

Illinois Licensure Testing System

STUDY GUIDE

Foreign Language:
French (127)

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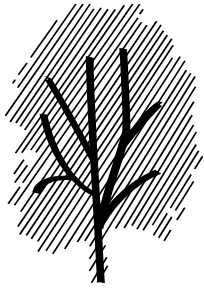
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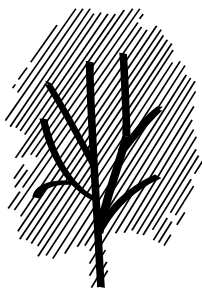
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General Information About the Illinois Licensure Testing System

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

The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

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 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 Elementary/Middle Grades test.

Objective Statement

Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.

Descriptive Statements

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

FOREIGN LANGUAGE: FRENCH TEST OBJECTIVES

- I. Listening Comprehension
- II. Reading and Vocabulary
- III. Language Structures and Acquisition
- IV. Cultural Knowledge
- V. Written Expression
- VI. Oral Expression

SUBAREA I—LISTENING COMPREHENSION

0001 Demonstrate an understanding of oral communication in French.

For example:

- Demonstrate comprehension of oral and audio presentations unsupported by visual aids.
- Demonstrate an understanding of questions or comments likely to be encountered in daily life.
- Demonstrate an understanding of requests for information.

0002 Derive essential information from oral messages in real-life situations.

For example:

- Demonstrate an understanding of the main idea or details in a spoken passage (e.g., dialogue, short narrative, telephone message, or public-address announcement).
- Demonstrate an understanding of a sequence of steps described in a set of oral directions.
- Demonstrate an understanding of a stated cause or effect of a situation described in an oral message.

0003 Infer meaning from oral communications.

For example:

- Identify the tone, mood, or point of view of one or more speakers.
- Identify the cause-and-effect relationship implied but not stated in an oral communication.
- Identify the context (e.g., setting) of a spoken exchange or the relationship (e.g., formal, informal) between speakers.

SUBAREA II—READING AND VOCABULARY

0004 Demonstrate an understanding of written passages in French from a variety of print and electronic sources.

For example:

- Demonstrate comprehension of key vocabulary in context.
- Demonstrate knowledge of reading strategies to obtain information.

0005 Demonstrate an understanding of the literal content of a variety of authentic materials.

For example:

- Identify the stated main idea or an accurate summary of a passage.
- Analyze a passage to determine details regarding character, setting, or events.
- Analyze a passage to determine the sequence of events.

0006 Apply skills of inference and interpretation to a variety of authentic materials.

For example:

- Infer setting or character development from information provided in a passage.
- Determine implied cause-and-effect relationships in a passage.
- Infer an author's assumptions, purpose, or point of view in a passage.

SUBAREA III—LANGUAGE STRUCTURES AND ACQUISITION

0007 Transform sentences or passages in context according to given instructions.

For example:

- Transform a positive statement, question, or command to a negative one or vice versa.
- Transform the tense or mood of a sentence or passage.
- Transform a sentence or passage from direct to indirect discourse or vice versa.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.

0008 Analyze sentences to determine grammatically correct words or phrases to complete them.

For example:

- Recognize the correct noun, pronoun, or article for a given context.
- Recognize verb forms or phrases as appropriate for a given context.
- Recognize the appropriate modifying word or phrase to complete a sentence.
- Recognize the appropriate subordinate clause to complete a sentence.

0009 Demonstrate the ability to organize, analyze, and explain to students the structure of the French language.

For example:

- Select revisions to correct inappropriate use of tenses, forms, or constructions.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze linguistic structures of the French language and present them in a way that is understandable to students.

0010 Understand processes involved in second-language acquisition.

For example:

- Demonstrate knowledge of instructional strategies for developing students' communicative skills in a second language (i.e., listening, speaking, reading, and writing skills) and ways to adjust instruction to facilitate optimal learning for all students.
- Evaluate the effectiveness of various classroom activities for developing students' communicative skills in a second language.
- Demonstrate knowledge of major theories of second-language acquisition and the approaches, methodologies, and strategies that promote second-language acquisition.
- Demonstrate knowledge of the ways students' native language, prior knowledge, and educational background influence second-language acquisition.

