

# *Early Adolescence through Young Adulthood/World Languages*

## **Component 1: Content Knowledge**

## **SAMPLE ITEMS AND SCORING RUBRICS**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

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## EAYA World Languages: French—Overview

This document provides information about the Early Adolescence through Young Adult/World Languages: French (EAYA/World Languages: French) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

### Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### EAYA/World Languages Component 1 Computer-Based Assessment

In the EAYA/World Languages: French Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### EAYA/World Languages Standards Measured by Selected Response Items

The EAYA/World Languages: French selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Knowledge of Language (Standard II)</b> <ul style="list-style-type: none"><li>• Phonological Systems</li><li>• Knowledge of How Language Works</li><li>• Cultural Values</li><li>• Rhetorical and Stylistic Devices</li><li>• Geographical Variations</li><li>• Current Trends in Development of Target Language/Comparison of English and Target Language</li></ul>	50%
<b>Knowledge of Language Acquisition (Standard IV)</b> <ul style="list-style-type: none"><li>• Current Theories and Research</li><li>• Learner Characteristics</li><li>• Learning Styles</li><li>• Instructional Strategies</li><li>• Competencies and Discourse Features</li><li>• Cultural Knowledge</li></ul>	50%

\* These percentages are an approximation only.

For the complete EAYA/World Languages Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

## **EAYA/World Languages: French Constructed Response Exercises**

The EAYA/World Languages: French constructed response exercises assess the following:

- **Exercise 1: Knowledge of Language Acquisition**

In this exercise, you will draw on your knowledge of the theories and processes of language acquisition and your knowledge of child and adolescent development to analyze a work sample from a student at a specified level of French language learning (e.g., Novice, Intermediate, Advanced per the American Council on the Teaching of Foreign Languages [ACTFL]). In your response, you will thoroughly discuss a significant type of error made by the student and how analyzing the student's work sample can inform language instruction planning for the student. You will be asked to compose your response to the prompt in English.

- **Exercise 2: Culture**

In this exercise, you will use your deep understanding of the cultures of the French-speaking world and your experience to analyze a specific cultural topic and its significance in the French-speaking world. In your response, you will thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives. You will be asked to compose your response to the prompt in English.

- **Exercise 3: Knowledge of Language**

In this exercise, you will use your deep understanding of curriculum, instruction, and cultures to explain how you would incorporate a specific French instructional resource into a collaborative weeklong unit with a teacher from another discipline at your school. In your response, you will thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and to make connections and comparisons between the French language and their own language and content drawn from other disciplines. You will be asked to compose your response to the prompt in English.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/World Languages: French Component 1 scoring rubric is derived from the World Languages Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.



## Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for EAYA/World Languages: French Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EAYA/World Languages: French Component 1."

### Selected Response Section

This section includes the following:

- sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

## Other Important Information

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

For a link to an online tutorial for your exam experience, please refer to **[www.boardcertifiedteachers.org/assessment-center](http://www.boardcertifiedteachers.org/assessment-center)**.

For more information about how the assessment is scored, please refer to the *Scoring Guide* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

## Sample Selected Response Items and Answer Key for EAYA/World Languages: French Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

### Sample Selected Response Items

1. Which part of the French question below has a *liaison obligatoire*?

Vont-ils amener un chien et un chat au pique-nique ?

- A. Vont-ils
- B. amener un
- C. et un
- D. chat au

**2. Read the excerpt below from a poem by Victor Hugo; then answer the question that follows.**

Tête-à-tête, en pantoufle,  
Portes closes, chez vous, sans un témoin qui souffle,  
Vous dites à l'oreille au plus mystérieux  
De vos amis de cœur, ou, si vous l'aimez mieux,  
Vous murmurez tout seul, croyant presque vous taire,  
Dans le fond d'une cave à trente pieds sous terre,  
Un mot désagréable à quelque individu ;  
Ce mot que vous croyez que l'on n'a pas entendu,  
Que vous disiez si bas dans un lieu sourd et sombre,  
Court à peine lâché, part, bondit, sort de l'ombre !  
Tenez, il est dehors ! Il connaît son chemin.  
Il marche, il a deux pieds, un bâton à la main,  
De bons souliers ferrés, un passeport en règle ;  
– Au besoin, il prendrait des ailes, comme l'aigle ! –  
Il vous échappe, il fuit, rien ne l'arrêtera.

Which of the following figures of speech is used most prominently in the excerpt?

