

Illinois Licensure Testing System

STUDY GUIDE

Target Language
Proficiency—Spanish
(056)

**This test is now delivered
as a computer-based test.**

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Illinois State Board of Education

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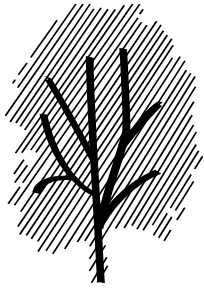
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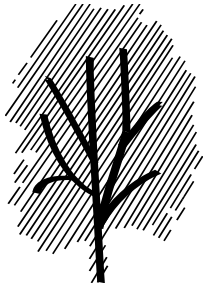
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General Information About the Illinois Licensure Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

This section includes a list of test subareas and objectives, sample test directions, practice multiple-choice test questions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, and a score report explanation.

TEST SUBAREAS AND OBJECTIVES

The content covered by the Target Language Proficiency—Spanish test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Target Language Proficiency—Spanish test.

Objective Statement

Understand the literal meaning of a variety of materials written in the target language.

Descriptive Statements

- determining a stated idea in a passage
- establishing the sequence of events in a passage
- determining the meaning of selected vocabulary in context

TARGET LANGUAGE PROFICIENCY—SPANISH TEST OBJECTIVES

- I. Reading Comprehension
- II. Writing Proficiency
- III. Oral Proficiency

SUBAREA I—READING COMPREHENSION

Objective 1 Understand the literal meaning of a variety of materials written in the target language.

For example:

- determining a stated idea in a passage
- establishing the sequence of events in a passage
- determining the meaning of selected vocabulary in context

Objective 2 Apply skills of inference and interpretation to a variety of materials written in the target language.

For example:

- discerning implied cause-and-effect relationships in a passage
- inferring a writer's assumptions or purpose for writing
- drawing conclusions from stated facts

Objective 3 Apply skills of critical analysis to a variety of materials written in the target language.

For example:

- characterizing the tone, mood, or point of view of a passage
- analyzing the structure and organization of a passage
- assessing the credibility of statements and opinions presented in a passage

SUBAREA II—WRITING PROFICIENCY

Objective 4 Write a well-organized passage in the target language that is grammatically correct and appropriate in vocabulary and style for a given audience, purpose, and occasion and that communicates a message effectively.

For example:

- expressing and supporting personal views on an issue of current educational concern (e.g., the use of graduation tests in public education)
- analyzing advantages and limitations of common instructional techniques (e.g., individual versus cooperative learning)
- responding to an opinion or viewpoint on an educational issue (e.g., how to best prepare beginning teachers)
- comparing and contrasting different perspectives on an educational topic (e.g., the use of computers in the classroom)

SUBAREA III—ORAL PROFICIENCY

Objective 5 In response to written instructions, communicate an oral message effectively in the target language that demonstrates a command of vocabulary and grammar appropriate to an educational setting.

For example:

- telling a story about an educational experience that was important to you either as a student or as a teacher
- making a presentation to your class about the importance of reading
- describing a book you have read that you would recommend to students or teachers

MULTIPLE-CHOICE TEST QUESTIONS SECTION

The practice multiple-choice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the Target Language Proficiency—Spanish test. The practice multiple-choice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice multiple-choice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice multiple-choice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

This section includes the following:

- Sample test directions for the Reading Comprehension multiple-choice test questions
- Practice Reading Comprehension multiple-choice test questions
- An answer key

On the actual test, examinees will be given different multiple-choice test questions from those provided as samples in this study guide.

**SAMPLE TEST DIRECTIONS FOR THE READING COMPREHENSION
MULTIPLE-CHOICE TEST QUESTIONS**

DIRECTIONS FOR SECTION ONE: READING COMPREHENSION

Each question in Section One is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of Illinois?
- A. Chicago
 - B. Peoria
 - C. Springfield
 - D. Champaign

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing. **You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.**

Turn the page and continue with Section One.

PRACTICE READING COMPREHENSION MULTIPLE-CHOICE TEST QUESTIONS

Read the passage below; then answer the three questions that follow.

A pesar de que los seres humanos tienen la capacidad sorprendente de adaptarse a los cambios ambientales, hay límites en lo que pueden hacer. Un factor que limita la esfera de acción de la actividad humana es la necesidad de agua, una sustancia esencial para todo ser viviente. Además de lo que tomamos para conservar nuestra salud, el agua se usa en una amplia variedad de actividades económicas. Los agricultores, fabricantes y otros productores consumen inmensas cantidades de agua en sus operaciones.