SUBAREA IV—CULTURAL KNOWLEDGE

0011 Demonstrate an understanding of manners, customs, and ranges of cultural expression of French-speaking societies.

For example:

- Identify culturally appropriate behaviors in a variety of contexts.
- Recognize salient cultural practices and social issues among countries where French is spoken.
- Demonstrate a familiarity with games, dances, and sports of French-speaking cultures.
- Identify health issues and characteristics of diet in areas where French is spoken.

0012 Demonstrate an understanding of the arts (e.g., music, dance, folk art, visual art, drama, architecture), literature, and media of French-speaking societies.

For example:

- Demonstrate knowledge of the cultural and historical significance of characteristic art forms of French-speaking societies.
- Identify characteristics, origins, and representatives of various artistic styles and movements using French vocabulary.
- Compare and analyze, in French, literary themes, styles, and perspectives across authors, time periods, and genres.
- Identify the influence of historical context on form, style, and point of view in a variety of French literary works.
- Identify media resources (e.g., television, radio, CD-ROM, software, films, online resources, Web sites, periodicals) in areas where French is spoken.

0013 Demonstrate an understanding of the history and geography of areas where French is spoken.

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, political or business leaders) associated with areas where French is spoken and explain their influence.
- Compare and contrast the influences of historical events and diverse historical figures and their impact on the development of their countries.
- Use maps, charts, digital images, graphs, or other geographical representations to obtain information about areas where French is spoken.
- Demonstrate knowledge of geographical aspects (e.g., population distribution, natural resources, and main economic activities) of areas where French is spoken.
- Analyze how migration, settlement, and colonization have affected the culture, economy, and environment of areas in which French is spoken.
- Demonstrate knowledge of currencies, products, economic systems, and systems of trade and exchange of areas where French is spoken.

SUBAREA V—WRITTEN EXPRESSION

0014 Use French to present in writing information, concepts, and ideas for a variety of purposes to different audiences in response to a written prompt.

For example:

- Write expository pieces that include description, definition, and analysis for a variety of situations.
- Write an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision.
- Write a letter that is appropriate in style for a given audience, purpose, and occasion.

SUBAREA VI—ORAL EXPRESSION

0015 In response to a prompt, produce connected oral discourse in French that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

For example:

- Describe events and/or narrate actions in tenses appropriate to the task.
- Discuss advantages and disadvantages of an idea or proposed course of action.
- Respond to a hypothetical situation (e.g., purchasing airline tickets) by explaining events, describing events, or requesting assistance.

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 ILTS test for each field. 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 Listening Comprehension multiple-choice test questions
- Practice Listening Comprehension multiple-choice test questions
- Sample test directions for the Section Two multiple-choice test questions
- Practice Section Two 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 LISTENING COMPREHENSION
MULTIPLE-CHOICE TEST QUESTIONS**

DIRECTIONS FOR SECTION ONE

Section One of this test consists of multiple-choice questions that involve listening to an audiotape. Each listening excerpt will begin with directions that will tell you what to listen for. The directions will be read aloud in English on the tape. The directions are also printed in your test booklet. Listen carefully to each passage. Ample time is provided between questions for your response. Unless otherwise indicated, each listening excerpt will be read twice.

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

Turn the page and continue with Section One.

PRACTICE LISTENING COMPREHENSION MULTIPLE-CHOICE TEST QUESTIONS

1. **Listen carefully to the following conversation to determine an appropriate response to the question that follows. You will hear the conversation twice.**

(You will hear:)

Teacher—Sortez un cahier, un stylo, et la fiche de vocabulaire que je vous ai donnée hier. (pause) Il y a un problème, Cédric?

Cédric—Oui, monsieur. Je ne trouve pas la mienne. Puis-je en avoir une autre?

Now answer the question.

(You will read in the test booklet:)

Que demande Cédric au professeur?

- A. une copie de la feuille qu'il a perdue
- B. qu'il le mène à l'école
- C. un nouveau cahier et un stylo
- D. de l'aide avec le nouveau vocabulaire

Listen carefully to the following conversation to determine an appropriate response to the questions that follow. You will hear the conversation twice.

(You will hear:)

(female voice 1)—Je n'en pouvais plus, et je suis enfin allée voir le dentiste.

(female voice 2)—J'avais raison, alors? Toi qui voulais croire que tout se guérit de soi-même...

(female voice 1)—Eh ça suffit. Faut-il vraiment que tu me taquines toujours, simplement parce que tu es plus âgée que moi?