- A. hyperbole
- B. metonymy
- C. euphemism
- D. personification

**3. How does current French usage reflect the influence of social changes that followed the events of May 1968 in France?**

- A. Students use the informal pronoun *tu* to address their teachers.
- B. A growing number of anglicisms appear in mainstream media.
- C. Verlan words are commonly incorporated into standard French.
- D. Feminine forms of titles and professions are commonly used.

Use the article below to answer the three questions that follow.

### Le p'tit déj', ça vaut le coup !

On te l'a déjà dit mille fois : il faut manger quelque chose pour partir du bon pied. Après une nuit blanche à bachoter pour ton épreuve de chimie, que ta matinée consiste en deux heures de maths-physique casse-tête ou bien en deux heures d'arts plastiques hyper-relax, pourquoi passer ces heures le ventre vide, la tête à plat ?

par Amadou Diaquité



### Les incontournables

Un café-tartine ou le classique café-croissant de Papa te permettront, à la limite, d'affronter la journée... mais tu peux faire mieux pour augmenter les protéines et réduire le sucre, même en restant dans le genre boisson-pain.



### Vite fait

Troque le café express contre un café au lait ou un chocolat et la tartine ou le croissant contre une belle tranche de pain complet. Te voilà muni de protéines qui te protégeront contre le creux de onze heures.

**“ L'essentiel, c'est ta dose de protéines. ”**

### Bienfait – Formule 1

Tartine ton pain de fromage blanc ou de crème fraîche. Encore mieux : mets des fruits frais par-dessus. Troquer jus d'orange et confiture pour des fruits entiers = plus de fibres et vitamines et moins de sucre. Tu gagnes sur toute la ligne !



### Bienfait – Formule 2

Toujours sur fond de pain complet, une tartine aux noisettes et chocolat avec un fruit et une boisson au lait chaud te nourriront corps, âme et esprit. Et pour les fanas de la santé, on conseille la tartine sans sucre, genre beurre d'amandes. En fait, l'essentiel, c'est ta dose de protéines.

4. Which expression in the article reflects a French cultural practice of particular relevance for high school French students?
- A. pour partir du bon pied
  - B. après une nuit blanche à bachoter
  - C. troque le café express
  - D. tu gagnes sur toute la ligne

5. A teacher is planning to use the article during a lesson in a middle school French class. Which of the following resources would provide the most appropriate instructional support during the lesson?
- A. a class set of bilingual dictionaries
  - B. authentic images of food items
  - C. instructions in French for baking bread
  - D. a calorie chart from a Francophone region

6. In an intermediate-high or advanced-level French class, which of the following activities based on the article would best help students build their ability to use discourse features?
- A. researching dishes from a variety of regional cuisines
  - B. identifying the verb forms used in the article and analyzing the use of specific tenses and moods
  - C. creating a short video in which students demonstrate and narrate the preparation of a nutritious breakfast
  - D. replacing the text in the article with comments about the nutritional value of the foods shown

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	A
2	D
3	D
4	B
5	B
6	C

# Sample Constructed Response Exercises and Scoring Rubrics for EAYA/World Languages: French Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.


- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Note: You must respond to each of the three exercises in English. Should you need to enter language-specific characters for individual words, short phrases, names, or titles in your response, the computer-based assessment provides a character selector tool. Alternatively, the use of ALT+(numeric keypad character code) to enter language-specific characters is also supported if you are familiar with those codes and prefer that method of character entry.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Standard IV: Knowledge of Language Acquisition

Exercise 1: Knowledge of Language Acquisition - Candidate Name		 Time Remaining 29:31
<p style="text-align: center;"><b>Knowledge of Language Acquisition</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will draw on your knowledge of the theories and processes of language acquisition and your knowledge of child and adolescent development to analyze a work sample from a student at a specified level of French language learning (e.g., Novice, Intermediate, Advanced per the American Council on the Teaching of Foreign Languages [ACTFL]). In your response, you will thoroughly discuss a significant type of error made by the student and how analyzing the student's work sample can inform language instruction planning for the student. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an accurate description of one significant type of error made by the student;</li><li>• an in-depth explanation of the extent to which the identified type of error corresponds to the typical development pattern for language learners at the level of the student; and</li><li>• an insightful explanation of how the analysis of the student's work will shape language instruction planning for the student.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b><u>Next</u></b> button. Compose your response in the space provided.</p>		
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**Exercise 1: Knowledge of Language Acquisition -**  
**Candidate Name**

 **Time Remaining**  
**29:31**

**Use the student work sample from a high school French class to complete your response to the prompt.**

**Proficiency Level:** Intermediate

Nom : Eric

Date : le avril 10

Choisissez le bon verbe et écrivez-le dans le blanc dans le texte suivant.

