Board of Education Agenda Item

Item: R. **Date:** April 22, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Passing Scores for the Praxis II World Language Assessments in German, French, and Spanish and to Approve the Assessments and Passing Scores as Another Option to Meet Endorsement Requirements for Native Speakers or Candidates Who Have Learned the Foreign Language

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Origin:

___ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- _X_ Board of Education regulation
- ___ Other: _____

___ Action requested at this meeting _X_ Action requested at future meeting: May 27, 2010

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action
date _____
action _____

Background Information:

The responsibility for teacher licensure is set forth in section 22.1-298.1 of the *Code of Virginia,* which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers. The *Licensure Regulations for School Personnel (September 21, 2007)* 8VAC20-22-40 (A) state, in part, that "…all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education."

The Board of Education prescribes the Praxis II (subject area content) examinations as the professional teacher's assessment requirements for initial licensure in Virginia. The Board originally approved cut scores on 16 subject content tests that became effective July 1, 1999. Subsequently, the Board adopted additional content knowledge tests as they were developed by the Educational Testing Service (ETS). Virginia teachers and teacher educators participated in validation and standard setting studies guided by ETS personnel to ensure an appropriate match between Praxis II tests and the competencies set forth in Virginia's regulations, as well as the K-12 *Standards of Learning*.

ETS continues to update the Praxis II assessments through the test regeneration process. When this process results in substantial changes to an assessment, another standard setting study is required.

The *Licensure Regulations for School Personnel* (September 21, 2007) (8VAC20-22-360 B 2. b.) allow native speakers or candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university to satisfy content requirements by passing a foreign language assessment in the appropriate language as prescribed by the Board of Education. In 2004 the Board of Education approved the use of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternate tests to the Modern Language Association (MLA) Proficiency Test for Teachers and Advanced Students.

Summary of Major Elements

Standard setting studies were conducted November 30 through December 3, 2009, for the Praxis World Language assessments in French, German, and Spanish which are required for individuals seeking the Foreign Language pre-K-12 endorsements in French, German, and Spanish in Virginia. ETS conducted the standard setting studies on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Language assessments. A detailed summary of the study, *Standard Setting Report – Praxis World Languages: German (0183); Praxis World Languages: French (0174); and Praxis World Languages: Spanish (0195) – December 2009,* is attached (Appendix A) and includes participants, methodology, and recommendations. The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French, and Spanish teachers in Virginia.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge assessments will be discontinued, with the last administration in June 2010 for German and July 2010 for French and Spanish.

In addition to the state-specific study, ETS also conducted two multistate standard setting studies for each World Language Assessment in July and August of 2009, in Princeton, New Jersey. The results of these studies, including the passing scores recommended by the multistate panels, are attached (Appendix B) and include participants, methodology, and recommendations.

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessments. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two-hour and 45 minute assessment is divided into four separately timed sections:

Section I: Listening with Cultural Knowledge (50 minutes) – 36 multiple-choice questions
Section II: Reading with Cultural Knowledge (50 minutes) – 39 multiple-choice questions.
Section III: Writing (50 minutes) – Three constructed-response questions
Section IV: Speaking (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended:

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62 percent of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.

- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66 percent of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.

- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69 percent of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

A similar process was used in the multistate standard setting studies as described in Appendix B. The panels recommended:

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65 percent of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.

- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65 percent of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.

- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70 percent of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

When reviewing the Standard Error of Measurement (SEM) for the cut scores recommended by the Virginia standard setting study as well as the multistate standard setting study, there is an overlap in the scaled scores. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score that precisely reflects the test taker's actual level of knowledge and ability. The difference between a test taker's actual score and his highest or lowest hypothetical score is known as the standard error of measurement. The Standard Error of Measurement for the recommended cut scores for the Virginia standard setting studies and the multistate studies for each language are shown on the following pages. In all charts, consistent with the

recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – German

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	61 (4.71)	159
-2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+2 SEMs	71	172

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.50)	165
-2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+2 SEMs	75	177

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.66)	161
-2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+2 SEMs	72	173

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – German – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.59)	163
-2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – French

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	64 (4.53)	163
-2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+2 SEMs	74	176

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	59 (4.65)	157
-2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+2 SEMs	68	169

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.54)	166
-2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+2 SEMs	75	178

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – French – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	63 (4.61)	162
-2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Standard Error of Measurement Summaries – Spanish

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Virginia

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.47)	167
-2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 1

	Recommended Cut Score (SEM)	Scale Score Equivalent
	66 (4.44)	167
-2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+2 SEMs	75	179

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Multistate Panel 2

	Recommended Cut Score (SEM)	Scale Score Equivalent
	69 (4.33)	171
-2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+2 SEMs	77	181

Cut scores within 1 and 2 SEMs of the Recommended Cut Score – Spanish – Combined Multistate Panels

	Recommended Cut Score (SEM)	Scale Score Equivalent
	67 (4.38)	168
-2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

On March 15, 2010, the Advisory Board for Teacher Education and Licensure (ABTEL) reviewed the studies and unanimously recommended that the Board of Education set the following cut scores for revised Praxis II World Language Assessments:

Praxis World Languages: German (0183) – 163

Praxis World Languages: French (0174) - 163

Praxis World Languages: Spanish (0195) - 168

Further, the Advisory Board for Teacher Education and Licensure (ABTEL) recommended that the Board of Education approve the revised Praxis II assessments in World Languages: German, French, and Spanish as additional test options for native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure recommendations to approve cut scores for the revised World Language German, French, and Spanish assessments, and approve the use of the revised Praxis II assessments in German, French, and Spanish as additional test options that can be utilized by native speakers or candidates who have learned a foreign language without formal academic credit to meet the endorsement requirements in these languages.

Impact on Resources:

Costs associated with the administration of the Praxis II World Language assessments will be incurred by the Educational Testing Service. Prospective foreign language teachers will be required to pay a fee for test administration and reporting results to the Virginia Department of Education.

Timetable for Further Review/Action:

This agenda item will be presented to the Board of Education for final approval at the May 27, 2010, meeting.

Appendices

Appendix A - Standard Setting Report for Virginia – December 2009

Appendix B - Multi-State Standard Setting Report – October 2009

Appendix C - ***Test at a Glance – Praxis World Languages – German***

Appendix D – ***Test at a Glance – Praxis World Languages – French***

Appendix E – ***Test at a Glance – Praxis World Languages - Spanish***

Appendix A
Standard Setting Report for Virginia - December 2009

Listening. Learning. Leading.

Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

December 2009

Conducted on Behalf of the Virginia Department of Education by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

The purposes of the studies were to (a) recommend cut (or passing) scores for the Praxis World Languages assessments and (b) confirm the importance of the content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommendations to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

Recommended Cut Scores

The standard setting studies involved an expert panel for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available score raw points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments.

The purposes of the studies were to (a) recommend the minimum Praxis World Languages scores judged necessary to award a preK-12 Foreign Language Endorsement and (b) confirm the importance of the Praxis World Languages content specifications for entry-level German, French and Spanish teachers in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panels' recommended passing scores, or cut scores, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward recommendations to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cut scores on each of the Praxis World Languages assessments.

The first administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions[1]
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions[2].
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

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[1] For Section I (Listening), 30 of the 36 questions contribute to the candidate's score for German and Spanish; and 29 of the 36 questions for French.

[2] For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German and French; and 30 of the 39 questions for Spanish.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw score points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included an expert panel. The VDOE recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the three panels.)

Praxis German Assessment

The German panel included 15 teachers and administrators. In brief, 13 panelists were teachers and two were administrators. Eleven panelists were female. Nine panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and German. All panelists reported being certified German teachers in Virginia. Nearly half of the panelists had between 4 and 7 years of experience as a German teacher, and 20% had 12 or more years of teaching experience. (A fuller demographic description for the members of the German panel is presented in Table 1 in Appendix D.)

Praxis French Assessment

The French panel included 13 teachers, administrators, and college faculty who prepare French teachers. In brief, 10 panelists were teachers, one was an administrator, and two were college faculty. Ten panelists were female. Eleven panelists indicated they were most fluent in English, and one indicated being equally fluent in English and French. Eleven panelists reported being certified French teachers in Virginia. Near half of the panelists had 16 or more years of experience as a French teacher, and 30% had 7 or less years of teaching experience. (A fuller demographic description for the members of the French panel is presented in Table 7 in Appendix E.)

Praxis Spanish Assessment

The Spanish panel included 20 teachers, administrators, and college faculty who prepare Spanish teachers. In brief, fifteen panelists were teachers, two were administrators, and two were college faculty. Seventeen panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Eighteen panelists reported being certified Spanish teachers in Virginia. Nearly half (45%) of the panelists had 7 or less years of experience as a Spanish teacher, and nearly half (45%) had 16 or more years of teaching experience. (A fuller demographic description for the members of the Spanish panel is presented in Table 13 in Appendix F.)

Process and Method

The design of the Praxis World Languages assessments standard setting studies included separate expert panels for each assessment. As described below, the training provided to panelists was consistent across panels.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the Praxis World Languages assessments (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Dr. Clyde Reese, an ETS researcher in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the Praxis World Language assessments were developed, provided an overview of standard setting, and presented the agenda for the study. The German and Spanish panels were led by Dr. Wanda Swiggett, an ETS research, and the French panel was led by Mr. Jack Burke, an ETS consultant.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions (without access to the answer key) and to sketch responses to the constructed-response questions. After "taking the test," the panelists were provided access to the answer key for the multiple-choice questions and the rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified German, French, or Spanish teacher in Virginia. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

As a starting point in the development of the JQC definition, panelists were given the definition from a previous multi-state standard setting study for the assessment. The panelists were instructed to use the previous definition as a "rough draft" for developing a Virginia-specific definition. Panelists were encouraged to (a) *keep*

statements from the multi-state definition that were appropriate for Virginia; (b) *revise* statements to better reflect Virginia standards; (c) *drop* statements that were not applicable in Virginia; and (d) *add* statements to address knowledge and/or skills not considered by the multi-state panels. The panelists were split into smaller groups, and each group was asked to develop their definition of a JQC. Each group referred to the Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load

placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each multiple-choice question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The number of panelists who record each score level (0 through 6) also was displayed for each constructed-response question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level teacher in Virginia. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the 21 knowledge/skills statements.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists' indication of whether they had received adequate training to make their standard-setting judgments and were ready to proceed. Across the three panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Table 2 in Appendix D (German), Table 8 in Appendix E (French), and Table 14 in Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw score points needed to "pass" the section or assessment — of each panel for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, II and IV. The separate "cut scores" for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels' average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to

recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

For each assessment, the Round 2 average scores for each section are summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panel's cut score recommendation for the Praxis German assessment is 60.80 (see Table 2 in Appendix D). The value was rounded to the next highest whole number, 61, to determine the functional recommended cut score. The value of 61 represent approximately 62% of the total available 98 raw points that could be earned on the assessment. The scaled score associated with 61 raw points is 159.[4]

Table 4 (in Appendix D) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis German assessment has not yet been administered.

Praxis French Assessment

The panel's cut score recommendation for the Praxis French assessment is 63.44 (see Table 8 in Appendix E). The value was rounded to the next highest whole number, 64, to determine the functional recommended cut score. The value of 64 represent approximately 66% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 64 raw points is 163.[5]

Table 10 (in Appendix E) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis French assessment has not yet been administered.

[4] For reference purposes, if the recommended raw cut score was 60 points, the scaled score would be 157.
[5] For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 162.

Praxis Spanish Assessment

The panel's cut score recommendation for the Praxis Spanish assessment is 65.42 (see Table 14 in Appendix F). The value was rounded to the next highest whole number, 66, to determine the functional recommended cut score. The value of 66 represent approximately 69% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 66 raw points is 167.[6]

Table 16 (in Appendix F) presents the estimated standard error of measurement (SEM) around the recommended cut score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut score are provided. The standard error provided is an estimate, given that the Praxis Spanish assessment has not yet been administered.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments' content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, all the knowledge/skills statements were judged to be *Very Important* or *Important* by at least 80% of the panelists for a particular language. Two knowledge/skills statements were judged to be *Very Important* or *Important* by 90% or less of the panelists for two languages:

- "*Understands the rules of the sound system of the target language …*" for German and Spanish; and
- "*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*" for German and Spanish.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Table 6 (in Appendix D), Table 12 (in Appendix E) and Table 18 (in Appendix F) present the results of the final evaluations for German, French and Spanish, respectively.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study; that the facilitators' instructions and explanations were clear; and that they were prepared to make their standard setting judgments. For each panel, more than two-thirds of the panels *strongly agreed* that the standard-setting process was easy to

[6] For reference purposes, if the recommended raw cut score was 65 points, the scaled score would be 166.

follow. The panelists reported that the (a) definition of the JQC, (b) the knowledge/skills required to answer each test question, and (c) their own professional experience most influenced their standard-setting judgments.

Across both panels, no panelists indicated that they were *uncomfortable* with the recommended cut score; all panelists indicated they were *very* or *somewhat comfortable* with their recommendation. For the German assessment, 80% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. For French, 77% of the panelists were *very comfortable* with their recommendation and all the panelists thought their cut score recommendation was *about right*. Finally, for Spanish, 85% of the panelists were *very comfortable* with their recommendation and 19 of the 20 panelists thought their cut score recommendation was *about right*.

Summary

A series of standard setting studies were conducted on November 30 through December 3, 2009 for the Praxis World Languages: German, French and Spanish assessments which will be used to award a preK-12 Foreign Language Endorsement in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the new Praxis World Languages assessments, which will be administered in Virginia for the first time in the fall 2010.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel are provided to the VDOE to assist in the process of establishing appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the recommended cut score is **61** (on the raw score metric), which represents 62% of the 98 available raw score points. The scaled score associated with a raw score of 61 on the Praxis German assessment is 159.
- For Praxis World Languages: **French**, the average recommended cut score is **64** (on the raw score metric), which represents 66% of the 97 available raw score points. The scaled score associated with a raw score of 64 on the Praxis French assessment is 163.
- For Praxis World Languages: **Spanish**, the recommended cut score is **66** (on the raw score metric), which represents 69% of the 96 available raw score points. The scaled score associated with a raw score of 66 on the Praxis Spanish assessment is 167.

For each assessment, the panel confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages content specifications were important for entry-level teachers in Virginia. The results of the evaluation surveys (initial and final) from each panel support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 1

	General Session
8:00 – 8:15	**Welcome**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:00	**Overview of the Praxis World Languages Assessments**
9:00 – 9:05	**Break**
	Break-Out Room
9:05 – 9:20	**Introductions**
9:20 – 11:30	**"Take" the Praxis World Languages: [Target Language] Assessment**
11:30 – 12:00	**Discuss the Praxis World Languages: [Target Language] Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training for MC Items (Sections I and II)**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Multiple-Choice**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA
Praxis World Languages: German Assessment

Virginia Standard Setting Study

Day 2

	Break-Out Room
9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Standard Setting Training for CR Items (Sections III and IV)**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Constructed-Response**
10:30 – 10:45	**Break**
10:45 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgments**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms
3. Comprehend most main ideas, key concepts and some details in authentic samples of everyday paragraph length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods and grammatical terminology
6. Can identify significant people, places, events, customs, and social structures in German-speaking countries
7. Has an awareness of regional differences in language

Writing and Speaking

1. Ability to deliver language with little hesitation using varied pace and appropriate intonation
2. Articulation and pronunciation is comprehensible to a native speaker
3. Can express himself/herself on a variety of topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute and summarize
5. Demonstrates control of mechanics and conventions in writing
6. Is able to adjust writing and speaking for various purposes and audiences
7. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad vocabulary including commonly-used idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic (native speakers and/or authentic materials) aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of the various components of grammar
6. Has an understanding of pronunciation of spoken French
7. Has a basic knowledge of historical and current people, places, customs, events, social structures and trends in French-speaking countries and regions
8. Has a basic awareness of regional differences in vocabulary, pronunciation, idioms, and cultural references

Writing and Speaking

1. Is comprehensible to a native speaker not accustomed to dealing with non-native speakers
2. Can express himself/herself and his/her opinion on a variety of topics
3. Uses a variety vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking, and engaging in conversations
4. Demonstrates basic command of mechanics (grammar, syntax, spelling and punctuation) in writing
5. Demonstrates control of mechanics in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Organizes ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, context clues, synthesis, and predictions with authentic texts
2. Comprehends a diverse vocabulary including some commonly used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of common grammar concepts, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Has cultural understandings to include prominent historical and current people, perspectives, products, and practices
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a listener by using a moderate degree of accuracy in pronunciation and grammar
2. Can express himself/herself on a variety of concrete and abstract topics, express and defend personal opinions, and negotiate real world situations
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Applies appropriate form and style in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Organizes ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel

Panelist	Affiliation
Jeff Davis	Patrick Henry High School
Tanya Espinoza	Landstown High School
Stuart Gapper	James River High School
Margot C. Hall	Newport News Public Schools
Helga Hiss	Monticello High School
Barbara Kovalik	Thornburg Middle School
Emily Massey	Robinson Secondary School
Michelle Ray	Spotsylvania County Schools
Diane Rice	Hidden Valley High School
Marion R. Salm	Heritage High School
Alan R. Strecker	Northside High School
Robyn N. Thompson	Lee-Davis High School
Jeffrey Van Wassen	Manassas City Public Schools
Beth Vanderpool	Andrew Lewis Middle School
Linda Verheul	Powhatan High School

French Panel

Panelist	Affiliation
Danyel Brugh Barnes	Salem High School
Margaret Beckner	Virginia Beach City Public Schools
Julia Campbell	Heritage High School
Shirley "SJ" Cordell-Robinson	James Monroe High School
Kenneth Deal	Freedom High School
Betty R. Facer	Old Dominion University
Lisa A. Harris	Norfolk Public Schools
Carie E. Hatfield	Churchland High School/Portsmouth City Public Schools
Patricia S. Lyons	Fluvanna County High School
Daniel Mensah	Gar-Field High School
Suzanna Mullins	Coeburn High School/Wise County Public Schools
Scott Powers	University of Mary Washington
Maria M. Yount	Powhatan Junior High School

Spanish Panel

Panelist	Affiliation
Elizabeth Ashley Burke	Randolph Henry High School/Charlotte County Public Schools
Marcia Chaves	James Monroe High School
Stacy Escobar	Spotswood High School
Graciela Garzón	Hanover County Public Schools
Stephen Gerome	James Madison University
Anne Gordon-Arbogast	Orange County High School
Michele-Marie D. Griffith	Poquoson Middle School/Old Dominion University
Stephen Hart	Denbigh High School
Karen Heist	Woodside High School
Leonardo López	Buffalo Gap High School/Augusta County
Khadijah Luqman	LC Bird High School
Alexsis Mansisidor	Chesterfield County Public Schools
Marla Meade	Wise County Public Schools
Sandra F. (Suzy) Morris	Fluvanna County High School
Nancy Munoz	Prince Edward Elementary School
Melissa Reynold	Atlee High School
Maria Sicurella	Prince Edward County Elementary School
Gresilda A. Tilley-Lubbs	Virginia Tech University
Jill Vargas	Rappahannock High School/Richmond County Public Schools
Barbara R. Wiley	Westfield High School

APPENDIX D
Results for Praxis World Languages: German

TABLE 1 Committee Member Demographics — German

	N	Percent
Group you are representing		
Teachers	13	87%
Administrator/Department Head	2	13%
College Faculty	0	0%
Race		
African American or Black	1	7%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	93%
Hispanic	0	0%
Gender		
Female	11	73%
Male	4	27%
In which language are you most fluent?		
English	9	60%
German	2	13%
English and German about the same	4	27%
Are you certified as a German teacher in Virginia?		
No	0	0%
Yes	15	100%
Are you currently teaching German in Virginia?		
No	1	7%
Yes	14	93%
Are you currently mentoring another German teacher?		
No	14	93%
Yes	1	7%
How many years of experience do you have as a German teacher in Virginia?		
3 years or less	0	0%
4 - 7 years	7	47%
8 - 11 years	5	33%
12 - 15 years	2	13%
16 years or more	1	7%
For which education level are you currently teaching German?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%
High School (9 - 12 or 10 - 12)	8	53%
All Grades (K - 12)	3	20%
Higher Education	0	0%
Other	2	13%
School Setting		
Urban	2	13%
Suburban	11	73%
Rural	2	13%

