

Illinois Licensure Testing System

STUDY GUIDE

Foreign Language:
Italian (130)

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

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current program information.**

Illinois State Board of Education

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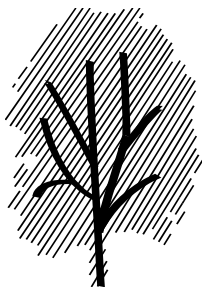
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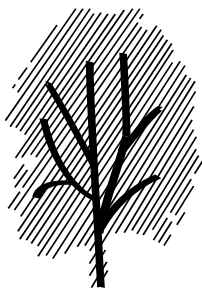
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General Information About the Illinois Licensure Testing System

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

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



Field-Specific Information

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

INTRODUCTION

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: ITALIAN 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 Italian.

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 a social situation.
- 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 and 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 the stated cause and 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 the social context of a spoken exchange or the relationship between speakers.
- Analyze a relationship (e.g., cause-and-effect) implied but not stated in an oral communication.

SUBAREA II—READING AND VOCABULARY

0004 Demonstrate an understanding of written passages, including electronic texts, in Italian.

For example:

- Demonstrate comprehension of key vocabulary as well as the main message of complex materials without the help of visual representations.
- Demonstrate an understanding of written material as presented in various media in Italian (e.g., Internet sites, CD-ROMs, periodicals).

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

For example:

- Recognize the correct noun, pronoun form, or pronominal particle 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.

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

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

For example:

- Demonstrate an ability to explain and correct inappropriate use of verb tenses, grammatical forms, and word order.
- Organize parts of speech into grammatically and syntactically correct sentences.
- Demonstrate the ability to analyze linguistic structures of the Italian 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 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.

SUBAREA IV—CULTURAL KNOWLEDGE

0011 Demonstrate an understanding of manners, customs, and ranges of cultural expression of Italy.

For example:

- Identify culturally appropriate behaviors in a variety of contexts.
- Demonstrate a familiarity with cultural practices in Italy (e.g., festivals, sports, music, fashion, design).
- Identify food and meal customs in Italy.
- Compare topics, types, and styles of media communication (e.g., television, radio, CD-ROM, software, films, online resources, Web sites, periodicals) in Italy.

0012 Demonstrate an understanding of the arts (e.g., music, dance, folk art, visual art, drama, architecture) and literature of Italy.

For example:

- Demonstrate knowledge of the cultural and historical significance of characteristic art forms of Italy.
- Identify characteristics, origins, and representatives of various artistic styles and movements using Italian vocabulary.
- Compare and analyze Italian literary themes, styles, and perspectives across authors and genres.
- Explain the influence of a historical period on form, style, and point of view in a variety of Italian literary works.
- Identify characteristics, origins, and authors of major literary forms using Italian vocabulary.

0013 Demonstrate an understanding of the history and geography of Italy.

For example:

- Identify key historical events and diverse historical figures (e.g., scientists, mathematicians, inventors, business leaders) associated with Italy and explain their influence.
- Compare and contrast the influences of historical events and diverse historical figures and their impact on the development of Italy.
- Analyze different perspectives on historical events using a variety of media and technology (e.g., maps, charts, digital images, graphs).
- Demonstrate knowledge of the physical and cultural geography of Italy (e.g., population distribution, resources, and major economic activities).
- Analyze how migration and settlement patterns have affected the culture, economy, and environment of Italy throughout history.
- Demonstrate knowledge of the currency, products, and economic and political systems of contemporary Italy.

SUBAREA V—WRITTEN EXPRESSION

0014 Use Italian to present in writing information, concepts, and ideas for a variety of purposes and audiences.

For example:

- Write an expository piece that describes and analyzes a given situation.
- Write an account that describes 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 Italian 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 in tenses appropriate to the task.
- Discuss advantages and disadvantages of a given topic.
- 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 monologue. You will hear the monologue twice.**

(You will hear:)

L'istruzione in Italia è organizzata diversamente da quella negli Stati Uniti d'America. Il sistema di istruzione pubblica italiana è gratis per i cittadini italiani, ma gli studenti si devono comperare i libri e gli altri materiali personali. In Italia i minorenni devono frequentare la scuola fino ai 14 anni. Tutti coloro che decidono di proseguire gli studi frequentano la scuola superiore. Vi sono molti tipi di scuole superiori, alla fine delle quali gli studenti devono superare un esame scritto e orale, dopodiché possono iscriversi all'università.

Now answer the question.

(You will read in the test booklet:)

Che cosa descrive questo monologo?

- A. il sistema italiano delle scuole superiori
- B. una comparazione degli studenti statunitensi e italiani
- C. il sistema italiano di istruzione pubblica
- D. una comparazione dell'istruzione statunitense e quella italiana

2. **Listen carefully to the following conversation between a brother and sister. You will hear the conversation twice.**

(You will hear:)

[male voice] È il compleanno di zia Daniela domani. Cosa le compriamo?

[female voice] Beh, Luca, non so cosa le farebbe piacere... forse dei bei fiori?

[male voice] Glieli abbiamo già regalati l'anno scorso. Cercavo qualcosa di diverso.