(female voice 2)—D'accord. Donc, qu'est-ce qu'il t'a dit, le dentiste? C'était sérieux? Pourquoi avais-tu si mal?

(female voice 1)—Finalement, ce n'était qu'une carie.

(female voice 2)—Et tu as trop attendu avant de lui rendre visite?

(female voice 1)—Ben, je peux l'admettre: tu avais raison.

Now answer the two questions that follow.

(You will read in the test booklet:)

2. D'après le dialogue, pourquoi est-ce que la première femme a dû aller chez le docteur?
 - A. parce qu'elle s'est tordu la cheville
 - B. parce qu'elle est tombée
 - C. parce qu'elle avait mal aux dents depuis longtemps
 - D. parce qu'elle a voulu taquiner l'autre femme/fille
3. Quelle est la relation entre les deux personnes?
 - A. une cliente et sa patronne
 - B. l'aînée et la cadette d'une famille
 - C. un médecin et un patient
 - D. une femme et une inconnue

**SAMPLE TEST DIRECTIONS FOR THE SECTION TWO MULTIPLE-CHOICE
TEST QUESTIONS**

DIRECTIONS FOR SECTION TWO

Section Two of this test consists of multiple-choice questions. Test questions may be in English or in the target language. Read each question carefully and record your answer on the answer document in the space that corresponds to the question number.

Turn the page and continue with Section Two.

PRACTICE SECTION TWO MULTIPLE-CHOICE TEST QUESTIONS

4. **Read the article below; then answer the question that follows.**

Il y a une nouvelle compagnie de trains, Eurostar, qui fera le trajet Londres/Paris en deux heures trente-cinq minutes à partir du 1er octobre dans l'espoir de regagner une partie du marché perdu à d'autres moyens de transport pendant l'année dernière. Près de 20.000 personnes sont attendus pour la grande ouverture du premier train Eurostar qui devrait lier Bruxelles et Paris, aussi bien que la capitale britannique. Deux trains ont déjà relié Bruxelles, Paris et Londres samedi dernier en temps record.

"C'est une formidable opportunité, absolument formidable" s'est extasié le président de la SNCF, qui compte accueillir les premiers passagers sous une pluie de confettis bleus, blancs, et rouges.

L'information principale transmise dans cet article est résumée le mieux par laquelle des phrases suivantes:

- A. on ne peut plus prendre le train pour aller de Londres à Paris et à Bruxelles.
- B. d'autres moyens de transport n'ont pas gagné une partie du marché pendant l'année dernière.
- C. on peut désormais voyager de Londres à Paris en moins de trois heures.
- D. le train de vitesse record sera accueilli à Lyon sous une pluie de confettis de couleurs nationales françaises.

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

"[Les journées] allaient donc maintenant se suivre à la file, toujours pareilles. Innombrables, et n'apportant rien! Les autres existences, si plates qu'elles fussent, avaient du moins la chance d'un événement. Une aventure amenait parfois des péripéties à l'infini, et le décor changeait. Mais pour elle, rien n'arrivait, Dieu l'avait voulu! L'avenir était un corridor tout noir, et qui avait au fond sa porte bien fermée. Elle abandonna la musique. Pourquoi jouer? Qui l'entendrait? Puisqu'elle ne pourrait jamais, en robe de velours à manches courtes, sur un piano d'Erard, dans un concert, battant de ses doigts légers les touches d'ivoire, sentir, comme une brise, circuler autour d'elle un murmure d'extase, ce n'était pas la peine de s'ennuyer à étudier. Elle laissa dans l'armoire ses cartons à dessin et la tapisserie. A quoi bon? A quoi bon? La couture l'irritait.

"J'ai tout lu," se disait-elle.

Et elle restait à faire rougir les pincettes, en regardant la pluie tomber.

5. Laquelle des phrases suivantes décrit le mieux le personnage dans ce passage?
- A. C'est une jeune fille qui veut abandonner les leçons de piano pour faire du dessin.
 - B. C'est une femme qui s'enfonce dans la médiocrité de sa vie.
 - C. C'est une jeune femme fatiguée des visiteuses qui arrivent continuellement sans apporter de cadeaux.
 - D. C'est une femme qui a l'intention de poursuivre une carrière comme pianiste.
6. Lequel des mots suivants décrit le mieux l'atmosphère émotionnelle évoquée par l'auteur dans ce passage?
- A. choquante
 - B. rayonnante
 - C. morne
 - D. passionnante

7. **Use the sentences below to answer the question that follows.**

La canicule¹ en France a eu des conséquences tellement désastreuses.