TABLE 2 Cut score Summary by Round of Judgments — German

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	17.35	17.49
Median	17.90	17.70
Minimum	13.85	14.95
Maximum	20.60	19.50
SD.	2.35	1.54
SEJ	0.61	0.40
Section II: Reading (Max. Raw Score = 32)		
Mean	19.21	19.78
Median	19.60	19.80
Minimum	14.25	16.80
Maximum	23.90	22.20
SD.	2.87	1.68
SEJ	0.74	0.43
Section III: Writing (Max. Raw Score = 18)		
Mean	11.40	11.47
Median	11.00	12.00
Minimum	9.00	9.00
Maximum	13.00	13.00
SD.	1.24	1.25
SEJ	0.32	0.32
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.47	12.07
Median	12.00	12.00
Minimum	5.00	9.00
Maximum	14.00	14.00
SD.	2.50	1.39
SEJ	0.65	0.36
Total (Max. Raw Score = 98)		
Mean	59.42	60.80
Median	59.45	61.90
Minimum	44.65	50.05
Maximum	69.50	66.75
SD.	6.76	4.52
SEJ	1.75	1.17

TABLE 3 Panelists Cut scores by Round of Judgments — German

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.65	18.95	20.95	20.80	12.00	13.00	14.00	14.00	65.60	66.75
2	15.25	16.20	21.00	20.80	13.00	11.00	14.00	13.00	63.25	61.00
3	15.25	15.25	15.40	16.80	9.00	9.00	5.00	9.00	44.65	50.05
4	16.30	17.70	19.60	21.30	11.00	11.00	11.00	12.00	57.90	62.00
5	19.00	18.70	21.30	20.90	13.00	13.00	12.00	13.00	65.30	65.60
6	15.40	16.00	17.45	19.10	11.00	12.00	11.00	11.00	54.85	58.10
7	18.90	18.60	17.70	18.40	9.00	9.00	13.00	12.00	58.60	58.00
8	14.20	16.10	15.60	18.10	12.00	12.00	11.00	12.00	52.80	58.20
9	13.85	14.95	14.25	18.55	11.00	12.00	12.00	12.00	51.10	57.50
10	15.40	16.25	18.05	19.65	13.00	13.00	13.00	13.00	59.45	61.90
11	18.95	19.15	20.95	19.80	12.00	12.00	14.00	14.00	65.90	64.95
12	20.60	19.50	22.40	21.20	11.00	11.00	8.00	11.00	62.00	62.70
13	19.95	18.65	22.05	22.20	11.00	11.00	12.00	12.00	65.00	63.85
14	20.60	18.70	23.90	21.80	12.00	12.00	13.00	13.00	69.50	65.50
15	17.90	17.65	17.55	17.25	11.00	11.00	9.00	10.00	55.45	55.90

TABLE 4 Cut scores within 1 and 2 SEMs of the Recommended Cut score — German

Recommended Cut score (SEM)		**Scale Score Equivalent**
61 (4.71)		159
- 2 SEMs	52	147
-1 SEM	57	153
+1 SEM	66	165
+ 2 SEMs	71	172

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 5 Test Specifications Judgments — German

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**13**	**87%**	**2**	**13%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	8	53%	7	47%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	15	100%	0	0%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	11	73%	3	20%	1	7%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	10	67%	5	33%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	67%	5	33%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	9	60%	0	0%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	6	40%	8	53%	1	7%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	14	93%	1	7%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	9	60%	5	33%	1	7%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	7	47%	7	47%	1	7%	0	0%
B. Understanding Linguistics	**6**	**40%**	**9**	**60%**	**0**	**0%**	**0**	**0%**
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	4	27%	8	53%	3	20%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	6	40%	8	53%	1	7%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	7	47%	7	47%	1	7%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	6	40%	8	53%	1	7%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	8	53%	5	33%	2	13%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	11	73%	3	20%	1	7%	0	0%
C. Comparison of Target Language with English	**5**	**33%**	**8**	**53%**	**2**	**13%**	**0**	**0%**
1. Knows how to identify similarities and differences between the target language and English	6	40%	8	53%	1	7%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	5	33%	8	53%	2	13%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**7**	**47%**	**8**	**53%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	7	47%	8	53%	0	0%	0	0%

TABLE 5 Test Specifications Judgments — German (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	5	33%	7	47%	3	20%	0	0%

TABLE 6 Final Evaluation — German

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
I understood the purpose of this study.	14	93%	1	7%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	15	100%	0	0%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	93%	1	7%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	87%	2	13%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	13	87%	2	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
The definition of the Just Qualified Candidate	13	87%	2	13%	0	0%
The between-round discussions	11	73%	3	20%	1	7%
The knowledge/skills required to answer each test question	15	100%	0	0%	0	0%
The cut scores of other panel members	6	40%	8	53%	1	7%
My own professional experience	15	100%	0	0%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, how comfortable are you with the panel's recommended cut scores?	12	80%	3	20%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, the recommended cut score for German is:	0	0%	15	100%	0	0%

APPENDIX E
Results for Praxis World Languages: French

TABLE 7 Committee Member Demographics — French

	N	Percent
Group you are representing		
Teachers	10	77%
Administrator/Department Head	1	8%
College Faculty	2	15%
Race		
African American or Black	2	15%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	11	85%
Hispanic	0	0%
Gender		
Female	10	77%
Male	3	23%
In which language are you most fluent?		
English	11	85%
French	1	8%
English and French about the same	1	8%
Are you certified as a French teacher in Virginia?		
No	2	15%
Yes	11	85%
Are you currently teaching French in Virginia?		
No	1	8%
Yes	12	92%
Are you currently mentoring another French teacher?		
No	11	85%
Yes	2	15%
How many years of experience do you have as a French in your state?		
3 years or less	2	15%
4 - 7 years	2	15%
8 - 11 years	1	8%
12 - 15 years	2	15%
16 years or more	6	46%
For which education level are you currently teaching French?		
Elementary (K - 5 or K - 6)	0	0%
Middle School (6 - 8 or 7 - 9)	1	8%
High School (9 - 12 or 10 - 12)	9	69%
All Grades (K - 12)	0	0%
Higher Education	2	15%
Other	1	8%
School Setting		
Urban	5	38%
Suburban	5	38%
Rural	3	23%

TABLE 8 Cut score Summary by Round of Judgments — French

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 29)		
Mean	19.84	18.86
Median	19.25	18.50
Minimum	16.45	16.20
Maximum	23.70	21.25
SD.	2.37	1.55
SEJ	0.66	0.43
Section II: Reading (Max. Raw Score = 32)		
Mean	22.88	22.73
Median	22.95	21.60
Minimum	19.10	19.10
Maximum	28.60	27.40
SD.	2.86	2.47
SEJ	0.79	0.69
Section III: Writing (Max. Raw Score = 18)		
Mean	11.54	11.46
Median	11.00	11.00
Minimum	10.00	10.00
Maximum	14.00	14.00
SD.	1.27	1.27
SEJ	0.35	0.35
Section IV: Speaking (Max. Raw Score = 18)		
Mean	10.46	10.38
Median	10.00	10.00
Minimum	9.00	8.00
Maximum	13.00	13.00
SD.	1.39	1.56
SEJ	0.39	0.43
Total (Max. Raw Score = 97)		
Mean	64.72	63.44
Median	62.30	61.30
Minimum	56.65	58.10
Maximum	77.00	73.65
SD.	6.15	5.19
SEJ	1.71	1.44

TABLE 9 Panelists Cut scores by Round of Judgments — French

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.75	17.90	20.40	20.90	11.00	11.00	10.00	10.00	60.15	59.80
2	23.70	20.80	25.00	24.50	14.00	12.00	11.00	11.00	73.70	68.30
3	20.60	20.40	22.95	23.05	11.00	11.00	12.00	12.00	66.55	66.45
4	17.65	16.70	21.40	21.40	12.00	11.00	10.00	9.00	61.05	58.10
5	19.25	19.35	23.65	23.65	10.00	10.00	9.00	9.00	61.90	62.00
6	17.20	16.20	19.10	19.10	13.00	13.00	13.00	13.00	62.30	61.30
7	21.00	20.25	25.90	25.85	12.00	14.00	9.00	9.00	67.90	69.10
8	18.20	18.10	20.40	20.90	11.00	11.00	10.00	11.00	59.60	61.00
9	18.35	18.25	20.30	20.80	10.00	10.00	10.00	10.00	58.65	59.05
10	23.40	21.25	28.60	27.40	13.00	13.00	12.00	12.00	77.00	73.65
11	20.80	19.50	25.60	25.50	12.00	12.00	12.00	12.00	70.40	69.00
12	22.55	18.50	24.00	21.60	10.00	10.00	9.00	8.00	65.55	58.10
13	16.45	17.95	20.20	20.90	11.00	11.00	9.00	9.00	56.65	58.85

TABLE 10 Cut scores within 1 and 2 SEMs of the Recommended Cut score — French

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.53)		163
- 2 SEMs	55	152
-1 SEM	60	158
+1 SEM	69	170
+ 2 SEMs	74	176

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 11 Test Specifications Judgments — French

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**10**	**77%**	**3**	**23%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	6	46%	7	54%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	12	92%	1	8%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	92%	1	8%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	4	31%	9	69%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	7	54%	6	46%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	10	77%	3	23%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	54%	4	31%	2	15%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	38%	7	54%	1	8%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	11	85%	2	15%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	7	54%	6	46%	0	0%	0	0%
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	62%	5	38%	0	0%	0	0%
B. Understanding Linguistics	**10**	**77%**	**3**	**23%**	**0**	**0%**	**0**	**0%**
1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	62%	4	31%	1	8%	0	0%
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	54%	5	38%	1	8%	0	0%
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	10	77%	3	23%	0	0%	0	0%
4. Knows how to explain the rules that govern the formation of words and sentences in the target language	10	77%	2	15%	1	8%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	12	92%	1	8%	0	0%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	7	54%	6	46%	0	0%	0	0%
C. Comparison of Target Language with English	10	77%	3	23%	0	0%	0	0%
1. Knows how to identify similarities and differences between the target language and English	12	92%	1	8%	0	0%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	8	62%	5	38%	0	0%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**8**	**62%**	**5**	**38%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	8	62%	5	38%	0	0%	0	0%

TABLE 11 Test Specifications Judgments — French (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	8	62%	5	38%	0	0%	0	0%

TABLE 12 Final Evaluation — French

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	13	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	12	92%	1	8%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	12	92%	1	8%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	12	92%	1	8%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	1	77%	3	23%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	Percent	N	Percent	N	Percent
The definition of the Just Qualified Candidate	12	92%	1	8%	0	0%
The between-round discussions	6	46%	7	54%	0	0%
The knowledge/skills required to answer each test question	9	69%	4	31%	0	0%
The cut scores of other panel members	3	23%	10	77%	0	0%
My own professional experience	10	77%	3	23%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	10	77%	3	23%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
Overall, the recommended cut score for French is:	0	0%	13	100%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

TABLE 13 Committee Member Demographics — Spanish

	N	Percent
Group you are representing		
Teachers	15	75%
Administrator/Department Head	2	10%
College Faculty	2	10%
Other	1	5%
Race		
African American or Black	1	5%
Alaskan Native or American Indian	0	0%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	14	70%
Hispanic	5	25%
Gender		
Female	17	85%
Male	3	15%
In which language are you most fluent?		
English	13	65%
Spanish	3	15%
English and Spanish about the same	4	20%
Are you certified as a Spanish teacher in Virginia?		
No	2	10%
Yes	18	90%
Are you currently teaching Spanish in Virginia?		
No	1	5%
Yes	19	95%
Are you currently mentoring another Spanish teacher?		
No	14	70%
Yes	6	30%
How many years of experience do you have as a Spanish teacher in Virginia?		
3 years or less	2	10%
4 - 7 years	7	35%
8 - 11 years	1	5%
12 - 15 years	1	5%
16 years or more	9	45%
For which education level are you currently teaching Spanish?		
Elementary (K - 5 or K - 6)	2	10%
Middle School (6 - 8 or 7 - 9)	1	5%
High School (9 - 12 or 10 - 12)	13	65%
Middle & High School (6 - 12 or 7 - 12)	2	10%
Higher Education	2	10%
School Setting		
Urban	5	25%
Suburban	6	30%
Rural	9	45%

TABLE 14 Cut score Summary by Round of Judgments — Spanish

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Mean	19.97	19.70
Median	20.25	19.75
Minimum	16.10	16.40
Maximum	26.25	24.20
SD.	2.76	2.34
SEJ	0.62	0.52
Section II: Reading (Max. Raw Score = 30)		
Mean	21.73	21.83
Median	21.53	21.98
Minimum	17.45	18.65
Maximum	27.10	27.00
SD.	2.29	2.06
SEJ	0.51	0.46
Section III: Writing (Max. Raw Score = 18)		
Mean	12.35	12.15
Median	12.50	12.00
Minimum	9.00	9.00
Maximum	14.00	14.00
SD.	1.04	0.99
SEJ	0.23	0.22
Section IV: Speaking (Max. Raw Score = 18)		
Mean	11.80	11.75
Median	12.00	12.00
Minimum	9.00	10.00
Maximum	15.00	15.00
SD.	1.51	1.52
SEJ	0.34	0.34
Total (Max. Raw Score = 98)		
Mean	65.85	65.42
Median	66.18	65.28
Minimum	56.45	58.00
Maximum	75.75	77.60
SD.	4.69	4.71
SEJ	1.05	1.05

TABLE 15 Panelists Cut scores by Round of Judgments — Spanish

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	20.75	20.85	21.70	21.95	13.00	12.00	11.00	12.00	66.45	66.80
2	26.25	23.15	27.10	27.00	12.00	12.00	10.00	10.00	75.35	72.15
3	23.90	22.55	19.95	19.70	9.00	9.00	12.00	12.00	64.85	63.25
4	20.10	19.70	24.40	24.00	13.00	13.00	13.00	13.00	70.50	69.70
5	17.40	17.40	19.40	19.60	13.00	11.00	11.00	10.00	60.80	58.00
6	20.55	21.25	19.95	20.75	13.00	12.00	11.00	11.00	64.50	65.00
7	16.10	16.40	22.15	22.05	13.00	12.00	13.00	13.00	64.25	63.45
8	18.10	17.60	21.40	21.30	13.00	12.00	14.00	13.00	66.50	63.90
9	20.40	20.40	22.75	22.75	12.00	13.00	13.00	13.00	68.15	69.15
10	23.65	24.20	25.10	25.40	14.00	14.00	13.00	14.00	75.75	77.60
11	20.55	20.50	22.45	22.55	12.00	12.00	12.00	13.00	67.00	68.05
12	18.10	19.00	20.55	20.75	13.00	13.00	11.00	11.00	62.65	63.75
13	16.60	16.60	19.20	19.40	13.00	13.00	12.00	12.00	60.80	61.00
14	21.25	20.45	21.65	22.25	13.00	13.00	10.00	10.00	65.90	65.70
15	18.80	17.35	24.30	22.00	12.00	12.00	13.00	11.00	68.10	62.35
16	17.00	17.45	17.45	18.65	12.00	12.00	10.00	10.00	56.45	58.10
17	16.75	16.95	20.80	21.30	12.00	12.00	11.00	10.00	60.55	60.25
18	23.15	22.75	23.10	23.30	12.00	12.00	9.00	10.00	67.25	68.05
19	18.95	19.55	21.30	22.00	11.00	12.00	12.00	12.00	63.25	65.55
20	21.00	19.80	19.90	19.80	12.00	12.00	15.00	15.00	67.90	66.60

TABLE 16 Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.47)		167
- 2 SEMs	58	156
-1 SEM	62	162
+1 SEM	71	173
+ 2 SEMs	75	179

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

TABLE 17 Test Specifications Judgments — Spanish

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparisons								
A. Demonstrating Language Proficiency	**15**	**75%**	**5**	**25%**	**0**	**0%**	**0**	**0%**
1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message	9	45%	11	55%	0	0%	0	0%
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events	16	80%	4	20%	0	0%	0	0%
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics	12	60%	8	40%	0	0%	0	0%
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information	11	55%	9	45%	0	0%	0	0%
6. Knows how to negotiate meaning in order to sustain an interaction	11	55%	9	45%	0	0%	0	0%
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	5	25%	14	70%	1	5%	0	0%
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message	7	35%	13	65%	0	0%	0	0%
9. Understands the gist of normal conversational speech on a variety of topics	15	75%	5	25%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

		Very Important		Important		Slightly Important		Not Important	
		N	%	N	%	N	%	N	%
	10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time	11	55%	9	45%	0	0%	0	0%
	11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read	8	40%	10	50%	2	10%	0	0%
B.	**Understanding Linguistics**	**12**	**60%**	**7**	**35%**	**1**	**5%**	**0**	**0%**
	1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)	8	40%	10	50%	2	10%	0	0%
	2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse	7	35%	11	55%	2	10%	0	0%
	3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences	13	65%	7	35%	0	0%	0	0%
	4. Knows how to explain the rules that govern the formation of words and sentences in the target language	16	80%	4	20%	0	0%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities	14	70%	5	25%	1	5%	0	0%
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)	11	55%	9	45%	0	0%	0	0%
C. Comparison of Target Language with English	**13**	**65%**	**4**	**20%**	**3**	**15%**	**0**	**0%**
1. Knows how to identify similarities and differences between the target language and English	14	70%	5	25%	1	5%	0	0%
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English	12	60%	6	30%	2	10%	0	0%
Cultures, Literatures, Cross-Disciplinary Concepts								
A Demonstrating Cultural Understandings	**12**	**60%**	**8**	**40%**	**0**	**0%**	**0**	**0%**
1. Knows the three P's: a. Perspectives (such as attitudes, ideas, and values) b. Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and c. Products (such as tools, foods, law, and music)	11	55%	8	40%	1	5%	0	0%

TABLE 17 Test Specifications Judgments — Spanish (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures	11	55%	9	45%	0	0%	0	0%

TABLE 18 Final Evaluation — Spanish

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
I understood the purpose of this study.	17	85%	3	15%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	17	85%	3	15%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	17	85%	3	15%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	14	70%	6	30%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	13	65%	4	20%	2	10%	1	5%
The process of making the standard setting judgments was easy to follow.	14	70%	6	30%	0	0%	0	0%
	Very Influential		**Somewhat Influential**		**Not Influential**			
How influential was each of the following factors in guiding your standard setting judgments?	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**		
The definition of the Just Qualified Candidate	16	80%	4	20%	0	0%		
The between-round discussions	7	35%	11	55%	2	10%		
The knowledge/skills required to answer each test question	16	80%	4	20%	0	0%		
The cut scores of other panel members	4	20%	10	50%	6	30%		
My own professional experience	15	75%	5	25%	0	0%		
	Very Comfortable		**Somewhat Comfortable**		**Somewhat Uncomfortable**		**Very Uncomfortable**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
Overall, how comfortable are you with the panel's recommended cut scores?	17	85%	3	15%	0	0%	0	0%
	Too Low		**About Right**		**Too High**			
	N	**Percent**	**N**	**Percent**	**N**	**Percent**		
Overall, the recommended cut score for Spanish is:	1	5%	19	95%	0	0%		

Appendix B
Multi-State Standard Setting Report – October 2009

Multi-State Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

October 2009

Conducted by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the test specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Content Knowledge and/or Productive Language Skills assessments or (b) are considering use of the new Praxis World Languages assessments as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score for each assessment. (See Appendix A for the common agenda used for all panels.)

- **German**: Two non-overlapping panels with a total of 32 panelists representing 16 states (see Figure 1a) participated.
- **French**: Two non-overlapping panels with a total of 47 panelists representing 22 states (see Figure 1b) participated.
- **Spanish**: Two non-overlapping panels with a total of 39 panelists representing 23 states (see Figure 1c) participated.