Es importante hacer todo lo posible para conservar este recurso vital porque sólo la mitad de un por ciento del agua del mundo es adecuada para el uso humano. Entre otras cosas, esto requerirá tomar medidas para reducir la contaminación del agua. Hoy en día, en algunos países aproximadamente el setenta por ciento del agua en los lagos, estanques, ríos y corrientes no es adecuada para el consumo humano. Varios gobiernos han intentado ocuparse del problema, pero se necesita hacer mucho más. Si no, las consecuencias pueden ser catastróficas.

1. ¿Cuál de las siguientes aseveraciones de este pasaje expresa mejor su idea principal?
 - A. A pesar de que los seres humanos tienen la capacidad sorprendente de adaptarse a los cambios ambientales, hay límites en lo que pueden hacer.
 - B. Los agricultores, fabricantes y otros productores consumen inmensas cantidades de agua en sus operaciones.
 - C. Es importante hacer todo lo posible para conservar este recurso vital porque sólo la mitad de un por ciento del agua del mundo es adecuada para el uso humano.
 - D. Hoy en día, en algunos países aproximadamente el setenta por ciento del agua en los lagos, estanques, ríos y corrientes no es adecuada para el consumo humano.
2. ¿Cuál de las siguientes inferencias está apoyada mejor por la información presente en este pasaje?
 - A. Se requieren grandes cantidades de agua para proveer comida a los seres humanos.
 - B. Los problemas del abastecimiento de agua son más serios en los países industriales.
 - C. La cantidad total de agua en el mundo ha declinado marcadamente en décadas recientes.
 - D. Las actividades manufactureras son la causa principal de la contaminación del agua.

3. ¿Cuál de las siguientes aseveraciones describe mejor la progresión de este pasaje?
- A. Va de una comparación de usos personales y públicos del agua a comentarios sobre la calidad del agua en varias partes del mundo.
 - B. Va de un examen de cambios ambientales recientes a la defensa de esfuerzos gubernamentales para reducir la contaminación del agua.
 - C. Va de un sondeo de las fuentes actuales de suministro de agua a un análisis de las causas de la contaminación del agua.
 - D. Va de una discusión de la importancia del agua para la actividad humana a una advertencia sobre las amenazas a las fuentes mundiales de suministro de agua.

Read the passage below; then answer the three questions that follow.

Los maestros más efectivos reconocen la importancia de expandir sus conocimientos y habilidades profesionales constantemente. Una manera de hacerlo es a través de la lectura. Esto les aumenta su comprensión del mundo, les amplía sus perspectivas y les ayuda a mantenerse informados sobre nuevos eventos y tendencias educativas. Otra manera es matricularse en cursos que les ofrezcan la oportunidad de conocer a personas con intereses similares y de aprender más sobre su profesión. Los maestros efectivos también participan activamente en organizaciones profesionales. Como miembros de las organizaciones pueden intercambiar ideas con otros educadores en un ambiente de apoyo que refuerza su dedicación a la enseñanza.

A través de éstas y otras actividades relevantes los maestros no sólo adquieren más conocimientos, sino que también proveen lecciones valiosas a sus estudiantes. Cuando los jóvenes ven a sus maestros tratando constantemente de mejorar sus conocimientos, reconocen que la educación es un proceso continuo a través de la vida. Comienzan a darse cuenta que el aprendizaje no acaba cuando uno sale del aula. Esta es quizás la lección más importante que los maestros pueden proveerles a sus estudiantes. Los jóvenes que aprendan esta lección nunca dejarán de crecer.

4. ¿Cuál de las siguientes aseveraciones expresa mejor la idea principal de este pasaje?
- A. Los mejores maestros también son buenos estudiantes.
 - B. Entre más cursos tomen los maestros, es probable que su conocimiento de la profesión sea más amplio.
 - C. El continuo desarrollo profesional es una parte importante de ser buen maestro.
 - D. Los maestros les deben a sus estudiantes el seguir aprendiendo.
5. ¿Cuál de las siguientes aseveraciones es posible que haya influido más en el argumento del autor en este pasaje?
- A. El aprendizaje requiere tiempo, esfuerzo y dedicación.
 - B. Los maestros a menudo sirven de modelos a sus estudiantes.
 - C. La lectura es la base del conocimiento.
 - D. La relación entre estudiantes y maestros es tan importante como las lecciones del aula.

6. ¿Cuál de las siguientes aseveraciones es la razón más posible por la cual el autor concluye el segundo párrafo con la siguiente oración?

