



National Evaluation Series™

NES

PROFILE

Spanish (401)

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NES Profile: Spanish (401)

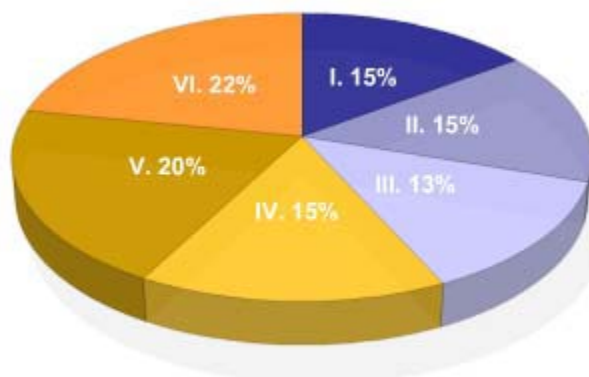
Overview

This *NES Profile* provides information about the test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This *NES Profile* includes the following materials:

- » the test competencies associated with each content domain
- » a set of descriptive statements that further explain each competency
- » sample test questions aligned to the competencies
- » any applicable reference materials, as noted below

Test Field	Spanish (401)
Test Format	Multiple-choice questions, presentational writing, presentational speaking
Number of Questions	100 multiple-choice questions, 1 presentational writing assignment, 1 presentational speaking assignment
Test Duration	Up to 3 hours
Reference Materials	Presentational Writing Directions Presentational Speaking Directions Presentational Writing Scoring Scale Presentational Speaking Scoring Scale




Key	Approximate Percentage of Test	Content Domain	Range of Competencies
	15%	I. Interpretive Listening	0001–0002
	15%	II. Interpretive Reading	0003–0004
	13%	III. Language Structures	0005–0006
	15%	IV. Cultural Understanding	0007–0008
	20%	V. Presentational Writing	0009
	22%	VI. Presentational Speaking	0010

Presentational Writing Directions

This section of the test consists of a written assignment to which you must respond in Spanish. You are to prepare a written response on the assigned topic. You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to type. Think about how you will organize your response.

A variety of Spanish characters are available for insertion in a response. To access these characters, either click on the  icon that appears in the upper left corner of the screen or type characters using the Reference Sheet of codes presented on the left side of the screen.

Your score will depend on the extent to which you effectively communicate a whole message, in Spanish, to the specified audience for the stated purpose. You will be assessed on your ability to express, organize, and support opinions and ideas, not on the position you take. Your response to the assignment will be evaluated according to the following criteria:

Purpose: The extent to which the response fulfills the assignment and is appropriate for the intended audience

Organization and Coherence: The extent to which ideas are effectively sequenced and logically connected

Development: The extent to which ideas are developed with relevant supporting details

Syntax and Grammar: The extent to which the response exhibits a command of syntax and grammar

Vocabulary: The extent to which the response demonstrates a command and range of vocabulary and idiomatic expressions

Mechanics: The extent to which the response demonstrates accuracy of spelling, diacritical marks, and punctuation

You are to prepare a written response to this assignment of approximately 300–400 words. Be sure to write about the assigned topic. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review what you have written and make any changes you think will improve your response.

Select the **Next** button to continue.