Samedi dernier, je suis allé au cinéma avec trois amis. Nous  
allais/suis allé(e)

voulions voir le nouveau film de Marion Cotillard. Nous avons cru  
voulions/avons voulu croyions/avons cru

que le film allait commencer à 19h00, alors nous arrivions au  
allait/est allé arrivions/sommes arrivés

cinéma à 18h45 pour acheter nos billets. Mais nous avons eu tort !  
avons/avons eu

Le film était à 19h30, et nous pouvions aller manger une glace  
était/a été pouvions/avons pu

avant le film, mais nous n'avions pas faim, alors nous décidions  
n'avions pas/n'avons pas eu décidions/avons décidé

de rester dans le foyer du cinéma. Nous bavardions quand tout à coup  
bavardions/avons bavardé

le détecteur d'incendie a sonné ! Tout le monde sortait  
sonnait/a sonné sortait/est sorti

immédiatement du cinéma, et on a fermé le cinéma. Un peu plus  
fermait/a fermé

tard, les pompiers et la police sont arrivés et ils disaient à tout le  
arrivaient/sont arrivés disaient/ont dit

monde de partir. Nous n'avions plus d'argent, seulement quatre billets  
n'avions plus/n'avons plus eu

de cinéma, alors nous sommes rentrés chez nous. Quel désastre !  
rentrions/sommes rentrés

Draw on your knowledge of language acquisition processes and student development to analyze the student's work. You must address each of the following in your response.

- Describe **one** significant type of error made by the student.
- Explain how this type of error corresponds to typical developmental patterns at the student's level.
- Explain how you would use your analysis of the student's work to shape language instruction planning for the student.

**Compose your response in English.**

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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, thoroughly discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

#### Characteristics:

- Description of **one** significant type of error made by the student is accurate.
- Explanation of the extent to which the identified type of errors corresponds to the typical development pattern for language learners at the level of the student is in-depth.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is insightful.

The **LEVEL 3** response shows *clear* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

#### Characteristics:

- Description of **one** significant type of error made by the student is generally accurate.
- Explanation of the extent to which the identified type of errors corresponds to the typical development pattern for language learners at the level of the student is generally accurate.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is generally accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

**Characteristics:**

- Description of **one** error made by the student is limited or partially accurate.
- Explanation of the extent to which the identified error corresponds to the development pattern for some language learners is limited or partially accurate.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has knowledge of the theories and processes of language acquisition knowledge and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

**Characteristics:**

- Description of one error made by the student is vague or inaccurate.
- Explanation of the extent to which the identified type of error corresponds to the development pattern for some language learners is vague or inaccurate.
- Explanation of how the analysis of the student's work sample can inform language instruction planning for this student is vague or inaccurate.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard II: Knowledge of Language

Exercise 2: Culture - Candidate Name		⌚ Time Remaining 29:31
<p style="text-align: center;"><b>Culture</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will use your deep understanding of the cultures of the French-speaking world and your experience to analyze a specific cultural topic and its significance in the French-speaking world. In your response, you will thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an accurate description and contextualization of the identified cultural topic;</li><li>• an insightful explanation of one way in which the identified cultural topic has influenced the culture of the French-speaking world; and</li><li>• an in-depth analysis of the identified cultural topic's significance and legacy in the French-speaking world and possibly beyond.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b><u>Next</u></b> button. Compose your response in the space provided.</p>		
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Exercise 2: Culture - Candidate Name		⌚ Time Remaining 29:31
<p>Discuss a geographic site that has a strategic importance (e.g., ecological, economical, geopolitical) in the French-speaking world. You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Identify, describe, and contextualize the geographic site of strategic importance.</li><li>• Explain one way in which the geographic site has influenced the culture of the French-speaking world.</li><li>• Analyze the geographic site's significance and legacy in the French-speaking world and possibly beyond.</li></ul> <p><b>Compose your response in English.</b></p>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has a deep understanding and experience of the cultures of the French-speaking world and can use this knowledge and experience to analyze a specific cultural topic and its significance in the French-speaking world, and thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

### Characteristics:

- Description and contextualization of the identified cultural topic is accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the French-speaking world is insightful.
- Analysis of the identified cultural topic's significance and legacy in the French-speaking world and possibly beyond is in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate has a deep understanding and experience of the cultures of the French-speaking world and can use this knowledge and experience to analyze a specific cultural topic and its significance in the French-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

### Characteristics:

- Description and contextualization of the identified cultural topic is generally accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the French-speaking world is generally accurate.
- Analysis of the identified cultural topic's significance and legacy in the French-speaking world and possibly beyond is generally accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate has understanding and experience of the cultures of the French-speaking world and can use this understanding and experience to analyze a specific cultural topic and its significance in the French-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

**Characteristics:**

- Description or contextualization of the identified cultural topic is limited or partially accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the French-speaking world is limited or partially accurate.
- Analysis of the cultural topic's significance or legacy in the French-speaking world and possibly beyond is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has understanding or experience of the cultures of the French-speaking world and can use this understanding and experience to analyze a specific cultural topic and its significance in the French-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the French-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.