[female voice] Cosa ne pensi di una bella borsa di pelle di ottima qualità? Oppure dei guanti di pelle morbidissimi con una sciarpa di merino?

[male voice] Ecco, sì. I guanti sono pratici, ma belli; è un regalo perfetto.

Now answer the question.

(You will read in the test booklet:)

Perché Luca vuole comprare i guanti per il compleanno di zia Daniela?

- A. Perché è un regalo molto bello e utile.
- B. Perché a zia Daniela non piacciono i fiori.
- C. Perché non ha molti soldi.
- D. Perché zia Daniela ha chiesto i guanti.

3. **Listen carefully to the following announcement. You will hear the announcement twice.**

(You will hear:)

(enthusiastically) Nel telegiornale sportivo di stasera, abbiamo i risultati della partita Juventus-Milan. La Juventus è andata subito all'attacco e ha segnato il primo gol. Poi, il Milan ha ribaltato le sorti segnando due gol, uno dopo l'altro. La Juventus ha lottato duramente contro il Milan e al 70° minuto ha segnato il suo secondo gol. La partita è andata ai tempi supplementari e la Juventus ha vinto, ma con fatica.

Now answer the question.

(You will read in the test booklet:)

Com'è il tono di questo annuncio?

- A. nervoso
- B. scontento
- C. entusiasta
- D. annoiato

**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 passage below; then answer the question that follows.**

La penisola italiana è circondata dal Mar Mediterraneo. Una delle regioni costiere dell'Italia settentrionale è la Liguria che confina con la Francia e infatti la riviera ligure si sussegue alla Costa Azzurra francese. Lungo la costa ligure si estendono gli Appennini e tra di essi e il mare non vi sono pianure.

Quale delle seguenti frasi riassume il paragrafo precedente?

- A. La Liguria è la regione italiana costiera che confina con la Francia.
- B. L'Italia è un'isola nel Mar Mediterraneo e confina con la Francia.
- C. L'Italia settentrionale è tutta circondata dal Mar Mediterraneo.
- D. La Costa Azzurra è una regione italiana sul Mar Mediterraneo.

5. **Read the passage below; then answer the question that follows.**

. . . esercitava la professione di filatore di seta . . . Il lavoro andava di giorno in giorno scemando; ma l'emigrazione continua de' lavoratori, attirati negli stati vicini da promesse, da privilegi e da grosse paghe, faceva sì che non ne mancasse ancora a quelli che rimanevano in paese. Oltre di questo, possedeva Renzo un poderetto che faceva lavorare e lavorava egli stesso, quando il filatoio stava fermo . . .

Quale delle seguenti frasi riassume meglio il paragrafo precedente?

- A. Renzo dedicava ogni minuto della sua giornata al suo lavoro nel filatoio.
- B. Renzo lavorava contemporaneamente nel filatoio e nel suo podere.
- C. Renzo curava un podere quando non lavorava nel filatoio.
- D. Renzo faceva lavorare il suo podere nel filatoio.

6. **Read the passage below; then answer the question that follows.**

Passiamo davanti alle bilance e ai reagenti. Quando entriamo nel laboratorio troviamo un uomo in camice con guanti e occhiali protettivi intento a sistemare un becco bunsen sotto la cappa. Sui banchi vediamo vetreria di ogni forma possibile. Dopo le presentazioni, ci spiega come questo laboratorio viene utilizzato sia per l'analisi qualitativa sia per quella quantitativa.

Che mestiere fa l'uomo descritto nel paragrafo precedente?

- A. il vetraio
- B. il chimico
- C. il fotografo
- D. il veterinario

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

Questa è la casa _____.

Which of the following phrases, if inserted into the blank in the sentence above, correctly completes the sentence?

- A. in che abitiamo
- B. in quale abitiamo
- C. in cui abitiamo
- D. quello che abitiamo

8. **Use the sentence below to answer the question that follows.**

Loro possono vedere tutto il panorama della città da quella collina.

Which of the following correctly transforms the sentence above to an impersonal form?

- A. Possono vedere tutto il panorama della città da quella collina.
- B. Si può vedere tutto il panorama della città da quella collina.
- C. Loro vedono tutto il panorama della città da quella collina.
- D. Tutto il panorama della città li vede da quella collina.

9. **Use the sentence below to answer the question that follows.**

We have lived in Lucca for six months.

Which of the following sentences correctly translates the sentence above?

- A. Abbiamo abitato a Lucca da sei mesi.
- B. Abitavamo a Lucca da sei mesi.
- C. Avevamo abitato a Lucca da sei mesi.
- D. Abitiamo a Lucca da sei mesi.