Figure 1a. Participating States (and number of panelists) for German

Alabama (1 panelist)	South Carolina (2 panelists)
Delaware (1 panelist)	South Dakota (4 panelists)
Kentucky (2 panelists)	Tennessee (4 panelists)
Maryland (1 panelist)	Utah (2 panelists)
Mississippi (2 panelists)	Wisconsin (1 panelist)
North Carolina (2 panelists)	West Virginia (2 panelists)
North Dakota (4 panelists)	Wyoming (1 panelist)
Pennsylvania (2 panelists)	Nevada (1 panelist)

NOTE: Alabama, Delaware, Kentucky, Maryland, Wisconsin, Wyoming, and Nevada were represented on only one of the two panels.

Figure 1b. Participating States (and number of panelists) for French

Connecticut (2 panelists)	North Dakota (2 panelists)
Hawaii (1 panelist)	Pennsylvania (4 panelists)
Kentucky (4 panelists)	Rhode Island (1 panelist)
Louisiana (3 panelists)	South Carolina (3 panelists)
Maine (1 panelist)	South Dakota (1 panelist)
Maryland (3 panelists)	Tennessee (3 panelists)
Mississippi (4 panelists)	Utah (2 panelists)
Missouri (1 panelist)	Vermont (2 panelists)
Nevada (2 panelists)	Washington, D.C. (1 panelist)
New Hampshire (1 panelist)	West Virginia (2 panelists)
North Carolina (2 panelists)	Wisconsin (2 panelists)

NOTE: Hawaii, Maine, Missouri, New Hampshire, Rhode Island, South Dakota, Vermont, and Washington, D.C., were represented on only one of the two panels.

Figure 1c. Participating States (and number of panelists) for Spanish

Alabama (2 panelists)	North Dakota (2 panelists)
Delaware (1 panelist)	Ohio (1 panelist)
Hawaii (2 panelists)	Pennsylvania (2 panelists)
Kentucky (2 panelists)	South Carolina (2 panelists)
Louisiana (2 panelists)	South Dakota (2 panelists)
Maine (2 panelists)	Tennessee (1 panelist)
Maryland (2 panelists)	Utah (1 panelist)
Mississippi (2 panelists)	Vermont (3 panelists)
Missouri (1 panelist)	Washington, D.C. (1 panelist)
Nevada (1 panelist)	West Virginia (3 panelists)
New Hampshire (1 panelist)	Wisconsin (1 panelist)
North Carolina (2 panelists)	

NOTE: Delaware, Missouri, Nevada, New Hampshire, Ohio, Pennsylvania, Tennessee, Utah, Washington, D.C., and Wisconsin were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels within an assessment with the exception of defining the "just qualified candidate." To assure that both panels for an assessment were using the same frame of reference when making question-level standard setting judgments, the "just qualified candidate" definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the "just qualified candidate" definitions are presented in Appendix B.

The panels were convened in July and August 2009 in Princeton, New Jersey. The results for each panel and results combined across panels for each assessment are summarized in the following report. The technical report containing the recommended passing scores for the German, French, and Spanish assessments is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing scores in accordance with applicable state regulations.

The first national administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last national administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- **Section I: Listening with Cultural Knowledge** (50 minutes) – 36 multiple-choice questions[1]
- **Section II: Reading with Cultural Knowledge** (50 minutes) – 39 multiple-choice questions[2].
- **Section III: Writing** (50 minutes) – Three constructed-response questions
- **Section IV: Speaking** (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

[1] For Section I (Listening), 30 of the 36 questions contribute to the candidate's score.
[2] For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German; 31 of the 39 questions for French; and 30 of the 39 questions for Spanish.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the six panels.)

Praxis German Assessment

Panel 1 included 15 teachers, administrators, and college faculty who prepare K-12 German teachers, representing 11 states. In brief, 14 panelists were teachers and one was college faculty. Thirteen panelists were female. Nine panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Fourteen panelists reported being certified German teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 German teacher, and approximately a quarter had 16 or more years of teaching experience.

Panel 2 included 17 teachers, administrators, and college faculty, representing 14 states. In brief, 14 panelists were teachers, one was an administrator, and two were college faculty. Twelve panelists were female. Twelve panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Approximately half of the panelists had 12 or more of experience as a K-12 German teacher, and approximately 20 percent had 3 or fewer years of teaching experience.

A fuller demographic description for the members of the two German panels is presented in Table 1 in Appendix D.

Praxis French Assessment

Panel 1 included 23 teachers, administrators, and college faculty who prepare K-12 French teachers, representing 18 states. In brief, 15 panelists were teachers, two were administrators, and five were college faculty. Nineteen panelists were White, three were African American, and one was Alaskan Native/American Indian. Seventeen panelists were female. Fourteen panelists indicated they were most fluent in English, and seven indicated they were equally fluent in English and French. Nineteen panelists reported being certified French teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 French teacher, and over a third had 16 or more years of teaching experience.

Panel 2 included 24 teachers, administrators, and college faculty, representing 18 states. In brief, 19 panelists were teachers, two were administrators, and two were college faculty. Nineteen panelists were White, three were African American, and one was Asian American. Eighteen panelists were female. Nineteen panelists indicated they were most fluent in English, and two indicated they were equally fluent in English and French.

Approximately half of the panelists had 16 or more of experience as a K-12 French teacher, and approximately a quarter had 7 or fewer years of teaching experience.

A fuller demographic description for the members of the two French panels is presented in Table 7 in Appendix E.

Praxis Spanish Assessment

Panel 1 included 18 teachers, administrators, and college faculty who prepare K-12 Spanish teachers, representing 17 states. In brief, 12 panelists were teachers, two were administrators, and four were college faculty. Nine panelists were White, five were Hispanic, three were African American, and one was Asian American. Twelve panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Fourteen panelists reported being certified Spanish teachers in their states. Half of the panelists had 16 or more years of experience as a K-12 Spanish teacher, and nearly 40 percent had 11 or fewer years of teaching experience.

Panel 2 included 21 teachers, curriculum specialists, and college faculty, representing 19 states. In brief, 12 panelists were teachers, five were administrators, and four were college faculty. Eight panelists were White, eight were Hispanic, four were African American, and one was Native Hawaiian/Pacific Islander. Sixteen panelists were female. Ten panelists indicated they were most fluent in English, and nine indicated they were equally fluent in English and Spanish. Approximately half of the panelists had 16 or more of experience as a K-12 Spanish teacher, and more than 40 percent had 11 or fewer years of teaching experience.

A fuller demographic description for the members of the two Spanish panels is presented in Table 13 in Appendix F.

Process and Method

The design of the Praxis World Languages assessments standard setting studies included two non-overlapping expert panels for each assessment. As described below, the training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the “just qualified candidate”) are highlighted.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis World Languages assessment (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Drs. Clyde Reese, Patricia Baron, and Wanda Swiggett, ETS researchers in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the particular Praxis World Language assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to the rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified K-12 German, French, or Spanish teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that each multi-state standard setting study was designed to replicate processes and procedures across the two panels for each assessment, it was important that both panels for an assessment use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or "can do" statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard

deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The panelists' judgments also were displayed for each question. The

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

As with Sections I and II, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level K-12 teacher. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the 21 knowledge/skills statements. (See Appendix G for the common content specifications for the German, French, and Spanish assessments.)

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across all assessments and panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Appendix D (German), Appendix E (French), and Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw points needed to “pass” the section or test — of each panelist for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, II and IV. The separate “cut scores” for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels’ average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of

panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for four of the six panels; the standard deviation increased somewhat between rounds for the first German and Spanish panels.

For each assessment, the Round 2 average score for each section is summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panels' cut score recommendations for the Praxis German assessment are 65.71 for Panel 1 and 62.09 for Panel 2 (see Tables 2a and 3a in Appendix D). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 63 for Panel 2. The values of 66 and 63 represent approximately 67% and 64%, respectively, of the total available 98 raw points that could be earned on the assessment. The scaled scores associated with 66 and 63 raw points are 165 and 161, respectively.[4]

Tables 4a and 4b (in Appendix D) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis German assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis German assessment. The panels' average cut score recommendation for the Praxis German assessment is 63.90. The value was rounded to 64 (next highest raw score) to determine the functional recommended cut score. The value of 64 represents approximately 65% of the total available 98 raw points that could be earned on the assessment.

[4] For reference purposes, if the recommended raw cut score were 65 or 62 points, the scaled score would be 164 or 160, respectively.

The scaled score associated with 64 raw points is 163.[5] Table 4c (in Appendix D) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis French Assessment

The panels' cut score recommendations for the Praxis French assessment are 58.54 for Panel 1 and 65.84 for Panel 2 (see Tables 8a and 9a in Appendix E). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 59 for Panel 1 and 66 for Panel 2. The values of 59 and 66 represent approximately 61% and 68%, respectively, of the total available 97 raw points that could be earned on the assessment. The scaled scores associated with 59 and 66 raw points are 157 and 166, respectively.[6]

Tables 10a and 10b (in Appendix E) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis French assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis French assessment. The panels' average cut score recommendation for the Praxis French assessment is 62.19. The value was rounded to 63 (next highest raw score) to determine the functional recommended cut score. The value of 63 represents approximately 65% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 63 raw points is 162.[7] Table 10c (in Appendix E) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis Spanish Assessment

The panels' cut score recommendations for the Praxis Spanish assessment are 65.54 for Panel 1 and 68.02 for Panel 2 (see Tables 14a and 15a in Appendix F). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 69 for Panel 2. The values of 66 and 69 represent approximately 69% and 72%, respectively, of the total available 96 raw points that could be earned on the assessment. The scaled scores associated with 66 and 69 raw points are 167 and 171, respectively.[8]

Tables 16a and 16b (in Appendix F) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score.

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[5] For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 161.
[6] For reference purposes, if the recommended raw cut score were 58 or 65 points, the scaled score would be 156 or 165, respectively.
[7] For reference purposes, if the recommended raw cut score was 62 points, the scaled score would be 161.
[8] For reference purposes, if the recommended raw cut score were 65 or 68 points, the scaled score would be 166 or 170, respectively.

The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis Spanish assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Spanish assessment. The panels' average cut score recommendation for the Praxis Spanish assessment is 66.78. The value was rounded to 67 (next highest raw score) to determine the functional recommended cut score. The value of 67 represents approximately 70% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 67 raw points is 168.[9] Table 16c (in Appendix F) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, only one knowledge/skills statement — "*Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring …*" — was judged to be *Very Important* or *Important* by less than 75% of the panelists for a particular language, German. Two knowledge/skills statements were judged to be *Very Important* or *Important* by less than 90% of the panelists for two languages:

- "*Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics …*" for German and Spanish; and
- "*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*" for French and Spanish.

The complete texts of the content specifications are presented in Appendix G.

[9] For reference purposes, if the recommended raw cut score was 66 points, the scaled score would be 167.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages assessments for German, French, and Spanish, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French, and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: **German**, the average recommended cut score is **64** (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: **French**, the average recommended cut score is **63** (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: **Spanish**, the recommended cut score is **67** (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

For each of the assessments, both panels confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages assessment content specifications were important for entry-level K-12 teachers. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 1

8:00 – 8:15	**Welcome and Introduction**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:15	**Overview of the Praxis World Languages Assessments**
9:15 – 9:20	**Break**
9:20 – 11:30	**"Take" the Praxis [Target Language]: World Languages Assessment**
11:30 – 12:00	**Discuss the Praxis [Target Language]: World Languages Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training for M-C Questions (Sections I and II)**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Multiple-Choice**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 2

9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Standard Setting Training for CR Questions (Sections III and IV)**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Constructed-Response**
10:30 – 10:35	**Break**
10:35 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgment**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use basic reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms and grammatical terminology
3. Comprehend a reasonable amount of main ideas, key concepts and some details in authentic samples of paragraph-length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods
6. Can distinguish between phonemes and dipthongs
7. Generally identify significant current, historical, and/or cultural people, places, events, and social structures in German-speaking countries
8. Has a basic understanding of regional differences in language

Writing and Speaking

1. Ability to adjust pace, intonation, and fluency of delivery
2. Is able to be comprehensible to a native speaker through articulation and pronunciation
3. Can express himself/herself on a variety of concrete and factual topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute, summarize and paraphrase
5. Demonstrates control of mechanics and conventions in writing
6. Demonstrates control of conventions in discourse
7. Is able to adjust writing and speaking for various purposes and audiences
8. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad French vocabulary including idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of grammar, including syntax, major verb tenses and moods
6. Has a basic knowledge of French pronunciation
7. Can identify historical or current people, places, events, and social structures in French-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, including personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking and engage in conversations
4. Demonstrates basic command of mechanics and conventions in writing
5. Demonstrates control of conventions in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Sequences ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad Spanish vocabulary including widely used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends meanings of various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of grammar, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Can identify historical or current people, places, events, and social structures in Spanish-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, and express and defend personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Appropriately applies mechanics and conventions in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Sequences ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel 1

Panelist	Affiliation
Sandra Achenbach	Hardin Valley Academy, Knox County School (TN)
Amy L. Bauer	Rapid City Central High School (SD)
James H. Bright	Henry Clay High School, Fayette County Public Schools (KY)
Mary Ann Crow	Bismarck High School (ND)
Stephanie Draheim	Menasha Joint School District (WI)
Christi Elkins-Gabbard	Fayette County Schools (KY)
VidaJane Haynes	McGavock Comprehensive High School (TN)
Brad Martin	Elkins High School (WV)
Erin McKeag	Charlotte Mecklenburg Schools (NC)
Susan Peterson	T.F. Riggs High School, South Dakota District 32-2 (SD)
Colleen Richards	Butler Area School District (PA)
Claudia Schoellkopf	Bismarck Public Schools (ND)
Wiebke Strehl	University of South Carolina (SC)
Shauna Winegar	Mt. Crest High School, Cache County School District (UT)
Maga Isabel Wisard	Poplarville Elementary School (MS)

German Panel 2

Panelist	Affiliation
Anthony M.DeRosa	Thomas S. Wootton High (MD)
Donna M. Evans	Las Vegas Academy/Clark County School District (NV)
J. Sarah Floyd	Lexington High School (SC)
Sarah Glasser	Wright Jr/Sr High (WY)
Melissa Hadorn	Sturgis Brown High School (SD)
Arthur D. Holder	Judge Memorial Catholic High School (UT)
Diana T. Ihlenfeld	Ohio County Schools (WV)
Susanne Lenné Jones	East Carolina University (NC)
Elke K. Kuegle	Stevens High School, Rapid City Area Schools (SD)
Joy E. Loomis	Newark High School (DE)
Joan S. MacDonald	Martin Luther King Magnet (TN)
Michelle Mattson	Rhodes College (TN)
Cody Mickelson	Jamestown Public School District #1 (ND)
Michael C. Netzloff	Bismarck Public Schools (ND)
Andrew J. Richards	Fox Chapel Area School District (PA)
Dorothée Rosser	Gadsden City High School (AL)
Annette Sherrer	Picayune Memorial High School (MS)

French Panel 1

Panelist	Affiliation
Anita J. Alkhas	University of Wisconsin-Milwaukee (WI)
Pierre C. Baigue	Granite School District (UT)
Colette Ballew	Wayne Highlands School District (PA)
Claudia V. Bezaka	District of Columbia Public Schools (DC)
Paula Summers Calderon	Louisiana State University and A&M College (LA)
Cristina Carlotti	East Providence High School (RI)
Stephen M. Dubrow	Walter Johnson High School (MD)
Nancy Erickson	University of Southern Maine (ME)
Gail Fahy	Palo Verde HS Clark County School District (NV)
Antoine F.Gnintedem	Sunflower County School District (MS)
Melissa Hadorn	Sturgis Brown High School (SD)
Sherri K. Harkins	Wicomico County Public Schools (MD)
Leanne Hinkle	Bolton High School (TN)
Wendy D. Howard	Gaston County School District (NC)
Elisabeth Kohl	Council Rock High School –South (PA)
William Mann	Clay County High School (WV)
Shawn Morrison	College of Charleston (SC)
Oscar Niyiragira	Jefferson County Public Schools (KY)
Anne Olafson	Minot High School (ND)
Amanda Robustelli-Price	Bristol Central High School (CT)
Jacquelyn Sergi	South Panola High School (MS)
William Thompson	The University of Memphis (TN)
Jocelyn A. M. Waddle	Frankfort High School (KY)

French Panel 2

Panelist	Affiliation
Lydia Wilson Kohler	George Rogers Clark High School (KY)
Robert Desmarais Sullivan	Hattiesburg High School (MS)
Denise B. Benskin	Prince Georges County (MD)
Crecia C. Swaim	Betsey Ross Arts Magnet School (CT)
Jason Bagley	Lexington High School (SC)
Mary C. Frye	West Virginia State University (WV)
Mary Anne Smith	Pearl City High School (HI)
Robert Denis	Las Vegas High School (NV)
Nancy Jarchow	Williamstown High School (VT)
Madeleine Hooper-Kernen	Missouri State University (MO)
Nancy P. Wilson	Mifflin School District (PA)
Robert G. Erickson	Brigham Young University (UT)
Elizabeth Howe	Hardin Valley Academy (TN)
Suzanne Lord Guazzoni	Stone High School (VT)
Timothy Wung Kum	Greenville-Weston High School (MS)
Stephanie Viator	Cedar Creek School (LA)
Wendy C. Mumy	West Craven High School (NC)
Jan Hennessey	Dover High School (NH)
Tracy Lambert	Lafayette High School (KY)
Stephen Keller	A.C. Flora High School (SC)
Margaret Schmidt Dess	Shorewood High School (WI)
J. Karine Simpson	Central Bucks School District (PA)
Linda E. Lassiter	Southern University and A&M College (LA)
Valerie Kling	Bismarck High School (ND)

Spanish Panel 1

Panelist	**Affiliation**
Ignacio M. Cariaga	State of Hawaii Public Schools (HI)
June C. D. Carter	University of South Carolina Upstate (SC)
Eric O. Cintrón	Plymouth State University (NH)
Larissa Cuevas	Pass Christian School District (MS)
Stephanie Dominguez	Smithville R-II School District (MO)
Paul Fallon	East Carolina University (NC)
Geoffrey Gillett	Maine School Administrative District 41 (ME)
Bridget Suárez Kalmar	Craftsbury Schools (VT)
José Labrado	Dawson Springs High School (KY)
Mina T. Levenson	Pittsburgh Public Schools (PA)
Terri Marlow	Wood County Schools (WV)
Belgica Nina-Matos	Delmar School District (DE)
Samuel J. Ogdie	Augustana College (SD)
Lisa Ramey	North Central Public School (ND)
Joyce Richburg	Birmingham City Schools (AL)
Ruth E. Smith	University of Louisiana Monroe (LA)
Nancy E. Yetter	Baltimore County Public Schools (MD)
Thomasina I. White	School District of Philadelphia (PA)

Spanish Panel 2

Panelist	**Affiliation**
Carolyn A. Anderson	Barnwell School District #45 (SC)
Isabel Cavour	University of Dayton (OH)
Angela Culver Johnson	Madison City Schools (AL)
Telece Marbrey	Knox County Schools (TN)
Luis M. González-García	Northern Kentucky University (KY)
Sharon M. Gracia	Granite School District (UT)
Marta C. Gumpert	Southeastern Louisiana University (LA)
Andrés V. Hernández	Biloxi Public Schools (MS)
David Herren	Union High School (VT)
Grace Leavitt	Greely High School / St. Joseph's College (ME)
Jennifer Love	Prince George's County Public Schools (MD)
Raquel Oxford	University of Wisconsin Milwaukee (WI)
Nancy S. Ryan	Berkeley County West Virginia Schools (WV)
Ángel T. Tuninetti	West Virginia University (WV)
Diane VanDenOever	The University of Sioux Falls (SD)
Summer Van Wagnen	Wake County Public School System (NC)
Isabel Vázquez-Gil	District of Columbia Public Schools (DC)
Nancy Wahineokai	Radford High School (HI)
Giovanna Yaranga-Reyes	Burlington School District (VT)
James R. Yoder	Clark County School District (NV)
Dina Zavala-Petherbridge	Valley City State University (ND)