**Characteristics:**

- Description and contextualization of the identified cultural topic is vague or inaccurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the French-speaking world is vague or inaccurate.
- Analysis of the cultural topic's significance and its legacy in the French-speaking world and possibly beyond is vague or inaccurate.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard II: Knowledge of Language

Exercise 3: Knowledge of Language - Candidate Name		 Time Remaining 29:31
<p style="text-align: center;"><b>Knowledge of Language</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will use your deep understanding of curriculum, instruction, and cultures to explain how you would incorporate a specific French instructional resource into a collaborative weeklong unit with a teacher from another discipline at your school. In your response, you will thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and to make connections and comparisons between the French language and their own language and content drawn from other disciplines. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an in-depth description of factors to consider in designing instruction based on the instructional resource provided; and</li><li>• an insightful explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines.</li></ul> <p style="text-align: center;"><b>Directions</b></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>		
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Exercise 3: Knowledge of Language - Candidate Name

🕒 Time Remaining  
29:31

Use the instructional resource below to complete your response to the prompt.

### Les MUST de la rentrée

#### *Comment s'habiller chic et pas cher*

En France, les 15–25 ans dépensent en moyenne 625 € par an pour leurs fringues, les lycéens environ 150–300 € pour la rentrée. Nos astuces : dépenser pour ce qu'on aime vraiment, économiser sur le reste et se munir d'une carte-étudiant pour obtenir des rabais de 15 à 20 %.

#### Le jean à tout faire

Si c'est la marque qui t'intéresse, gare à ton budget ! Nous, ce qui nous attire, c'est plutôt la coupe — slim, classique ou large pour le look skate — la couleur, le confort et la gamme des prix de 25 à 150 €.



#### Le pull passe-partout

Classique — et pratique ! Un beau foulard, un tee-shirt en dessous, pour les mecs ça marche aussi sur une chemise. Il faut compter entre 10 et 30 € pour de la laine, 40 à 130 € pour du cachemire.



#### Une valeur sûre : le blouson

Le blouson classique varie énormément selon le tissu, la couleur et le prix. Blouson Perfecto, neuf ou vintage, en cuir ou blouson jean — grand choix entre 15 et 400 €.



#### Baskets/bottes : confort avant tout

Recherche la qualité des matières et de la fabrication ainsi que le confort — c'est peut-être là qu'il faudra investir les gros sous. Baskets à partir de 25 €, belles bottes entre 40 et 150 €.



You are teaching first-year high school French. You are planning a cross-curricular unit on money management. Discuss how you will incorporate the instructional resource provided into the unit. You must address each of the following in your response.

- Describe factors to consider in designing instruction based on the instructional resource.
- Explain how you will use the instructional resource in a student-centered activity in which students will engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines.

**Compose your response in English.**

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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has a deep understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific French instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the French language and their own language as well as content drawn from other disciplines.

#### Characteristics:

- Description of factors to consider in designing instruction based on the instructional resource provided is in-depth.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines is insightful.

The **LEVEL 3** response shows *clear* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific French instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the French language and their own language as well as content drawn from other disciplines.

#### Characteristics:

- Description of factors to consider in designing instruction based on the instructional resource provided is generally accurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines is generally accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific French instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the French language and their own language as well as content drawn from other disciplines.

**Characteristics:**

- Description of factors to consider in designing instruction based on the instructional resource provided is limited or partially accurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific French instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the French language and their own language as well as content drawn from other disciplines.

**Characteristics:**

- Description of factors to consider in designing instruction based on the instructional resource provided is vague or inaccurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the French language and their own language and content drawn from other disciplines is vague or inaccurate.