La société a été bien préparée.

Which of the following correctly combines the two sentences above in the form of a contrary-to-fact conditional?

- A. La canicule en France n'aurait pas eu de conséquences tellement désastreuses si la société aurait été bien préparée.
- B. Si la société avait été bien préparée, la canicule en France n'aurait pas eu de conséquences tellement désastreuses.
- C. La canicule en France n'avait pas eu de conséquences tellement désastreuses si la société aurait été bien préparée.
- D. Si la société avait été bien préparée, la canicule en France n'avait pas eu de conséquences tellement désastreuses.

¹**canicule:** vague de chaleur

8. **Select the relative pronoun that correctly completes the sentence.**

Tu n'as pas compris _____ j'avais besoin.

- A. que
- B. dont
- C. ce dont
- D. ce que

9. Which of the following sentences correctly expresses a hypothetical situation?

- A. Si j'ai su ce que tu pensais, je ne t'ai rien demandé.
- B. Si je savais ce que tu pensais, je ne te demanderais rien.
- C. Si je sais ce que tu pensais, je ne te demande rien.
- D. Sachant ce que tu pensais, je ne t'ai rien demandé.

10. Which of the following is the best way for a teacher to help students develop listening comprehension skills in a beginning level French class?

- A. having students fill in the blanks on a worksheet as they listen to a French song for children
- B. playing a recorded speech in French and having students summarize it in English
- C. putting students in teams to debate a topic in French current events
- D. having students speak to the class in French about familiar topics

11. Which of the following is the most appropriate way for a visitor to France to respond upon being introduced to someone?
- A. Shake hands while offering a kiss on both cheeks and saying "Bonjour."
 - B. Smile and say "Bonjour" but do not offer to shake the other person's hand unless he or she does so first.
 - C. Shake hands while saying "Bonjour, monsieur" or "madame."
 - D. Make a small bow and say "Bonjour monsieur" or "madame" but avoid making physical contact.
12. Which of the following best explains why nearly all French literary work before the thirteenth century was in poetic verse form?
- A. The metaphor and rhythm of poetry provided an ideal means of dramatizing highly romanticized legends and myths.
 - B. Early writers depended on the support of aristocratic patrons who considered storytelling an art.
 - C. Poetry provided a means of readily distinguishing popular legends and tales from the serious prose tracts of religious writers.
 - D. Because so few people could read, most stories were communicated orally by professional minstrels.
13. In which of the following regions did the main resistance to French colonialism take the form of an independence movement that combined nationalist beliefs and communist ideology?
- A. the Caribbean
 - B. sub-Saharan Africa
 - C. Québec
 - D. Southeast Asia

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.	A	Demonstrate an understanding of oral communication in French.
2.	C	Derive essential information from oral messages in real-life situations.
3.	B	Infer meaning from oral communications.
4.	C	Demonstrate an understanding of written passages in French from a variety of print and electronic sources.
5.	B	Demonstrate an understanding of the literal content of a variety of authentic materials.
6.	C	Apply skills of inference and interpretation to a variety of authentic materials.
7.	B	Transform sentences or passages in context according to given instructions.
8.	C	Analyze sentences to determine grammatically correct words or phrases to complete them.
9.	B	Demonstrate the ability to organize, analyze, and explain to students the structure of the French language.
10.	A	Understand processes involved in second-language acquisition.
11.	C	Demonstrate an understanding of manners, customs, and ranges of cultural expression of French-speaking societies.
12.	D	Demonstrate an understanding of the arts (e.g., music, dance, folk art, visual art, drama, architecture), literature, and media of French-speaking societies.
13.	D	Demonstrate an understanding of the history and geography of areas where French is spoken.

WRITTEN EXPRESSION ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the written expression assignment
- A practice written expression assignment
- A sample response

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

DESCRIPTION OF THE WRITTEN EXPRESSION ASSIGNMENT TASK

In this section of the test, you will write in your answer document in the target language, 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 WRITTEN EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION THREE

Section Three of this test consists of a written assignment. The assignment appears on the following page. A list of suggestions is provided to help direct your response to the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response must be **written in the target language** and may be up to two pages in length. You may use any blank space provided after the written assignment to make notes, write an outline, or otherwise prepare your response, but remember to record your final response on the lined pages of your answer document. ***Your score will be based solely on the response you write on the lined pages of your answer document.***

Your response to the written assignment 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. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

Turn the page and continue with Section Three.

