

# Illinois Licensure Testing System

## STUDY GUIDE

Foreign Language:  
Chinese (Mandarin)  
(126)

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

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## **GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM**

PROGRAM OVERVIEW .....	1-1
For Further Information .....	1-2
Description of the Tests .....	1-3
Test Administration .....	1-4
Score Reports .....	1-4
HOW TO PREPARE FOR THE TEST .....	1-5
Assess Your Knowledge and Test Skills .....	1-5
Practice Your Test-Taking Skills .....	1-5
THE DAY OF THE TEST: HELPFUL HINTS .....	1-5
Preparation .....	1-5
Test-Taking Tips .....	1-5
TEST DIRECTIONS .....	1-7

## **FIELD-SPECIFIC INFORMATION**

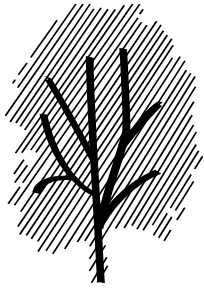
INTRODUCTION .....	2-1
Test Subareas and Objectives .....	2-1
TEST OBJECTIVES .....	2-3
PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENTS AND DESCRIPTION OF TASKS .....	2-8
Overview .....	2-8
LISTENING COMPREHENSION ASSIGNMENT SECTION .....	2-9
Description of the Task and Expected Response .....	2-10
Sample Test Directions .....	2-11
Practice Listening Comprehension Assignment .....	2-12
Scoring Scale .....	2-13
READING AND VOCABULARY ASSIGNMENT SECTION .....	2-14
Description of the Task and Expected Response .....	2-15
Sample Test Directions .....	2-16
Practice Reading and Vocabulary Assignment .....	2-17
Scoring Scale .....	2-19
LANGUAGE STRUCTURES ASSIGNMENT SECTION .....	2-20
Description of the Task and Expected Response .....	2-21
Sample Test Directions .....	2-22
Practice Language Structures Assignment .....	2-23
Scoring Scale .....	2-27

CULTURAL KNOWLEDGE ASSIGNMENT SECTION .....	2-28
Description of the Task and Expected Response.....	2-29
Sample Test Directions .....	2-30
Practice Cultural Knowledge Assignment .....	2-31
Scoring Scale .....	2-32
LANGUAGE ACQUISITION ASSIGNMENT SECTION .....	2-33
Description of the Task and Expected Response.....	2-34
Sample Test Directions .....	2-35
Practice Language Acquisition Assignment .....	2-36
Scoring Scale .....	2-37
WRITTEN EXPRESSION ASSIGNMENT SECTION .....	2-38
Description of the Task and Expected Response.....	2-39
Sample Test Directions .....	2-40
Practice Written Expression Assignment .....	2-41
Scoring Scale .....	2-42
ORAL EXPRESSION ASSIGNMENT SECTION.....	2-43
Description of the Task and Expected Response.....	2-44
Sample Test Directions .....	2-45
Practice Oral Expression Assignment.....	2-46
Scoring Scale .....	2-47
EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS .....	2-48
The Scoring Process .....	2-48
Performance Characteristics .....	2-48
EXPLANATION OF THE TEST SCORE REPORT.....	2-50
Overview .....	2-50
Reading Your Report: A Sample .....	2-51

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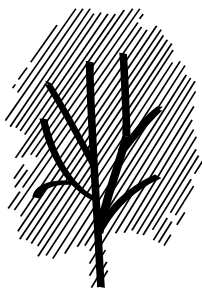
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# **General Information About the Illinois Licensure Testing System**

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 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 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: CHINESE (MANDARIN) TEST OBJECTIVES

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

## SUBAREA I—LISTENING COMPREHENSION

### **0001 Demonstrate an understanding of oral communication in Chinese.**

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 social and school situations.
- 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.
- Demonstrate an understanding of a 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:

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

## **SUBAREA II—READING AND VOCABULARY**

### **0004 Demonstrate an understanding of written passages from various sources in Chinese.**

For example:

- Demonstrate comprehension of key vocabulary in, as well as the main message of, complex materials without the help of visual representations.

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

For example:

- Analyze a passage to determine the stated main idea or an accurate summary.
- 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 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**

### **0007 Understand the phonetic structure of Chinese.**

For example:

- Transform sentences from Chinese characters to Pinyin and indicate correct tone(s).

### **0008 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.
- Combine two or more sentences into one sentence that preserves the meaning of the original sentences.



**0009 Analyze sentences to determine grammatically correct words or phrases to complete them.**

For example:

- Recognize and understand correct word order.
- Recognize the appropriate modifying word or phrase to complete a sentence.
- Recognize the appropriate subordinate clause to complete a sentence.

**0010 Demonstrate the ability to organize, analyze, and explain to students the structure of Chinese and to identify differences between Chinese and native languages.**

For example:

- Select revisions to correct inappropriate use of aspect.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze and explain linguistic structures of Chinese and present them in a way that is understandable to students.

**SUBAREA IV—CULTURAL KNOWLEDGE**

**0011 Demonstrate an understanding of common manners and customs of Chinese-speaking societies.**

For example:

- Identify culturally appropriate behaviors in a variety of contexts.
- Compare and contrast cultural practices among countries where Chinese is spoken.
- Demonstrate a familiarity with common games, dances, and sports of Chinese-speaking cultures.
- Identify and compare daily diet, nutrition, and physical fitness regimens in areas where Chinese is spoken.

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

For example:

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

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

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, business leaders) associated with areas where Chinese 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.
- Identify and analyze different perspectives on historical events using a variety of media and technology tools.
- Use maps, charts, digital images, graphs, and other geographical representations to describe and discuss areas where Chinese is spoken.
- Demonstrate knowledge of geographical aspects (e.g., population distribution, natural resources, and main economic activities) of areas where Chinese is spoken.
- Analyze how migration, settlement, and colonization have affected the culture, economy, and environment of areas in which Chinese is spoken.
- Demonstrate knowledge of currency, products, economic systems, and systems of trade and exchange of Chinese-speaking countries.