Presentational Writing Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the assignment and is completely appropriate for the intended audience. • The ideas are effectively organized and logically connected. • The ideas are well developed with specific, relevant details. • The response exhibits a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • The response demonstrates a strong command and broad range of vocabulary, including idiomatic expressions. • There are few, if any, errors in spelling, diacritical marks, and punctuation.
3	<p>The "3" response reflects a general understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response generally fulfills the assignment and is appropriate for the intended audience. • The ideas are generally organized and connected. • The ideas are generally developed with some specific details. • The response exhibits an adequate command of syntax and grammar, although some errors may cause minor interruptions in communication. • The response demonstrates a general command and adequate range of vocabulary, including idiomatic expressions. • There are minor errors in spelling, diacritical marks, and punctuation, but these do not interfere with communication.
2	<p>The "2" response reflects a limited understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response partially fulfills the assignment and may not be appropriate for the intended audience. • The ideas are partially organized; connections between ideas may be lacking. • The ideas are partially developed; details may be limited, repetitive, and/or partially irrelevant. • The response exhibits limited command of syntax and grammar; errors sometimes interfere with communication. • The response demonstrates a limited command and narrow range of vocabulary, including idiomatic expressions. • There are errors in spelling, diacritical marks, and punctuation that partially interfere with communication.
1	<p>The "1" response reflects little understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response fulfills little of the assignment and is inappropriate for the intended audience. • The ideas are unorganized and disjointed. • The ideas are not developed; there are few, if any, relevant supporting details. • The response exhibits little or no command of syntax and grammar; significant and frequent errors impede communication. • The response demonstrates a weak command of vocabulary, with little to no range. Idiomatic expressions, if used, may be inappropriate. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	<p>The response is unrelated to the assignment, is unreadable, is not written in the target language, or does not contain a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>

Speaking Section Directions

For this section of the test you will record a spoken response to the assignment that will be presented on the screen. You will have two minutes to read the assignment presented on the screen and consider your response. You will then have two minutes to record your response by speaking into a microphone. Your response must be in Spanish. Once recording has begun, it cannot be stopped, nor can you re-record your response.

What you say must be relevant to the situation presented in the assignment. Your response will be evaluated according to the following criteria:

Purpose: The extent to which the response fulfills the assignment and is appropriate for the intended audience

Organization and Coherence: The extent to which ideas are effectively sequenced and logically connected

Syntax and Grammar: The extent to which the response exhibits a command of syntax and grammar

Vocabulary: The extent to which the response demonstrates a command and range of vocabulary and idiomatic expressions

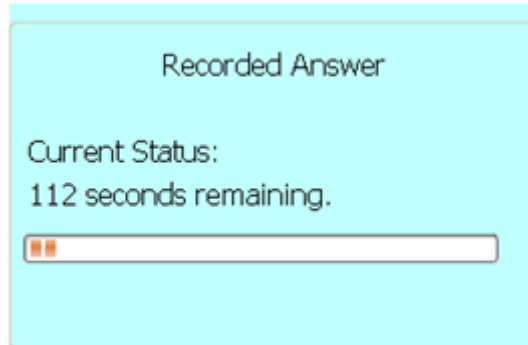
Fluency: The extent to which the response demonstrates the ability to maintain a steady rate and appropriate pace of speech without unnecessary hesitations or pauses

Pronunciation: The extent to which the response demonstrates intelligibility and accuracy of pronunciation

Select the **Next** button to continue.

Speaking Section Directions (continued)

The speaking assignment and a Recorded Answer box will appear on the next screen. A sample of the Recorded Answer box appears below.



When you are ready, click **Next** and begin reading the assignment. The Recorded Answer box will count down the time until recording begins. You will have 2 minutes to review the assignment and prepare your response. Be sure not to begin speaking until the status on the Recorded Answer box changes to read the number of seconds remaining.

You will then have 2 minutes to complete your response in Spanish. You can monitor your time remaining by referring to the Recorded Answer box. The time will count down from 120 seconds (2 minutes) and the status bar will fill as time progresses.

When your time is up, the current status on the Recorded Answer box will change to "completed" indicating the conclusion of the speaking section of the test. Once the status in the Recorded Answer box changes to "completed," select the **Next** button to continue with the remainder of the test. Do not click **Next** until you have finished recording your response.

You will have only **ONE** opportunity to record your response. Select the **Next** button when you have finished reading these directions and are ready to begin the speaking section of the test. Be sure you have your headset on and that the microphone is in a downward position near your mouth before proceeding. Once you select the **Next** button, the timed speaking assignment will begin and you **WILL NOT** be able to return to these directions.

Select the **Next** button to continue.