PRACTICE WRITTEN EXPRESSION ASSIGNMENT

Imagine that you are living in Canada, and have just read an advertisement for a job opening teaching French courses at a local school. Write a letter of application in French to the head of the school that advertised the job. In your letter, you may wish to include, but are not limited to, the following topics:

- your interest in the position;
- your qualifications as a French teacher;
- inquiries about the level and type of French instruction needed; and
- dates and times you are available to teach.



FOR YOUR REFERENCE ONLY—*This constructed-response item is written to assess understanding of Subarea V, "Written Expression," which consists of the objective listed below.*

Use French to present in writing information, concepts, and ideas for a variety of purposes to different audiences in response to a written prompt.

SAMPLE RESPONSE FOR THE WRITTEN EXPRESSION ASSIGNMENT

The sample below is an example of a strong response to the practice written expression assignment.

Madame,

En lisant les petites annonces dans le journal d'aujourd'hui j'ai remarqué que votre école cherche une personne pour enseigner quelques cours de français trois jours par semaine. Je voudrais poser ma candidature pour ce poste. Je viens d'arriver à Québec, et je cherche toujours du travail. Dans le passé aux États-Unis, j'étais professeur de langues étrangères dans une petite école secondaire. Depuis mon arrivée je n'ai pas encore trouvé de travail dans ce milieu qui me manque énormément. Le métier de prof de lycée me semble un des plus satisfaisants puisqu'en enseignant on en tire beaucoup de satisfaction et de joie. C'est un vrai plaisir de voir le moment d'illumination chez les jeunes qu'on a devant soi.

Comme déjà indiqué, j'ai travaillé comme professeur aux États-Unis. J'ai plus de dix ans d'expérience à tous les niveaux, depuis les débutants jusqu'aux élèves les plus avancées. Je détiens non seulement les certificats et diplômes nécessaires pour enseigner aux É-U mais une formation pédagogique, aussi. De plus, j'ai une maîtrise en littératures comparatives, ce qui me rend bien capable d'enseigner les niveaux avancés et de comprendre la dualité dans la juxtaposition des cultures existant côte à côte au Québec. Ma spécialité me donne une compréhension linguistique et une idée des nuances culturelles qui s'y trouvent. Alors je suis certaine que je pourrais être une prof compréhensive et sensible, aussi bien qu'efficace. Je me rends compte que les niveaux linguistiques des élèves canadiens peuvent être bien différents de ceux des élèves américains, donc je voudrais vous demander des précisions concernant le niveau et la méthode anticipés pour ce poste, le cas échéant.

Votre annonce indique que vous cherchez quelqu'un pour trois jours par semaine ce qui me convient bien car je suis disponible le lundi, le mardi, le mercredi, sans problème. Pourtant, je pourrais toujours considérer un autre horaire si celui que je vous propose ne vous convient pas.

Je joins à cette lettre, une copie de mon C.V. Je vous remercie de m'avoir considérée pour ce poste et j'attends votre réponse avec grand intérêt.

Avec mes salutations distinguées,

Marianne Gordon

ORAL EXPRESSION ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the oral expression assignment
- A practice oral expression assignment

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

DESCRIPTION OF THE ORAL EXPRESSION ASSIGNMENT TASK

In this section of the test, you will speak on tape in the target language, in response to an assignment that describes in English an imaginary situation requiring oral communication (e.g., a problem you encounter while traveling in an area where the target language is spoken). You will read the assignment in your test booklet and have one minute 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 EXPRESSION ASSIGNMENT

DIRECTIONS FOR SECTION FOUR

For Section Four of this test, you will **speak in the target language** on tape in response to an assignment presented in English in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then you will have two minutes to speak. A list of suggestions to help direct your response will be provided. It is not necessary that you address every point in the list, nor are you limited to the points provided. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing. You may **NOT** write in this test booklet. You will be scored only on the response that you provide on the tape after the announcer instructs you to begin speaking.

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

- **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 construction

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

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

Look up when you are ready to begin Section Four.



