



Massachusetts Tests for Educator Licensure[®]

TEST INFORMATION BOOKLET

29 Chinese (Mandarin)

MA-SG-FLD029-04

Massachusetts Department of Education

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Chinese (Field 29)

Test Overview Chart

Sample Test Directions and Test Items

Answer Key

Information on Scoring

Test Objectives

***Test Overview Chart:
Chinese (29)***

Subareas	Approximate Number of Multiple-Choice/Short-Answer Items	Number of Open-Response Items
I. Listening Comprehension		1
II. Reading Comprehension		1
III. Linguistics and Language Structures	31–33	
IV. Cultural Understanding	23–25	
V. Written Expression		1
VI. Oral Expression		1

The Chinese test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Foreign Language Teacher certificate. This subject matter knowledge is delineated in the Massachusetts Department of Education *Regulations for the Certification of Educational Personnel in Massachusetts* (April 1995), 603 C.M.R. 7.12, "Competencies for Specific Certificates," Section (13) (a) 2. "Competency I: Subject Matter Knowledge."

The Chinese is test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice, short-answer, and open-response items cover the subareas as indicated in the chart above.

Sample Test Directions and Test Items: Chinese (29)

Sample General Test Directions

This test consists of six sections: (1) a listening section, (2) a section on cultural understanding, (3) a section on linguistics and language structures, (4) a reading section, (5) a writing assignment, and (6) a speaking assignment. The first five sections will be administered in this room. The speaking assignment (Section Six) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear before that section.

FOR TEST SECURITY REASONS, YOU MAY NOT REMOVE YOUR NOTES OR ANY OF THE TEST MATERIALS FROM THE ROOM. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before you begin the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Sample Multiple-Choice Item Test Directions for Cultural Understanding and Linguistics

Each question in this section of the test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on **Answer Sheet A** in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of Massachusetts?
- A. Worcester
 - B. New Bedford
 - C. Boston
 - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing. **You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.**

1. Which line on the chart accurately matches a Chinese dynasty with a major achievement of that dynasty?

Line	Dynasty	Achievement
1	Han dynasty (202 B.C.–A.D. 220)	bringing regional warlords under the control of the central government
2	Tang dynasty (A.D. 618–907)	making China a cultural model for other Asian nations
3	Song dynasty (A.D. 960–1279)	construction of the Great Wall and Grand Canal
4	Ming dynasty (A.D. 1368–1644)	extending Chinese imperial control over much of Southeast Asia

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4
2. In contrast to an adult learner, a child learning the structure of a second language is more likely to:
- A. depend on written representation of the second language.
- B. memorize grammar rules of the second language.
- C. apply the deep structure of the second language spontaneously.
- D. compare the structures of the native and second languages consciously.

Description of Open-Response Items

Listening Comprehension

In this section of the test, candidates are presented with an assignment that requires literal and inferential comprehension of a sample of speech. The recorded speech sample is played twice for the candidate. The recorded speech sample may be in the form of a monologue (e.g., a speech) or a dialogue (e.g., an interview or a conversation). After listening to the recorded speech sample twice, the candidate writes an answer to a question testing literal and inferential comprehension of what was said. The assignment requires the candidate to demonstrate the ability to make auditory discriminations (e.g., verb tenses), recognize vocabulary, understand content, and identify the context of the speech. Because the assignment is designed to test listening comprehension and not writing ability, the candidate is offered the choice of writing the response either in English or in the target language.

Language Structures

This assessment consists of three exercises that require the candidate to demonstrate command of the grammatical structure of the language. The first exercise is a cloze passage with sixteen blanks to be filled in according to specific directions. The words or phrases to be filled in may include verb forms, pronouns, modifiers requiring agreement, inflected noun forms, or other important elements of syntax and usage. The second exercise involves transformation of one or more sentences according to specific directions (e.g., from one tense or voice to another, from singular to plural, or from an informal to a formal language style). The third exercise requires candidates to rewrite in correct form one or more sentences containing grammatical errors. In the scoring of this section of the test, all grammatically correct answers consistent with the directions will be accepted.

Reading Comprehension

The candidate is presented with an assignment that requires comprehension and interpretation of a passage of text. The passage may be taken from a work of literature or from a nonliterary source (e.g., a newspaper or magazine article, an expository text). After reading the passage, the candidate writes an answer to a question that tests literal and inferential comprehension of the passage. The assignment may require, for example, summarizing information stated in the passage, inferring the author's implied attitude, or relating one or more details to the writer's main theme. The assignment may also require the candidate to describe the cultural background of the passage and/or analyze the author's literary style and techniques. The response may be written either in English or in the target language.

