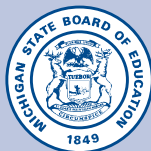




*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**023 French**



For tests taken September 1, 2017, or after

MI-SG-FLD023-04

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## **PART 1:** General Information About the MTTC Program and Test Preparation

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

[General Information About the MTTC Program and Test Preparation](#)

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample multiple-choice test questions and an answer key, sample written performance assignments, and sample written responses for the field covered by this study guide.

#### Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

#### Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample multiple-choice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the sample multiple-choice question corresponds is listed in the answer key. When you are finished with the sample multiple-choice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

#### Written Performance Assignments Section

The sample written performance assignments included in this section are designed to give the test-taker an introduction to the nature of the written performance assignments included on the MTTC French test. A sample of a strong response follows each sample written performance assignment.

#### French (23) Field-Specific Information

The French test consists of three sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, and 3) a written performance assignment section with two written performance assignments. Examinees are not permitted to enter the testing room once the recording for the listening section has begun playing.

## TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Listening Comprehension	15%
Reading Comprehension	15%
Language Structures and Comparisons	15%
Cultural Understanding, Comparisons, and Connections	15%
Language Acquisition, Instruction, and Assessment	20%
Writing	20%

### LISTENING COMPREHENSION

**001 Derive information from a variety of authentic oral communications in French representing interpersonal and presentational modes in social and academic situations.**

Includes:

- identifying the main idea in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- identifying significant details in a spoken passage (e.g., telephone message, radio broadcast, speech, lecture, public address announcement, conversation)
- understanding questions or comments encountered in a social situation
- understanding a sequence of steps described in a set of oral directions
- understanding a stated cause or effect of a situation described in an oral communication

**002 Apply skills of inference to a variety of authentic oral communications in French representing interpersonal and presentational modes in social and academic situations.**

Includes:

- drawing conclusions based on information presented in an oral communication
- predicting the outcome of a situation described in an oral communication
- inferring the tone or mood of one or more speakers in an oral communication
- discerning a cause-and-effect relationship implied but not explicitly stated in an oral communication
- inferring the social relationships or cultural context in an oral communication
- selecting an appropriate response to a spoken question or comment

**READING COMPREHENSION**

**003 Derive information from a variety of authentic materials, written in French, representing interpersonal and presentational modes.**

Includes:

- identifying the stated main idea of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in French
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in French
- identifying a cause-and-effect relationship stated in a passage
- recognizing a sequence of events in a passage

**004 Apply skills of inference to a variety of authentic materials, written in French, representing interpersonal and presentational modes.**

Includes:

- drawing conclusions based on a passage
- predicting the outcome of a situation described in a written passage
- inferring an author's tone, mood, or point of view in a passage
- discerning an implied cause-and-effect relationship in a passage
- inferring the social relationships or cultural context in a passage
- inferring the theme, purpose, or intended audience of a passage

**LANGUAGE STRUCTURES AND COMPARISONS**

**005 Demonstrate knowledge of the grammatical and syntactic structures of French.**

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context
- determining grammatically correct phrases or clauses as appropriate for a given context
- recognizing grammatically correct language structures or usage

**006 Understand the similarities and differences between English and French.**

Includes:

- comparing and contrasting the sound system of English with that of French
- comparing and contrasting word meaning in English with word meaning in French
- comparing and contrasting word order in English with word order in French
- comparing and contrasting morphological structures and/or processes in English with those of French

**CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS****007 Understand the products and perspectives of French-speaking cultures.**

Includes:

- demonstrating knowledge of products of daily life in French-speaking cultures
- understanding the role and significance of products of daily life in French-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of French-speaking cultures
- analyzing the ways in which major literary texts (e.g., poems, short stories, novels) and cultural texts (e.g., films, magazines, television programs, songs) in French reflect the perspectives of French-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of French-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of French-speaking cultures
- comparing and contrasting the products and perspectives of French-speaking cultures with the products and perspectives of non-French-speaking cultures of the United States

**008 Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of French-speaking cultures.**

Includes:

- demonstrating knowledge of practices of daily life of French-speaking countries
- understanding the role and significance of practices of daily life in French-speaking countries
- understanding major political, economic, social, and cultural trends, as well as significant individuals, that have shaped French-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of French-speaking countries and the practices of these countries
- identifying major regional differences in the practices and perspectives of French-speaking cultures
- comparing and contrasting the practices and perspectives of French-speaking cultures with the practices and perspectives of non-French-speaking cultures of the United States



**LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT**

**009 Understand processes of language acquisition.**

Includes:

- understanding major theories of second-language acquisition and their applicability in developing instructional practices and resources to create a successful language-learning environment
- understanding various world language program models (e.g., Foreign Language in the Elementary School [FLES], Foreign Language Experience/Exploratory [FLEX], immersion) and their language outcomes
- understanding the abstract nature of language and the difference between language acquisition and communication, and identifying types of activities that promote language acquisition and/or communication
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., physical, cognitive, emotional, and social development; level of motivation; L1 background; learning style) and linguistic factors (e.g., language transfer, overgeneralization) and how they affect second-language acquisition

**010 Understand principles and practices of instruction in the language classroom.**

Includes:

- identifying factors (e.g., cultural and linguistic bias; political, social, and psychological factors) that may affect instruction and differentiating strategies as appropriate to meet the needs of all learners
- selecting, designing, and adapting instructional strategies, materials, and technologies that promote students' critical-thinking and problem-solving skills and that integrate the teaching of presentational, interpretive, and interpersonal communication in all modalities with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for promoting collaborative student work in various groupings (e.g., pairs, small groups) and for managing and motivating students in the language classroom
- identifying strategies for connecting curriculum to students' experiences in school, at home, and in the community
- identifying strategies for promoting students' critical-thinking and problem-solving skills in the context of the language classroom and beyond

**011 Understand the integration of standards into language curriculum and instruction.**

Includes:

- recognizing and understanding the role of Michigan standards and the *World-Readiness Standards for Learning Languages* (2015) in planning language curriculum
- understanding and selecting strategies for integrating the goals of Michigan standards and the *World-Readiness Standards for Learning Languages* (2015) into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for designing opportunities for students to communicate effectively in French in a variety of situations and for multiple purposes; explore the products, practices, and perspectives of French-speaking cultures; and make comparisons between French and French-speaking cultures and their own language and cultures
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for designing opportunities for students to learn about other subject areas in French and to interact and collaborate with French-speaking communities and the globalized world
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

**012 Understand principles and practices of assessment in the language classroom.**

Includes:

- understanding the characteristics and uses of a variety of formal and informal age- and level-appropriate assessment strategies that provide meaningful results for the language classroom
- identifying factors (e.g., cultural, racial, and linguistic bias; political, social, and psychological factors) that may affect assessment design, implementation, or results and differentiating strategies as appropriate to meet the needs of all learners
- designing and using authentic assessment methods, tools, and rubrics to evaluate and promote students' interpretive, presentational, and interpersonal skills in all modalities, as well as students' knowledge of the products, practices, and perspectives of French-speaking cultures
- understanding and using effective holistic and/or analytical scoring methods and interpreting the results of assessments
- understanding the role of assessment data for identification, placement, and demonstration of language proficiency and academic achievement
- understanding ways to adjust or determine the direction of instruction based on assessment results
- identifying strategies for interpreting and communicating the results of student performance to stakeholders

**013 Understand the role of a teacher as a professional.**

Includes:

- recognizing the value of reflective practices for the continued development of linguistic and cultural knowledge
- understanding the teacher's role as a professional in a discipline and as an advocate for the promotion of multilingualism in the school and the community
- recognizing the value of multilingualism to the overall success of all students
- understanding the history, current state, and impact of major works of legislation on teaching in world language programs
- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge, language proficiency, and cultural understanding
- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

**WRITING**

**014 Write a well-organized, cohesive passage of several paragraphs (approximately 200–250 words) in French on an assigned topic.**

Includes:

- using language that is appropriate for a given purpose, occasion, and context
- using language structures that are appropriate for a given time frame
- using a range of vocabulary, expressions, and sentence structures
- demonstrating a command of the written conventions of French

**SAMPLE TEST DIRECTIONS FOR SECTION ONE**

The first section of the test contains multiple-choice questions that involve listening to a recording. Each listening passage will begin with directions. The directions will be read aloud on the recording. They are also printed in your test booklet. Listen carefully and follow along in your test booklet. You will have 20 seconds to respond to each question, which should be ample time. Each listening passage will be read twice.