## SUBAREA V—WRITTEN EXPRESSION

### **0014 Use Chinese to present in writing information, concepts, and ideas for a variety of purposes to different audiences.**

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 and diction for a given audience, purpose, and occasion.

## SUBAREA VI—ORAL EXPRESSION

### **0015 In response to a prompt, construct connected oral discourse in Mandarin 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 or actions using appropriate grammatical aspect.
- 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.

## SUBAREA VII—LANGUAGE ACQUISITION

### **0016 Understand processes involved in second-language acquisition.**

For example:

- Demonstrate knowledge of language development and the role of language learning as it pertains to second-language acquisition.
- 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.

## PRACTICE CONSTRUCTED-RESPONSE ASSIGNMENTS AND DESCRIPTION OF TASKS

### OVERVIEW

There will be seven sections of the test as follows.

- Listening Comprehension—requires listening to a taped passage in the target language and providing a written response in either the target language or English
- Reading and Vocabulary—requires reading a passage in the target language and providing a written response in either the target language or English
- Language Structures—requires reading several passages in the target language and providing written responses and also requires transliterating sentences into the Roman alphabet

**All written responses in this section are to be written in the target language.**

- Cultural Knowledge—requires responding to an assignment that is presented in English by providing a written response in either the target language or English
- Language Acquisition—requires responding to an assignment that is presented in English by providing a written response in either the target language or English
- Written Expression—requires responding to an assignment that is presented in English by providing a written response in the target language
- Oral Expression—requires responding to an assignment that is presented in English by providing an oral response in the target language that will be audiotaped

Responses to the first six assignments must be written in the appropriate answer document as indicated in the test directions. Responses that are written in the test booklet will not be scored.

In the directions for each section, you will be instructed to read each constructed-response assignment carefully before you begin and to think about how to organize your responses. You may use space provided in the test booklet to make notes, prepare an outline, or write a first draft. Your final responses must be your original work, written or spoken in your own words, and not copied or paraphrased from some other work.

Assignments are intended to assess content-area knowledge and skills. Responses are therefore scored on the basis of the degree of understanding of the subject matter demonstrated in them. However, responses must be communicated clearly enough to permit a valid judgment of examinees' subject-matter knowledge and skills. Responses are scored according to a set of performance characteristics. The performance characteristics for each constructed-response assignment are provided in the test directions for each section.

## LISTENING COMPREHENSION ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the listening comprehension assignment
- A practice listening comprehension assignment
- The performance characteristics and scoring scale

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

## **DESCRIPTION OF THE LISTENING COMPREHENSION ASSIGNMENT TASK AND EXPECTED RESPONSE**

In this section of the test, you will listen twice to a taped sample of speech in the target language and answer a comprehension question. The taped speech may be an extended public announcement, a selection from a radio program, an excerpt from a conversation, or some other example of speech encountered in a realistic context. The question will require you to do one or more of the following tasks:

- summarize an explicit message;
- draw one or more inferences (e.g., the relationship among the speakers in a dialogue, the setting in which a message is communicated); or
- recall one or more details.

An excellent response would demonstrate thorough comprehension of literal content. The examinee would accurately infer information implied by the sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension. Because this exercise is designed to test your listening skill and not your writing ability, you may write your answer in either the target language or English. You should choose the language that is more familiar to you.

## SAMPLE TEST DIRECTIONS FOR THE LISTENING COMPREHENSION ASSIGNMENT

### DIRECTIONS FOR SECTION ONE LISTENING COMPREHENSION

Section One of this test consists of a listening comprehension exercise that involves listening to an excerpt on audiotape and then responding in writing to an assignment presented in your test booklet. The exercise will begin with directions that will be read aloud on tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. The passage will be read twice. Your response may be **written in either the target language or English**. Write your response on page 3 of the answer document under "Section One." *Your score will be based solely on the response you write on page 3 of the answer document.*

Your response will be evaluated on the basis of the following criteria. Please take the next 30 seconds to familiarize yourself with these criteria.

- **LISTENING COMPREHENSION:** accuracy and completeness in comprehending the literal content of a spoken language
- **LISTENING INFERENCE:** demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

The assignment will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. The listening passage will be read twice.

Once the tape has begun, it cannot be stopped, nor can any part of it 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 ASSIGNMENT

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

**This is a listening comprehension exercise. You will hear a dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment written in your test booklet. Your response may be written in either Chinese or English. Before you hear the dialogue, you will be given 30 seconds to study the assignment. Begin studying the assignment now.**

(You will read in the test booklet:)

Write a response several sentences in length in which you:

- identify the speakers and the setting where the dialogue takes place;
- describe the relationship between the three speakers; and
- explain why one of the speakers will be returning to the United States.

**Listen carefully to the following dialogue. After you have heard it twice, respond in writing to the assignment.**

(You will hear:)

甲：請問，大華百貨公司怎麼走？

乙：往前走，到了紅綠燈往右拐。

甲：離這兒遠嗎？大約要走多久？

乙：不遠。兩、三分鐘就到了。

丙：你看起來挺面熟的，我好像在哪兒見過你。

乙：爸爸，她不是隔壁張太太的女兒嗎？

丙：是啊！還是你的記性好，爸爸都給忘了。

甲：對，對，對。上星期我媽才帶我去過你家。您是李伯伯吧？

丙：是，你在上海打算呆多久？

甲：再呆一個星期就得回美國了，學校快開學了。

丙：你還要幾年才能拿到博士學位？

甲：大約一年左右吧。

丙：那太好了。明年回國你就是張博士了。

甲：不敢當，李伯伯您慢走，我先走了。



**FOR YOUR REFERENCE ONLY**—This constructed-response item is written to assess understanding of Subarea I, "Listening Comprehension," which consists of the objectives listed below.