APPENDIX D
Results for Praxis World Languages: German

Table 1 Committee Member Demographics — German

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	14	93%	14	82%
Administrator/Department Head	0	0%	1	6%
College Faculty	1	7%	2	12%
Other	0	0%	0	0%
Race				
African American or Black	0	0%	0	0%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	93%	17	100%
Hispanic	1	7%	0	0%
Gender				
Female	13	87%	12	71%
Male	2	13%	5	29%
In which language are you most fluent?				
English	9	60%	12	71%
German	0	0%	0	0%
English and German about the same	5	33%	5	29%
Other	1	7%	0	0%
Are you certified as a German teacher in your state?				
No	1	7%	2	12%
Yes	14	93%	15	88%
Are you currently teaching German in your state?				
No	1	7%	1	6%
Yes	14	93%	16	94%
Are you currently mentoring another German teacher?				
No	14	93%	16	94%
Yes	1	7%	1	6%
How many years of experience do you have as a German teacher in your state?				
3 years or less	1	7%	3	18%
4 - 7 years	4	27%	4	24%
8 - 11 years	4	27%	2	12%
12 - 15 years	2	13%	3	18%
16 years or more	4	27%	5	29%
For which education level are you currently teaching German?				
Elementary (K - 5 or K - 6)	1	7%	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%	0	0%
High School (9 - 12 or 10 - 12)	9	60%	14	82%
Middle/High School	1	7%	1	6%
Higher Education	1	7%	2	12%
Other	1	7%	0	0%
School Setting				
Urban	8	53%	6	35%
Suburban	3	20%	7	41%
Rural	4	27%	4	24%

Table 2a Cut score Summary by Round of Judgments — German Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.74	20.51
SD	1.97	2.05
SEJ	0.51	0.53
Highest	23.70	23.20
Lowest	15.45	14.80
Section II: Reading (Max. Raw Score = 32)		
Average	23.31	22.67
SD	1.43	1.41
SEJ	0.37	0.36
Highest	26.05	25.00
Lowest	20.85	19.10
Section III: Writing (Max. Raw Score = 18)		
Average	11.67	11.33
SD	1.45	1.05
SEJ	0.37	0.27
Highest	15.00	13.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.60	11.20
SD	2.29	2.01
SEJ	0.59	0.52
Highest	15.00	14.00
Lowest	7.00	7.00
Total (Max. Raw Score = 98)		
Average	67.32	65.71
SD	5.17	5.84
SEJ	1.34	1.51
Highest	76.90	74.20
Lowest	56.75	50.90

Table 2b Panelists Cut scores by Round of Judgments — German Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	20.40	20.60	23.80	23.30	14.00	12.00	13.00	12.00	71.20	67.90
2	20.40	20.05	22.40	22.00	11.00	11.00	12.00	12.00	65.80	65.05
3	20.75	21.05	23.30	23.40	11.00	11.00	11.00	12.00	66.05	67.45
4	21.40	21.90	22.95	23.85	13.00	13.00	13.00	13.00	70.35	71.75
5	23.70	23.20	25.35	25.00	13.00	13.00	14.00	13.00	76.05	74.20
6	15.45	14.80	21.30	19.10	11.00	10.00	9.00	7.00	56.75	50.90
7	19.50	18.50	24.80	22.80	12.00	10.00	7.00	8.00	63.30	59.30
8	19.80	19.90	23.00	22.90	10.00	11.00	9.00	9.00	61.80	62.80
9	21.85	20.90	23.60	22.20	11.00	11.00	12.00	12.00	68.45	66.10
10	21.10	20.50	22.45	22.20	11.00	11.00	12.00	12.00	66.55	65.70
11	23.00	23.20	23.90	24.10	15.00	13.00	15.00	13.00	76.90	73.30
12	21.60	19.40	24.00	21.85	10.00	10.00	10.00	10.00	65.60	61.25
13	18.75	20.45	21.95	22.65	11.00	12.00	15.00	14.00	66.70	69.10
14	20.85	20.70	26.05	23.65	11.00	11.00	12.00	11.00	69.90	66.35
15	22.60	22.45	20.85	21.05	11.00	11.00	10.00	10.00	64.45	64.50

Table 3a Cut score Summary by Round of Judgments — German Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.48	18.09
SD	2.36	2.00
SEJ	0.57	0.48
Highest	23.55	22.65
Lowest	13.60	14.20
Section II: Reading (Max. Raw Score = 32)		
Average	21.16	21.00
SD	2.28	1.86
SEJ	0.55	0.45
Highest	26.75	24.60
Lowest	17.45	17.35
Section III: Writing (Max. Raw Score = 18)		
Average	12.35	12.12
SD	1.11	1.22
SEJ	0.27	0.30
Highest	14.00	14.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.35	10.88
SD	1.62	1.11
SEJ	0.39	0.27
Highest	15.00	13.00
Lowest	8.00	9.00
Total (Max. Raw Score = 98)		
Average	63.34	62.09
SD	4.47	4.11
SEJ	1.08	1.00
Highest	73.30	69.25
Lowest	56.70	53.05

Table 3b Panelists Cut scores by Round of Judgments — German Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	18.50	17.70	23.80	23.10	13.00	13.00	13.00	13.00	68.30	66.80
2	22.20	20.10	23.40	22.20	13.00	13.00	10.00	10.00	68.60	65.30
3	20.25	20.05	19.90	21.10	13.00	13.00	11.00	11.00	64.15	65.15
4	18.65	18.25	18.70	18.75	11.00	10.00	11.00	11.00	59.35	58.00
5	19.90	20.20	24.00	23.70	10.00	10.00	10.00	10.00	63.90	63.90
6	18.30	18.10	20.10	19.20	14.00	12.00	13.00	12.00	65.40	61.30
7	18.95	18.05	20.75	20.45	12.00	12.00	11.00	10.00	62.70	60.50
8	16.90	15.70	17.45	17.35	12.00	11.00	11.00	9.00	57.35	53.05
9	23.55	22.65	26.75	24.60	11.00	11.00	12.00	11.00	73.30	69.25
10	18.40	18.20	21.40	21.10	13.00	14.00	12.00	10.00	64.80	63.30
11	18.20	18.00	21.15	22.65	14.00	14.00	8.00	10.00	61.35	64.65
12	17.75	17.75	21.55	21.25	13.00	13.00	12.00	11.00	64.30	63.00
13	19.20	19.20	19.80	20.50	13.00	13.00	15.00	13.00	67.00	65.70
14	13.60	14.20	19.00	19.30	13.00	12.00	12.00	11.00	57.60	56.50
15	18.55	16.45	21.50	20.60	11.00	11.00	11.00	11.00	62.05	59.05
16	16.10	16.95	19.90	19.95	12.00	12.00	12.00	12.00	60.00	60.90
17	15.20	16.00	20.50	21.20	12.00	12.00	9.00	10.00	56.70	59.20

Table 4a Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.50)		165
- 2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+ 2 SEMs	75	177

Table 4b Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.66)		161
- 2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+ 2 SEMs	72	173

Table 4c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined German Panels

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.59)		163
- 2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+ 2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 5 Specification Judgments — German (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**27**	**84%**	**5**	**16%**	**0**	**0%**	**0**	**0%**
Subtopic 1	25	78%	7	22%	0	0%	0	0%
Subtopic 2	25	78%	7	22%	0	0%	0	0%
Subtopic 3	14	44%	18	56%	0	0%	0	0%
Subtopic 4	15	47%	16	50%	1	3%	0	0%
Subtopic 5	19	59%	13	41%	0	0%	0	0%
Subtopic 6	21	66%	9	28%	2	6%	0	0%
Subtopic 7	5	16%	19	59%	8	25%	0	0%
Subtopic 8	7	22%	23	72%	2	6%	0	0%
Subtopic 9	27	84%	5	16%	0	0%	0	0%
Subtopic 10	10	31%	22	69%	0	0%	0	0%
Subtopic 11	15	47%	12	38%	4	13%	1	3%
B. Understanding Linguistics	**18**	**60%**	**11**	**37%**	**1**	**3%**	**0**	**0%**
Subtopic 1	20	63%	12	38%	0	0%	0	0%
Subtopic 2	17	53%	13	41%	2	6%	0	0%
Subtopic 3	17	53%	14	44%	1	3%	0	0%
Subtopic 4	20	63%	12	38%	0	0%	0	0%
Subtopic 5	27	84%	4	13%	1	3%	0	0%
Subtopic 6	19	59%	12	38%	1	3%	0	0%
C. Comparison of Target Language with English	**13**	**42%**	**14**	**45%**	**4**	**13%**	**0**	**0%**
Subtopic 1	13	41%	16	50%	3	9%	0	0%
Subtopic 2	14	44%	16	50%	2	6%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**16**	**52%**	**15**	**48%**	**0**	**0%**	**0**	**0%**
Subtopic 1	20	65%	10	32%	1	3%	0	0%
Subtopic 2	12	39%	15	48%	4	13%	0	0%

Table 6a Final Evaluation — German Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	100%	0	0%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	60%	6	40%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	15	100%	0	0%	0	0%
The between-round discussions	11	73%	4	27%	0	0%
The cut scores of other panel members	4	27%	7	47%	4	27%
My own professional experience	10	67%	5	33%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[10]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[10]			

[10] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

Table 6b Final Evaluation — German Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	16	94%	1	6%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	13	76%	4	24%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	82%	3	18%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	15	88%	2	12%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	14	82%	3	18%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	53%	7	41%	1	6%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	14	82%	3	18%	0	0%
The between-round discussions	11	65%	2	12%	4	24%
The cut scores of other panel members	2	12%	9	53%	6	35%
My own professional experience	8	47%	8	47%	1	6%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	10	59%	6	35%	1	6%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	16	94%	0	0%

APPENDIX E
Results for Praxis World Languages: French

Table 7 Committee Member Demographics — French

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	15	65%	19	79%
Administrator/Department Head	2	9%	2	8%
College Faculty	5	22%	2	8%
Other	1	4%	1	4%
Race				
African American or Black	3	13%	3	13%
Alaskan Native or American Indian	1	4%	0	0%
Asian or Asian American	0	0%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	19	83%	19	79%
Hispanic	0	0%	0	0%
Gender				
Female	17	74%	18	75%
Male	6	26%	6	25%
In which language are you most fluent?				
English	14	61%	19	79%
French	1	4%	3	13%
English and French about the same	7	30%	2	8%
Other	1	4%	0	0%
Are you certified as a French teacher in your state?				
No	4	17%	4	17%
Yes	19	83%	20	83%
Are you currently teaching French in your state?				
No	2	9%	2	8%
Yes	21	91%	22	92%
Are you currently mentoring another French teacher?				
No	16	70%	17	71%
Yes	7	30%	7	29%
How many years of experience do you have as a French teacher in your state?				
3 years or less	1	4%	1	4%
4 - 7 years	4	17%	5	21%
8 - 11 years	7	30%	4	17%
12 - 15 years	3	13%	2	8%
16 years or more	8	35%	11	46%
For which education level are you currently teaching French?				
Elementary (K - 5 or K - 6)	2	9%	0	0%
Middle School (6 - 8 or 7 - 9)	1	4%	1	4%
High School (9 - 12 or 10 - 12)	11	48%	18	75%
Middle/High School	2	9%	0	0%
All Grades (K - 12)	0	0%	1	4%
Higher Education	6	26%	4	17%
Other	1	4%	0	0%
School Setting				
Urban	10	43%	9	38%
Suburban	6	26%	9	38%
Rural	7	30%	6	25%

Table 8a Cut score Summary by Round of Judgments — French Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	17.58	17.24
SD	2.24	1.90
SEJ	0.47	0.40
Highest	22.05	21.45
Lowest	13.09	14.20
Section II: Reading (Max. Raw Score = 31)		
Average	21.48	21.47
SD	2.86	2.39
SEJ	0.60	0.50
Highest	28.75	27.65
Lowest	15.00	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	9.78	10.26
SD	1.31	1.14
SEJ	0.27	0.24
Highest	12.00	12.00
Lowest	8.00	8.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	9.52	9.57
SD	2.35	1.95
SEJ	0.49	0.41
Highest	16.00	16.00
Lowest	6.00	7.00
Total (Max. Raw Score = 97)		
Average	58.37	58.54
SD	5.33	4.56
SEJ	1.11	0.95
Highest	66.05	65.55
Lowest	45.00	48.20

Table 8b Panelists Cut scores by Round of Judgments — French Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	19.90	19.50	23.95	23.95	9.00	11.00	11.00	11.00	63.85	65.45
2	14.90	14.80	21.60	20.60	10.00	11.00	10.00	10.00	56.50	56.40
3	19.00	18.00	20.95	20.95	11.00	11.00	11.00	11.00	61.95	60.95
4	16.25	15.55	23.25	22.70	8.00	8.00	6.00	8.00	53.50	54.25
5	17.00	16.60	19.65	20.25	9.00	9.00	10.00	10.00	55.65	55.85
6	18.60	18.00	22.30	21.80	10.00	11.00	9.00	9.00	59.90	59.80
7	15.20	15.80	17.50	19.20	9.00	12.00	11.00	10.00	52.70	57.00
8	15.00	16.00	15.00	16.20	8.00	9.00	7.00	7.00	45.00	48.20
9	15.85	14.75	20.00	20.05	10.00	9.00	10.00	7.00	55.85	50.80
10	22.05	21.45	25.35	25.00	10.00	10.00	7.00	7.00	64.40	63.45
11	19.60	17.40	21.85	20.95	12.00	12.00	12.00	11.00	65.45	61.35
12	16.20	16.30	19.90	20.10	10.00	10.00	8.00	9.00	54.10	55.40
13	14.65	15.65	18.90	18.50	10.00	10.00	11.00	10.00	54.55	54.15
14	19.25	18.25	23.90	23.60	8.00	8.00	10.00	8.00	61.15	57.85
15	19.20	17.50	23.60	22.55	8.00	10.00	6.00	9.00	56.80	59.05
16	19.45	18.85	22.70	22.40	8.00	10.00	7.00	9.00	57.15	60.25
17	16.20	16.00	19.20	20.10	9.00	10.00	7.00	9.00	51.40	55.10
18	17.30	17.90	28.75	27.65	12.00	12.00	8.00	8.00	66.05	65.55
19	18.90	18.10	20.50	20.60	10.00	10.00	16.00	16.00	65.40	64.70
20	13.90	14.20	20.50	21.80	12.00	11.00	11.00	10.00	57.40	57.00
21	19.55	18.75	21.15	21.35	11.00	11.00	10.00	10.00	61.70	61.10
22	15.80	16.20	19.60	19.60	11.00	11.00	12.00	12.00	58.40	58.80
23	20.60	21.00	24.00	24.00	10.00	10.00	9.00	9.00	63.60	64.00

Table 9a Cut score Summary by Round of Judgments — French Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.34	18.10
SD	2.46	1.96
SEJ	0.50	0.40
Highest	22.50	21.70
Lowest	14.60	15.20
Section II: Reading (Max. Raw Score = 31)		
Average	22.80	23.08
SD	2.64	2.29
SEJ	0.54	0.47
Highest	27.40	27.30
Lowest	16.40	17.40
Section III: Writing (Max. Raw Score = 18)		
Average	12.00	12.67
SD	1.35	1.05
SEJ	0.28	0.21
Highest	14.00	15.00
Lowest	9.00	11.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.54	12.00
SD	1.61	1.10
SEJ	0.33	0.23
Highest	14.00	14.00
Lowest	8.00	9.00
Total (Max. Raw Score = 97)		
Average	64.68	65.84
SD	6.03	4.68
SEJ	1.23	0.96
Highest	74.25	73.55
Lowest	52.00	56.40

Table 9b Panelists Cut scores by Round of Judgments — French Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	16.40	15.90	23.20	23.40	13.00	13.00	13.00	13.00	65.60	65.30
2	21.00	20.60	24.65	23.85	13.00	13.00	12.00	12.00	70.65	69.45
3	16.40	15.20	22.35	22.45	11.00	11.00	8.00	12.00	57.75	60.65
4	15.50	16.30	21.40	22.30	12.00	12.00	12.00	12.00	60.90	62.60
5	22.15	20.55	27.40	27.30	12.00	12.00	12.00	12.00	73.55	71.85
6	15.95	16.15	23.50	24.10	9.00	11.00	9.00	10.00	57.45	61.25
7	15.30	15.50	18.70	19.90	11.00	11.00	8.00	10.00	53.00	56.40
8	17.35	18.25	23.00	23.90	13.00	13.00	10.00	12.00	63.35	67.15
9	19.60	19.70	24.75	25.95	11.00	13.00	11.00	12.00	66.35	70.65
10	16.15	17.95	19.00	21.70	13.00	15.00	11.00	12.00	59.15	66.65
11	19.40	18.40	20.10	19.50	12.00	12.00	10.00	12.00	61.50	61.90
12	17.20	17.85	24.55	24.35	10.00	13.00	11.00	12.00	62.75	67.20
13	20.75	19.95	23.30	22.90	13.00	12.00	13.00	13.00	70.05	67.85
14	19.65	19.80	22.00	22.50	13.00	13.00	12.00	12.00	66.65	67.30
15	20.55	20.15	22.70	22.70	14.00	14.00	12.00	12.00	69.25	68.85
16	15.30	15.85	23.10	23.10	13.00	13.00	13.00	12.00	64.40	63.95
17	19.75	18.05	22.90	23.00	11.00	11.00	11.00	9.00	64.65	61.05
18	14.60	15.30	16.40	17.40	10.00	13.00	11.00	11.00	52.00	56.70
19	20.75	20.20	25.30	25.40	12.00	13.00	13.00	13.00	71.05	71.60
20	18.95	18.45	22.75	22.55	13.00	13.00	12.00	13.00	66.70	67.00
21	15.20	15.80	21.70	21.70	13.00	13.00	13.00	12.00	62.90	62.50
22	18.90	18.10	20.70	21.30	12.00	14.00	14.00	14.00	65.60	67.40
23	20.80	18.65	26.45	25.75	14.00	14.00	13.00	13.00	74.25	71.40
24	22.50	21.70	27.30	26.85	10.00	12.00	13.00	13.00	72.80	73.55

Table 10a Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
59 (4.65)		157
- 2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+ 2 SEMs	68	169

Table 10b Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.54)		166
- 2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+ 2 SEMs	75	178

Table 10c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined French Panels

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.61)		162
- 2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+ 2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 11 Specification Judgments — French (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**35**	**74%**	**12**	**26%**	**0**	**0%**	**0**	**0**
Subtopic 1	22	47%	23	49%	2	4%	0	0
Subtopic 2	36	77%	11	23%	0	0%	0	0
Subtopic 3	27	57%	19	40%	1	2%	0	0%
Subtopic 4	22	47%	24	51%	1	2%	0	0
Subtopic 5	31	66%	16	34%	0	0%	0	0
Subtopic 6	33	70%	12	26%	2	4%	0	0
Subtopic 7	6	13%	37	79%	4	9%	0	0
Subtopic 8	11	23%	32	68%	4	9%	0	0
Subtopic 9	41	87%	6	13%	0	0%	0	0
Subtopic 10	25	53%	18	38%	3	6%	0	0%
Subtopic 11	19	40%	26	55%	2	4%	0	0
B. Understanding Linguistics	**21**	**46%**	**23**	**50%**	**2**	**4%**	**0**	**0**
Subtopic 1	18	40%	21	47%	6	13%	0	0
Subtopic 2	24	51%	22	47%	1	2%	0	0
Subtopic 3	24	51%	21	45%	2	4%	0	0
Subtopic 4	23	50%	19	41%	4	9%	0	0
Subtopic 5	24	51%	21	45%	2	4%	0	0
Subtopic 6	27	57%	18	38%	2	4%	0	0
C. Comparison of Target Language with English	**19**	**42%**	**20**	**44%**	**5**	**11%**	**0**	**0%**
Subtopic 1	24	51%	17	36%	5	11%	0	0%
Subtopic 2	15	32%	25	53%	6	13%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**25**	**53%**	**22**	**47%**	**0**	**0%**	**0**	**0**
Subtopic 1	23	49%	20	43%	4	9%	0	0
Subtopic 2	16	34%	28	60%	3	6%	0	0