## EAYA World Languages: Spanish—Overview

This document provides information about the Early Adolescence through Young Adult/World Languages: Spanish (EAYA/World Languages: Spanish) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

### Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### EAYA/World Languages Component 1 Computer-Based Assessment

In the EAYA/World Languages: Spanish Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### EAYA/World Languages Standards Measured by Selected Response Items

The EAYA/World Languages: Spanish selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Knowledge of Language (Standard II)</b> <ul style="list-style-type: none"> <li>Phonological Systems</li> <li>Knowledge of How Language Works</li> <li>Cultural Values</li> <li>Rhetorical and Stylistic Devices</li> <li>Geographical Variations</li> <li>Current Trends in Development of Target Language/Comparison of English and Target Language</li> </ul>	50%
<b>Knowledge of Language Acquisition (Standard IV)</b> <ul style="list-style-type: none"> <li>Current Theories and Research</li> <li>Learner Characteristics</li> <li>Learning Styles</li> <li>Instructional Strategies</li> <li>Competencies and Discourse Features</li> <li>Cultural Knowledge</li> </ul>	50%

\* These percentages are an approximation only.

For the complete EAYA/World Languages Standards, refer to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org).

## **EAYA/World Languages: Spanish Constructed Response Exercises**

The EAYA/World Languages: Spanish constructed response exercises assess the following:

- **Exercise 1: Knowledge of Language Acquisition**

In this exercise, you will draw on your knowledge of the theories and processes of language acquisition and your knowledge of child and adolescent development to analyze a work sample from a student at a specified level of Spanish language learning (e.g., Novice, Intermediate, Advanced per the American Council on the Teaching of Foreign Languages [ACTFL]). In your response, you will thoroughly discuss a significant type of error made by the student and how analyzing the student's work sample can inform language instruction planning for the student. You will be asked to compose your response to the prompt in English.

- **Exercise 2: Culture**

In this exercise, you will use your deep understanding of the cultures of the Spanish-speaking world and your experience to analyze a specific cultural topic and its significance in the Spanish-speaking world. In your response, you will thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives. You will be asked to compose your response to the prompt in English.

- **Exercise 3: Knowledge of Language**

In this exercise, you will use your deep understanding of curriculum, instruction, and cultures to explain how you would incorporate a specific Spanish instructional resource into a collaborative weeklong unit with a teacher from another discipline at your school. In your response, you will thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and to make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines. You will be asked to compose your response to the prompt in English.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/World Languages: Spanish Component 1 scoring rubric is derived from the World Languages Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: "Sample Selected Response Items and Answer Key for EAYA/World Languages: Spanish Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EAYA/World Languages: Spanish Component 1."

### Selected Response Section

This section includes the following:

- sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

## Other Important Information

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

For a link to an online tutorial for your exam experience, please refer to **[www.boardcertifiedteachers.org/assessment-center](http://www.boardcertifiedteachers.org/assessment-center)**.

For more information about how the assessment is scored, please refer to the *Scoring Guide* available at **[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)**.

## Sample Selected Response Items and Answer Key for EAYA/World Languages: Spanish Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

### Sample Selected Response Items

1. Which of the following Spanish words designates an occupation?
  - A. paradero
  - B. chequera
  - C. ganadero
  - D. pesquera



2. **Read the conversation below; then answer the question that follows.**

*Sra. Gonzalez is Maribel's mother, and Javier is Maribel's friend from the university. Maribel and Javier are in their early twenties.*

*Sra. Gonzalez:* ¡Hola, Javier! ¿Qué tal estás? Hace mucho que no vienes por acá.

*Javier:* Estoy muy bien, gracias, señora.

*Maribel:* Javier acaba de regresar de Chicago, donde viven unos primos suyos.

*Sra. Gonzalez:* Ah, por eso hace tanto tiempo que no te vemos. Te quedas a cenar, Javi, ¿verdad?

*Javier:* \_\_\_\_\_

Which of the following responses by Javier to Sra. Gonzalez's invitation would be considered the most polite refusal of her invitation?

- A. No gracias, no tengo hambre.
- B. Le agradezco mucho, pero acabo de cenar.
- C. Gracias, pero voy a cenar en mi casa.
- D. Desgraciadamente ya tengo planes.

3. **Read the excerpt below from *Historia de la vida del Buscón*, a novel by Francisco de Quevedo; then answer the question that follows.**

...las barbas descoloridas de miedo de la boca vecina, que, de pura hambre, parecía que amenazaba a comérselas; los dientes, le faltaban no sé cuántos, y pienso que por holgazanes y vagamundos se los habían desterrado...

Which of the following figures of speech is used most prominently in the excerpt?