Presentational Speaking Scoring Scale

The four points of the scoring scale correspond to varying degrees of performance.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response is completely appropriate and thoroughly fulfills the assignment by providing well-developed ideas and supporting details. • The ideas are effectively organized and logically connected. • The response exhibits a comprehensive command of syntax and grammar, containing only minor errors that do not interrupt communication. • The response demonstrates a strong command and broad range of vocabulary, including idiomatic expressions. • A steady rate and appropriate pace of speech is consistently maintained, with few unnecessary hesitations or pauses. • Pronunciation is easily intelligible and accurate, with few, if any, errors.
3	<p>The "3" response reflects a general understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response is appropriate and generally fulfills the assignment by providing adequately developed ideas with some supporting details. • The ideas are generally organized and connected. • The response exhibits an adequate command of syntax and grammar, although some errors may cause minor interruptions in communication. • The response demonstrates a general command and adequate range of vocabulary, including idiomatic expressions. • A steady rate and appropriate pace of speech is generally maintained, although some unnecessary hesitations or pauses occur. • Pronunciation is generally intelligible; minor errors occur but do not interfere with communication.
2	<p>The "2" response reflects a limited understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response may not be appropriate; it fulfills the assignment in a limited way by providing ideas that are partially developed, repetitive, and/or partially irrelevant. • The ideas are partially organized; connections between ideas may be lacking. • The response exhibits a limited command of syntax and grammar; errors sometimes interfere with communication. • The response demonstrates a limited command and narrow range of vocabulary, including idiomatic expressions. • The uneven rate and/or slow pace of speech may be distracting; there are frequent unnecessary hesitations or pauses. • Pronunciation contains several errors and is sometimes difficult to understand.
1	<p>The "1" response reflects little understanding of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response is inappropriate and fulfills little of the assignment; ideas are not developed, and there are few, if any, relevant supporting details. • The ideas presented are unorganized and disjointed. • The response exhibits little or no command of syntax and grammar; significant and frequent errors impede communication. • The response demonstrates a weak command of vocabulary with little to no range. Idiomatic expressions, if used, may be inappropriate. • A rate of speech is not maintained; frequent hesitations and pauses impede communication. • Pronunciation is poor: the response includes numerous and conspicuous errors that impede communication.
U	<p>The response is unrelated to the assignment, is inaudible/incomprehensible, is not spoken in the target language, or does not contain a sufficient amount of original work to score.</p>
B	<p>There is no response to the assignment.</p>

Content Domain I: Interpretive Listening

Competencies:

0001 Demonstrate literal comprehension of a variety of formal and informal oral messages in Spanish from across the Spanish-speaking world.

Descriptive Statements:

- » Identify the main idea of an oral message.
- » Identify supporting details in an oral message.
- » Identify a sequence of events in an oral message.
- » Recognize a cause-and-effect relationship described in an oral message.
- » Demonstrate an understanding of customary greetings, leave-takings, comments, and questions likely to be encountered in a social situation.
- » Select an appropriate response to a spoken question or comment.

Sample Item:

Escuche el siguiente diálogo con atención. Luego conteste las preguntas a continuación. Escuchará el diálogo dos veces.

(one male and one female speaker; female speaker's tone is worried and male speaker's tone is apologetic.)

Female: Javier, el paquete que dejé en la mesa esta mañana es un regalo para el cumpleaños de mamá la próxima semana. Te dije que lo mandarás hoy porque era la última oportunidad de que ella lo recibiera a tiempo.

Male: ¡Ay Marta! Se me olvidó llevarlo esta mañana y el correo cierra en media hora. ¿Qué quieres que haga?

Ahora escuchará el diálogo otra vez.

(Repeat dialogue)

Ahora conteste las preguntas.

(PAUSE 40 seconds)

¿Cuál de las siguientes oraciones es la respuesta más apropiada al comentario de Javier?

- A. La próxima vez que veas a mamá puedes explicarle lo que pasó.
- B. ¡Llamemos a mamá ahora mismo! Una llamada es mejor que un regalo.
- C. Puedes comprar otro regalo y mandárselo mañana.
- D. ¡Apurémonos! Te llevo al correo para mandar el paquete ahora mismo.

Correct Response and Explanation

D. This question requires the examinee to demonstrate literal comprehension of a variety of formal and informal oral messages in Spanish. According to Javier, the post office will close in one-half hour and he and Marta need to mail a package in time for their mother's birthday, next week. When Javier asks Marta, "*¿Qué quieres que haga?*", a logical response from her would be: "*¡Apurémonos! Te llevo al correo para mandar el paquete ahora mismo*".