Table 12a Final Evaluation — French Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	21	91%	2	9%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	18	78%	5	22%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	18	78%	5	22%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	21	91%	2	9%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	65%	6	26%	2	9%	0	0%
The process of making the standard setting judgments was easy to follow.	15	65%	8	35%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	20	87%	2	9%	1	4%
The between-round discussions	10	43%	12	52%	1	4%
The cut scores of other panel members	19	83%	4	17%	0	0%
My own professional experience	2	9%	18	78%	3	13%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	18	78%	5	22%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	4%	22	96%	0	0%

Table 12b Final Evaluation — French Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	96%	1	4%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	23	96%	1	4%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	21	88%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	19	79%	5	21%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	22	92%	2	8%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	21	88%	3	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	19	79%	5	21%	0	0%
The between-round discussions	15	63%	9	38%	0	0%
The cut scores of other panel members	3	100%	0	0%	0	0%
My own professional experience	2	8%	16	67%	6	25%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	19	79%	4	17%	1	4%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	2	8%	22	92%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

Table 13 Committee Member Demographics — Spanish

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	12	67%	12	57%
Administrator/Department Head	2	11%	5	24%
College Faculty	4	22%	4	19%
Other	0	0%	0	0%
Race				
African American or Black	3	17%	4	19%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	1	6%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	1	5%
White	9	50%	8	38%
Hispanic	5	28%	8	38%
Gender				
Female	12	67%	16	76%
Male	6	33%	5	24%
In which language are you most fluent?				
English	13	72%	10	48%
Spanish	1	6%	2	10%
English and Spanish about the same	4	22%	9	43%
Other	0	0%	0	0%
Are you certified as a Spanish teacher in your state?				
No	4	22%	5	24%
Yes	14	78%	16	76%
Are you currently teaching Spanish in your state?				
No	1	6%	4	19%
Yes	17	94%	17	81%
Are you currently mentoring another Spanish teacher?				
No	11	61%	10	48%
Yes	7	39%	11	52%
How many years of experience do you have as a Spanish teacher in your state?				
3 years or less	0	0%	0	0%
4 - 7 years	3	17%	1	5%
8 - 11 years	4	22%	8	38%
12 - 15 years	2	11%	2	10%
16 years or more	9	50%	10	48%
For which education level are you currently teaching Spanish?				
Elementary (K - 5 or K - 6)	0	0%	0	0%
Middle School (6 - 8 or 7 - 9)	0	0%	1	5%
High School (9 - 12 or 10 - 12)	10	56%	12	57%
Middle/High School	2	11%	0	0%
All Grades (K - 12)	1	6%	2	10%
Higher Education	5	28%	6	29%
School Setting				
Urban	9	50%	10	48%
Suburban	2	11%	7	33%
Rural	7	39%	4	19%

Table 14a Cut score Summary by Round of Judgments — Spanish Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.18	20.23
SD	2.43	2.34
SEJ	0.57	0.55
Highest	23.95	24.05
Lowest	14.05	14.05
Section II: Reading (Max. Raw Score = 31)		
Average	22.15	22.21
SD	2.56	2.63
SEJ	0.60	0.62
Highest	25.20	25.20
Lowest	15.25	14.75
Section III: Writing (Max. Raw Score = 18)		
Average	11.50	11.78
SD	1.42	1.40
SEJ	0.33	0.33
Highest	14.00	14.00
Lowest	9.00	9.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.44	11.33
SD	1.50	1.24
SEJ	0.35	0.29
Highest	15.00	13.00
Lowest	9.00	9.00
Total (Max. Raw Score = 97)		
Average	62.27	65.54
SD	5.94	5.99
SEJ	1.40	1.41
Highest	77.65	76.25
Lowest	51.30	49.80

Table 14b Panelists Cut scores by Round of Judgments — Spanish Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	19.80	19.80	19.30	19.30	10.00	10.00	11.00	12.00	60.10	61.10
2	21.20	21.50	22.85	22.85	12.00	12.00	11.00	11.00	67.05	67.35
3	20.25	20.35	23.75	23.75	9.00	9.00	11.00	11.00	64.00	64.10
4	18.40	18.70	20.85	20.85	12.00	13.00	9.00	9.00	60.25	61.55
5	19.35	19.95	25.05	25.05	10.00	12.00	11.00	12.00	65.40	69.00
6	23.45	24.05	25.20	25.20	14.00	14.00	15.00	13.00	77.65	76.25
7	17.65	17.65	21.60	21.60	12.00	12.00	12.00	12.00	63.25	63.25
8	14.05	14.05	15.25	14.75	11.00	11.00	11.00	10.00	51.30	49.80
9	23.50	23.60	22.95	22.95	13.00	13.00	13.00	13.00	72.45	72.55
10	21.55	20.85	24.05	23.55	10.00	10.00	10.00	11.00	65.60	65.40
11	22.75	22.35	23.85	23.75	12.00	13.00	12.00	12.00	70.60	71.10
12	19.65	20.55	25.05	25.00	14.00	14.00	13.00	13.00	71.70	72.55
13	19.40	19.60	20.50	20.20	10.00	11.00	9.00	9.00	58.90	59.80
14	21.20	19.80	21.15	20.65	12.00	12.00	12.00	12.00	66.35	64.45
15	19.80	19.80	23.70	24.20	10.00	10.00	11.00	11.00	64.50	65.00
16	18.50	18.70	21.30	21.80	12.00	12.00	13.00	12.00	64.80	64.50
17	18.80	19.45	19.05	20.05	12.00	12.00	12.00	11.00	61.85	62.50
18	23.95	23.35	23.20	24.20	12.00	12.00	10.00	10.00	69.15	69.55

Table 15a Cut score Summary by Round of Judgments — Spanish Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	21.76	21.47
SD	2.63	2.19
SEJ	0.57	0.48
Highest	27.00	25.45
Lowest	16.30	17.40
Section II: Reading (Max. Raw Score = 31)		
Average	22.90	22.89
SD	3.27	2.74
SEJ	0.71	0.60
Highest	28.45	26.40
Lowest	15.10	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	12.19	12.19
SD	1.17	1.29
SEJ	0.25	0.28
Highest	14.00	15.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.48	11.48
SD	2.42	2.23
SEJ	0.53	0.49
Highest	14.00	15.00
Lowest	6.00	6.00
Total (Max. Raw Score = 97)		
Average	68.32	68.02
SD	5.97	5.91
SEJ	1.30	1.29
Highest	76.65	80.50
Lowest	51.40	54.60

Table 15b Panelists Cut scores by Round of Judgments — Spanish Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**	**Rd 1**	**Rd 2**
1	23.00	22.85	17.35	22.75	13.00	13.00	10.00	11.00	63.35	69.60
2	23.70	22.20	23.60	23.05	12.00	12.00	12.00	11.00	71.30	68.25
3	22.50	21.80	22.30	22.10	12.00	12.00	12.00	12.00	68.80	67.90
4	22.80	22.85	23.45	23.65	13.00	13.00	13.00	13.00	72.25	72.50
5	27.00	25.45	28.45	26.40	12.00	12.00	6.00	7.00	73.45	70.85
6	17.85	17.70	20.15	19.65	11.00	11.00	10.00	10.00	59.00	58.35
7	21.65	20.90	22.40	21.90	13.00	13.00	10.00	10.00	67.05	65.80
8	22.75	22.10	24.80	24.55	11.00	11.00	13.00	13.00	71.55	70.65
9	21.55	20.85	26.15	25.50	10.00	10.00	10.00	10.00	67.70	66.35
10	22.85	20.85	25.25	24.35	13.00	13.00	9.00	10.00	70.10	68.20
11	23.30	22.45	25.20	24.60	11.00	11.00	6.00	6.00	65.50	64.05
12	23.45	23.35	24.95	24.75	13.00	13.00	14.00	14.00	75.40	75.10
13	22.55	22.40	19.45	19.15	12.00	12.00	13.00	13.00	67.00	66.55
14	17.80	19.85	25.30	25.35	14.00	14.00	14.00	14.00	71.10	73.20
15	16.30	17.40	15.10	16.20	10.00	11.00	10.00	10.00	51.40	54.60
16	22.80	22.85	22.70	22.60	13.00	13.00	13.00	13.00	71.50	71.45
17	20.35	19.55	22.30	21.35	12.00	10.00	13.00	12.00	67.65	62.90
18	23.80	23.45	26.40	26.40	13.00	13.00	13.00	12.00	76.20	74.85
19	23.30	24.45	25.35	26.05	14.00	15.00	14.00	15.00	76.65	80.50
20	16.75	17.55	20.95	21.05	13.00	13.00	14.00	13.00	64.70	64.60
21	20.95	20.05	19.20	19.20	11.00	11.00	12.00	12.00	63.15	62.25

Table 16a Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.44)		167
- 2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+ 2 SEMs	75	179

Table 16b Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
69 (4.33)		171
- 2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+ 2 SEMs	77	181

Table 16c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined Spanish Panels

Recommended Cut score (SEM)		Scale Score Equivalent
67 (4.38)		168
- 2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+ 2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 17 Specification Judgments — Spanish (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	**31**	**84%**	**6**	**16%**	**0**	**0%**	**0**	**0%**
Subtopic 1	26	67%	13	33%	0	0%	0	0%
Subtopic 2	29	74%	10	26%	0	0%	0	0%
Subtopic 3	19	49%	19	49%	1	3%	0	0%
Subtopic 4	20	51%	19	49%	0	0%	0	0%
Subtopic 5	24	62%	15	38%	0	0%	0	0%
Subtopic 6	26	67%	12	31%	1	3%	0	0%
Subtopic 7	10	26%	28	72%	1	3%	0	0%
Subtopic 8	12	31%	27	69%	0	0%	0	0%
Subtopic 9	33	85%	5	13%	1	3%	0	0%
Subtopic 10	18	46%	21	54%	0	0%	0	0%
Subtopic 11	14	36%	21	54%	4	10%	0	0%
B. Understanding Linguistics	**20**	**53%**	**17**	**45%**	**0**	**0%**	**0**	**0%**
Subtopic 1	20	51%	18	46%	1	3%	0	0%
Subtopic 2	16	41%	20	51%	3	8%	0	0%
Subtopic 3	17	44%	22	56%	0	0%	0	0%
Subtopic 4	23	59%	13	33%	2	5%	0	0%
Subtopic 5	30	77%	8	21%	1	3%	0	0%
Subtopic 6	19	49%	18	46%	2	5%	0	0%
C. Comparison of Target Language with English	**13**	**35%**	**22**	**59%**	**2**	**5%**	**0**	**0%**
Subtopic 1	15	38%	21	54%	3	8%	0	0%
Subtopic 2	11	28%	24	62%	4	10%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	**15**	**41%**	**21**	**57%**	**1**	**3%**	**0**	**0%**
Subtopic 1	15	39%	20	53%	2	5%	0	0%
Subtopic 2	17	45%	18	47%	3	8%	0	0%

Table 18a Final Evaluation — Spanish Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	16	89%	2	11%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	83%	3	17%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	72%	5	28%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	16	94%	1	6%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	67%	6	33%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	100%	0	0%	0	0%
The between-round discussions	13	72%	5	28%	0	0%
The cut scores of other panel members	6	35%	9	53%	2	12%
My own professional experience	16	89%	2	11%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	61%	5	28%	2	11%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	15	83%	2	11%

Table 18b Final Evaluation — Spanish Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	90%	2	10%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	19	95%	1	5%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	90%	2	10%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	20	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	16	80%	4	20%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	90%	2	10%	0	0%
The between-round discussions	11	55%	7	35%	2	10%
The cut scores of other panel members	0	0%	18	90%	2	10%
My own professional experience	16	80%	3	15%	1	5%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[11]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[11]			

[11] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

APPENDIX G
Praxis World Languages Content Specifications

Language, Linguistics, and Comparisons

Demonstrating Language Proficiency

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Understanding Linguistics

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

Comparison of Target Language with English

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Cultures, Literatures, Cross-Disciplinary Concepts

Demonstrating Cultural Understandings

1. Knows the three Ps:
    - Perspectives (such as attitudes, ideas, and values)
    - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
    - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Appendix C

Test at a Glance – Praxis World Languages - German

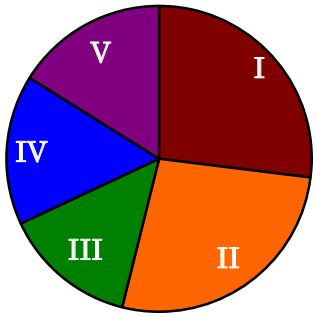
DRAFT

Listening. Learning. Leading.®

German: World Language (0183)

Test at a Glance

Test Name and Code	German: World Language (0183)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching German in grades K–12. Because programs in teaching German are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in German. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written German, and in the fourth section, in spoken German.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning German teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning German teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning German teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning German teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in German and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in German as clearly and neatly as possible on the lined pages provided in your response book. Your written German should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak German. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak German. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of German who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.*

Now press “record” to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Die Schüler haben von Montag bis Freitag Unterricht, Feiertage ausgenommen. Am 20. und 27. Januar dieses Jahres fallen die Nachmittagsstunden aus, damit die Lehrer an einer Lehrerkonferenz teilnehmen können.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the “pause” button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Question

Section I is designed to measure how well you understand spoken German and German-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Die folgenden Fragen beziehen sich auf das Hörverständnis über die *Vogelzählung 2009: Die Stunde der Gartenvögel,* ein Interview mit Alf Pille.

SCRIPT - Hörverständnis -

Herr Dänzer: Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gesessen, die zur Neige gehende Sonne und die Ruhe genossen, obwohl Ruhe ist relativ, eigentlich war es ziemlich laut, denn die Vögel veranstalteten einen ordentlichen Radau. Nur wird der eben nicht als störend, sondern eher als wohltuend empfunden. Von heute an könnte ich die Stunde auch noch sinnvoll nutzen im Dienste des Natur- und des Vogelschutzbundes. Beide rufen uns nämlich dazu auf, Vögeln nicht nur zuzuhören, sondern sie auch zu zählen und ihnen das Ergebnis kund zu tun. Versuchen wir, Näheres zu erfahren von Alf Pille in Hilpoltstein, das ist der Pressesprecher des „Landesbund für Vogelschutz“ in Bayern.

Grüß’ Sie, Herr Pille.

Herr Pille: Grüß’ Sie, Herr Dänzer.

Herr Dänzer: Herr Pille, warum überhaupt ’ne Vogelzählung?

Herr Pille: Ja, wir möchten mehr erfahren, wie es unseren Vögeln geht, und ja darum rufen wir alle auf, einfach eine Stunde lang mal die Vögel zu zählen und uns das zu melden.

Herr Dänzer: Wenn Sie nun von sagen wir mal zehntausend Menschen Ergebnisse bekommen, wie rechnen Sie die Zahlen dann hoch und wie verlässlich ist das?

Herr Pille: Wir können die Zahl nicht hochrechnen auf eine absolute Summe an Vögeln, die lebt oder die nicht lebt, aber wir können das vergleichen mit den Zahlen vom Vorjahr. Die Zählung findet nun zum fünften Mal statt und da können wir dann schon vergleichen, wie hat ein Vogel im letzten Jahr abgeschnitten, wie im vorletzten Jahr und wie in diesem Jahr.

Herr Dänzer: Wie mache ich das jetzt konkret, jetzt, wenn das Wetter gut ist, setze ich mich heute Nachmittag auf den Balkon, nehm' mir ein Blatt Papier und dann?

Herr Pille: Und dann schreiben Sie auf, was Sie sehen oder hören, und melden uns das entweder online unter www.lbv.de, da ist ein online Meldebogen oder sie können sich den Bogen auch ausdrucken und dann uns schicken oder faxen, wie Sie möchten.

Herr Dänzer: Nun sehe ich dann verschiedene Vögel, die ich dummerweise aber nicht benennen kann. Ich kann zwar die Amsel vom Spatz unterscheiden, aber dann hört's eigentlich schon auf. Was dann, führe ich 'ne Rubrik unbekannter großer Vögel?

Herr Pille: Das können Sie natürlich auch machen, das hilft natürlich wenig für die Auswertung, wir haben aber im Internet viele Steckbriefe und auch die Stimmen der dreißig häufigsten Vögel, das sollte Ihnen dann schon weiterhelfen, ansonsten könnten sie auch von jedem Vogel gerne ein Bild machen und uns das mailen bei Vogelbestimmung@lbv.de. Und dann bekommen Sie innerhalb von 24 Stunden 'ne Antwort.

Herr Dänzer: Also, es wäre ja ganz sinnvoll, mich erst im Internet zu informieren und dann noch einen Fotoapparat dabei zu haben?

Herr Pille: Das können Sie machen, ja.

Fragen zu Vogelzählung 2009: Die Stunde der Gartenvögel

1. Worum geht es in diesem Beitrag?
   (A) Man erhält Informationen zu einem Fotowettbewerb.
   (B) Die Ergebnisse einer Studie werden vorgestellt.
   (C) Naturliebhaber erhalten Tipps zur Vogelbeobachtung.
   (D) Zuhörer werden zur Mithilfe an einem Projekt gebeten.

2. Laut Beitrag, wie empfinden die meisten Menschen das Vögelgezwitscher?
   (A) Als nervig
   (B) Als beruhigend
   (C) Als interessant
   (D) Als leise

3. Warum werden Vögel in Deutschland gezählt?
   (A) Damit man sieht, wie sich ihre Zahlen entwickeln
   (B) Damit man genau weiß, wie viele es in Deutschland gibt
   (C) Um die Deutschen besser über Vögel zu informieren
   (D) Um die Bürger für den Naturschutz zu engagieren

4. Was soll man machen, wenn man Vögel NICHT identifizieren kann?
   (A) Man malt sie auf ein Blatt Papier und schickt es an Herrn Pille.
   (B) Man füllt einen Steckbrief mit der Beschreibung der Vögel aus.
   (C) Man macht Fotos und schickt sie per E-Mail an den Verein.
   (D) Man meldet nur die Anzahl der Vögel, die einem bekannt sind.

5. Was kann man aus dem Namen der Organisation "Landesverband für Vogelschutz in Bayern" schließen?
   (A) Sie organisiert Protestaktionen.
   (B) Sie operiert auf regionaler Ebene.
   (C) Sie arbeitet eng mit Schulen zusammen.
   (D) Sie ist ein Verein von Vogelbesitzern.

6. Welche Funktion hat der Satzteil „am frühen Abend" in dem Satz „Gestern habe ich am frühen Abend noch ein Stündchen auf dem Balkon gesessen . . . ."?
   (A) Adverbial
   (B) Präpositional
   (C) Kausal
   (D) Nominal

Section II is designed to measure how well you understand written German and German-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in German. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Die nächsten Fragen beziehen sich auf den folgenden Artikel über Sauerkraut.

Sauerkraut gilt seit langem als das Nationalgericht der deutschen Küche schlechthin. So reimte der deutsche Dichter Ludwig Uhland im 19. Jahrhundert: „Auch unser edles Sauerkraut, wir sollen's nicht vergessen; ein Deutscher hat's zuerst gebaut, drum ist's ein deutsches Essen." Von Grund auf „deutsch" ist das Sauerkraut dabei eigentlich nicht. Auch in anderen Teilen Ost- und Westeuropas isst man das eingelegte Kraut traditionell mit Begeisterung. Und vermutlich kam das Sauerkraut im Mittelalter ursprünglich von China her nach Europa.

Anfangs lag die Sauerkrautherstellung in Deutschland in den Händen der Mönche, denen Sauerkraut vorrangig als Fastenspeise diente. Später fand die Verarbeitung von Sauerkraut auch in privaten Haushalten Einzug, wo es eine wichtige Rolle als Wintergemüse spielte. Dazu wird frischer Weißkohl klein geschnitten und mit Salz fest in einen Steintopf eingestampft. Dann wird der Steintopf mit einem Brett und einem Stein beschwert und kühl gelagert. Es ist wichtig, dass keine Luft zwischen den frischen Kohl gelangt, denn sonst würde statt der gewünschten Gärung ein Fäulnisprozess eintreten. Nach vier- bis sechswöchiger Gärung ist das Sauerkraut dann fertig.