"Los jóvenes que aprendan esta lección nunca dejarán de crecer."

- A. para elogiar los logros de los estudiantes contemporáneos
- B. para alentar a los maestros a prestar más atención a lo que los estudiantes aprenden fuera del aula
- C. para comparar a estudiantes con diferentes actitudes con respecto a la educación
- D. para recalcar el valor de los maestros que muestran dedicación a mejorarse

Read the passage below; then answer the three questions that follow.

Los hábitos alimenticios en los Estados Unidos han cambiado dramáticamente en los últimos cien años. Hace un siglo, la mayor parte de las personas comía grandes cantidades de granos, frutas y hortalizas. A pesar de que estos alimentos no han desaparecido de las mesas de la nación, la dieta típica de hoy en día no es tan nutritiva y balanceada como lo era entonces.

Esta es una causa creciente de preocupación para los profesionales de la salud. La dieta está relacionada con muchas de las causas principales de muerte. Para llevar una vida saludable y productiva, las personas deben aprender a analizar sus necesidades nutritivas. Este tipo de información está disponible, pero por desgracia, muy pocas personas parecen tomar este tema en serio. Si lo hicieran, consumirían mucho menos grasa, azúcar y sal.

7. ¿Cuál de las siguientes aseveraciones de este pasaje expresa mejor su idea principal?
- A. Los hábitos alimenticios en los Estados Unidos han cambiado dramáticamente en los últimos cien años.
 - B. A pesar de que estos alimentos no han desaparecido de las mesas de la nación, la dieta típica de hoy en día no es tan nutritiva y balanceada como lo era entonces.
 - C. Esta es una causa creciente de preocupación para los profesionales de la salud.
 - D. Para llevar una vida saludable y productiva, las personas deben aprender a analizar sus necesidades nutritivas.
8. ¿Cuál es el propósito principal del autor en este pasaje?
- A. informar a los lectores sobre los cambios en los patrones alimenticios nacionales
 - B. describir los elementos de una dieta balanceada
 - C. advertir a los lectores las consecuencias de una nutrición pobre
 - D. examinar los esfuerzos para mejorar los patrones alimenticios nacionales
9. ¿Qué información sobre el autor de este pasaje es más importante para evaluar la credibilidad de sus observaciones?
- A. El autor tiene una maestría en ciencias de la nutrición.
 - B. El autor es vegetariano.
 - C. El autor ha escrito artículos de periódico sobre varios tópicos relacionados con la salud.
 - D. El autor trabaja en un hospital urbano importante.

ANSWER KEY

This section contains the answers to the practice multiple-choice test questions.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	C	Understand the literal meaning of a variety of materials written in the target language.
2.	A	Apply skills of inference and interpretation to a variety of materials written in the target language.
3.	D	Apply skills of critical analysis to a variety of materials written in the target language.
4.	C	Understand the literal meaning of a variety of materials written in the target language.
5.	B	Apply skills of inference and interpretation to a variety of materials written in the target language.
6.	D	Apply skills of critical analysis to a variety of materials written in the target language.
7.	D	Understand the literal meaning of a variety of materials written in the target language.
8.	C	Apply skills of inference and interpretation to a variety of materials written in the target language.
9.	A	Apply skills of critical analysis to a variety of materials written in the target language.

WRITING PROFICIENCY ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the Writing Proficiency assignment
- A practice Writing Proficiency assignment
- A sample response

On the actual test, examinees will be given a different Writing Proficiency assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE WRITING PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will write in your written response booklet in Spanish, in response to an assignment that describes in English an imaginary situation requiring written communication. Written responses will be evaluated on the basis of four major criteria:

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

An excellent response to the written assignment would fully address the assigned topic and develop the topic by extensive elaboration on specific points. The message would be clearly and effectively communicated in an appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied and organized into well-constructed sentences. The vocabulary used would reflect a broad command of the target language and appropriate use of idiomatic expressions. The excellent response would exhibit control of grammar, avoiding errors in syntax that interrupt communication. The response would be accurate in spelling or character formation and in the use of diacritical marks and punctuation.

SAMPLE TEST DIRECTIONS FOR THE WRITING PROFICIENCY ASSIGNMENT

DIRECTIONS FOR SECTION TWO: WRITING PROFICIENCY

This section consists of a writing assignment to be completed in Spanish. The assignment appears on the following page.