0002 Demonstrate inferential and analytical comprehension of a variety of formal and informal oral messages in Spanish from across the Spanish-speaking world.

Descriptive Statements:

- » Draw conclusions based on information presented in an oral message.
- » Characterize the tone or mood of a speaker.
- » Determine the intended audience of an oral message.
- » Infer the relationship between speakers in a conversation.
- » Determine the social or cultural context of an oral message.
- » Analyze a speaker's assumptions, intent, or point of view.
- » Analyze the communicative and discourse strategies used in an oral message.
- » Evaluate the social and cultural appropriateness of language used in an oral message.

Sample Item:

¿Cuál de las siguientes opciones describe mejor el tono de Marta en esta conversación?

- A. preocupada
- B. suplicante
- C. enfurecida
- D. tranquila

Correct Response and Explanation

A. This question requires the examinee to demonstrate inferential and analytical comprehension of a variety of formal and informal oral messages in Spanish. Marta reminds Javier about the birthday package that he should have mailed to their mother. Javier admits that he forgot to send it. Since the package has not yet been mailed, Marta is worried that their mother might not receive the package in time for her birthday.

Content Domain II: Interpretive Reading

Competencies:

0003 Demonstrate literal comprehension of a variety of authentic materials written in Spanish from across the Spanish-speaking world.

Descriptive Statements:

- » Identify the main idea of a passage.
- » Identify supporting details in a passage.
- » Identify a sequence of events in a passage.
- » Recognize a cause-and-effect relationship described in a passage.
- » Select an accurate summary of a passage.

Sample Item:

Lea el siguiente texto; luego conteste las preguntas a continuación.

Estimada Dra. Ramos:

Le escribo para pedirle su consejo como profesional, mentora y amiga.

Como usted sabe, estoy cursando el segundo año de enfermería. Hasta ahora, he hecho todo lo necesario. Pero entre el trabajo y los estudios no me queda tiempo para reflexionar sobre mi futuro profesional. ¿Es ésta, realmente, la mejor carrera para mí? Sé que quiero ser enfermero, pero no sé si tengo la capacidad necesaria para cumplir con las exigencias de esta especialidad.

Su consejo y experiencia me serían muy útiles.

Cordialmente,

Roberto

¿Cuál de las siguientes oraciones resume mejor el texto?

- A. La profesión médica es un trabajo con buenas perspectivas.
- B. El estudiante se queja de los planes profesionales en el campo de la medicina.
- C. El estudiante está preocupado por forjarse un futuro en el campo de la medicina.
- D. La familia está indecisa sobre los planes profesionales del estudiante.

Correct Response and Explanation

C. This question requires the examinee to demonstrate literal comprehension of a variety of authentic materials written in Spanish. Roberto writes to his friend and mentor, Dr. Ramos, to update her about his pursuit of nursing credentials and to request her advice. Roberto knows that he wants to become a nurse; however, he is worried that this career choice might not be the best for him. Roberto does not know if he has the stamina to complete this course of study and become a nurse due to the demands of this profession.

0004 Demonstrate inferential and analytical comprehension of a variety of authentic materials written in Spanish from across the Spanish-speaking world.

Descriptive Statements:

- » Draw conclusions based on information presented in a passage.
- » Discern an implied cause-and-effect relationship in a passage.
- » Infer the intended audience of a passage.
- » Assess an author's tone or mood in a passage.
- » Analyze an author's assumptions, intent, or point of view.
- » Distinguish between fact and opinion in a passage.
- » Interpret often-used figurative language (e.g., metaphors, similes, symbols, imagery) and common idiomatic expressions used in a passage.
- » Analyze the structure of an author's argument and the sufficiency and reliability of evidence presented in support of an argument.