Seine Beliebtheit hat das Sauerkraut seinen vielfältigen Vorteilen zu verdanken. Es ist reich an Milchsäure sowie verschiedenen Vitaminen und Mineralstoffen und unterstützt positiv die Immunabwehr und Verdauung. Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar. Auch in der Schifffahrt war das Sauerkraut seit dem 18. Jahrhundert ein wichtiger Bestandteil der Ration, seit man erkannt hatte, dass man durch Sauerkrautkonsum der gefürchteten Vitamin-Mangelerkrankung der Seeleute, dem Skorbut, vorbeugen konnte.

Auch wenn heutzutage der Sauerkrautverbrauch in Deutschland insgesamt abgenommen hat, findet das Sauerkraut andererseits viele neue Anhänger, die auf die verschönernde Wirkung des eingemachten Krautes schwören. So soll der Konsum von rohem Sauerkraut oder Sauerkrautsaft jugendliches Aussehen und strahlende Haut versprechen. Hoffen wir jedenfalls, dass das gute alte Sauerkraut auch weiterhin auf deutschen Tellern zu finden sein wird.

7. Woher kommt das Sauerkraut vermutlich ursprünglich?
   (A) Aus Deutschland
   (B) Aus Osteuropa
   (C) Aus Südeuropa
   (D) Aus China

8. Was ist bei der Herstellung von Sauerkraut besonders wichtig?

   (A) Man muss das Kraut sorgfältig zusammenpressen.
   (B) Man muss das Kraut regelmäßig umrühren.
   (C) Man muss das Kraut vorher in Essig einlegen.
   (D) Man muss das Kraut vor der Lagerung einkochen.

9. Wieso war das Sauerkraut in der Vergangenheit unter den Gemüsegerichten wohl so beliebt?

   (A) Wegen seiner relativen Seltenheit
   (B) Wegen seiner guten Haltbarkeit
   (C) Wegen seines Kalorienreichtums
   (D) Wegen seiner schnellen Herstellung

10. Was sagt der Text über den heutigen Sauerkrautverbrauch in Deutschland?

   (A) Sauerkraut wird hauptsächlich von älteren Leuten gegessen.
   (B) Sauerkraut findet Eingang in die Kosmetikindustrie.
   (C) Die gesunden Eigenschaften von Sauerkraut werden angezweifelt.
   (D) Sauerkraut wird merkbar weniger gegessen als früher.

11. Auf Ihre Kulturkenntnisse bezogen, bei welchem Gericht ist Sauerkraut gewöhnlich eine Beilage?

   (A) Bei Rinderbraten
   (B) Bei gegrilltem Hähnchen
   (C) Bei Wiener Schnitzel
   (D) Bei Bratwurst

12. Im dritten Absatz lesen Sie den Satz „Dank seiner ausgezeichneten Haltbarkeit stellte es früher in kälteren Regionen im Winter eine wertvolle Quelle von Vitamin C dar.“ In welchem Fall steht das Präpositionalgefüge „in kälteren Regionen“?

   (A) Nominativ
   (B) Genitiv
   (C) Dativ
   (D) Akkusativ

13) Was für ein Geschäft würde man unter diesem Ladenzeichen finden?

(A) Einen Juwelier
(B) Eine Bäckerei
(C) Einen Metzger
(D) Eine Brauerei

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 60 words**.

Stellen Sie sich vor, Sie haben seit längerer Zeit die Organisation Medizin für alle mit jährlichen Spenden unterstützt. Dieses Jahr war Ihnen dies allerdings nicht möglich und sie haben der Organisation keinen Scheck geschickt. Heute haben Sie die folgende E-Mail erhalten. Beantworten Sie die E-Mail und erklären Sie Ihre Situation.

Von: Medizin@fuer-alle.de
Gesendet: 18. September, 10:40
An: Spender@usa.net
Betreff: Ihre Spende für dieses Jahr

Lieber Spender,

wir schreiben Ihnen diese Mail, um Ihnen mitzuteilen, dass wir Sie bei unserem letzten Spendenaufruf sehr vermisst haben. Sie haben uns bisher jedes Jahr großzügig unterstützt und dafür danken wir Ihnen herzlich. Wir hoffen sehr, dass Sie der Organisation „Medizin für alle“ in ihrer so notwendigen Arbeit auch weiterhin helfen wollen. Jede noch so kleine Spende kann einen großen Unterschied im Leben anderer Menschen machen! Um Ihnen Zeit zu sparen, haben Sie jetzt übrigens auch die Möglichkeit ganz einfach online bei www.medizin-fuer-alle.de zu spenden.

Sollten Sie irgendwelche Fragen haben, oder wenn Sie einfach mit uns sprechen wollen, so können Sie uns jederzeit telefonisch unter der Rufnummer +49 (0)30 2222-774 erreichen.

Wir danken Ihnen schon im Voraus für Ihre Unterstützung.

Mit freundlichen Grüßen,

Walter Fritsche
Vorsitzender
Medizin für alle e.V.
Am Köllnischen Park 1
10179 Berlin
Germany

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

„Die nächste Rechnung geht aufs Dach! Solaranlagen sind die Zukunft!“
In Deutschland setzen viele Leute immer mehr auf Solarenergie, wobei es auch einige kritische Stimmen gibt. Wie stehen Sie zu dem Thema? Würden Sie eine Solaranlage auf Ihrem Dach installieren?

- Äußern Sie Ihre Meinung und begründen Sie sie.
- Nennen Sie mindestens ein Beispiel, das Ihre Meinung unterstützt.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

ZDFonline: Zur Geige passt doch wohl besser Frack und Anzug als eine olle Jeans und ein T-Shirt, wie Sie es tragen. Werden Sie von ihren Musiker-Kollegen dafür nicht schief angeschaut?

Garrett: Nein, komischerweise überhaupt nicht. Von denen hätte ich es ja am ehesten erwartet. Die Musikerkollegen sind aber wirklich froh, wenn mal ein richtig frischer Wind in ihre Szene kommt und sich andere, jüngere Menschen für die klassische Musik begeistern.

ZDFonline: Sie spielen auf einer über 300 Jahre alten Stradivari, die rund vier Millionen Euro Wert ist. Gehört das Instrument nicht eher in den Safe oder in ein Museum als in die wilden Hände eines David Garrett?

Garrett: Ich bin sehr, sehr vorsichtig und passe ganz besonders auf. Das können Sie mir glauben. Ich habe vor meinem Instrument einen riesengroßen Respekt. Mir ist ja schon eine wertvolle Geige durch ein blödes Missgeschick kaputt gegangen. Aber meine Geige ist zum Spielen da. Andere Instrumente sind sicher besser im Museum aufgehoben.

ZDFonline: Sie entstammen der "MTV-Generation" und verbinden auch den Hardrock von "Metallica" mit der Klassik. Passt das zusammen?

Garrett: Ja, da bin ich mir ziemlich sicher. Man muss natürlich ein gutes Gespür dafür haben, was funktioniert und was nicht. Denn der geniale Sound aus den letzten 20, 30 Jahren lässt sich wunderbar auf die Geige bringen, wenn man das beherrscht. Auf der Geige funktioniert fast alles, Mozart genauso wie "Metallica".

ZDFonline: Welche Musik hören Sie privat?

Garrett: Also, hier habe ich Justin Timberlake, Mozart, Michael Jackson, Johnny Cash, Queen und Guns and Roses drauf. Ein echter Mix also. Sechs Stunden Klassik am Tag kann ich nämlich auch nicht hören. Man muss mal Abstand haben von der Musik, die man selber spielt.

ZDFonline: Was halten Sie von Begriffen wie "Wunderkind" oder "Wundergeiger"?

Garrett: Nicht viel. Vor allem das Wort Wunderkind stört mich gewaltig. Was dabei nämlich vergessen wird, ist die harte Arbeit, die dahinter steckt. Es sieht zwar wunderbar aus, wenn kleine Kinder auf der Geige oder dem Klavier Beethoven spielen. Dass sie dafür aber mindestens fünf Stunden täglich hart üben müssen, das sieht doch keiner.

ZDFonline: Sie gelten als Frauenschwarm. Eine für Ihre unzähligen weiblichen Fans sehr wichtige Frage: Sind Sie eigentlich noch zu haben?

Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

WRITING TASK

Heutzutage ist klassische Musik nicht mehr so populär unter Jugendlichen. Nachdem Sie dieses Interview gelesen haben, erklären Sie, warum auch klassische Musik nicht veraltet und langweilig wirken müsste.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

Folgender Text ist ein Interview zwischen ZDFonline und David Garrett.

Zwischen Mozart und Metallica
Stargeiger und Fotomodell David Garrett über seine neue Musik

ZDFonline: Ist es eigentlich ein Nachteil, so gut und gleichzeitig so locker auszusehen, wenn man die klassische Geige spielt?

Garrett: Lange habe ich gedacht, das ist ein echter Nachteil. Mich nimmt doch niemand ernst. Mittlerweile bin ich mir aber sicher, dass mein Aussehen ein echter Vorteil ist. Denn über mein Outfit erreiche ich eine Generation, die nicht unbedingt auf klassische Musik steht. Dadurch öffne ich Türen, die sonst sicher verschlossen blieben.

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ZDFonline: Sie gelten als Frauenschwarm. Eine für Ihre unzähligen weiblichen Fans sehr wichtige Frage: Sind Sie eigentlich noch zu haben?

Garrett: Leider ja. Und ich weiß eigentlich selbst nicht warum. Ich bin wohl zu viel unterwegs.

SPEAKING TASK

Stellen Sie sich vor, Sie unterhalten sich mit einem Schüler über Musikstile. Dieser behauptet, dass nur moderne Musik heute noch aktuell ist. Durch das Interview haben Sie selbst neue Einsichten erhalten. Versuchen Sie ihm in diesem Gespräch andere Perspektiven zu eröffnen.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Der Besitz eines Handys ist heute die Norm. Manche Leute sind der Meinung, dass kleine Kinder noch kein Handy brauchen. Ab welchem Alter macht es Sinn, ein Handy zu besitzen?

Äußern Sie Ihre Meinung und begründen Sie sie.

Beschreiben Sie konkrete Situationen, die Ihre Meinung unterstützen.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

1. Frau Maier: Begrüßt Sie und stellt eine Frage.

- **Sie**: Grüßen Sie und machen Sie einen Vorschlag.

2. Frau Maier: Stellt Ihnen eine weitere Frage.

- **Sie**: Verneinen Sie und begründen Sie Ihre Wahl.

3. Frau Maier: Antwortet Ihnen und macht einen Vorschlag.

- **Sie**: Machen Sie einen anderen Vorschlag.

4. Frau Maier: Gibt Ihnen einen Rat.

- **Sie**: Stimmen Sie zu.

5. Frau Maier: Verabschiedet sich.

- **Sie**: Danken Sie und verabschieden Sie sich.

SCRIPT TEXT

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation.

Stellen Sie sich vor, Sie wollen im Sommer verreisen. Sie gehen zu Ihrem Reisebüro um sich über Ihr Reiseziel zu informieren. Dort sprechen Sie mit Frau Maier.

Now press "Record" to start your recorder.

1. Frau Maier: Guten Morgen. Sie möchten also eine Reise buchen. Wissen sie schon, wo es hingehen soll?

TONE (25 seconds) TONE

2. Frau Maier: Waren Sie dort schon mal?

TONE (25 seconds) TONE

3. Frau Maier: Hier sind einige Broschüren darüber. Beschäftigen Sie sich ein wenig damit . . . wenn Sie eine bessere Vorstellung haben, was Sie machen wollen, kommen Sie wieder und wir können weiter planen—vielleicht nächsten Freitag?

TONE (25 seconds) TONE

4. Frau Maier: Das klingt gut! Vielleicht haben Sie ja dann schon eine genauere Vorstellung, wo es hingehen soll und wann Sie reisen könnten. Es wäre hilfreich, wenn Sie sich ein paar Notizen machen würden.

TONE (25 seconds) TONE

5. Frau Maier: Also bis zum nächsten Mal und viel Spaß bei der Lektüre.

TONE (25 seconds) TONE

This is the end of the question.

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder. Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

1) Option (D) is the correct answer because listeners are informed about, and asked to participate in, a particular project. There is no mention of a photography competition (A), nor is the topic of the report the presentation of the results of a study (B). (C) is not correct, because the audio does not address nature lovers in particular, in fact is a call to all people with time on their hands. The main focus of the listening passage is not to give tips on how to best watch birds, ie which spots to pick, how to behave, where to hide etc.

2) Option (B) is the correct answer because birds twittering is conceived by most as pleasant (wohltuend). In the audio the moderator says that the sounds of the birds are not perceived as bothersome(A) and that birds are loud, not quiet (D), and it is not stated that people find the birds' twittering interesting (C).

3) The correct answer is (A) because the text says the goal of the count is to learn how the count of a particular bird species changed over the last year. (B) is not correct, because Herr Pille says that it is impossible to know the absolute count. The main goal of the count is not (C) to inform Germans about birds, nor is it (D) to engage citizens in nature protection, so (C) and (D) are not correct.

4) Answer (C) is the correct answer because Herr Pille says that if some birds cannot be identified by sound or sight, then pictures can be submitted for clarification. Drawing a picture (A) or filling out a form (B) are not mentioned in the talk. Option (D) is not possible, because Herr Pille clearly says that all birds that are seen should be reported. If one cannot identify them, then they should go on the website for support, or take a photo and send that in.

5) Option (B) is the correct answer. (A) says that the group organizes demonstrations. Option (C) states that the group works closely with schools. (D) states that it is a club for bird owners. However, there is no evidence of (C) or (D) in the discussion.

6) Option (A) is the correct answer because am frühen Abend fills the adverbial function of answering the question "when." Although am frühen Abend is a prepositional phrase, that does not explain its function in the sentence; therefore (B) is not correct. (C) is not correct, because the phrase clearly has a temporal, not a causal, function. (D) is also not correct, because am frühen Abend does not function as a noun in the sentence.

Section II

7) Option (D) is the correct answer. Since there is a quote from a poem suggesting that sauerkraut was first made in Germany, and eastern and western Europe are also mentioned, this question requires the reader to read carefully ; however, the text goes on to say that sauerkraut probably originally came to Europe from China.

8) The correct answer is (A). The most important aspect in the process of making sauerkraut is to take the small pieces of raw cabbage and firmly stamp them into a stone pot with salt. There should be no air between the layers. The text does not refer to stirring the pot (B) or to adding vinegar (C), since only salt is added; only raw white cabbage should be used, not cooked cabbabge (D).

9) The correct answer is (B), because sauerkraut keeps well. The text says that sauerkraut used to play an important role as a vegetable in the winter, so (A) is not correct. The text does not say that sauerkraut is rich in calories (C), and it clearly states that it takes four to six weeks to make sauerkraut, so (D) is not correct.

10) The correct answer is (D). The text states at the end that less sauerkraut is eaten today. The text does not say that sauerkraut is eaten primarily by older people (A) or that the cosmetic industry makes use of sauerkraut (B). (C) is wrong, because many new followers of sauerkraut believe thateating sauerkraut has beautifying effects on the body.

11) Option (D) is the correct answer, because Bratwurst (D) is typically served with sauerkraut. (A) Rinderbraten (roast beef) usually comes with Rotkohl (cooked sweet and sour red cabbage); gegrilltes Hähnchen (B) and Wiener Schnitzel (C) are usually served with french fries and a mixed salad.

12) Option (C) is correct. Even though in is a preposition that can be used with the dative or the accusative, the words following in here are clearly in the dative. Here it answers the question "where", answering "where to" would be accusative (D).

13) The correct answer is (B). The sign resembles a pretzel and is used for a bakery. Although there is a crown above it, it has nothing to do with a jewelry store (A). Even though pretzels can be sold at a butcher (C), or a brewery (D), it is not their main merchandise. They would traditionally display different signs.

Appendix D

Test at a Glance – Praxis World Languages – French

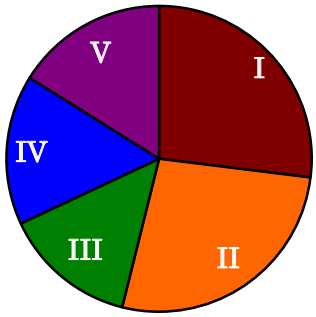
DRAFT

Listening. Learning. Leading.®

French: World Language (0174)

Test at a Glance

Test Name and Code	French: World Language (0174)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching French in grades K–12. Because programs in teaching French are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in French. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written French, and in the fourth section, in spoken French.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning French teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning French teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning French teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products

The beginning French teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The selections in Section I (Interpretive Listening) are recorded on a CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is accompanied by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in French and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in French as clearly and neatly as possible on the lined pages provided in your response book. Your written French should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak French. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak French. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner

- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.*

Now press "record" to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Les élèves doivent aller en classe du lundi au vendredi, sauf les jours de congé. Cette année, tous les élèves sortiront tôt de l'école le 20 et le 27 janvier à cause des réunions auxquelles assisteront les professeurs du lycée.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the "pause" button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

Section I is designed to measure how well you understand spoken French and French-speaking cultures.

Directions: In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book. Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Now we will begin with Selection 1.

Les questions suivantes se rapportent au reportage audio *Arbres et forêts* de Régis Picart.

I. Script : Arbres et forêts : Régis Picart

Il y a une dizaine d'années, Philippe Bourseiller a entrepris un long travail d'inventaire de ce qui reste beau sur la planète. Il a photographié les volcans, les déserts et maintenant les arbres et les forêts.

L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète. Dans un somptueux ouvrage paru chez La Martinière, Philippe Bourseiller nous emmène à travers le monde à la découverte des habitants des forêts boréales ou tropicales, des êtres qui se contentent d'un peu d'eau, de quelques sels minéraux, d'un peu de terre et de lumière. Avec si peu, ils sont capables de durer près de cinq mille ans ou de dépasser les cents mètres de haut en Californie. Un houx royal de Tasmanie se reproduit, comme un clone, depuis quarante trois mille ans.

Lors d'une balade en forêt, Philippe Bourseiller a mis cinq heures pour parcourir deux kilomètres avec son guide qui s'arrêtait à chaque plante, chaque feuille, chaque liane pour lui expliquer leur utilité dans la pharmacopée, la nourriture ou la fabrication des huttes.

Car chaque arbre est source de vie pour un monde parfois minuscule mais aussi pour les peuples de la forêt comme les pygmées d'Afrique ou les indiens Waoranis d'Amérique du sud.

En Sibérie, Philippe Bourseiller a été frappé par la symbiose des Evenks, des éleveurs de rennes, avec la forêt . . .

« Au début de l'hiver, ils rentrent dans les forêts pour se mettre à l'abri ; ils doivent vivre avec leurs troupeaux par des températures de -60° -65°. On a rejoint ces populations et, moi, ce qui m'a frappé c'est l'adaptation de ces populations au froid et à la forêt. C'est une forêt morte. On a l'impression qu'elle a été brûlée. Il ne reste plus que ces arbres alors que simplement elle s'est mise en veille pendant tout l'hiver et au printemps, elle va repartir. Ils utilisent l'hiver pour se protéger. Ça leur permet de mettre leur troupeau à l'abri au milieu des arbres, du vent, du froid parce qu'il fait quand-même moins froid que dans la toundra. Ça leur permet aussi de se construire des cabanes, d'utiliser le bois pour le feu, de pouvoir s'en servir pour la pêche. »

Voilà une utilisation naturelle et maîtrisée de la forêt. Mais Philippe Bourseiller termine son livre avec cinq photos qui en disent long sur notre prise de conscience écologique. Il y en a une notamment qui est frappante, sur une piste africaine, un cortège interminable de camions transportant des énormes troncs d'arbres destinés à un riche pays industrialisé.

1. Qui est Philippe Bourseiller ?

   (A) Un biologiste qui étudie les arbres et les forêts
   (B) Un photographe qui se spécialise dans la nature
   (C) Un anthropologue qui étudie des populations en voie de disparition
   (D) Un guide qui travaille principalement dans les forêts

2. Qui sont ces habitants des forêts boréales ou tropicales qui intéressent Philippe Bourseiller ?

   (A) Des arbres variés
   (B) Des insectes utiles
   (C) Des troupeaux de bêtes
   (D) Des groupes de personnes

3. Pourquoi Philippe Bourseiller a-t-il avancé si lentement quand il marchait dans la forêt ?

   (A) Il s'est trouvé dans une forêt où il y avait peu de lumière.
   (B) Il s'est trouvé dans une forêt qui était difficile de pénétrer.
   (C) Il essayait d'éviter tous les dangers de la forêt.
   (D) Il voulait tout savoir sur les plantes de la forêt.