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

**SAMPLE MULTIPLE-CHOICE TEST QUESTIONS FOR SECTION ONE**

1. Écoutez attentivement le passage suivant. Vous allez entendre ce passage deux fois.

*\*(one male or female speaker—TV or radio chef giving a recipe/directions)*

La mousse au chocolat ? Rien de plus facile. Prenez trois œufs. Séparez les blancs des jaunes. Faites fondre 100g de chocolat et 20g de beurre. Laissez refroidir un peu. Pendant ce temps montez les blancs en neige avec un peu de sucre. Ajoutez les jaunes au chocolat. Incorporez le chocolat aux blancs en neige. Versez dans un saladier ou des ramequins. Laissez reposer 24h au frigo. Bon Appétit !

**Vous allez maintenant réentendre le passage.**

(Repeat passage)

**Répondez maintenant à la question.**

(PAUSE 20 seconds)\*

Laquelle des phrases suivantes identifie correctement une des directives de la préparation de la mousse au chocolat indiquée par la personne qui parle ?

- A. Il faut laisser refroidir le chocolat avant d'y incorporer les jaunes d'œufs.
- B. Il faut laisser reposer la mousse avant d'y ajouter le chocolat.
- C. On doit ajouter du sucre à plusieurs reprises pendant la préparation.
- D. On doit ajouter les blancs au chocolat après l'avoir versé dans les ramequins.

Écoutez attentivement le dialogue suivant ; puis répondez aux deux questions qui suivent. Vous allez entendre le dialogue deux fois.

*\*(one male and one female speaker— old friends running into each other on the street.)*

female : Michel ! Mais, c'est bien toi ! Comment vas-tu ? Et où étais-tu passé ?

male : Et oui, c'est bien moi Laure. Je vais très bien. J'ai beaucoup voyagé mais j'ai décidé de me fixer à Paris. Alors me voilà. Et toi ?

female : Oh moi, ça va. J'ai enfin un boulot que j'aime et un appartement qui n'est pas mal. Mais dis-moi tout. D'abord, où habites-tu en ce moment ? Tu as trouvé un endroit ?

male : Oui, c'est dans le Cinquième, petit mais bien situé.

female : Et tu bosses déjà ?

male : Aux Galleries Lafayette, ma chère.

female : Super !

male : Oui, enfin j'ai eu de la chance. Dis, tu peux me donner ton numéro de téléphone ? J'aimerais beaucoup t'inviter à dîner un de ces jours. Tu sais, je suis très content de t'avoir rencontrée.

**Vous allez maintenant réentendre le dialogue.**

(Repeat dialogue)

**Répondez maintenant aux deux questions.**

(PAUSE 40 seconds)\*

2. Que veut savoir Laure lorsqu'elle demande à Michel s'il bosse ?
  - A. Elle veut savoir où il habite.
  - B. Elle veut savoir s'il a un travail.
  - C. Elle veut savoir où il étudie.
  - D. Elle veut savoir s'il veut dîner.
  
3. Quel est le contexte de la conversation entre ces deux amis ?
  - A. Ils s'étaient perdus de vue depuis longtemps et se sont revus par hasard dans Paris.
  - B. Ils se sont rencontrés dans le Cinquième arrondissement où ils habitent tous les deux.
  - C. Ils avaient fait un voyage ensemble mais ne s'étaient plus revus depuis longtemps.
  - D. Ils ont manqué leur rendez-vous mais se sont tout de même retrouvés peu après.

## SAMPLE TEST DIRECTIONS FOR SECTION TWO

Section Two of this test is a reading section with multiple-choice questions. Read each question and record your answer on the answer document in the space that corresponds to the question number.

