rosado, L. 1997. Spanish archaism: A prevalent feature of Southwest Spanish. *Texas Southern University Research Journal* 5 (1): 128–36.

———. 2005. The language of Cervantes: Alive and well in Texas—implications for bilingual education programs. *Hispania* 88 (December): 834–47.

Valdés, G., and R. Teschner. 2002. *Español escrito: Curso para hispanohablantes bilingües*, 5th ed. Upper Saddle River, NJ: Prentice Hall.

ONLINE RESOURCES

BBC Mundo — news.bbc.co.uk/hi/spanish/news

Bilingual Education, California State University, Northridge — www.csun.edu/~hcedu013/eslbil.html

Center for Bilingual and ESL Education, University of Texas at Arlington — www.uta.edu/coed/bilingual

Colorin Colorado — www.colorincolorado.org

Education Resources Information Center (ERIC) — www.eric.ed.gov

National Association for Bilingual Education (NABE) — www.nabe.org

Radio Naciones Unidas — www.unmultimedia.org/radio/spanish

Radioteca — www.radioteca.net/index.php

Texas Association for Bilingual Education (TABE) — www.tabe.org

Texas Education Agency (TEA) — www.tea.state.tx.us