- A. paradox
- B. euphemism
- C. anaphora
- D. hyperbole

4. **As part of the Teaching Proficiency through Reading and Storytelling (TPRS) approach, a Spanish teacher uses a technique known as circling. First, the teacher makes a statement (e.g., "Patricia quiere ser ingeniera"). Next, the teacher asks a series of questions (e.g., "¿Quiere Patricia ser ingeniera?"; "¿Quiere Patricia ser ingeniera o profesora?"; "¿Quiere Patricia ser cantante?"; "¿Qué quiere ser Patricia?"). Students respond chorally to the teacher's questions. The primary purpose of the circling technique is to:**

- A. provide opportunities for authentic communication.
- B. check comprehension while helping students internalize content.
- C. appeal to a variety of learning styles and preferences.
- D. engage students in communication for real-world problem solving.

Use the advertisement below to answer the two questions that follow.

**TE ESPERA UNA GRAN AVENTURA  
EN  
EL PARQUE NACIONAL DE TORTUGUERO**



**Agencia de Viajes EcoTropical de Costa Rica ofrece**

- Viajes en kayak por los senderos acuáticos del bosque tropical a ver los monos araña, aulladores y capuchinos, el jaguar, el tepezcuintle y el chancho cariblanco
- Visitas nocturnas a la playa a ver el desove de las tortugas marinas
- Itinerarios de 1 a 3 días y cabañas cómodas con aire acondicionado

[www.ecotropical.com](http://www.ecotropical.com)

5. The advertisement would be most appropriate to use to help students in a Spanish class achieve which of the following learning objectives?
- A. Compare and contrast linguistic structures in Spanish and English.
  - B. Use knowledge of word formation to understand unfamiliar vocabulary.
  - C. Develop questions that promote peers' critical-thinking and inquiry skills.
  - D. Explore the cultural practices and perspectives of a geographical region.

6. Which of the following student activities involving the advertisement would serve as an appropriate performance-based assessment?
- A. watching a video on the sea turtles of Tortuguero National Park and summarizing it in Spanish
  - B. answering written comprehension questions about Tortuguero National Park in complete sentences
  - C. improvising a dialogue between a visitor and a tour guide in Tortuguero National Park
  - D. working in small groups to research the types of wildlife found in Tortuguero National Park

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	C
2	B
3	D
4	B
5	D
6	C

# Sample Constructed Response Exercises and Scoring Rubrics for EAYA/World Languages: Spanish Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.


- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Note: You must respond to each of the three exercises in English. Should you need to enter language-specific characters for individual words, short phrases, names, or titles in your response, the computer-based assessment provides a character selector tool. Alternatively, the use of ALT+(numeric keypad character code) to enter language-specific characters is also supported if you are familiar with those codes and prefer that method of character entry.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Standard IV: Knowledge of Language Acquisition

Exercise 1: Knowledge of Language Acquisition - Candidate Name		 Time Remaining 29:31
<p style="text-align: center;"><b>Knowledge of Language Acquisition</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will draw on your knowledge of the theories and processes of language acquisition and your knowledge of child and adolescent development to analyze a work sample from a student at a specified level of Spanish language learning (e.g., Novice, Intermediate, Advanced per the American Council on the Teaching of Foreign Languages [ACTFL]). In your response, you will thoroughly discuss a significant type of error made by the student and how analyzing the student's work sample can inform language instruction planning for the student. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an accurate description of one significant type of error made by the student;</li><li>• an in-depth explanation of the extent to which the identified type of error corresponds to the typical development pattern for language learners at the level of the student; and</li><li>• an insightful explanation of how the analysis of the student's work will shape language instruction planning for the student.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b><u>Next</u></b> button. Compose your response in the space provided.</p>		
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**Exercise 1: Knowledge of Language Acquisition -**  
**Candidate Name**

 **Time Remaining**  
**29:31**

**Use the student assignment and work sample from a high school Spanish class to complete your response to the prompt.**

**Proficiency Level:** Intermediate

**Mode:** Interpersonal Writing

**Student Assignment**

Recibiste un correo electrónico de tu amigo Raúl. Quiere saber lo que hiciste el fin de semana pasado. Responde a Raúl.

**Student Work Sample**

Nombre Jennifer Clark Fecha 15 de febrero

Querido Raúl,

El sábado pasado yo fue al cine con tres amigos. Nosotros quisimos ver la nueva película de Penélope Cruz. Creímos que los fines de semanas, la película empezó a las 7:00, y por eso llegamos al cine a las 6:45 para comprar las entradas. Pero estábamos equivocados porque la película era a las 7:30. Como no teníamos hambre, nos quedábamos charlando afuera. De repente la alarma de fuegos sonaba. Todo el mundo salieron rápido y cerraron el cine. Un poco más tarde, los bomberos y la policía llegaron y dijeron a todos que no hay película.

¡Qué horror!