You may use the blank space on the unlined pages following the assignment to make notes, write an outline, or otherwise prepare your response. However, your final response must be written in **Written Response Booklet B** in order to be scored. **Your response must be written in Spanish.**

Your response **will not** be scored based upon any position you take on a given issue. Your response **will** be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **ORGANIZATION:** The organization, development, and support of ideas
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Be sure to write about the assigned topic and use **multiple paragraphs**. Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your written response.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page and continue with Section Two.

PRACTICE WRITING PROFICIENCY ASSIGNMENT

Educators continue to debate whether arts education (music, dance, theatre, visual arts) should be a required part of the public school curriculum. Supporters of mandatory arts education argue that the arts provide an opportunity for the expression of student individuality, help young people to think more creatively, and provide for multiple learning styles. Opponents of mandatory arts education contend that public schools have limited time and resources to make sure students are adequately prepared in core academic subjects and that mandatory arts education is therefore a luxury that most schools simply cannot afford.

Write a response in Spanish for an audience of adults, discussing whether you think arts education should be a mandatory part of the public school curriculum. In preparing your response you may draw upon your own personal experiences.

SAMPLE RESPONSE FOR THE WRITING PROFICIENCY ASSIGNMENT

The sample below is an example of a strong response to the writing proficiency assignment.

La educación artística juega un papel importante en el desarrollo de los estudiantes y por ello debe ser una parte requerida del currículo en todas las escuelas públicas. Una forma en la cual la educación artística promueve el desarrollo de un estudiante es al proveer espacios para expresar su individualidad. Para los jóvenes es muy importante tener dichos espacios ya que los estudiantes existen en un mundo social y educacional que les exige ajustarse a la norma. Al darles a los estudiantes oportunidad de lograr un balance entre individualidad y conformidad con la norma, la educación artística los ayuda a prepararse para un futuro incierto en el cual deberán enfrentarse constantemente a problemas desconocidos que requerirán respuestas creativas.

Otra forma en la cual la educación artística contribuye al desarrollo de los estudiantes es al ayudarlos a mejorar sus habilidades comunicativas. Si es danza, música, pintura o escultura, el propósito de la forma artística es el de transmitir significado a otros. Ser capaz de lograr esto exitosamente requiere creatividad, concentración y gran capacidad de expresión, y también un poco de talento artístico. Aún cuando los estudiantes no logren los fines deseados, el ejercicio de haberlo intentado los hará mejores comunicadores.

La educación artística también ofrece una forma excelente de introducir a los estudiantes a culturas diversas. Dada la creciente interdependencia del mundo moderno, el valor de tal conocimiento multicultural es hoy más importante que antes. Es importante recordar que el arte no existe en aislamiento; el arte está estrechamente asociado a las creencias, tradiciones, historia, religión, geografía y otros elementos de una cultura en particular. Esto quiere decir que los jóvenes que deseen desarrollar un entendimiento del papel de la danza, la música o la pintura en otra cultura, deben aprender también sobre el contexto social en el cual estas formas artísticas son producidas.

La educación artística tiene mucho que ofrecer a la gente joven. Cualquier curso que sea capaz de ayudar a los estudiantes a expresar su individualidad, mejorar sus habilidades comunicativas y expandir el aprecio de otras culturas no puede considerarse un lujo; se le debe colocar en el currículo escolar junto a los cursos centrales de los sujetos académicos tradicionales.

ORAL PROFICIENCY ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the Oral Proficiency assignment
- A practice Oral Proficiency assignment

On the actual test, examinees will be given a different Oral Proficiency assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE ORAL PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will speak on tape in Spanish, in response to an assignment that describes in English an imaginary situation requiring oral communication. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak. Speech samples will be evaluated on the basis of five major criteria:

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

SAMPLE TEST DIRECTIONS FOR THE ORAL PROFICIENCY ASSIGNMENT

DIRECTIONS FOR SECTION THREE: ORAL PROFICIENCY

For this portion of the test, you will speak on tape in response to an assignment presented in your test booklet. You must respond to the assignment in Spanish. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak.

A list of suggestions is provided to help direct your response. It is not necessary that you address every point in the list, nor are you limited in your response to the points mentioned. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing.