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

4. Lisez le passage ci-dessous ; puis répondez à la question qui suit.

Le titulaire de la carte doit immédiatement déclarer la perte, le vol ou l'utilisation frauduleuse de la carte ou des données liées à son utilisation. Pour faire opposition à sa carte, le titulaire doit communiquer le numéro de sa carte ou de son compte en personne ou par téléphone ou par Internet à l'agence tenant le compte. Les oppositions faites par téléphone doivent être confirmées par écrit dans une déclaration signée. Le titulaire de la carte supporte la perte subie en cas de perte ou de vol, avant la mise en opposition, dans la limite d'un plafond qui ne peut dépasser 150 euros.

Quelle condition faut-il remplir pour faire opposition à une carte bancaire par téléphone ?

- A. Le titulaire doit être victime de fraude sur Internet.
- B. Le montant dépensé doit être inférieur à 150 euros.
- C. Le titulaire doit donner le numéro de son agence.
- D. Le titulaire doit confirmer sa plainte avec une lettre.



Lisez le poème ci-dessous de Baudelaire ; puis répondez aux deux questions qui suivent.

### Les Fenêtres

Celui qui regarde au dehors à travers une fenêtre ouverte ne voit jamais autant de choses que celui qui regarde une fenêtre fermée. Il n'est pas d'objet plus profond, plus mystérieux, plus fécond, plus ténébreux, plus éblouissant qu'une fenêtre éclairée d'une chandelle. Ce qu'on peut voir au soleil est toujours moins intéressant que ce qui se passe derrière une vitre. Dans ce trou noir ou lumineux vit la vie, rêve la vie, souffre la vie.

Par delà des vagues de toits, j'aperçois une femme mûre, ridée déjà, pauvre, toujours penchée sur quelque chose, et qui ne sort jamais. Avec son visage, avec son vêtement, avec son geste, avec très peu de données, j'ai refait l'histoire de cette femme, ou plutôt sa légende, et quelquefois je me la raconte à moi-même en pleurant.

Si c'eût été un pauvre vieux homme, j'aurais refait la sienne tout aussi aisément.

Et je me couche, fier d'avoir vécu et souffert dans d'autres que moi-même.

Peut-être me direz-vous : « Es-tu sûr que cette légende soit la vraie ? » Qu'importe ce que peut être la réalité placée hors de moi, si elle m'a aidé à vivre, à sentir que je suis et *ce que* je suis ?

5. Laquelle des phrases suivantes identifie correctement la raison pour laquelle le poète préfère regarder une fenêtre fermée ?
  - A. Il trouve que cela renforce la banalité de l'objet.
  - B. Cela lui permet de considérer les effets de la lumière artificielle.
  - C. Cela l'aide à pénétrer dans l'intimité des autres.
  - D. Il aime méditer sur la fonction matérielle de la fenêtre.
6. Laquelle des conclusions suivantes le poète tire-t-il de son expérience ?
  - A. La connaissance poétique est de l'ordre de l'exploration rationnelle.
  - B. L'imagination créatrice contribue à la connaissance de soi.
  - C. La vérité objective est nécessaire à la création poétique.
  - D. La souffrance humaine est la source de toute inspiration.

7. Lisez le passage ci-dessous ; puis répondez à la question qui suit.

Difficile d'éviter les superlatifs pour parler du nouvel album de Paul Pinson. Avec des thèmes qui nous touchent tous directement et des textes travaillés et retravaillés, chaque chanson est un véritable cadeau. Rires, pleurs, nostalgie, ironie, toute une palette de sentiments se décline sur des musiques gaies, mélancoliques ou tout simplement émouvantes. Je ne suis pas du genre à m'emballer facilement mais je dois avouer que la musique de Paul Pinson est loin de me laisser indifférent. D'une étonnante richesse, cet album est pour toute la famille.

Laquelle des conclusions suivantes peut-on tirer de ce commentaire ?

- A. L'auteur écoute très rarement de la musique.
- B. L'auteur n'écouterait pas cet album avec ses enfants.
- C. L'auteur apprécie le sentiment des chansons plus que la musique.
- D. L'auteur ne fait pas d'habitude des commentaires de ce genre.
8. Choose the phrase that correctly completes the sentence below.
- \_\_\_\_\_ à New York, tu pourrais louer un appartement.
- A. Si tu habiteras
- B. Si tu habitais
- C. Si tu habiterais
- D. Si tu habites
9. Which of the following sentences displays the correct adjective agreement?
- A. Ma mère est active mais mes sœurs sont paresseuses.
- B. Ma mère est actif mais mes sœurs sont paresseuses.
- C. Ma mère est active mais mes sœurs sont paresseux.
- D. Ma mère est active mais mes sœurs sont paresseux.