*Demonstrate an understanding of oral communication in Chinese.*

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

*Infer meaning from oral communications.*



## PERFORMANCE CHARACTERISTICS FOR THE LISTENING COMPREHENSION ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

<b>Listening Comprehension</b>	accuracy and completeness in comprehending the literal content of a spoken passage
<b>Listening Inference</b>	demonstrated ability to infer information implied in a spoken passage, including subtleties such as tone

## SCORING SCALE FOR THE LISTENING COMPREHENSION ASSIGNMENT

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

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a strong command of the performance characteristics for the listening comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language.</li> <li>The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the performance characteristics for the listening comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates a general comprehension of the literal content, though some details may be misunderstood or missed.</li> <li>The candidate shows some ability to infer implied information, though some subtleties may be misinterpreted or missed.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command of the performance characteristics for the listening comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate shows partial comprehension of the literal content, discerning the main idea but failing to understand significant supporting ideas and details, or vice versa.</li> <li>The candidate shows little or no ability to infer information or discern tone.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a lack of command of the performance characteristics for the listening comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate fails to demonstrate understanding of any significant ideas, showing comprehension only of isolated words and phrases.</li> <li>The candidate fails to infer information or discern tone.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## READING AND VOCABULARY ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the reading and vocabulary assignment
- A practice reading and vocabulary assignment
- The performance characteristics and scoring scale

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

## **DESCRIPTION OF THE READING AND VOCABULARY ASSIGNMENT TASK AND EXPECTED RESPONSE**

In this section of the test, you will read text and answer a comprehension question about it. The text may be drawn from a newspaper story, a magazine article, a travel guidebook, a literary work, or some other text in the target language. The question will direct you to do one or more of the following tasks:

- summarize information stated in the text;
- make an inference from it (e.g., the writer's implied attitude toward the subject, or the relationship between two or more fictional characters); or
- recall one or more details.

An excellent response would demonstrate thorough and accurate understanding of the literal content of the passage, including virtually all significant details. The examinee would accurately infer information implied in the passage, even if it is subtly conveyed in the text. Because this exercise is designed to test your reading skill and not your writing ability, you may write your answer in either the target language or English. You should choose the language that is more familiar to you.

## SAMPLE TEST DIRECTIONS FOR THE READING AND VOCABULARY ASSIGNMENT

### DIRECTIONS FOR SECTION TWO READING AND VOCABULARY

Section Two of this test consists of a reading and vocabulary exercise that involves reading a brief passage and then responding in writing to an assignment presented after the passage in your test booklet. Your response may be **written in either the target language or English**. Write your response on page 5 of the answer document under "Section Two." *Your score will be based solely on the response you write on page 5 of the answer document.*

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

- **READING COMPREHENSION:** accuracy and completeness in comprehending the literal content of a written passage
- **READING INFERENCE:** demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Turn the page and continue with Section Two.

## PRACTICE READING AND VOCABULARY ASSIGNMENT

Read either the passage below (presented in Traditional characters) or the same passage on the following page (presented in Simplified characters). Then prepare a written response to the assignment that follows. Write your response on page 5 of the answer document. Your response may be written in either Chinese or English.

[TRADITIONAL CHARACTERS]

不久前,日本有一位天文學家預測,日本在近日將會有規模7以上的地震。這位天文學家的預言終於成真了。在預言發表的一個月以內,日本真的連續發生強烈地震,而最嚴重的是上個月,即是九月二十六日的芮八度地震。日本政府已提出警告,日本已進入百年的強震周期。

天文學家串田嘉南在九月初期大膽地預測日本關東地區即將發生高達芮規模7以上的強震。這位日本專家是在過去10年中,通過利用無線電追蹤流星時,無意發現常在地震發生前,可以利用電偵測到異常的電波。那時,串田作出一個推論:他認為地殼變動時會產生壓力,進而影響電離層的電磁變化。所以平常聽不到的電臺在這時候就突然可以聽得到。不久前串田又偵測到這個異象,因此他才大膽地預測日本會有強烈地震發生。果然在一個月內,日本關東和北海道都連續發生了強震。

實際上,日本政府不久前也已經提出警告,指出日本已經進入100年的強震周期,包括日本本州以及四國靠近太平洋的地區都有可能會在近期發生芮規模八度以上的地震。在日本發生強震之後,美國的氣象觀測單位對日本發出海嘯警告,同時對環太平洋地區,包括臺灣,菲律賓以及關島等地,都發佈大規模海嘯警報。

此外美國專家也表示,西太平洋這個板塊地區國家,接下來10天隨時會有大規模餘震的可能性。

[SIMPLIFIED CHARACTERS]

不久前,日本有一位天文学家预测,日本在近日将会有规模7以上的地震。这位天文学家的预言终于成真了。在预言发表的一个月以内,日本真的连续发生强烈地震,而最严重的是上个月,即是九月二十六日的芮八度地震。日本政府已提出警告,日本已进入百年的强震周期。

天文学家串田嘉南在九月初期大胆地预测日本关东地区即将发生高达芮规模7以上的强震。这位日本专家是在过去10年中,通过利用无线电追踪流星时,无意发现常在地震发生前,可以利用电侦测到异常的电波。那时,串田作出一个推论:他认为地壳变动时会产生压力,进而影响电离层的电磁变化。所以平常听不到的电台在这时候就突然可以听得到。不久前串田又侦测到这个异象,因此他才大胆地预测日本会有强烈地震发生。果然在一个月內,日本关东和北海道都连续发生了强震。

实际上,日本政府不久前也已经提出警告,指出日本已经进入100年的强震周期,包括日本本州以及四国靠近太平洋的地区都有可能会在近期发生芮规模八度以上的地震。在日本发生强震之后,美国的气象观测单位对日本发出海啸警告,同时对环太平洋地区,包括台湾,菲律宾以及关岛等地,都发布大规模海啸警报。

此外美国专家也表示,西太平洋这个板块地区国家,接下来10天随时会有大规模余震的可能性。

Write a response several sentences in length in which you:

- identify the main topic discussed in the passage;
- explain the importance of the electromagnetic waves discussed in the passage; and
- describe what the Japanese government has warned might happen over the next 10 days.