10. In the early stages of learning Italian as a second language, students are most likely to have:
- A. better listening comprehension than speaking skills.
 - B. better writing than reading skills.
 - C. equally good speaking and reading comprehension skills.
 - D. better speaking skills than writing skills.
11. A significant regional difference in Italian cuisine is that dishes prepared in the north are more likely than dishes prepared in the south to include:
- A. more butter than olive oil.
 - B. tomatoes rather than peppers.
 - C. pasta rather than rice.
 - D. seafood rather than meats.
12. A major difference between Italian *verismo* and Romantic writers of the nineteenth century was that *verismo* writers:
- A. were more concerned about removing all inhibitions on their creativity.
 - B. placed greater emphasis on the expression of strong personal feelings.
 - C. were more strongly influenced by nationalist sentiments and aspirations.
 - D. placed greater emphasis on the accurate depiction of observable phenomena.
13. In which of the following ways did Giuseppe Garibaldi most influence the movement for Italian unification in the mid-1800s?
- A. After his forces occupied Sicily and southern Italy, he made these lands part of the Kingdom of Italy.
 - B. His diplomatic initiatives secured French support for the ouster of Austrian armies from northern Italy.
 - C. His reforms and entrepreneurial activities created a solid economic basis for unification.
 - D. He obtained papal approval for a unified Italy, thereby winning popular support for the movement.

ANSWER KEY

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

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

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

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 part of an organization that will be hosting a conference on teaching Italian, and that you have been asked to write a letter to fellow teachers to tell them about the conference. Write a letter in Italian in which you tell the participants about the conference, and explain why they should attend. You may wish to include, but are not limited to, the following topics:

- an introduction conveying where, when, and what the conference is;
- an explanation of the types of topics that will be covered at the conference;
- an explanation of why it would be beneficial for teachers of Italian to attend the conference; and
- a request for suggestions about additional topics or themes that could be addressed at the conference.



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

SAMPLE RESPONSE FOR THE WRITTEN EXPRESSION ASSIGNMENT

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

Cari colleghi,

il Dipartimento d'Italiano di Rutgers sta organizzando una conferenza sull'insegnamento dell'italiano negli Stati Uniti d'America. Come sapete, negli ultimi anni l'italiano sta diventando una delle lingue più studiate. Per far fronte alla richiesta di nuovi corsi, il nostro Dipartimento ha pensato di organizzare una conferenza che si terrà il 12 aprile a Newark NJ in cui discutere il ruolo dell'italiano nei piani di studio universitari coinvolgendo colleghi di altre istituzioni che offrano idee e argomenti da trattare.

La conferenza si rivolge a tutti gli insegnanti interessati ad approfondire nuove metodologie con l'ausilio di nuove tecnologie. Si farà il punto della situazione attuale dei corsi universitari offerti negli Stati Uniti d'America. In molti dipartimenti l'attenzione è rivolta principalmente all'insegnamento della lingua e della cultura. I corsi di letteratura italiana sono spesso in inglese e sono incentrati sugli stessi autori. Molti studenti non continuano a studiare letteratura dopo i primi corsi, mentre sarebbe auspicabile che il loro interesse rimanesse costante e continuo.

Anche l'approvazione dell'esame AP d'italiano che sarà introdotto tra breve obbliga a rivedere i corsi offerti finora: molti studenti cominceranno a studiare l'italiano nella scuola superiore, quindi le università dovranno tenerne conto e offrire corsi più avanzati come nel caso del francese o dello spagnolo. Nella conferenza si esamineranno proposte per nuovi corsi di cultura e letteratura italiane che possano attrarre nuovi studenti.

Per tutti questi motivi è molto importante che questa conferenza abbia un esito positivo e una partecipazione numerosa in modo che gli argomenti trattati si concretizzino nell'organizzazione di nuovi corsi. Rimango a vostra disposizione per eventuali domande. Ogni suggerimento per argomenti aggiuntivi è bene accetto.

Sperando di vedervi al più presto, colgo l'occasione per inviare i miei più cordiali saluti.

Paul Terrizzi

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 hypothetical situation below. You will have 1 minute to study this scenario. Then, when you are told to do so, respond to the given task in Italian. 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 hypothetical situation now. You will be told when to begin speaking.

(You will read in the test booklet:)

A friend from the United States is visiting you in Italy. Call your neighbor to invite her to the party you are hosting for your friend.

You may wish to include, but are not limited to, the following topics:

- the purpose of the party;
- the time and location of the party;
- the kinds of food and drinks that will be served; and
- anything you would like your neighbor to bring to the party.

(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 Italian 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 2-27) and another scoring scale for the Oral Expression assignment (see page 2-28). 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 2-27. Detailed characterizations of the score point features are described in the scoring scale on page 2-27.

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 2-28. Detailed characterizations of the score point features are described in the scoring scale on page 2-28.

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

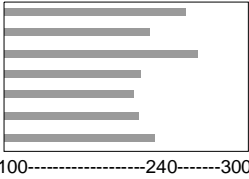
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test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

Test: 130 Foreign Language: Italian			Your Status: Did not pass ← ①	
Your Scaled Total Test Score: 236 ← ②				
Number of Test Items in Subarea	Subarea Name	Subarea Score	Performance Graph	
⑤ 11 to 20	Listening Comprehension	256		
11 to 20	Reading and Vocabulary	234 ← ④		
21 to 30	Language Structures and Acquisition	263 ← ③		
11 to 20	Cultural Knowledge	226		
1	Written Expression	211		
1	Oral Expression	224		
Scaled Total Test Score		236	100-----240-----300	

According to the above sample, the examinee did not pass the Foreign Language: Italian 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.