10. The concept that is expressed in English by the sentence "I miss you" is most correctly conveyed in French through which of the following sentences?
- A. Vous me manquez.
  - B. Je vous manque.
  - C. Je manque de vous.
  - D. Vous manquez moi.
11. The poetry of the troubadours of medieval Provence best reflects the development of French:
- A. ideas about individual rights.
  - B. traditions of courtly love.
  - C. ideas about family togetherness.
  - D. traditions of social harmony.
12. Quebec's natural resources have enabled it to become a major producer of:
- A. cotton and woolen goods.
  - B. oil and natural gas.
  - C. paper and forest products.
  - D. copper and uranium.
13. Which of the following would a Parisian adult most likely eat for *le petit déjeuner*?
- A. a piece of *baguette* with jam and butter and *café au lait*
  - B. eggs and *boudin blanc*, toast, and *café crème*
  - C. an *omelette* made with ham and cheese and a cup of *chocolat chaud*
  - D. *crêpes* with *yaourt*, fruit, and a glass of juice
14. As part of a campaign to reduce food waste in France, a 2016 law mandated that restaurants recycle unused food. The law includes a provision encouraging restaurants to provide a "to go" box to diners who wish to take home uneaten food, a practice that was rarely seen before in French restaurants. Many French restaurants and diners have been slow to adopt the practice. Their resistance to the idea of taking home leftover food can best be explained as:
- A. an effect of social opposition to changing traditions and adopting practices from other cultures.
  - B. a reflection of cultural values and etiquette related to restaurant dining and food consumption.
  - C. a demonstration of political perspectives that oppose government control of individual behavior.
  - D. an economic concern that restaurant patrons who take home leftover food will eat out less often.

15. In Quebec during the 1960s, considered *l'âge d'or de la chanson Québécoise*, the music of singer-songwriters such as Félix Leclerc, Raymond Lévesque, and Gilles Vigneault gained popularity because many of the songs reflected Quebec's changing cultural perspectives in which of the following ways?
- A. They recognized and celebrated Quebec's multicultural roots.
  - B. They questioned the traditions and perspectives of the Roman Catholic Church.
  - C. They encouraged the expression of a strong Québécois national identity.
  - D. They combined English and French in support of bilingual cultural development.
16. Which of the following best describes an affective factor that might have a negative impact on a student's acquisition of a new language?
- A. The society in which the student lives places a low value on the target language and cultures in which it is spoken.
  - B. The sound system of the student's first language is very different from the sound system of the target language.
  - C. The student has difficulty retaining new information, such as target language vocabulary words, in long-term memory.
  - D. The target language class in which the student is enrolled is conducted primarily in the student's first language.

17. A middle school teacher of French learns that four heritage speakers will be enrolled in her upcoming beginning-level French class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage speakers:
- A. may be overqualified to be in a beginning-level class but will not require supplemental activities.
  - B. come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in French.
  - C. should be aides that can be called upon to model French pronunciation and usage for the class.
  - D. will make the best progress if they work by themselves in a mini-group rather than work with the class as a whole.
18. When designing instruction that reflects the goals of the national K–12 *Standards for Foreign Language Learning*, it is most important for a French teacher to keep in mind that:
- A. students' needs and preferences should guide the choice of which standards should be emphasized in any given class.
  - B. the interpretive mode of the communication standard should take precedence over the interpersonal and presentational modes.
  - C. instruction of the culture, connections, comparisons, and communities standards should be embedded within the study of the language.
  - D. students' mastery of each of the standards should be measured against the progress indicators given for their grade level.