**FOR YOUR REFERENCE ONLY**—*This constructed-response item is written to assess understanding of Subarea II, "Reading and Vocabulary," which consists of the objectives listed below.*

*Demonstrate an understanding of written passages from various sources in Chinese.*

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

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

## PERFORMANCE CHARACTERISTICS FOR THE READING AND VOCABULARY ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

<b>Reading Comprehension</b>	accuracy and completeness in comprehending the literal content of a written passage
<b>Reading Inference</b>	demonstrated ability to infer information implied in a written passage, including subtleties such as tone

## SCORING SCALE FOR THE READING AND VOCABULARY ASSIGNMENT

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

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a strong command of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates thorough comprehension of the literal content of a sample of written language.</li> <li>The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate demonstrates a general comprehension of the literal content, though some details may be misunderstood or missed.</li> <li>The candidate shows some ability to infer implied information, though some subtleties may be misinterpreted or missed.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate shows partial comprehension of the literal content, discerning the main idea but failing to understand significant supporting ideas and details, or vice versa.</li> <li>The candidate shows little or no ability to infer information or discern tone.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a lack of command of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate fails to demonstrate understanding of any significant ideas, showing comprehension only of isolated words and phrases.</li> <li>The candidate fails to infer information or discern tone.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## LANGUAGE STRUCTURES ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the language structures assignment
- A practice language structures assignment
- The performance characteristics and scoring scale

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



## **DESCRIPTION OF THE LANGUAGE STRUCTURES ASSIGNMENT TASK AND EXPECTED RESPONSE**

This section of the test consists of four exercises that require you to demonstrate your command of the grammatical structure of the language. The first exercise is a cloze passage with a number of blanks to be filled in according to specific directions. The words or phrases to be supplied may include verb forms, pronouns, modifiers requiring agreement, inflected noun forms, or other important elements of syntax and usage. The second exercise involves transformation of one or more sentences according to specific directions: for example, from one tense or voice to another, from singular to plural, or from an informal to a formal language style. The third exercise requires you to rewrite in correct form one or more sentences containing grammatical errors. The fourth exercise requires you to transliterate Chinese sentences using a Romanized phonetic system. In the scoring of this section of the test, all grammatically correct answers consistent with the directions will be accepted.

## SAMPLE TEST DIRECTIONS FOR THE LANGUAGE STRUCTURES ASSIGNMENT

### DIRECTIONS FOR SECTION THREE LANGUAGE STRUCTURES

Section Three of this test consists of four parts (Parts A, B, C, and D), each of which requires you to demonstrate your command of the grammatical structure of the target language. Directions are provided before each part. Write your responses in the spaces provided on pages 7–9 of the answer document.

Be sure to write your response to each part in the correct section of the answer document. Responses that are written in the wrong section or written in this test booklet **WILL NOT** be scored.

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

- **GRAMMAR:** Part A (1–12)—supplying the grammatically correct term
- **TRANSFORMATION:** Part B (13–16)—making a specified transformation
- **CORRECTION:** Part C (17–20)—correcting errors
- **ROMANIZATION:** Part D (21–24)—transliterating Chinese sentences into the Roman alphabet

Turn the page and continue with Section Three.

## PRACTICE LANGUAGE STRUCTURES ASSIGNMENT

Follow the directions for each of the four parts (Parts A, B, C, and D) below. Respond to either the version presented in Traditional characters OR the version presented in Simplified characters. Do NOT respond to both versions. The version in Traditional characters appears below and on the next page. Turn the next page for the version in Simplified characters.

### LANGUAGE STRUCTURES (TRADITIONAL CHARACTERS)

#### Part A (1–12)

Complete the passage below by providing for each of the numbered spaces in the passage the Chinese words that are grammatically correct and appropriate in the context. Write each response to Part A on page 7 of the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

昨天是我的生日。我<sub>1</sub>了幾個好朋友到我家去和我一起慶<sub>2</sub>。朋友們在  
傍<sub>3</sub>六點左<sub>4</sub>到我家。他們有些人帶了鮮花，有些則帶了<sub>5</sub>物。我自己準備  
了一些點心讓大家品<sub>6</sub>。我們也開了一<sub>7</sub>紅酒。大家聚在一起，吃吃喝喝，  
暢談人生趣事，讓我很愉<sub>8</sub>地度過了一個三十歲生日。收到的禮物種<sub>9</sub>不同  
凡響；有筆記本，小說，上衣，還有一個非常有<sub>10</sub>的音樂盒，是我最喜歡<sub>11</sub>  
貝多芬小夜曲。這真是一個難<sub>12</sub>的生日會。

#### Part B (13–16)

Rewrite each sentence below, transforming it according to the directions. Write your responses to Part B on page 8 of the answer document. Before each response, write the corresponding number (13–16) from your test booklet. Responses written in this test booklet will NOT be scored.

- (13) Rewrite the sentence below, using the superlative adjective "zui" (最).

長江是中國的一條長河。

- (14) Rewrite the sentence below, using the "ba" (把) construction.

他家務事在一個小時內做完了。

- (15) Rewrite the sentence below, adding the proper measure words.

奶奶叫我到店裏買一糖和五果汁。

- (16) Rewrite the sentence below, adding the "you...you" (又..... 又.....) construction.

小紅喜歡足球喜歡籃球。

**Part C (17–20)**

Rewrite each sentence below, correcting all errors and retaining the original meaning. Write your responses to Part C on page 8 of the answer document. Before each response, write the corresponding number (17–20) from your test booklet. Responses written in this test booklet will NOT be scored.