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

PRACTICE ORAL EXPRESSION ASSIGNMENT

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in French. 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 will be leading a group of French students on a two-week visit to the United States. The parent of one of the students who will be participating in the trip calls you concerned about the supervision the students will have while traveling abroad. Speaking in French, explain to the student's parent the plans for supervising the students during the trip. You may wish to include, but are not limited to, the following topics:

- the number of teachers and other adult staff that will be responsible for supervising the students;
- procedures that will be used to ensure students' safety while traveling and visiting tourist attractions (e.g., attendance check-ins, buddy system);
- how students will be supervised at places of accommodation (e.g., curfew, checking in with an adult supervisor); and
- how the parent can contact you or other staff members during the trip.

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



FOR YOUR REFERENCE ONLY—*This constructed-response item is written to assess understanding of Subarea VI, "Oral Expression," which consists of the objective listed below.*

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

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.

The first constructed-response assignment is designed to assess Subarea V, "Written Expression" and the second constructed-response assignment is designed to assess Subarea VI, "Oral Expression."

THE SCORING PROCESS

Constructed responses will be rated on a four-point scoring scale. There is one scoring scale for the Written Expression assignment (see page 2-28) and another scoring scale for the Oral Expression assignment (see page 2-29). For each scoring scale within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed 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 constructed 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 scored by two readers; the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

The performance characteristics for each score point for the written expression 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 2-28. Detailed characterizations of the score point features are described in the scoring scale on page 2-28.

The performance characteristics for each score point for the oral expression 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 2-29. Detailed characterizations of the score point features are described in the scoring scale on page 2-29.

PERFORMANCE CHARACTERISTICS FOR THE WRITTEN EXPRESSION ASSIGNMENT

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

SCORING SCALE FOR THE WRITTEN EXPRESSION ASSIGNMENT

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression 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 a general command and application of the performance characteristics for the written expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message. • The response shows a general command of grammar and syntax and may contain minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression 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 a lack of command and little or no application of the performance characteristics for the written expression 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	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.
B	There is no response to the assignment.

PERFORMANCE CHARACTERISTICS FOR THE ORAL EXPRESSION ASSIGNMENT

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

SCORING SCALE FOR THE ORAL EXPRESSION ASSIGNMENT

The four points of the scoring scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	<p>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression 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 a general command and application of the performance characteristics for the oral expression assignment.</p> <ul style="list-style-type: none"> • The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates intelligible pronunciation, with occasional errors. • The response demonstrates a general command of appropriate vocabulary and idiomatic expressions. • The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression 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 a lack of command and little or no application of the performance characteristics for the oral expression 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	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.
B	There is no response to the assignment.

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 each foreign language content-area 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 a foreign language content-area 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 questions you answered correctly and the scores you received on the two constructed-response assignments. The multiple-choice items represent 67 percent of the total test score and the constructed-response assignments represent 33 percent of the total test score.

Subarea Scores

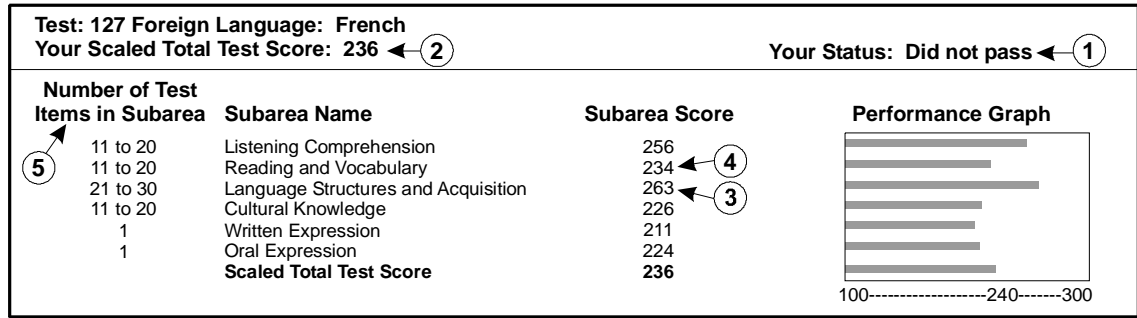
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test 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 Foreign Language: French test score report is provided below.



According to the above sample, the examinee did not pass the Foreign Language: French test ①, because the examinee's total test score of 236 ② is below the passing score of 240.

In regard to the multiple-choice section of the test, the examinee did better on the Language Structures and Acquisition subarea ③ of the test than on the Reading and Vocabulary subarea ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.

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.