19. A high school French teacher asks students to assemble a portfolio of their homework, projects, assignments, journal entries, audio and video recordings, and other work that they completed during a particular grading period. Students discuss and assess their portfolios in small groups to set goals for their future language learning. Which of the following best describes the primary benefit of this assessment approach?
- A. It furthers students' critical thinking and develops their autonomy as learners.
  - B. It provides benchmarks for determining the teacher's goals and objectives.
  - C. It gives the teacher appropriate feedback for her own professional growth.
  - D. It yields objective, quantitative data for impartial student evaluation.
20. A new French teacher is looking for information about instructional strategies for teaching students with various special needs in the language classroom. The teacher will have a few gifted/talented students and a few students with language or learning disorders in the general classroom population. The teacher could best prepare for these students by consulting which of the following resources?
- A. professional journals about language teaching
  - B. a teacher who is serving as a mentor at the school
  - C. school specialists who work with special populations
  - D. pedagogy texts from the school's teaching library

## ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	<b>A</b>	Derive information from a variety of authentic oral communications in French representing interpersonal and presentational modes in social and academic situations.
2.	<b>B</b>	Derive information from a variety of authentic oral communications in French representing interpersonal and presentational modes in social and academic situations.
3.	<b>A</b>	Apply skills of inference to a variety of authentic oral communications in French representing interpersonal and presentational modes in social and academic situations.
4.	<b>D</b>	Derive information from a variety of authentic materials, written in French, representing interpersonal and presentational modes.
5.	<b>C</b>	Derive information from a variety of authentic materials, written in French, representing interpersonal and presentational modes.
6.	<b>B</b>	Apply skills of inference to a variety of authentic materials, written in French, representing interpersonal and presentational modes.
7.	<b>D</b>	Apply skills of inference to a variety of authentic materials, written in French, representing interpersonal and presentational modes.
8.	<b>B</b>	Demonstrate knowledge of the grammatical and syntactic structures of French.
9.	<b>C</b>	Demonstrate knowledge of the grammatical and syntactic structures of French.
10.	<b>A</b>	Understand the similarities and differences between English and French.
11.	<b>B</b>	Understand the products and perspectives of French-speaking cultures.
12.	<b>C</b>	Understand the products and perspectives of French-speaking cultures.
13.	<b>A</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of French-speaking cultures.
14.	<b>B</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of French-speaking cultures.
15.	<b>C</b>	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of French-speaking cultures.
16.	<b>A</b>	Understand processes of language acquisition.
17.	<b>B</b>	Understand principles and practices of instruction in the language classroom.
18.	<b>C</b>	Understand the integration of standards into language curriculum and instruction.
19.	<b>A</b>	Understand principles and practices of assessment in the language classroom.
20.	<b>C</b>	Understand the role of a teacher as a professional.

## INFORMATION ABOUT THE WRITTEN PERFORMANCE SECTION

The written performance section of the French test consists of two written performance assignments. Each candidate's written response to each French performance assignment will be scored using a method known as focused holistic scoring. In this method, scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the candidate demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method focuses on the specific performance characteristics, it is holistic in that each assigned score describes the overall effectiveness of these characteristics working in concert in response to the assignment.

### Performance Characteristics for the Written Performance Assignments

<b>Development</b>	fullness of development of topic
<b>Communication</b>	effectiveness of communication, including sociocultural appropriateness
<b>Coherence</b>	coherence and flow of language
<b>Vocabulary</b>	command of vocabulary and idiomatic expressions
<b>Syntax and Grammar</b>	command of syntax and grammatical structures
<b>Mechanics</b>	command of spelling, diacritical marks, and punctuation



## SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE ASSIGNMENTS

This section of the test consists of two written assignments. **The assignments can be found on the following pages.** You should use your time to plan, write, review, and edit your responses to the assignments.

Read the assignments carefully before you begin to work. Think about how you will organize your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. **However, your score will be based solely on the version of your responses written in the answer document.**

A list of suggestions is provided to help direct your responses for the assignments. It is not necessary that you cover every point on the list, nor are you limited in your responses to those points indicated. You are, however, required to write about the general assignments that you are given, and part of your score will be based on the degree to which you elaborate on the assignments by addressing either the suggested points or points of your choosing. Note that an assignment may require you to use certain time frames.

Your responses will be evaluated based on the following criteria.