Sample Item:

Se puede deducir que la persona ha escrito esta carta porque:

- A. necesita un plazo determinado para cumplir con los requisitos necesarios para hacerse enfermero.
- B. debe escoger otra especialidad antes de continuar en medicina.
- C. prefiere comunicarse frecuentemente con su mentora para discutir su futuro.
- D. tiene muchas demandas estudiantiles que le quitan tiempo para considerar su futuro en medicina.

Correct Response and Explanation

D. This question requires the examinee to demonstrate inferential and analytical comprehension of a variety of authentic materials written in Spanish. Roberto has updated Dr. Ramos about his nursing studies in this letter. At the same time, Roberto has informed her that he lacks adequate time to reflect on his career choice in the field of medicine given his work and study schedules.

Content Domain III: Language Structures

Competencies:

0005 Understand the language structures of Spanish.

Descriptive Statements:

- » Demonstrate knowledge of the phonology of Spanish (e.g., sound system, phonological processes).
- » Demonstrate knowledge of the morphology of Spanish (e.g., inflectional endings, word formation).
- » Demonstrate knowledge of the syntax of Spanish (e.g., word order).
- » Demonstrate knowledge of the pragmatics and sociolinguistics of Spanish (e.g., register, social norms).
- » Demonstrate knowledge of linguistic variations within Spanish.
- » Compare and contrast the language structures of Spanish and English.

Sample Item:

¿Cuál de los siguientes sufijos se añade para formar un adverbio en español?

- A. –able
- B. –mente
- C. –ismo
- D. –ona

Correct Response and Explanation

B. This question requires the examinee to demonstrate an understanding of the language structures of Spanish. Many Spanish adverbs are formed using the suffix *–mente*, added to a common form of an adjective, e.g., *hábilmente*. If the adjective has different masculine and feminine forms, *–mente* is added to the feminine form, e.g., *silenciosamente*.

0006 Apply knowledge of the language structures of Spanish.

Descriptive Statements:

- » Transform sentences or short passages in Spanish according to given instructions (e.g., transforming the tense or mood of a sentence or passage, transforming a positive statement into a negative one).
- » Analyze sentences in Spanish to determine grammatically correct words to complete them.
- » Analyze short passages in Spanish to determine grammatically correct phrases or sentences to complete them.
- » Identify the appropriate pragmatic or sociolinguistic use of words and phrases in Spanish.
- » Correct morphological and syntactic errors in Spanish.
- » Correct pragmatic and sociolinguistic errors in Spanish.

Sample Item:

¿Cuál de las siguientes oraciones es correcta?

- A. Saldremos tan pronto como termine su trabajo.
- B. Saldríamos tan pronto como termina su trabajo.
- C. Salgamos tan pronto como terminará su trabajo.
- D. Salimos tan pronto como terminará su trabajo.

Correct Response and Explanation

A. This question requires the examinee to apply knowledge of the language structures of Spanish. The sentence has two conjugated verbs in two separate clauses, one main and one subordinate, and follows Spanish sequence of tense grammar conventions. When a main clause verb is in the future tense, a subordinate clause, linked by a conjunction that conveys uncertainty, is in the present subjunctive. The first verb, *salir* (future tense, main clause), is followed by *tan pronto como*. This conjunction creates a setting for the second action to be carried out in the future, using the verb *terminar*. However, the action of the second verb may or may not occur, given the uncertainty introduced by *tan pronto como*.

Content Domain IV: Cultural Understanding

Competencies:

0007 Understand the geography and major developments in the history of the Spanish-speaking world and their cultural impact.

Descriptive Statements:

- » Demonstrate knowledge of major political, economic, social, and cultural trends and developments that have shaped the history and perspectives of the Spanish-speaking world.
- » Analyze the roles of major historical events and key eras in the Spanish-speaking world and their influence on the development and evolution of their respective cultures.
- » Analyze the roles of major figures in the history of the Spanish-speaking world and their influence on the development and evolution of their respective cultures.
- » Recognize the major physical and geographic features of Spanish-speaking regions and the roles that these features have played in the development and evolution of Spanish-speaking cultures.

Sample Item:

In which of the following ways did Isabella I and Ferdinand II most influence the development of Spain during the late fifteenth and early sixteenth centuries?

