

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 028: SPANISH

Subarea	Range of Objectives	Approximate Test Weighting
I. Listening Comprehension	001–002	15%
II. Reading Comprehension	003–004	15%
III. Language Structures and Comparisons	005–006	15%
IV. Cultural Understanding, Comparisons, and Connections	007–008	15%
V. Language Acquisition, Instruction, and Assessment	009–013	20%
VI. Writing	014	20%

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For tests taken September 1, 2017, or after

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TEST OBJECTIVES FIELD 028: SPANISH

I. LISTENING COMPREHENSION

001 Derive information from a variety of authentic oral communications in Spanish 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 Spanish 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

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II. READING COMPREHENSION

003 Derive information from a variety of authentic materials, written in Spanish, 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 Spanish
- identifying significant details of a passage (e.g., brochure, Web site, newspaper article, letter, literary work) written in Spanish
- 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 Spanish, 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

III. LANGUAGE STRUCTURES AND COMPARISONS

005 Demonstrate knowledge of the grammatical and syntactic structures of Spanish.

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

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006 Understand the similarities and differences between English and Spanish.

Includes:

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

IV. CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS

007 Understand the products and perspectives of Spanish-speaking cultures.

Includes:

- demonstrating knowledge of products of daily life in Spanish-speaking cultures
- understanding the role and significance of products of daily life in Spanish-speaking cultures
- identifying major literary, artistic, architectural, and technological achievements of Spanish-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 Spanish reflect the perspectives of Spanish-speaking cultures
- understanding the relationship between the natural geographic features (e.g., climate, location, natural resources) of Spanish-speaking countries and the products of these countries
- identifying major regional differences in the products and perspectives of Spanish-speaking cultures
- comparing and contrasting the products and perspectives of Spanish-speaking cultures with the products and perspectives of non-Spanish-speaking cultures of the United States

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

Includes:

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

V. 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

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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 Spanish in a variety of situations and for multiple purposes; explore the products, practices, and perspectives of Spanish-speaking cultures; and make comparisons between Spanish and Spanish-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 Spanish and to interact and collaborate with Spanish-speaking communities and the globalized world
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

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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 Spanish-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

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VI. WRITING

014 Write a well-organized, cohesive passage of several paragraphs (approximately 200–250 words) in Spanish 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 Spanish