4. Qu'est-ce qui frappe Philippe Bourseiller chez les Evenks ?

   (A) Leur pratique de brûler la forêt
   (B) Leur union étroite avec la forêt
   (C) Leur façon de faire la pêche
   (D) Leur manière de vivre avec leurs troupeaux

5) Les mots «paru chez La Martinière» vers le début de l'extrait indiquent que La Martinière est une maison d'édition. Quel nom est associé avec une autre maison d'édition traditionnelle en France ?

   (A) Gilbert Joseph
   (B) Le Louvre
   (C) Hachette
   (D) Bon Marché

6. Vers la fin de l'extrait, que représente le mot «en» dans l'expression «il y en a une notamment» ?

   (A) Des forêts du monde
   (B) Des photos
   (C) Des camions
   (D) Des troncs d'arbres

Section II is designed to measure how well you understand written French and French-speaking cultures.

Directions: In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions. The last two questions in each selection may test your knowledge of culture and linguistics.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Now we will begin with Question 1.

Les questions suivantes se rapportent à cet article au suject de L'École Marocaine.

En octobre 1999, un groupe de parents marocains, soucieux de l'identité culturelle de leurs enfants, a décidé de créer une école du samedi pour l'enseignement de la langue arabe et de la culture marocaine. Leur but était de créer un milieu qui permet à leurs enfants de préserver leur patrimoine culturel marocain dans leur pays d'accueil, le Canada, et de maintenir des liens étroits avec leur pays d'origine, le Maroc.

Pour ce faire, ce groupe de parents a créé une association à but non lucratif nommée Amicale des ressortissants Marocains en Montérégie dont l'école devint une des activités éducatives. Sans aucune publicité, l'école a ouvert ses portes le 9 octobre 1999 à l'école secondaire André-Laurendeau à Saint-Hubert avec un effectif étudiant de14 élèves âgés de 6 à 11 ans inscrits aux 3 niveaux primaires offerts. Grâce à l'intervention d'un membre de notre association auprès du directeur de la dite école, l'école y a été hébergée gratuitement.

Pendant deux ans, la publicité de l'école a été faite de bouche à oreille. En 2002 notre association, confiante de son expertise, a pris la décision de sortir de l'ombre et d'informer la communauté marocaine de son existence et de son programme spécifiquement marocain. Suite à la publicité faite pour notre école sur la télévision marocaine Maroc Zine, un grand nombre de parents marocains résidant à Montréal nous ont appelés pour inscrire leurs enfants. Malheureusement, notre école n'a pas pu répondre positivement à ce besoin urgent de la communauté marocaine de Montréal, étant donné que la situation géographique de notre école, située à Saint-Hubert, pose des problèmes d'accessibilité et que la capacité des locaux est très limitée.

Vu le grand nombre d'appels que notre école a reçu de cette communauté, notre association a fait appel à la Fédération Marocaine du Canada, dont elle est membre affilié, en sollicitant son soutien moral, matériel et logistique. La FMC a promis de nous aider pour réaliser notre projet selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003. Dans ce cadre de coopération, la FMC s'est engagée à trouver un local pour héberger le campus centre-ville de notre école et aussi à payer le loyer s'il y a eu lieu.

En 2003 L'École Marocaine, dotée de deux campus (Montréal et Rive-Sud), a pu accueillir une cinquantaine d'élèves et recruter quatre professeurs supplémentaires. Depuis ce temps là, le nombre d'élèves et celui des professeurs n'ont cessé d'augmenter pour atteindre 140 élèves et 8 enseignants en 2005.

7. Pourquoi a-t-on crée L'École Marocaine ?

   (A) Pour permettre aux parents, immigrés du Maroc, de savoir ce que font leurs enfants le samedi.
   (B) Pour offrir à des professeurs, immigrés du Maroc, la possibilité de pouvoir enseigner en arabe.
   (C) Pour aider les enfants des immigrés marocaines à apprendre les langues de leur pays d'accueil.
   (D) Pour assurer que les enfants des immigrés marocaines connaissent la langue et les traditions de leur pays d'origine.

8. Comment est-ce qu'on a trouvé des salles de classe pour L'École Marocaine au début ?

   (A) On a acheté un bâtiment à Montérégie.
   (B) On a loué des salles auprès d'un membre du groupe.
   (C) On a pu utiliser des salles sans payer.
   (D) On a pu trouver des salles dans un hôtel.

9. Quelle décision a été prise par l'Amicale des ressortissants Marocains en 2002?

   (A) D'installer beaucoup de lampes dans l'école
   (B) D'inscrire un grand nombre d'enfants de Montréal
   (C) De créer un programme spécifiquement marocain
   (D) De faire de la publicité dans la communauté marocain

10. Quel était un des problèmes avec les salles originels de l'école marocaine ?

    (A) Elles se trouvaient loin du centre-ville.
    (B) Elles coûtaient beaucoup trop cher.
    (C) Elles n'étaient pas bien maintenues.
    (D) Elles n'étaient pas accessibles aux personnes handicapées.

11. À laquelle des régions géographiques suivantes le Maroc appartient-il ?

    (A) Les Balkans
    (B) Le Maghreb
    (C) Le Proche-Orient
    (D) Le Hindu Kush

12. Dans la phrase «La FMC a promis de nous aider pour réaliser notre projet, selon ses moyens, tout en lui accordant une priorité pour l'année 2002–2003.» à quoi se réfère le pronom lui ?

    (A) La FMC
    (B) Notre projet
    (C) Ses moyens
    (D) Ne priorité

La question suivante se rapporte à l'image ci-dessous.

13. D'après vos connaissances culturelles, à quelle occasion les Français mangent-ils ce plat contenant une fève ?

    (A) Lors de la remise des diplômes du secondaire
    (B) Lors d'une cérémonie de mariage
    (C) Le quatorze juillet, pour la fête nationale
    (D) Le six janvier, pour la fête de l'Épiphanie

Interpersonal Writing: Response to an E-mail, Memo, or Letter

(Suggested time—15 minutes)

Directions: For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 60 words**.

Imaginez qu'il ya un mois vous avez créé une association dont la mission est de combattre l'implantation d'un futur supermarché dans votre quartier. Suite à la grande manifestation que vous avez organisée contre la création de ce supermarché, vous recevez un e-mail du maire de votre ville. Répondez à cet e-mail.

De : Axel De la Rochefoucault
À : praxiscandidate@testcenter.org
Envoyé : 25 juin 2009
Objet :

Madame/Monsieur,

En tant que maire de votre ville, je vous écris pour vous assurer que l'implantation de ce supermarché sera bénéfique à tous nos concitoyens, premièrement sur le plan des emplois et deuxièmement sur le plan de la proximité pour les personnes qui n'ont pas de véhicules. Ce supermarché n'offrira que des produits biologiques et bons pour la santé de tous! Nous regrettons de vous informer que votre association porte préjudice à l'image de notre ville et de ses projets. Mon équipe municipale et moi-même avons du mal à comprendre votre opposition.

Veuillez agréer l'expression de mes sentiments distingués.

Axel De la Rochefoucault
Marie de Rueil-Malmaison

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: For this question, you will be asked to write an essay on a specific topic. Write your response to question in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

Pensez-vous que, pour maîtriser vraiment bien une langue, il soit nécessaire de passer du temps dans un pays où l'on parle cette langue ?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis en mentionnant les avantages et les inconvénients d'un tel séjour pour soutenir vos idées.

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be **a minimum of 120 words**.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

Les enfants bilingues seraient plus créatifs, plus ouverts et plus flexibles que les autres! À condition bien sûr, qu'ils soient élevés dans un environnement affectif stable et culturellement riche. N'oublions pas que ce sont le sentiment de sécurité et les interactions avec les adultes qui comptent avant tout dans le développement d'un enfant. Moyennant quoi élevé par des parents «suffisamment bons», les enfants bilingues acquièrent très tôt une conscience métalinguistique (au delà du langage): Ils comprennent alors mieux que les autres que chaque langue est un monde en soi avec ses codes propres. Passer d'un code à l'autre, implique d'avoir synthétisé les spécificités verbales et communicatives de chaque langue, et de les exprimer de manière contrôlée, adaptée. Ainsi, cette conscience leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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WRITING TASK

Résumez dans vos propres mots l'article que vous venez de lire en expliquant la/les perspective(s) d'Hervine de Kersauson sur le bilinguisme chez les enfants.

Approximate time—5 minutes
Presentational Speaking: Integrated Skills

Directions: For this question, you will have 1 minute to read the same article or passage you have already read in Question 78 of the writing section. This article or passage is reprinted on the following page. Then you will hear a scenario related to the article or passage. After that you will have 2 minutes to prepare your response and 2 minutes to record your response.

Now begin reading the article or passage.

L'article suivant intitulé «Les atouts des enfants bilingues» a été écrit par Hervine De Kersauson pour le site www.lepetitjournal.com.

Être vraiment bilingue, c'est pouvoir s'exprimer et penser dans deux langues avec un niveau de précision identique dans chacune d'entre elles, c'est aussi se mouvoir dans deux cultures. Une chance que bon nombre d'enfants, parmi ceux de nos lecteurs, ont en naissant dans un foyer franco-chilien, ou simplement en grandissant au Chili entre des parents francophones. De plus, ce don très envié donne d'autres atouts. Mais attention, il ne va pas toujours de soi, nous explique la psychologue française installée à Santiago : Hervine de Kersauson.

Les enfants bilingues seraient plus créatifs, plus ouverts et plus flexibles que les autres! À condition bien sûr, qu'ils soient élevés dans un environnement affectif stable et culturellement riche. N'oublions pas que ce sont le sentiment de sécurité et les interactions avec les adultes qui comptent avant tout dans le développement d'un enfant. Moyennant quoi élevé par des parents «suffisamment bons», les enfants bilingues acquièrent très tôt une conscience métalinguistique (au delà du langage): Ils comprennent alors mieux que les autres que chaque langue est un monde en soi avec ses codes propres. Passer d'un code à l'autre, implique d'avoir synthétisé les spécificités verbales et communicatives de chaque langue, et de les exprimer de manière contrôlée, adaptée. Ainsi, cette conscience leur permet d'acquérir un comportement linguistique, social, affectif, lié à chaque langue. Ils développent par là leur capacité d'adaptation, leur intelligence. De plus, certaines recherches montrent que quand on parle bien une deuxième langue, on parle mieux sa langue maternelle. D'autres auteurs suggèrent que les enfants bilingues obtiendraient aussi de meilleurs résultats en mathématiques.

Attention : garder deux langues à un même niveau demande des efforts. Une étude menée en Suède sur des enfants issus de couples mixtes binationaux a montré qu'il est très difficile, voire impossible, d'accéder à un bilinguisme équilibré si l'exposition à la langue 2 est limitée au seul contact avec les parents. C'est pourquoi il est important que les deux langues jouissent du même prestige et du même intérêt. Pensez à proposer à vos enfants un environnement riche et stimulant dans chaque langue (livres, histoires, cassettes, amis). En âge scolaire, les enfants n'aiment pas être différents de leurs camarades qui ne parlent qu'une langue. S'ils ne perçoivent pas l'autre langue comme valorisée dans la famille, ils auront vite fait de l'oublier.

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SPEAKING TASK

Imaginez que certains de vos amis élèvent leurs enfants dans une atmosphère bilingue. Pourtant, leurs parents croient que c'est une mauvaise idée. Maintenant que vous avez lu cet article, parlez aux parents de vos amis pour leur expliquer pourquoi et comment le bilinguisme sera un bénéfice pour leur petits-enfants.

Presentational Speaking

Approximate time—5 minutes

Directions: For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Now listen to the following topic, which is also printed below.

Pensez-vous qu'il faut avoir de l'argent pour être heureux dans la vie?

- Énoncez et défendez votre opinion sur ce sujet.
- Employez des exemples précis pour soutenir vos idées.

Interpersonal Speaking: Simulated Conversation

Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

Interpersonal Speaking

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous êtes parmi les candidats principaux pour un poste d'interprète. Vous lui rappelez pour avoir plus de renseignements.

1. Directrice : Vous salue et vous pose une question.

- **Vous** : Saluez la directrice et précisez la raison de votre appel.

2. Directrice : Vous répond et vous pose une question.

- **Vous** : Répondez-lui et donnez des détails.

3. Directrice : Vous répond et vous pose une question.

- **Vous** : Dites « non » et demandez plus de renseignements.

4. Directrice : Vous répond et vous pose une question.

- **Vous** : Dites « oui » et donnez une réponse détaillée.

5. Directrice : Vous répond et vous demande de contacter sa secrétaire.

- **Vous** : Remerciez la directrice et dites au revoir.

Script Text for Simulate Conversation

(NARR) Interpersonal Speaking: Simulated Conversation
Approximate time—5 minutes

Directions: For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to end speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Now begin reading the outline on the following page.

(30 seconds)

Listen to the context and questions of the simulated conversation:

Imaginez que vous trouvez sur votre répondeur un message téléphonique de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous vous êtes parmi les candidats principaux pour un poste d'interprète. Vous rappelez pour avoir plus de renseignements.

Now press Record to start your recorder.

1. Directrice des ressources humaines : Bonjour! Carol Van der Bruck, directrice des ressources humaines de Pharma de la Rochelle, que puis-je faire pour vous?

TONE (25 seconds) TONE

2. Directrice des ressources humaines : Ah, oui bien sûr, j'ai votre candidature sous mes yeux et j'ai été très impressionnée par vos qualifications. Dites-moi, alors, pourquoi vous intéressez-vous particulièrement à notre entreprise?

TONE (25 seconds) TONE

3. Directrice des ressources humaines : Oui, je vois bien ! Cependant je tiens à vous dire que vous allez devoir quitter votre pays pour venir vous installer à Bruxelles pour une durée minimum de trois ans . . . En plus, ce travail exige beaucoup de voyage—est-ce que cela vous dérange?

TONE (25 seconds) TONE

4. Directrice des ressources humaines : Eh bien, disons que nous vendons nos produits cosmétiques exclusivement en Afrique et en Amérique Latine. Vous voyagerez aux côtés du vice-président en tant que son interprète lors des signatures de contrats de marchés, à raison de trois fois par mois. Êtes vous déjà allé(e) en Afrique ou en Amérique Latine ?

TONE (25 seconds) TONE

5. Directrice des ressources humaines : Ah ça alors, c'est vraiment un avantage . Veuillez contacter ma secrétaire ; elle vous donnera rendez-vous pour un entretien personnel, et vous donnera aussi tous les détails pour le voyage. Je suis ravie de vous avoir parlé ! Je vous verrai donc ici à Bruxelles, quand nous pourrons continuer notre conversation.

TONE (25 seconds) TONE

This is the end of the question.

Now stop your recorder. (5 seconds) Listen to verify that your response has been recorded and then stop the recorder. Raise your hand if there is a problem with your recording. (30 seconds)

End of recording.

Answers

Section I

1) This question asks for a basic understanding of what Philippe Bourseiller does. It is stated in the beginning of the report that he has has taken photos of volcanoes, deserts, and now, trees. Option (B) is correct.

2) The answer to this question is based on understanding that the first sentence of this paragraph (*L'arbre . . . on n'imagine pas la complexité et la richesse de cet être vivant, le plus ancien de la planète.*) provides the referent for *ces habitants*, and the correct answer is therefore (A). Insects (B), herds of animals (C), and groups of people (D) are not mentioned in the context of these *habitants*.

3) The text does explains that Bourseiller moved through the forest slowly because he was paying attention to the guide's infomation about the plants, from which we can infer the correct answer (D)—he wanted to learn everything about the plants in the forest.

4) This question requires the candidate to understand the word *symbiose* and the paragraph that follows it and to understand that this shows a close integration between the Evenk and the forests, so the correct answer is (B).

5) Options (A), (B) and (D) are respectively the names of a bookstore chain, a museum, and a department store. Hachette is one of the largest world-wide French publishing houses, so the correct answer is (C).

6)The expression is referring to <u>one</u> of the <u>photos</u>. The correct answer is B.

Section II

7) The main purpose of the school is to help students preserve their Moroccan heritage, (*préserver leur patrimoine culturel marocain*), so the correct answer is (D).

8) The text states that through the influence of a group member, the École Marocaine was *hébergée gratuitement*; so the correct answer is (C), the school could use rooms without paying.

9) Since the school decided in 2002 to begin advertising *sur la télévision marocaine*, the correct answer is (D).

10) The correct answer is (A), the school where the rooms were located was out-of-the-way and difficult for students to reach.

11) This question asks the candidate to identify the part of the world where Morocco is located. The correct answer is (B), le Maghreb, which comprises Morocco, Algeria, and Tunisia.

12) *Lui* is an indirect object pronoun, which in this sentence stands for *notre projet.* Therefore, the correct answer is (B).

13) The question asks when the French typically eat a dish containing *une fève*. This refers to the custom of making a cake with a bean, or a small token baked into it to celebrate the É*piphanie*, or *Jour des Rois*. The person who gets the piece of cake with the bean is "king for the day". The answer is therefore (D).

Appendix E

Test at a Glance – Praxis World Languages - Spanish

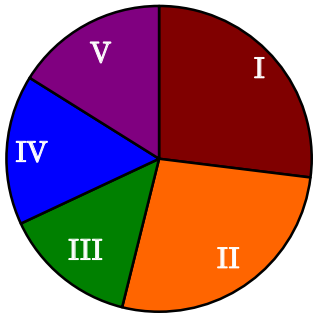
DRAFT

Listening. Learning. Leading.®

Spanish: World Language (0195)

Test at a Glance

Test Name and Code	Spanish: World Language (0195)
Time	2 hours 45 minutes
Number of Questions	6 constructed responses and 75 multiple-choice questions
Format	Section 1. Listening with Cultural Knowledge; 36 multiple-choice questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 multiple-choice questions (50 minutes) Section 3. Writing section with 3 constructed responses (50 minutes) Section 4. Speaking section with 3 constructed responses (15 minutes)



Categories that will appear on your score report	Approximate Number of Questions	Approximate Percentage of Examination
I. Interpretive Mode: LISTENING Including embedded linguistics content	30 multiple-choice	27%
II. Interpretive Mode: READING Including embedded linguistics content	30 multiple-choice	27%
III. Cultural Knowledge (Tested in Sections 1 and 2)	15 multiple-choice	14%
IV. Interpersonal WRITING, Presentational WRITING and Integrated Skills	3 written responses	16%
V. Integrated Skills, Presentational SPEAKING and Interpersonal SPEAKING	3 spoken responses	16%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K–12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, the test is appropriate for examinees at either level. All questions and answer choices are in Spanish. The questions in the first section, the Listening section, and the fourth section, the Speaking section, are based on recorded materials. In the third section, you will respond in written Spanish, and in the fourth section, in spoken Spanish.

This test may contain some questions that do not count toward your score.

Knowledge and Competencies

Representative descriptions of the knowledge and competencies covered in the four sections of the test are provided below.

Categories I, II, IV, and V
Language, Linguistics, and Comparisons (86%)

A. Demonstrating Language Proficiency—Communication in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding Linguistics—Linguistic features of the target language

The beginning Spanish teacher

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

C. Comparison of Target Language with English

The beginning Spanish teacher

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Category III
Cultures, Literatures, Cross-disciplinary Concepts (14%)

A. Demonstrating Cultural Understandings - Connections among the perspectives of the target culture and its practices and products
The beginning Spanish teacher

1. Knows the three Ps:
   - Perspectives (such as attitudes, ideas, and values)
   - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
   - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Test Sections

You will hear Sections I and IV on a CD. For the recorded portion of the test, in Speaking, Section IV, you must answer the questions when instructed to do so on the recording. The supervisor will tell you when to begin work on each test section and when to stop. If you finish a section before time is called, you may check your work on that section only. Descriptions of the test sections are provided below.