- A. They formed a coalition with France and England that expanded Spanish political power.
- B. They unified Spain's kingdoms under the authority of a central monarchy.
- C. They instituted economic policies that made Spain the wealthiest nation in the world.
- D. They promoted the artistic and literary developments of Spain's Golden Age.

Correct Response and Explanation

B. This question requires the examinee to demonstrate an understanding of major developments in the history of Spanish-speaking cultures and the cultural significance of these developments. As joint sovereigns, Ferdinand II and Isabella I united the once diverse Spanish kingdoms into one nation, under the authority of a central monarchy. This union, along with bringing the nation together under one religion and one common spoken and written language, established Spain as a major European power in the Western Hemisphere during the fifteenth and sixteenth centuries.

0008 Understand the practices, products, and perspectives of Spanish-speaking cultures and how they relate to one another.

Descriptive Statements:

- » Demonstrate knowledge of characteristic practices of daily life and customs in Spanish-speaking cultures and ways in which such practices reflect the perspectives of Spanish-speaking cultures.
- » Demonstrate knowledge of products used in daily life in Spanish-speaking cultures (e.g., food products, household items) and ways in which they reflect the perspectives of Spanish-speaking cultures.
- » Demonstrate knowledge of major cultural institutions and practices (e.g., social relationships, major holidays and festivals, educational systems, patterns of work and leisure) of Spanish-speaking cultures and ways in which such institutions and practices reflect the perspectives of Spanish-speaking cultures.

- » Demonstrate knowledge of major works, genres, and authors of literature written in Spanish and ways in which they reflect the perspectives of Spanish-speaking cultures.
- » Demonstrate knowledge of major works, achievements, characteristic forms, and key individuals in the arts and sciences (e.g., visual and performing arts, architecture) of Spanish-speaking cultures and ways in which they reflect the perspectives of Spanish-speaking cultures.
- » Identify major regional differences in the practices, products, and perspectives of various Spanish-speaking cultures.
- » Compare and contrast the practices, products, and perspectives of Spanish-speaking cultures with the practices, products, and perspectives of non-Spanish-speaking cultures.

Sample Item:

The early murals of Mexican painter Diego Rivera can best be seen as part of an effort to:

- A. create a popular art that blended secular and religious themes.
- B. promote appreciation of recent innovations in European art.
- C. create a national art based on revolutionary themes.
- D. promote appreciation of the beauty of the Mexican landscape.

Correct Response and Explanation

C. This question requires the examinee to demonstrate an understanding of the practices, products, and perspectives of Spanish-speaking cultures. Diego Rivera sought to create a new national art based on revolutionary themes that would decorate public buildings in the wake of the Mexican Revolution. Many of these themes are apparent in his works on major buildings such as the Ministry of Public Education building in Mexico City, the Cortés Palace in Cuernavaca, and the National Palace in Mexico City. Rivera's huge murals depict Mexican history, agriculture, industry, and culture as narration within the context of national art.

Content Domain V: Presentational Writing

Competency:

0009 In response to a prompt, demonstrate the ability to construct a coherent, well-developed passage in Spanish that effectively communicates a message.

Descriptive Statements:

- » Fulfill the purpose of the prompt in a manner that is appropriate for the given audience.
- » Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
- » Demonstrate development of ideas that are well supported with relevant details.
- » Demonstrate a consistent control of syntax and grammar, making only minor mistakes that do not interfere with the comprehensibility of ideas.
- » Use contextualized vocabulary and idiomatic expressions as appropriate.
- » Use correct spelling, diacritical marks, and punctuation.

Sample Written Assignment:

Read the prompt below.

Imagine that you are applying for an academic exchange program for teachers of Spanish. As part of your application, you are asked to write an essay in Spanish in which you provide your opinion on whether secondary-level students should attend school year-round. In your response, you must include, but are not limited to, the following:

- » your opinion on the topic; and
- » an explanation of reasons, evidence, or experience that supports your opinion.

Sample Responses

Sample Strong Response

Extender el año escolar tiene sus ventajas y desventajas. Yo particularmente, creo que es una buena idea que los estudiantes a nivel secundario asistan al colegio durante los doce meses del año. El extender el año escolar brinda innumerables beneficios.