- (17) 趕快吃早飯，你會否則趕不上校車。
- (18) 剛從我的爸媽中國來，不會他們說英文。
- (19) 的女兒王老師今年剛從大學畢業，找工作正在。
- (20) 夏天氣天太熱，最好喝多開水中暑才不會。

**Part D (21–24)**

Transliterate each sentence below, using *pinyin*. In your transliterations, be sure to indicate the correct tones, using the appropriate diacritical marks. Write your responses to Part D on page 9 of the answer document. For each transliteration, write the corresponding number (21–24) from your test booklet. Transliterations written in this test booklet will NOT be scored.

- (21) 這麼多天了，爸爸怎麼還沒回到家呢？
- (22) 如果你下次月考考滿分，我給你買一台電視。
- (23) 現在房價漲得很厲害，不是買房子的時機。
- (24) 售報機壞了，我沒買到報紙。



**FOR YOUR REFERENCE ONLY**—This constructed-response item is written to assess understanding of Subarea III, "Language Structures," which consists of the objectives listed below.

*Understand the phonetic structure of Chinese.*

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

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

*Demonstrate the ability to organize, analyze, and explain to students the structure of Chinese and to identify differences between Chinese and native languages.*

**Part A (1–12)**

Complete the passage below by providing for each of the numbered spaces in the passage the Chinese words that are grammatically correct and appropriate in the context. Write each response to Part A on page 7 of the answer document on the line that corresponds to the numbered space in the passage. Responses written in this test booklet will NOT be scored.

昨天是我的生日。我<sub>1</sub>了几个好朋友到我家去和我一起庆<sub>2</sub>。朋友们在傍<sub>3</sub>六点左右<sub>4</sub>到我家。他们有些人带了鲜花，有些则带了<sub>5</sub>物。我自己准备了一些点心让大家品<sub>6</sub>。我们也开了一<sub>7</sub>红酒。大家聚在一起，吃吃喝喝，畅谈人生趣事，让我很愉<sub>8</sub>地度过了一个三十岁生日。收到的礼物种<sub>9</sub>不同凡响；有笔记本，小说，上衣，还有一个非常有<sub>10</sub>的音乐盒，是我最喜欢<sub>11</sub>贝多芬小夜曲。这真是一个难<sub>12</sub>的生日会。

**Part B (13–16)**

Rewrite each sentence below, transforming it according to the directions. Write your responses to Part B on page 8 of the answer document. Before each response, write the corresponding number (13–16) from your test booklet. Responses written in this test booklet will NOT be scored.

- (13) Rewrite the sentence below, using the superlative adjective "zui" (最).

长江是中国的一条长河。

- (14) Rewrite the sentence below, using the "ba" (把) construction.

他家务事在一个小时内做完了。

- (15) Rewrite the sentence below, adding the proper measure words.

奶奶叫我到店里买一糖和五果汁。

- (16) Rewrite the sentence below, adding the "you...you" (又.....又.....) construction.

小红喜欢足球喜欢篮球。

**Part C (17–20)**

Rewrite each sentence below, correcting all errors and retaining the original meaning. Write your responses to Part C on page 8 of the answer document. Before each response, write the corresponding number (17–20) from your test booklet. Responses written in this test booklet will NOT be scored.

- (17) 赶快吃早饭，你会否则赶不上校车。
- (18) 刚从我的爸妈中国来，不会他们说英文。
- (19) 的女儿王老师今年刚从大学毕业，找工作正在。
- (20) 夏天气天太热，最好喝多开水中暑才不会。

**Part D (21–24)**

Transliterate each sentence below, using *pinyin*. In your transliterations, be sure to indicate the correct tones, using the appropriate diacritical marks. Write your responses to Part D on page 9 of the answer document. For each transliteration, write the corresponding number (21–24) from your test booklet. Transliterations written in this test booklet will NOT be scored.

- (21) 这么多天了，爸爸怎么还没回到家呢？
- (22) 如果你下次月考考满分，我给你买一台电视。
- (23) 现在房价涨得很厉害，不是买房子的时机。
- (24) 售报机坏了，我没买到报纸。



**FOR YOUR REFERENCE ONLY**—*This constructed-response item is written to assess understanding of Subarea III, "Language Structures," which consists of the objectives listed below.*

*Understand the phonetic structure of Chinese.*

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

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

*Demonstrate the ability to organize, analyze, and explain to students the structure of Chinese and to identify differences between Chinese and native languages.*

## PERFORMANCE CHARACTERISTICS FOR THE LANGUAGE STRUCTURES ASSIGNMENT

Grammatical tasks related to *language structures* in scoring consist of:

<b>Grammar</b>	Part A (1–12)—supplying the grammatically correct term
<b>Transformation</b>	Part B (13–16)—making a specified transformation
<b>Correction</b>	Part C (17–20)—correcting errors
<b>Romanization</b>	Part D (21–24)—transliterating Chinese sentences into the Roman alphabet

Note: Examinees will be scored on the number of grammatical items they handle successfully, out of a total of 24.

## SCORING SCALE FOR THE LANGUAGE STRUCTURES ASSIGNMENT

The examinee's response for the item is correct if, and only if, it is described by the following:

<b>Part</b>	<b>Description of Correct Response</b>
<b>Part A (Items 1–12)</b>	Correct—the examinee's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
<b>Part B (Items 13–16)</b>	Correct—the examinee's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
<b>Part C (Items 17–20)</b>	Correct—the examinee's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).
<b>Part D (Items 21–24)</b>	Correct—the examinee correctly transliterates the given sentence from Chinese characters into the Roman alphabet, using a standard system of Romanization. Mandarin must use pinyin, including diacritical marks to indicate correct tones.