Section 1

Recorded Portion: Interpretive Mode: Listening with Cultural Knowledge

The questions in Section I (Interpretive Listening) are recorded on CD.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions.

Each selection will be played twice. You will hear a selection, and then you will have 60 seconds to preview the six questions before the selection plays a second time. You may take notes as you listen, but only in this test book. Your notes will not be graded.

After listening to the selection a second time, you will answer the six questions printed in your test book.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. You will have 2 minutes to answer the six questions for each selection, which is an average of 20 seconds per question.

Section 2

Interpretive Mode: Reading With Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions.

You may take notes as you read, but only in this test book. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case and fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

Cultural Knowledge

- Questions appear as part of Sections I and II of the test.
- Questions focus on connections among the perspectives of the target culture and its practices and products.
- The culture questions are in Spanish and are part of the Listening and Reading Sections.

Section 3

Interpersonal Writing, Presentational Writing, and Integrated Skills

There are three questions in this section. Be sure to answer each question completely. Please pace yourself as you work.

Write your answers in Spanish as clearly and neatly as possible on the lined pages provided in your response book. Your written Spanish should be acceptable to a wide range of educated native speakers.

You may use the area marked "NOTES" to plan and take notes on each question. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and accent marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader
- The extent to which all of the assigned tasks are completed

Use only the lined pages provided in your response book for your response. Although you need not use all of the space on the lined pages provided, you should give as complete a response as possible.

Interpersonal Writing: Response to an E-mail, Memo, or Letter

For this question, you will be given an e-mail, a memo, or a letter to which you will write an appropriate response. First, read the entire e-mail, memo, or letter. Then write your response to Question 76 in the space provided in the response book.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 60 words.

Presentational Writing: Opinion/Position Essay

For this question, you will be asked to write an essay on a specific topic. Write your response to Question 77 in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Integrated Skills: Presentational Writing

For this question, you will read an article or a passage. After reading the article or the passage, you will be asked to respond to a writing task that is related to the topic of the article or the passage. Write your response to Question 78 in the space provided in the response book.

Manage your time so that you have time to plan, write, and revise your response. Your response should be a minimum of 120 words.

Section 4

Integrated Skills, Presentational Speaking, and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. The directions will be given in two parts. Part A gives the general directions, and Part B gives instructions on how to record your responses. You will be given 1 minute to read the directions for Part A. Please read along with the recording for Part B directions.

Part A

These questions are designed to elicit responses that demonstrate how well you speak Spanish. There are three different questions, and specific directions will be given for each one. You will be told how much time you have to respond to each question. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

As you speak, your response will be recorded. Your score for these questions will be based only on what is on the recording. Be sure to speak loudly enough for the machine to record clearly what you say. If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. You may take notes only in your test book. These notes will not be used in evaluating your response.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to dealing with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation

- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which all of the assigned tasks are completed

If you make a mistake and correct it soon afterward, it will not be considered a mistake.

Part B

The following directions will be heard on the recording.

In a moment, you will hear an introductory statement. The purpose of having this introductory statement is to give the test supervisor an opportunity to adjust the recording equipment. Listen to the following statement:

> *Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.*

Now press "record" to start the recorder, and then read the following statement aloud so that your voice will be recorded.

> *Los alumnos tienen clases de lunes a viernes, excepto los días feriados. Este año, todos los alumnos saldrán temprano de la escuela el 20 y 27 de enero debido a que habrá conferencias para los profesores del colegio.*

Listen to verify that your response has been recorded, and then stop the recorder.

Raise your hand if there is a problem with your recording.

For each speaking question in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Do not stop your recorder at any time during the test. Instead, press the "pause" button when instructed to do so.

Begin speaking only when the voice on the recording directs you to respond to the question; you will not be given credit for anything recorded during the preparation time. It is important that you speak loudly enough and clearly enough into the microphone for the machine to record what you say.

Integrated Skills: Presentational Speaking

For this question, you will hear a scenario related to the article or passage you have already read in Question 78, in the writing section. You will have 1 minute to read the same article or passage, which is reprinted on the following page. Then you will be asked to respond to a question based on the scenario described. You will have 2 minutes to prepare your response and 2 minutes to record your response.

Presentational Speaking

For this question, you will be asked to speak and give your opinion on a specific topic. You will have 2 minutes to prepare your response before you are asked to speak. Then you will have 2 minutes to give your response.

Interpersonal Speaking: Simulated Conversation

For this question, you will participate in a simulated conversation within a context. First, you will have 30 seconds to read an outline of the conversation in your test book. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking, and a second tone will indicate when to stop speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and appropriately as possible.

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. Answers with explanations follow the questions. The conversation in the Listening section is a transcription of a real interview. It is authentic spoken language and, therefore, contains hesitations, repetitions, and spontaneous responses.

Section 1. Listening with Cultural Knowledge

Transcript:

(Interviewer) Buenos días. Nació en la Gran Manzana. Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez! Hola, ¿qué tal amigo?

(Lefty Pérez) -El gusto..., ¡Guuuusto!

(Interviewer) -El gusto es mío.

(Lefty Pérez) -Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

(Interviewer) -Oye, mucho tiempo sin verte desde "Calle 8". Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, "Salseros unidos" y en muchas presentaciones por NuevaYork, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

(Lefty Pérez) -Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

(Interviewer) -De cierta forma estás como retomando tu carrera.

(Lefty Pérez) -Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado "Salseros unidos".

(Interviewer) -Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

(Lefty Pérez) -Sí, bueno, esta producción es muy especial para mí. Este... "Salseros unidos" sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

(Interviewer) -Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

(Lefty Pérez) -Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, "Abuelita tu refrán me hace reír".

(Interviewer) -¿Pero, pero lo cantabas igualito?

(Lefty Pérez) -Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

(Interviewer) -¿Todavía te acuerdas?

--Song plays--

(Interviewer) -A propósito de Héctor: ¿ya viste la película “El cantante”?

(Lefty Pérez) -¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quien fue este señor.

(Interviewer) - ¿Lo que más te ha gustado de la película?

(Lefty Pérez) -Son los chistes que decía Héctor Lavoe. Como era él.

(Interviewer) -Gracias, Lefty Pérez. Bendiciones. Éxitos.

(Lefty Pérez) -Te quiero. Salúdame a Panamá ... .

(Interviewer) -¿Cómo no? Con gusto.

(Lefty Pérez) -Chévere. Un abrazo.

(Interviewer) -Un abrazo y gracias.

(NARR) Now you will have 60 seconds to preview the questions you will need to answer.

(60 seconds)

(NARRATOR) Now listen again.

[REPEAT ENTIRE INTERVIEW]

(NARRATOR) Now answer questions 1-6.

[2 minutes]

1. ¿Qué es “Salseros unidos”?

   (A) Una película sobre la música puertorriqueña
   (B) Una agrupación de cocineros
   (C) Un carnaval en San Francisco
   (D) Un proyecto de Lefty Pérez

2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?

   (A) Cuando apenas tenía 3 años
   (B) A los 13 años, cantando en el baño
   (C) A los 8 años en la radio de Puerto Rico
   (D) Siendo ya adulto en San Francisco

3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?

   (A) Porque son los mejores amigos de Lefty Pérez
   (B) Porque van a hacer una gira con Lefty Pérez
   (C) Porque han hecho una película sobre Héctor Lavoe
   (D) Porque compusieron una canción sobre Héctor Lavoe

4. ¿Cómo se dirige Lefty Pérez al entrevistador?

   (A) Con ironía
   (B) Con amabilidad
   (C) Con formalidad
   (D) Con timidez

5. Al final de la entrevista, el entrevistador dice: “¿Cómo no? Con gusto”. ¿Cuál de las siguientes expresiones sería equivalente?

   (A) Claro que sí
   (B) Permítame
   (C) Pase usted
   (D) ¡Qué se va a hacer!

6. La palabra “exitazo” en el contexto de la frase “Exactamente, el Carnaval de San Francisco fue un exitazo” es sinónimo de

   (A) éxito muy corto
   (B) éxito enorme
   (C) decepción general
   (D) decepción pequeña

Section 2. Reading with Cultural Knowledge

Las preguntas siguientes están basadas en la siguiente adaptación de texto:

Hallan restos de un mítico café tanguero y túneles de una usina

Debajo de unos 50 centímetros de tierra continúa oculto el piso de uno de los reductos[1] más célebres de la ciudad. En el cruce de las avenidas Figueroa Alcorta y Sarmiento, frente al Planetario, un grupo de arqueólogos descubrió restos del Café de Hansen, inaugurado en 1877 y considerado como una de las cunas del tango, que se terminó de masificar en 1890. Allí, según describen algunas crónicas de la época, en las noches de milonga se podía ver a «la rubia Mireya», la que popularizaron Manuel Romero y Francisco Canaro en el tango «Tiempos viejos». Es el mismo café en el que se prohibió tocar y bailar la milonga «El esquinazo», porque los parroquianos seguían el ritmo golpeando las copas con los cubiertos: «Nada me importa de tu amor, golpeá nomás, el corazón me dijo. Que tu amor fue una farsa, aunque juraste y juraste que eras mía».

Pese a su popularidad el café no se salvó de la picota y fue demolido por orden del intendente Joaquín S. de Anchorena en 1912. Así, buscando ampliar los accesos hacia el velódromo, el intendente terminó por derribar un café tan pródigo en leyendas y mitos como en contradicciones.

Es que historiadores, arqueólogos, cronistas y aún testigos de la época no logran ponerse de acuerdo sobre quiénes frecuentaban el café y qué cosas sucedieron en la casona. Enrique Cadícamo lo describió como «un salón de baile, concurrido por gente calavera[2] de diferentes rangos. Era un ambiente bravo, pero muy divertido». El compositor, uno de los preferidos de Carlos Gardel, delineó un perfil del lugar casi como si lo hubiera conocido. Pero Cadícamo nació en 1900. ¿Habrá ido antes de su demolición, con menos de doce años de edad, o transmitió lo que alguien le contó?

Otros aseguran que el lugar era frecuentado por la clase alta de Buenos Aires y que incluso no se bailaba tango porque estaba prohibido, como en todos los sitios públicos por aquellas épocas.

A metros del Café de Hansen, el mismo equipo de arqueólogos halló una red de túneles y sótanos que aún están en recuperación. Los túneles son de 1883 y eran parte de la infraestructura de la que sería la primer usina eléctrica de la Ciudad. «Por entonces no había un sistema centralizado de electricidad. Esta usina sirvió para iluminar el parque, inaugurado dos años después, y muestra la envergadura de la creación del paisajista francés Carlos Thays», describe Néstor Zakim, de la Dirección General de Patrimonio.

Clarín Contenidos. Used by permission.

[1]reducto: refugio
[2]calavera: persona amante de las juergas o que no sienta cabeza

7. Según el artículo, ¿por qué es importante el hallazgo de los restos del Café de Hansen?

   (A) Por haber sido construido por un famoso arquitecto
   (B) Porque allí comenzó su carrera Carlos Gardel
   (C) Porque allí se desarrolló la afición por el tango
   (D) Por su ubicación estratégica en la ciudad

8. ¿Qué suerte corrió el Café de Hansen?

   (A) Fue derribado por su polémica popularidad.
   (B) Fue derribado para ensanchar una avenida.
   (C) Se convirtió en un museo.
   (D) Se estableció allí el Planetario.

9. Según los cronistas, no está claro si en el Café se permitía

   (A) tomar vino
   (B) cantar milongas
   (C) organizar tertulias
   (D) bailar tango

10. ¿Qué función tenían los sótanos cerca del Café?

   (A) Eran parte de un gran depósito.
   (B) Eran parte de una biblioteca.
   (C) Eran parte del sistema de energía.
   (D) Eran parte del sistema de transporte.

11. Según se infiere del pasaje y sus conocimientos culturales, ¿en qué época se popularizó el tango en Buenos Aires?

   (A) A comienzos del siglo XVIII
   (B) A comienzos del siglo XIX
   (C) A fines del siglo XIX
   (D) A fines del siglo XX

12. El adverbio “aún” en la frase del último párrafo, “sótanos que aún están en recuperación”, se puede sustituir sin cambiar su sentido por

   (A) todavía
   (B) ya
   (C) también
   (D) incluso

La pregunta 13 está basada en el cuadro pintado por la artista mexicana Frida Kahlo en 1932.

13. ¿Cuál de las siguientes perspectivas culturales de México está representada en la pintura?

(A) La importancia de los murales mexicanos
(B) La relevancia de la música de mariachis en México
(C) Las semejanzas entre las costumbres de México y España
(D) La mezcla del pasado indígena con la sociedad moderna

Section 3. Writing section

Interpersonal Writing: Response to an E-mail, Memo, or Letter

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre de 2010
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

Presentational Writing

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres? Explique y defienda su opinión.

Integrated Skills

Vargas Llosa: «La literatura ayuda a vivir y es la expresión de la libertad humana»

IRENE G. VARA.

«Contar una historia bien contada» ha sido la ambición que Mario Vargas Llosa ha perseguido a lo largo de su carrera literaria. Así lo defendió el escritor hispano-peruano ayer en el encuentro «Lecciones y maestros», que se celebra en Santillana del Mar. En su opinión, una historia bien contada es un relato que anula la distancia entre lo escrito y el lector, y que elimina esa actitud crítica con la que nos acercamos a un texto. Según Vargas Llosa, ése ha sido un objetivo que puede apreciarse detrás de todo lo que ha escrito.

Víctor García de la Concha, director de la Real Academia Española, fue el encargado de pronunciar el discurso de presentación del escritor, en el que aseguró que Vargas Llosa «tiene un oído afinado para plasmar la realidad oral», gracias a su sensibilidad poética. Se refirió a él como novelista, académico, crítico literario, profesor, lector y autor teatral.

En su turno de respuesta, Mario Vargas Llosa confirmó la influencia que ha tenido la poesía en su formación como escritor y admitió que gracias a Flaubert aprendió que «la literatura es una manera de vivir». El escritor y académico aseguró que cuando empieza un proyecto literario paulatinamente el relato va «invadiendo» todo su tiempo. «Poco a poco me contamino de los personajes, de la historia, y acabo mimetizándome -explicó-. Camuflo mi propia vida para escribir mejor, y así conseguir contar una historia bien contada».

Vargas Llosa definió a la literatura como «la gran acusación» y «la gran requisitoria» de que las sociedades «nunca fueron capaces de aplacar de manera definitiva los anhelos de los seres humanos». «La literatura ayuda a vivir», opina Vargas Llosa, ya que llena los vacíos e insuficiencias de la vida con invención y fantasía, y aseguró que la escritura es una «expresión de la libertad humana» que pocos ámbitos expresan tan bien. El autor de La fiesta del Chivo se mostró en desacuerdo frente a la teoría que asegura que la literatura es sólo diversión y entretenimiento, y señaló la responsabilidad de la literatura como social, moral y política, además de estética. «La obra maestra deja un sedimento en el lector, que sin darse cuenta, actúa sobre sus actos», opinó.

Writing

Basándose en la información del artículo que ha leído, explique las ideas sobre la literatura del novelista Mario Vargas Llosa.

Section 4. Speaking section

Integrated Skills

The previous passage will be read again.

Speaking

Imagine que está invitado o invitada a participar en un panel que discutirá la obra del novelista Mario Vargas Llosa. Explique su opinión personal con respecto a las ideas de este autor.

Presentational Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico. ¿Qué opina usted sobre este tema?

Interpersonal Speaking

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

Simulated Conversation:

Man: Hola, ¿A que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

Man: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

Man: Uuuuuy… ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

Man: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

Man: Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?

(25 seconds to respond)

The following outline of the conversation will be provided in the test book before the actual conversation starts:

Amigo	• Le saluda y le dice por qué le está llamando.
Usted	• Reaccione a la noticia y responda a la pregunta.
Amigo	• Continúa la conversación y le hace una pregunta.
Usted	• Haga varias recomendaciones.
Amigo	• Continúa la conversación y le hace otra pregunta.
Usted	• Ofrezca detalles.
Amigo	• Continúa la conversación y le hace otra pregunta.
Usted	• Responda dando detalles.

Answers

Section I

1. Choice A is not the correct answer, because the movie mentioned in the interview is "El cantante", not "Salseros unidos". Choice B is not the correct answer, because no cooks are mentioned in the interview. Choice C is not the correct answer; the carnival in San Francisco is only mentioned in the interview. The correct answer is D, because the interviewer says that Lefty is traveling all over the place promoting his latest album "Salseros Unidos". This question provides evidence in category I and A4.

2. Choices A, C, and D are not correct answers, because Lefty says he started singing in the bathroom when he was 13 years old. Therefore, choice B is the correct answer. This question provides evidence in category I and A4.

3. Choice A is not the correct answer, because Lefty does not say Marc Anthony and his wife are his best friends. Choice B is not the correct answer because Lefty does not mention with whom he is going on tour. Choice D is not the correct answer, because Marc Anthony and his wife Jennifer did not compose a song about Héctor Lavoe. However, choice C is the correct answer because Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe's life. This question provides evidence in category I and A4.

4. Choices A, C, and D are not the correct answers, because Lefty does not address the interviewer ironically, formally, or timidly. The correct answer is choice B; Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview. This question provides evidence in category I and A7.

5. Choices B, C, and D are not the correct answers, because none of them are equivalent to the expression "¿Cómo no? Con gusto". However, choice A is the correct answer; both terms can be used interchangeably in the same sentence. This question provides evidence in category III and A1-Practices.

6. Choice A is not the correct answer; the ending *-azo* added to a noun has connotations of something big in size. Therefore, choice B is the correct answer because it says that it is an enormous success. Choices C and D are not the correct answer; both of them have the word *decepción* ("disappointment"), and that is the opposite of *éxito*. This question provides evidence in the categories I and B4.

Section II

7. Choice A is not the correct answer; the café's architect is not mentioned in the article. Choice B is not the correct answer, because Carlos Gardel did not start his career there. Choice D is not the correct answer, because its location is irrelevant to answer the question. Choice C is the correct answer; the article mentions that the café is the birthplace of the tango. This question provides evidence in category II and A5.

8. Choice A is not the correct answer, because the café was not demolished because of its dubious popularity. Choice C is not the correct answer; the café was not turned into a museum. Choice D is not the correct answer, because the Planetarium was not established at that location. The café was demolished to widen the access into the city, therefore choice B is the correct answer. This question provides evidence in category II and A5.

9. Choice A is not the correct answer, because wine is not even mentioned in the article. Choice B is not the correct answer; the article does not say that it was not allowed to sing *milongas* in the café. Choice C is not the correct answer, because *tertulias*, or literary gatherings, are not mentioned at all in the article. However, dancing tango is mentioned in the article as an example of things that were not allowed in the café. It was prohibited to play and dance *milongas* in the café. Choice D is correct. This question provides evidence in category II and A5.

10. Choice A is not the correct answer, because the article does not say that the basement was a warehouse. Choice B is not the correct answer; the basement was not used as a library. Choice D is not the correct answer, because the article does not mention any transportation system. However, the article does mention the basement was part of the infrastructure of the first electric plant in the city. Therefore, choice C is the correct answer. This question provides evidence in category II and A5.

11.
Choices A, B, and D are not the correct answer, because the year 1890 is cited as the date when the tango started to reach its peak in popularity. That is the end of the nineteenth century, which is choice C. Therefore, choice C is the correct answer. This question provides evidence in category II and A8. It also provides evidence in category III, and A1c.

12. Choices B, C, and D are not the correct answer, because all have different meanings that would either not make sense, not be grammatically correct, or change the meaning of the sentence. Choice A is the right answer because it is the only of the four choices that can be used in the sentence provided without changing the meaning of the sentence This question provides evidence in category II and B2.

13. Choice A is not the correct answer; the significance of Mexican murals cannot be inferred from the painting. Choice B is not the correct answer, because there is no mariachi music depicted in the painting. Choice C is not the correct answer; neither Mexican nor Spanish customs are depicted in the painting. However, choice D is the correct answer. In the painting, one can see the indigenous past in the pyramids and the agriculture and modern life in the factories, machinery, and pollution. This question provides evidence in category III and A1c.