Hasta luego,  
Jenn

Draw on your knowledge of language acquisition processes and student development to analyze the student's work. You must address each of the following in your response.

- Describe **one** significant type of error made by the student.
- Explain how this type of error corresponds to typical developmental patterns at the student's level.
- Explain how you would use your analysis of the student's work to shape language instruction planning for the student.

**Compose your response in English.**

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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, thoroughly discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

#### Characteristics:

- Description of **one** significant type of error made by the student is accurate.
- Explanation of the extent to which the identified type of errors corresponds to the typical development pattern for language learners at the level of the student is in-depth.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is insightful.

The **LEVEL 3** response shows *clear* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

#### Characteristics:

- Description of **one** significant type of error made by the student is generally accurate.
- Explanation of the extent to which the identified type of errors corresponds to the typical development pattern for language learners at the level of the student is generally accurate.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is generally accurate.



The **LEVEL 2** response shows *limited* evidence that the candidate has knowledge of the theories and processes of language acquisition and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.

**Characteristics:**

- Description of **one** error made by the student is limited or partially accurate.
- Explanation of the extent to which the identified error corresponds to the development pattern for some language learners is limited or partially accurate.
- Explanation of how the analysis of the student's work will shape language instruction planning for this student is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has knowledge of the theories and processes of language acquisition knowledge and knowledge of child and adolescent development, and is able to use this knowledge to analyze a work sample from a student at a specified level of world language learning, discuss a significant type of error made by the student, and demonstrate how the analysis of the student's work can inform language instruction planning for the student.


**Characteristics:**

- Description of one error made by the student is vague or inaccurate.
- Explanation of the extent to which the identified type of error corresponds to the development pattern for some language learners is vague or inaccurate.
- Explanation of how the analysis of the student's work sample can inform language instruction planning for this student is vague or inaccurate.


## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard II: Knowledge of Language

Exercise 2: Culture - Candidate Name		 Time Remaining 29:31
<p style="text-align: center;"><b>Culture</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will use your deep understanding of the cultures of the Spanish-speaking world and your experience to analyze a specific cultural topic and its significance in the Spanish-speaking world. In your response, you will thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an accurate description and contextualization of the identified cultural topic;</li><li>• an insightful explanation of one way in which the identified cultural topic has influenced the culture of the Spanish-speaking world; and</li><li>• an in-depth analysis of the identified cultural topic's significance and legacy in the Spanish-speaking world and possibly beyond.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b><u>Next</u></b> button. Compose your response in the space provided.</p>		
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**Exercise 2: Culture - Candidate Name**

 **Time Remaining**  
**29:31**

Discuss a geographic site that has a strategic importance (e.g., ecological, economical, geopolitical) in the Spanish-speaking world. You must address each of the following in your response.

- Identify, describe, and contextualize the geographic site of strategic importance.
- Explain one way in which the geographic site has influenced the culture of the Spanish-speaking world.
- Analyze the geographic site's significance and legacy in the Spanish-speaking world and possibly beyond.

**Compose your response in English.**

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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has a deep understanding and experience of the cultures of the Spanish-speaking world and can use this knowledge and experience to analyze a specific cultural topic and its significance in the Spanish-speaking world, and thoroughly discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

### Characteristics:

- Description and contextualization of the identified cultural topic is accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the Spanish-speaking world is insightful.
- Analysis of the identified cultural topic's significance and legacy in the Spanish-speaking world and possibly beyond is in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate has a deep understanding and experience of the cultures of the Spanish-speaking world and can use this knowledge and experience to analyze a specific cultural topic and its significance in the Spanish-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

### Characteristics:

- Description and contextualization of the identified cultural topic is generally accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the Spanish-speaking world is generally accurate.
- Analysis of the identified cultural topic's significance and legacy in the Spanish-speaking world and possibly beyond is generally accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate has understanding and experience of the cultures of the Spanish-speaking world and can use this understanding and experience to analyze a specific cultural topic and its significance in the Spanish-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.

**Characteristics:**

- Description or contextualization of the identified cultural topic is limited or partially accurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the Spanish-speaking world is limited or partially accurate.
- Analysis of the cultural topic's significance or legacy in the Spanish-speaking world and possibly beyond is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has understanding or experience of the cultures of the Spanish-speaking world and can use this understanding and experience to analyze a specific cultural topic and its significance in the Spanish-speaking world, and discuss the cultural topic in relation to the products, practices, and perspectives of the Spanish-speaking world, including the social, historical, political, economic, intellectual, artistic, scientific, and/or geographic perspectives.