The examinee's response for the item is not correct if it is described by the following:

<b>Part</b>	<b>Description of Incorrect Response</b>
<b>Parts A, B, C (Items 1–20)</b>	Not correct—the examinee's response does not accurately follow the target language's rules of grammar or the response is incomplete.
<b>Part D (Items 21–24)</b>	Not correct—the examinee makes three or more errors in transliterating the given sentence from Chinese characters into the Roman alphabet.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	20 to 24 tasks handled correctly
<b>3</b>	15 to 19 tasks handled correctly
<b>2</b>	10 to 14 tasks handled correctly
<b>1</b>	0 to 9 tasks handled correctly
<b>U</b>	Unscorable—the candidate's response is illegible or is not in the target language.
<b>B</b>	Blank—the candidate provides no response whatsoever.

## CULTURAL KNOWLEDGE ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the cultural knowledge assignment
- A practice cultural knowledge assignment
- The performance characteristics and scoring scale

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



## **DESCRIPTION OF THE CULTURAL KNOWLEDGE ASSIGNMENT TASK AND EXPECTED RESPONSE**

In this section of the test, you will be asked to discuss a specific aspect of the culture associated with the language being tested. The topic may be a major historical figure; a significant event or period; a well-known artist, work of art, or artistic movement; an important geographical feature; or a cultural phenomenon or institution. The question will require you to:

- identify the topic; and
- explain in a few sentences why the given person, event, work, movement, geographical feature, or institution is important to the culture.

An excellent response will provide both accurate basic information (e.g., placing a historical figure in the correct period or correctly locating a geographical feature) and a thorough and accurate explanation of the relationship of the topic to the development of a national or regional culture. Because this exercise is designed to test your cultural knowledge and not your writing ability, you may write your answer in either the target language or English. You should choose the language that is more familiar to you.

## SAMPLE TEST DIRECTIONS FOR THE CULTURAL KNOWLEDGE ASSIGNMENT

### DIRECTIONS FOR SECTION FOUR CULTURAL KNOWLEDGE

Section Four of this test consists of a cultural knowledge assignment presented in your test booklet. Your response may be written in either the **target language or English**. Write your response on pages 11–12 of the answer document under "Section Four." *Your score will be based solely on the response you write on pages 11–12 of the answer document.*

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

- **IDENTIFICATION:** accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
- **CULTURAL CONTEXT:** ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
- **CULTURAL ISSUES:** clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

Turn the page and continue with Section Four.

## PRACTICE CULTURAL KNOWLEDGE ASSIGNMENT

The following is a cultural understanding assignment. Write your response to this assignment on pages 11–12 of the answer document. Your response may be written in either Chinese or English.

Food is a major priority in the lives of Chinese people, as evidenced by the popular Chinese greeting "Have you eaten yet?" The cuisine of each region has its own unique characteristics. In a response of approximately 100 to 200 words, discuss the various staple foods in Chinese culture and how Chinese food varies from region to region. Your response may be written in either Chinese or English and will be evaluated on the basis of your cultural knowledge, not your writing ability. However, your ideas must be communicated clearly enough to permit an assessment.



**FOR YOUR REFERENCE ONLY**—*This constructed-response item is written to assess understanding of Subarea IV, "Cultural Knowledge," which consists of the objectives listed below.*

*Demonstrate an understanding of common manners and customs of Chinese-speaking societies.*

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

*Demonstrate an understanding of the history and geography of areas where Chinese is spoken.*

## PERFORMANCE CHARACTERISTICS FOR THE CULTURAL KNOWLEDGE ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

<b>Identification</b>	accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
<b>Cultural Context</b>	ability to describe the appropriate cultural context of the topic (e.g., historical period, belief system, geographic location)
<b>Cultural Issues</b>	clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

## SCORING SCALE FOR THE CULTURAL KNOWLEDGE ASSIGNMENT

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

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a strong command of the performance characteristics for the cultural knowledge assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment.</li> <li>The candidate describes the appropriate cultural context of the topic.</li> <li>The candidate provides a thorough and accurate explanation of the relationship of the topic to the target culture.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command of the performance characteristics for the cultural knowledge assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate identifies the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment.</li> <li>The candidate generally provides accurate information regarding cultural context.</li> <li>The candidate provides some explanation of the relationship of the topic to the target culture, with only minor factual errors, if any.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command of the performance characteristics for the cultural knowledge assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate provides minimal information to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment.</li> <li>The candidate provides little information on the cultural context of the topic.</li> <li>The candidate provides an inadequate explanation of the relationship of the topic to the target culture.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a lack of command of the performance characteristics for the cultural knowledge assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate fails to identify the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment.</li> <li>The candidate does not place the topic in the appropriate cultural context.</li> <li>The candidate fails to explain the relationship of the topic to the target culture or reveals a significant misunderstanding of cultural trends or issues.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## LANGUAGE ACQUISITION ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the language acquisition assignment
- A practice language acquisition assignment
- The performance characteristics and scoring scale

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

## **DESCRIPTION OF THE LANGUAGE ACQUISITION ASSIGNMENT TASK AND EXPECTED RESPONSE**

For this section of the test, you will be asked to write about a specific aspect of language acquisition. The topic may include identifying an instructional approach or strategy to address a given problem, such as how to introduce a new linguistic concept in the target language or help students correct linguistic errors they are making in the target language. The question will require you to:

- identify the grade level of the students about whom you will be writing;
- identify how the given problem is likely to be manifest in students at that grade level; and
- explain in a few sentences the instructional approach or strategy you suggest to address the given problem and why that approach or strategy would be effective.

An excellent response would provide accurate information about the given problem and how it affects students at the grade level you have chosen to discuss. It should also include a succinct but thorough description of the approach or strategy you suggest to address the problem and the reasons why you feel the approach would be effective. Because this exercise is designed to test your knowledge of language acquisition and not your writing ability, you may write your answer in either the target language or English. You should choose the language that is more familiar to you.