- **DEVELOPMENT:** fullness of development of topic
- **COMMUNICATION:** effectiveness of communication, including sociocultural appropriateness
- **COHERENCE:** coherence and flow of language
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **SYNTAX AND GRAMMAR:** command of syntax and grammatical structures
- **MECHANICS:** command of spelling, diacritical marks, and punctuation

**Your responses must be written in French.** Be sure to write about the assigned topics. Please write legibly. You may not use any reference materials during the test. Your written responses should be your original work, written in your own words, and should not be copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your responses.

## SAMPLE WRITTEN PERFORMANCE ASSIGNMENTS AND RESPONSES

### WRITTEN PERFORMANCE ASSIGNMENT A

Imagine that you are applying to be an exchange teacher in a French-speaking country. As part of your application, you need to write a brief essay in French about an experience you had in which you found it beneficial to speak a language other than your first language. In your response, you may wish to include, but are not limited to, the following:

- a narrative of the experience; and
- an explanation of why you found it useful to know another language in this situation.

You **must** use past tenses in your response.

**WRITTEN PERFORMANCE ASSIGNMENT B**

Imagine that a friend of yours from a French-speaking country is deciding whether or not to take a year off from work or school to travel. Your friend sends you a letter asking you for your advice. Writing in French, respond to your friend. In your response, you may wish to include, but are not limited to, the following:

- advantages and disadvantages of taking a year off to travel; and
- your advice to your friend.

**Score Scale for the Written Performance Assignments**

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

Score Point	Score Point Description
4	<p><b>The "4" response gives evidence of strong skills of written expression.</b></p> <ul style="list-style-type: none"> <li>• The candidate fully addresses the assigned topic, through narratives, descriptions, and arguments. The candidate develops the topic by extensive elaboration of specific points written in a series of paragraphs.</li> <li>• The message is effectively communicated in a socioculturally appropriate manner that demonstrates a strong awareness of writing for a variety of specific audiences.</li> <li>• The candidate's ideas are clearly presented and well organized; the flow of language is smooth, transitions are effective, and cohesive devices are controlled.</li> <li>• The vocabulary used reflects a precise, varied, and broad command of the language and use of appropriate idiomatic expressions.</li> <li>• There is control of grammar with only minor syntax errors that do not interrupt communication. The candidate exhibits command of verb forms and all time frames, and uses a variety of well-constructed sentences, demonstrating command of subordination.</li> <li>• Spelling, diacritical marks, and punctuation are mastered, although not perfect.</li> </ul>
3	<p><b>The "3" response gives evidence of satisfactory skills of written expression.</b></p> <ul style="list-style-type: none"> <li>• The candidate adequately addresses the assigned topic, through simple summaries and factual narratives and descriptions. The candidate develops the topic by some elaboration of specific points in texts of paragraph length and structure.</li> <li>• The message is generally effective although command of sociocultural aspects of the language may be uneven. Writing shows a satisfactory sense of audience.</li> <li>• The candidate generally communicates clearly; awkwardness in organization or flow of language does not impede communication. The candidate is generally able to combine and link sentences and to incorporate some cohesive devices.</li> <li>• Vocabulary and idiomatic expressions are generally effective.</li> <li>• There is sustained control of simple linguistic constructions and grammar but uneven command of more complex constructions, including subordination; the candidate exhibits satisfactory control of verb forms and can narrate and describe in different time frames.</li> <li>• The writer may make some errors in spelling, diacritical marks, and punctuation.</li> </ul>
2	<p><b>The "2" response gives evidence of limited skill in written expression.</b></p> <ul style="list-style-type: none"> <li>• The candidate addresses the assigned topic in a limited way through simple summaries, descriptions, and narrations of paragraph length. The candidate provides minimal elaboration.</li> <li>• The message is somewhat effective and may reveal some sociocultural inappropriateness. Writing shows some sense of audience.</li> <li>• The candidate's ideas may be unclear; the flow of language may be intermittently uneven. The candidate has some ability to connect sentences into paragraphs and uses a limited number of repetitive cohesive devices.</li> <li>• Vocabulary and idiomatic expressions are somewhat effective, but may be simple and repetitive.</li> <li>• Grammatical presentation is flawed, even though information may be advanced; the candidate exhibits some control over simple and complex linguistic constructions, including subordination. There is evidence of lack of control of verb forms; the candidate uses different time frames, but inaccurately and inconsistently.</li> <li>• While showing some control of mechanics, the candidate regularly makes errors in spelling, diacritical marks, and punctuation.</li> </ul>
1	<p><b>The "1" response gives evidence of a lack of skill in written expression.</b></p> <ul style="list-style-type: none"> <li>• The candidate ineffectively addresses the assigned topic, using only statements, questions, short messages, and notes. The candidate provides virtually no elaboration or text of paragraph length and structure.</li> <li>• The message fails to communicate effectively and demonstrates little or no sociocultural appropriateness. The writing shows little or no sense of audience.</li> <li>• The candidate's ideas are confused and lack organization; flow of language is consistently uneven; the candidate is largely unable to combine and link sentences or to incorporate cohesive devices.</li> <li>• Command of vocabulary and idiomatic expressions is inadequate.</li> <li>• Errors in grammar, syntax, and verb formation are numerous and impede communication. The candidate shows little control of simple linguistic structures, no control of more complex structures, and is unable to narrate or describe in basic time frames.</li> <li>• Mistakes in spelling, diacritical marks, and punctuation are so numerous and serious that little communication is possible.</li> </ul>
U	<p><b>The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