You may NOT write in this test booklet, but you may make notes on the scratch paper provided. **You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking. You must return the scratch paper when you have finished testing.**

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **FLUENCY:** The fluent and developed communication of the message
- **PRONUNCIATION:** The articulation and pronunciation of words and phrases
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms and syntactic constructions

A response will be considered unscorable if it is unrelated to the assigned topic, inaudible or incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PRACTICE ORAL PROFICIENCY ASSIGNMENT

(You will hear and read in the test booklet:)

Read the instructions below. You will have 2 minutes to study these instructions. Then, when you are told to do so, begin to respond in Spanish. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you are talking with several friends about your educational experiences. Speaking in Spanish, describe a memorable educational experience and explain why it had a lasting influence on you. You may wish to include, but are not limited to, the following topics:

- where and when the experience took place;
- the basic details of the experience;
- why the experience made a lasting impression on you;
- how the experience influenced your thinking about education.

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

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the Target Language Proficiency—Spanish test.

The first constructed-response assignment is designed to assess Subarea II, "Writing Proficiency" and the second constructed-response assignment is designed to assess Subarea III, "Oral Proficiency."

THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale. The scoring scales for each assignment appear on the pages that follow. Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 reflects a lack of understanding or an inadequate application of the relevant performance characteristics, while a score point of 4 is assigned to a response that reflects a thorough understanding and strong command of the relevant performance characteristics. The performance characteristics for each assignment (see pages 2-13 and 2-18) describe the elements typically found in responses to the assignment at each of the four score points.

The responses that receive a particular score point will reflect a range of ability across that score point. Thus, among the most competent written or oral responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well written or orally expressed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read or listened to and then scored by two scorers; the sum of the two scores will be the examinee's total writing, reading, or oral score on that response. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the score point assignments of a "3" and a "3" from each of the two scorers; the total score of 6 could not result from assigned scores of "2" and "4" because these scores differ by more than one point.

The performance characteristics for each score point for the written constructed-response assignment are organized according to four major features: (1) purpose, (2) organization, (3) vocabulary, and (4) grammar. Each of these performance characteristics is described in more detail on page 2-13. Detailed characterizations of the score point features are described in the scoring scale on page 2-22.

The performance characteristics for each score point for the oral constructed-response assignment are organized according to five major features: (1) purpose, (2) fluency, (3) pronunciation, (4) vocabulary, and (5) grammar. Each of these performance characteristics is described in more detail on page 2-18. Detailed characterizations of the score point features are described in the scoring scale on page 2-23.

SCORING SCALE FOR THE WRITING PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. • The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

SCORING SCALE FOR THE ORAL PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	<p>The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the Target Language Proficiency—Spanish test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

Passing Score

To pass the Target Language Proficiency—Spanish test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly and the scores you received on the two constructed-response assignments. The multiple-choice test questions represent 50 percent of the total test score and the two constructed-response assignments represent 50 percent of the total test score.

Subarea Scores

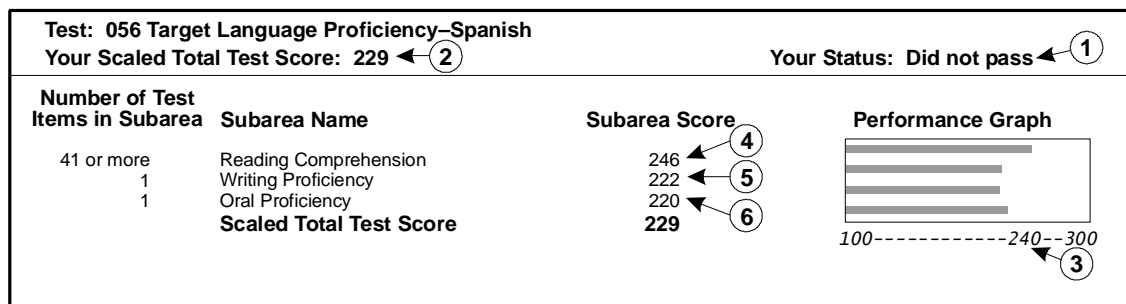
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of a Target Language Proficiency—Spanish test score report is provided below.



According to the above sample, the examinee did not pass the test ①. The examinee scored 229 ② on the total test and therefore did not meet the minimum passing score of 240 ③. The examinee performed satisfactorily in one subarea: Reading Comprehension (score of 246) ④. However, the examinee did not perform as well on these two subareas: Writing Proficiency (score of 222) ⑤ and Oral Proficiency (score of 220) ⑥. In studying to retake the test, the examinee may wish to concentrate on studying for these two subareas.

Note: The total test score is not an average of the subarea scores.

An insert will be included with your score report that provides information about interpreting the Performance Graph.

HOW TO INTERPRET THE CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. For the constructed-response assignments, scorers use a set of performance characteristics to base their judgments. In general, if a passing score is attained for the constructed-response test sections, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read or listened to and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.