## SAMPLE TEST DIRECTIONS FOR THE LANGUAGE ACQUISITION ASSIGNMENT

### DIRECTIONS FOR SECTION FIVE LANGUAGE ACQUISITION

Section Five of this test consists of a language acquisition exercise that involves responding to an assignment presented in your test booklet. Your response may be written in **either the target language or in English**. Write your response on pages 13–14 of the answer document under "Section Five." *Your score will be based solely on the response you write on pages 13–14 of the answer document.*

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

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT-MATTER KNOWLEDGE:** accuracy and appropriateness in the application of the subject-matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The language acquisition exercise is intended to assess content-matter knowledge and skills. Your response must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your response should be written for an audience of educators in this field. Your response should be your original work, written in your own words, and not copied or paraphrased from some other work.

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 Five.

## PRACTICE LANGUAGE ACQUISITION ASSIGNMENT

Use the information below to respond to the assignment that follows. Write your response to this assignment on pages 13–14 of the answer document. Your response may be written in either Chinese or English.

Imagine that you are teaching a beginning Chinese class. All of the students in the class speak English, and most have never studied a second language prior to this class. You are reading compositions written by the students after a few months of studying Chinese, and considering how best to help students correct common Chinese grammar errors they are making.

Using your knowledge of second-language acquisition and language learning processes, prepare a response in which you:

- identify the grade level of the students in your class;
- identify a common type of grammatical error students at this level of proficiency would likely make in written Chinese; and
- describe a way you would use your students' compositions to help them understand and overcome the grammatical error you identified and explain how this strategy would be effective.



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

*Understand processes involved in second-language acquisition.*



## PERFORMANCE CHARACTERISTICS FOR THE LANGUAGE ACQUISITION ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

<b>Purpose</b>	the extent to which the response achieves the purpose of the assignment
<b>Subject-Matter Knowledge</b>	accuracy and appropriateness in the application of the subject-matter knowledge
<b>Support</b>	quality and relevance of supporting details
<b>Rationale</b>	soundness of argument and degree of understanding of the subject matter

## SCORING SCALE FOR THE LANGUAGE ACQUISITION ASSIGNMENT

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

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject-matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject-matter knowledge.</li> <li>• The supporting evidence is general; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic; some reasoning is evident.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject-matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject-matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## WRITTEN EXPRESSION ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the written expression assignment
- A practice written expression assignment
- The performance characteristics and scoring scale

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 AND EXPECTED RESPONSE**

In this section of the test, you will produce a sample of writing in the target language in response to an assignment provided in English. The assignment will describe an imaginary situation and ask you to carry out a writing task arising from the situation (e.g., a letter to a friend narrating an experience described in the assignment). Writing samples 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 assignment would fully address the assigned topic and develop the topic by extensive elaboration of specific points. The message would be clearly and effectively communicated in a socioculturally appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied in 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 use of diacritical marks and punctuation.

## SAMPLE TEST DIRECTIONS FOR THE WRITTEN EXPRESSION ASSIGNMENT

### DIRECTIONS FOR SECTION SIX WRITTEN EXPRESSION

Section Six of this test consists of a written expression 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 pages 15–16 of the answer document under "Section Six." ***Your score will be based solely on the response you write on pages 15–16 of the answer document. Your response must be written in the target language.***

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 Six.

## PRACTICE WRITTEN EXPRESSION ASSIGNMENT

The following is a written expression assignment. Write your response to this assignment on pages 15–16 of the answer document. Your response must be written in Standard Modern Chinese characters (Traditional or Simplified).

Imagine that you were planning on taking a trip to China to visit a close friend, but now you are not able to make the trip. Write a letter in Chinese to your friend explaining that will you not be able to take the trip as planned. In your letter, you may wish to include, but are not limited to, the following topics:

- your apologies for having to cancel the trip;
- the reason why you cannot take the trip to China at this time;
- possible dates for a future visit; and
- inquiries about your friend's current health and activities.



**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 Chinese to present in writing information, concepts, and ideas for a variety of purposes to different audiences.*

## PERFORMANCE CHARACTERISTICS FOR THE WRITTEN EXPRESSION ASSIGNMENT

<b>Purpose</b>	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
<b>Organization</b>	the organization, development, and support of ideas
<b>Vocabulary</b>	the selected vocabulary and idiomatic expressions
<b>Grammar</b>	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.

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a strong command and thorough application of the performance characteristics for the written expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion.</li> <li>• The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas.</li> <li>• The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions.</li> <li>• The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command and application of the performance characteristics for the written expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are generally clear and organized, and the supporting details develop some of the stated ideas.</li> <li>• The vocabulary and idiomatic expressions reflect a general command of the language for communicating a complete message.</li> <li>• 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.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command and a partial application of the performance characteristics for the written expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support.</li> <li>• The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message.</li> <li>• 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.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a lack of command and little or no application of the performance characteristics for the written expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details.</li> <li>• The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication.</li> <li>• 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.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## ORAL EXPRESSION ASSIGNMENT SECTION

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This section includes the following:

- A description of the task and expected response
- Sample test directions for the oral expression assignment
- A practice oral expression assignment
- The performance characteristics and scoring scale

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 AND EXPECTED RESPONSE**

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 SEVEN ORAL EXPRESSION

For Section Seven 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, but you may make notes on the scratch paper provided. **You will be scored only on the response that 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 must be spoken in the target language.**

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 a 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.



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 Chinese (Mandarin). 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 living in China and a friend has invited you to attend a celebration of his birthday. You call your friend to tell him that you cannot attend because of a prior commitment. Speaking in Mandarin, leave a message for your friend in which you explain that you cannot come to his celebration. You may wish to include, but are not limited to, the following topics:

- apologies for not being able to attend the celebration;
- an explanation of why you will not be able to attend; and
- suggestions for alternative plans for the two of you to celebrate his birthday.