*On le sait déjà, les États-Unis ne sont pas un pays francophone. Bien qu'on puisse parfois entendre le français dans les grandes villes cosmopolites, c'est loin d'être le cas dans certaines régions de l'Amérique profonde. Aussi on peut s'imaginer ma surprise, un jour que je faisais des achats dans une petite épicerie de l'Ohio, quand j'entendis le propriétaire demander à haute voix, « does anyone here speak French? ». Bien sûr je lui ai tout de suite offert mes services. Il m'a alors présenté à un jeune homme qui parlait à peine l'anglais et qui avait une longue liste de courses à faire. Celui-ci me raconta qu'il venait d'arriver dans la ville avec deux copains et qu'ils avaient décidé comme ça, à l'improviste, d'ouvrir un petit restaurant français. Le jeune homme s'est montré reconnaissant de l'aide que je lui rendais en traduisant sa liste pour le propriétaire qui ne comprenait pas certains mots comme « anchois » ou « confitures » par exemple. Je lui ai dit que c'était tout naturel et que j'étais très ravi de faire sa connaissance. D'ailleurs, j'avoue que j'étais très content de pouvoir bavarder en français et surtout très curieux d'apprendre les détails de son aventure commerciale dans notre ville.*

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

*Mon cher Gabriel,*

*J'ai bien reçu ta lettre il y a quelques jours et j'ai pris le temps de réfléchir un peu à ton projet, ton grand rêve devrais-je dire. Alors voici maintenant ce que je pense. D'abord, tu me connais, je m'inquiète un peu car tu ne m'as pas dit comment tu comptes financer cette année sabbatique. La société qui t'emploie actuellement pourra-t-elle couvrir une partie de tes frais ? Autrement, voyager coûte tellement cher de nos jours, je ne sais pas comment tu y arriveras. Et as-tu pensé aux imprévus ? Car il y en aura, ça tu peux en être certain. De surcroît, il va de soi qu'un prêt bancaire n'est jamais souhaitable pour bien des raisons mais surtout pour ce que mon grand-père disait tout le temps, (est-ce que tu te souviens ?) : « attention aux prêts, c'est le raccourci qui rallonge ! »*

*Enfin, je ne t'écris pas pour faire le rabat-joie. Il existe bien des façons de financer ce genre de voyage. Je suis certaine que tu trouveras quelque chose si tu y tiens vraiment. Et si tu as déjà tout prévu à ce niveau, alors il ne te reste plus qu'à planifier ton itinéraire. À ce sujet, je sais que tu aimes l'aventure mais je te demande de tout mon cœur d'éviter les zones dangereuses. Voilà, j'ai tout dit. Écris-moi vite pour me dire quelle sera ta décision. Bisous,*

*Hélène*