**Characteristics:**

- Description and contextualization of the identified cultural topic is vague or inaccurate.
- Explanation of one way in which the identified cultural topic has influenced the culture of the Spanish-speaking world is vague or inaccurate.
- Analysis of the cultural topic's significance and its legacy in the Spanish-speaking world and possibly beyond is vague or inaccurate.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard II: Knowledge of Language

Exercise 3: Knowledge of Language - Candidate Name		 Time Remaining 29:31
<p style="text-align: center;"><b>Knowledge of Language</b></p> <p style="text-align: center;"><b><u>Introduction</u></b></p> <p>In this exercise, you will use your deep understanding of curriculum, instruction, and cultures to explain how you would incorporate a specific Spanish instructional resource into a collaborative weeklong unit with a teacher from another discipline at your school. In your response, you will thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and to make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines. You will be asked to compose your response to the prompt in English.</p> <p style="text-align: center;"><b><u>Criteria for Scoring</u></b></p> <p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p> <ul style="list-style-type: none"><li>• an in-depth description of factors to consider in designing instruction based on the instructional resource provided; and</li><li>• an insightful explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines.</li></ul> <p style="text-align: center;"><b><u>Directions</u></b></p> <p>You may view the prompt by clicking the <b><u>Next</u></b> button. Compose your response in the space provided.</p>		
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Exercise 3: Knowledge of Language - Candidate Name

⌚ Time Remaining  
29:31

Use the instructional resource below to complete your response to the prompt.

### Las prendas indispensables para el regreso al colegio

¡Vestirse bien no tiene que costar caro!

Los adolescentes españoles gastan mucho en vestirse: Los chicos invierten casi 400 euros por año en las prendas y 140 euros en el calzado, mientras las chicas invierten el doble. Las prendas preferidas de las chicas son los vaqueros, las faldas, las botas y los botines.

#### Vaqueros

Si te interesa la marca, ¡olvídate del presupuesto! Lo que te debe interesar no es la marca sino el corte y el confort. Hay una gama de precios de 25€ a 150€.



#### Jerseys

Siempre lucirás con un jersey sencillo y clásico. Se lleva solo o con camiseta, blusa o camisa por debajo. Los jerseys de lana cuestan de 10€ a 30€. Los de cachemir valen de 40€ a 130€.



#### Chaquetas y blazers

Una chaqueta o un blazer completa el conjunto. Hay modelos clásicos y modernos, hechos de ante, cuero, lana y tela vaquera. Precios de 15€ a 400€.



#### Botas, botines y zapatillas de deporte

Busca la calidad tanto como la comodidad y te durarán todo el año escolar. Zapatillas de lona o piel a partir de 25€, botas y botines de cuero de 40€ a 150€.



You are teaching first-year high school Spanish. You are planning a cross-curricular unit on money management. Discuss how you will incorporate the instructional resource provided into the unit. You must address each of the following in your response.

- Describe factors to consider in designing instruction based on the instructional resource.
- Explain how you will use the instructional resource in a student-centered activity in which students will engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines.

**Compose your response in English.**

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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has a deep understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific Spanish instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and thoroughly discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the Spanish language and their own language as well as content drawn from other disciplines.

#### Characteristics:

- Description of factors to consider in designing instruction based on the instructional resource provided is in-depth.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines is insightful.

The **LEVEL 3** response shows *clear* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific Spanish instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the Spanish language and their own language as well as content drawn from other disciplines.

#### Characteristics:

- Description of factors to consider in designing instruction based on the instructional resource provided is generally accurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines is generally accurate.

The **LEVEL 2** response shows *limited* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific Spanish instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the Spanish language and their own language as well as content drawn from other disciplines.

**Characteristics:**

- Description of factors to consider in designing instruction based on the instructional resource provided is limited or partially accurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines is limited or partially accurate.

The **LEVEL 1** response shows *little or no* evidence that the candidate has understanding of curriculum, instruction, and cultures and can use this understanding to explain how a specific Spanish instructional resource could be incorporated into a collaborative weeklong unit with a teacher from another discipline, and discuss how the specific instructional resource would be used in a student-centered activity that would provide students with opportunities to engage in meaningful communication and make connections and comparisons between the Spanish language and their own language as well as content drawn from other disciplines.

**Characteristics:**

- Description of factors to consider in designing instruction based on the instructional resource provided is vague or inaccurate.
- Explanation of how the instructional resource would be used in designing a student-centered activity in which students engage in meaningful communication and make connections and comparisons between the Spanish language and their own language and content drawn from other disciplines is vague or inaccurate.

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