En primer lugar, necesitamos preparar a los estudiantes para el mundo laboral, y para lograrlo es necesario que adquieran la disciplina de tener solamente una o dos semanas de vacaciones un par de veces al año. La mayor parte de los empleos sólo permiten dos semanas de vacaciones inicialmente. Si los estudiantes ya están acostumbrados a ese tipo de horario, les es más fácil la transición de los estudios al trabajo.

Otra ventaja de extender el año escolar es que los estudiantes retienen mejor lo que han aprendido y no pierden ni la disciplina de ir a clases todos los días ni el ritmo del horario. Muchos maestros se quejan porque al principio del año escolar pasan demasiado tiempo repasando el material que los estudiantes ya deberían saber, pero que han olvidado durante el largo período de vacaciones.

También algunos de los padres se quejan porque muchos de ellos están ocupados trabajando, y además no tienen los suficientes recursos económicos para mandar a sus hijos a campamentos de verano o tomar vacaciones con ellos. Por consiguiente estos jóvenes generalmente están aburridos en sus casa, sin supervisión alguna. Muchos de ellos no aprovechan el tiempo para trabajar o para hacer algo constructivo.

Finalmente, quisiera aclarar que yo fui educada en un país donde el horario escolar consistía en seis días por semana desde las 8:00 de la mañana hasta 5:00 de la tarde. Igualmente deseo dejar claro que sólo teníamos un mes de vacaciones al final del año escolar. Yo opino que en gran parte mi éxito académico en estudios superiores ha sido debido a la experiencia que obtuve en la escuela secundaria. También atribuyo mi éxito profesional a la disciplina que adquirí durante todos esos años.

Sample Weak Response

Yo no creo que todos los estudiantes necesitan atender a la escuela todo el año. Muchos estudiantes tienen otras actividades después de su clases. Con eso, no hay bastante tiempo a atender la escuela y trabajan porque tienen que estudiar mucho y no pueden hacer todo. También, muchos estudiantes juegan en los juegos como fútbol y béisbol y no pueden jugar si hay clases todo el año. Los estudiantes necesitan retirarse. Si asisten a las clases todos los meses, ellos no son vivos para hablar en clase y terminar la tarea que el maestro da a ellos. Los maestros necesitan retirarse en el verano también. Si no tienen vacaciones, no pueden enseñar bien porque son cansados y los estudiantes tienen muchos estudios.

Content Domain VI: Presentational Speaking

Competency:

0010 In response to a prompt, demonstrate the ability to deliver coherent, well-developed discourse in Spanish that effectively communicates a message.

Descriptive Statements:

- » Fulfill the purpose of the prompt in a manner that is appropriate for the given audience.
- » Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
- » Demonstrate development of ideas that are well supported with relevant details.
- » Demonstrate a consistent control of syntax and grammar, making only minor mistakes that do not interfere with the comprehensibility of ideas.
- » Use contextualized vocabulary and idiomatic expressions as appropriate.
- » Maintain a strong flow of speech, with few, if any, nonproductive pauses or hesitations.
- » Demonstrate intelligible pronunciation and intonation.

Sample Item:

Read the prompt below. You will have 2 minutes to review the prompt and prepare your response. Then, when you are told to do so, begin speaking in Spanish. You will then have 2 additional minutes to complete your response. You will be told when your time is up. Begin reviewing the prompt now. You will be told when to begin speaking.

(PAUSE 2 minutes)

Imagine that you have been asked to give a presentation in Spanish to a group of educators about a past experience you have had in which you attended a cultural event such as a concert or art exhibit. Speaking in Spanish, discuss your experience. In your presentation, you must include, but are not limited to, the following:

- » a narrative of an experience in which you attended a cultural event; and
- » an explanation of how this experience affected you.

***You have two minutes to complete your response. Begin speaking in Spanish now.**

(PAUSE 2 minutes)

Two minutes are over now.*

Sample Response

Sample Strong Response

A strong response to the presentational speaking assignment would develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, demonstrating control of syntax and grammar. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

PEARSON

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