(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, construct connected oral discourse in Mandarin that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.*

## PERFORMANCE CHARACTERISTICS FOR THE ORAL EXPRESSION ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the knowledge and skills included in the following performance characteristics.

<b>Purpose</b>	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
<b>Fluency</b>	the fluent and developed communication of the message
<b>Pronunciation</b>	the articulation and pronunciation of words and phrases
<b>Vocabulary</b>	the selected vocabulary and idiomatic expressions
<b>Grammar</b>	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
<b>4</b>	<p><b>The "4" response reflects a strong command and a thorough application of the performance characteristics for the oral expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion.</li> <li>• The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses.</li> <li>• The response demonstrates easily intelligible pronunciation with few, if any, errors.</li> <li>• The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors.</li> <li>• The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general command and application of the performance characteristics for the oral expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response largely achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion.</li> <li>• The response is developed with some elaboration and maintains a steady flow of speech with occasional hesitations and pauses.</li> <li>• The response demonstrates intelligible pronunciation, with occasional errors.</li> <li>• The response demonstrates a general command of appropriate vocabulary and idiomatic expressions.</li> <li>• The response demonstrates a general command of grammar and syntax, though some errors interrupt comprehension.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited command and a partial application of the performance characteristics for the oral expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion.</li> <li>• 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.</li> <li>• The response demonstrates frequent errors in pronunciation.</li> <li>• The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases.</li> <li>• The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a lack of command and little or no application of the performance characteristics for the oral expression assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion.</li> <li>• 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.</li> <li>• The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible.</li> <li>• The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions.</li> <li>• The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.</li> </ul>
<b>U</b>	<b>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>
<b>B</b>	<b>There is no response to the assignment.</b>

## 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 SCORING PROCESS

Constructed responses will be rated on a four-point scoring scale. 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 is scored on a scale from 1 to 4, with 1 representing a lack of command and little or no application of the performance characteristics, and 4 representing a strong command and thorough application of the performance characteristics. Each response is reviewed and scored by a scoring group, and the group's consensus score is doubled.

Scores Assigned	Constructed-Response Assignment Score
4 + 4	8
3 + 4	7
3 + 3	6
2 + 3	5
2 + 2	4
1 + 2	3
1 + 1	2
U	0
B	0

### PERFORMANCE CHARACTERISTICS

The score points for each of the seven constructed-response assignments are based on a set of performance characteristics that is specific to the constructed-response assignment as follows.

#### Listening Comprehension Assignment Performance Characteristics

- Listening Comprehension
- Listening Inference

Detailed characteristics of the score point features for the listening comprehension assignment are described in the scoring scale on page 2-13.

### **Reading and Vocabulary Assignment Performance Characteristics**

- Reading Comprehension
- Reading Inference

Detailed characteristics of the score point features for the reading and vocabulary assignment are described in the scoring scale on page 2-19.

### **Language Structures Assignment Performance Characteristics**

- Grammar
- Transformation
- Correction
- Romanization

Detailed characteristics of the score point features for the language structures assignment are described in the scoring scale on page 2-27.

### **Cultural Knowledge Assignment Performance Characteristics**

- Identification
- Cultural Context
- Cultural Issues

Detailed characteristics of the score point features for the cultural knowledge assignment are described in the scoring scale on page 2-32.

### **Language Acquisition Assignment Performance Characteristics**

- Purpose
- Subject-Matter Knowledge
- Support
- Rationale

Detailed characteristics of the score point features for the language acquisition assignment are described in the scoring scale on page 2-37.

### **Written Expression Assignment Performance Characteristics**

- Purpose
- Organization
- Vocabulary
- Grammar

Detailed characteristics of the score point features for the written expression assignment are described in the scoring scale on page 2-42.

### **Oral Expression Assignment Performance Characteristics**

- Purpose
- Fluency
- Pronunciation
- Vocabulary
- Grammar

Detailed characteristics of the score point features for the oral expression assignment are described in the scoring scale on page 2-47.

### **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 scores you received on the seven constructed-response assignments.

### **Constructed Response Assignment Scores**

One score is indicated for your performance on each of the seven constructed-response assignments. These scores are presented on the same scale as the total test score.

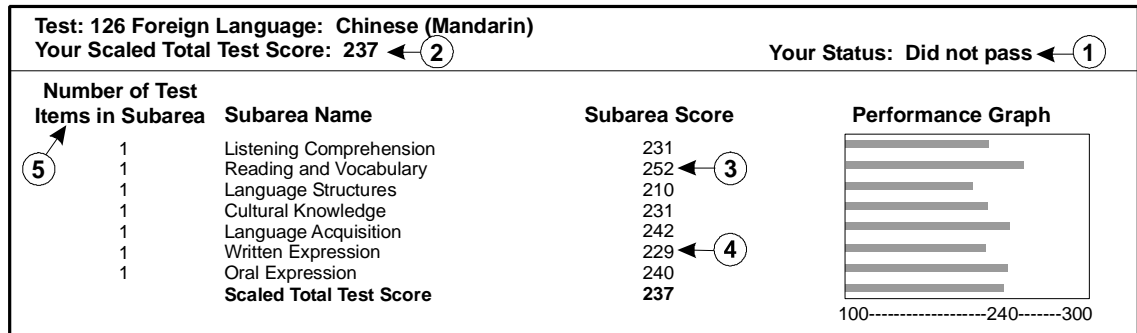
The performance graph is provided in regard to your performance on each of the seven constructed-response assignments. These will help you assess your areas of relative strength and weakness.

### **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: Chinese (Mandarin) test score report is provided below.



According to the above sample, the examinee did not pass the Foreign Language: Chinese (Mandarin) test ①, because the examinee's total test score of 237 ② is below the passing score of 240.

The examinee did better on the Reading and Vocabulary subarea ③ of the test than on the Written Expression 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.