Written Expression

The candidate is required to produce a well-organized written response in the target language in response to a prompt. Each assignment will specify a particular type of written product (e.g., a letter, a narrative description, etc.) and an audience for whom the written product is intended. The candidate is expected to demonstrate the ability to communicate in an appropriate register, using a range of vocabulary, idiomatic expressions, and simple and complex linguistic structures, and displaying cultural knowledge and sensitivity.

Oral Expression

The candidate is required to speak on tape in response to a prompt, which is presented in written form in the test booklet. Each assignment describes an imaginary situation requiring oral communication in the target language (e.g., a response to a problem encountered in the course of travel, a description of a hypothetical course of events, or a discussion of the advantages and/or disadvantages of a proposed idea). Candidates are given one minute to formulate their response and two minutes to speak on tape. The candidate is expected to demonstrate the ability to communicate effectively, using an appropriate range of vocabulary, idiomatic expressions, and simple and complex language structures, and displaying cultural knowledge and sensitivity.

Sample Listening Comprehension Test Directions

In this section of the test, you will listen to a recording and respond in writing to the assignment on the following page. Your response may be written in either the target language or in English.

Your response will be evaluated based on the following criteria. Please take the next 20 seconds to familiarize yourself with these criteria.

- **LISTENING COMPREHENSION:** accuracy and completeness in comprehending spoken language
- **INFERENCE:** demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

The question will begin with directions that will tell you what to listen for. The directions will be read aloud on the recording. They are also printed in your test booklet. Listen carefully to the recording and follow along in your test booklet. The listening passage will be read twice.

Once the recording has begun, it cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this recording clearly, please raise your hand now.

3. (You will see in the test booklet and hear on the recording:)

This question is a listening comprehension exercise. You will hear a short speech. After you have heard the speech twice, you will respond in writing to the assignment in your test booklet. Before you hear the speech, you will be given 30 seconds to study the assignment. Begin studying the assignment now.

(You will see in the test booklet:)

Write a brief paragraph in which you:

- identify the speaker, the listeners, and the occasion;
- explain what impression the speaker is trying to make; and
- describe how the speaker uses specific points to make that impression.

Write your response on the following page. It may be written in either Chinese or English.

(You will hear on the recording:)

Listen carefully to the following speech. After you have heard it twice, respond to the assignment in your test booklet.

各位鄉親大家好，我是舊金山市議會候選人趙國光。這是我第一次競選市議員，這也是我的第一次政見發表會，謝謝大家來捧場。我看到很多候選人的言詞激烈，態度激動，吸引了所有人的注意。但是我不想這樣。我覺得大家應該理性問政，不要打架鬥氣，攻擊對手，我要試試看走一條不一樣的路，希望大家支持我。我的政見很簡單，就是一句話：努力教育改革，建設安定、進步、民主的社會。我想大家都同意，現在社會上有很多奇怪的現象，比方說，黑道勢力高漲，正義得不到伸張。我的想法是：教育是一切的根本，想要改善目前的社會，一定要從教育著手，才能從根本解決問題。教育的範圍很廣：學校教育、社會教育和家庭教育。現在我就一項一項地來介紹我的計劃。請大家給我批評、指教。

Sample Language Structure Test Directions

This section of the test consists of three exercises that require you to demonstrate your command of the grammatical structure of the language.

Write your responses to the three exercises in the spaces provided in this test booklet. Your responses to the exercises will be scored on the basis of grammatical correctness.

4. Follow the directions for each of the three exercises below. Respond either to the version of the exercises presented in Traditional characters OR the version of the exercises presented in Simplified characters. Do NOT respond to both versions of the exercises. Exercises presented in Traditional characters appear below and on the next page. Turn to page 101 for the exercises that appear in the Simplified characters.

LANGUAGE STRUCTURE EXERCISES (TRADITIONAL CHARACTERS)

- A. Complete the passage by writing in each blank a word that is grammatically correct and appropriate in the context.

有一天，王大中正悠閒地在湖邊散步，他_____看見一個小孩掉_____湖裏了，他奮不顧身_____跳_____河裏，_____小孩子救上來。然後_____人工呼吸把他救活了。小孩醒來以後就哭_____了。王大中趕快問小孩子住在哪兒，然後送他回家。他的父母_____很著急地到處找他找不_____，看見他回來了高興得_____了，一把抱_____他，就哭了。媽媽問：“你怎麼會掉到湖裏呢？”小孩子說：“我_____是在岸上玩的，後來爬到岸邊的一塊大石頭上玩，誰知道_____爬上去_____沒站穩，就滑到湖裏去了。”媽媽說：“以後絕對不_____一個人到湖邊去玩了，一定要有大人跟著_____行！”

- B. Rewrite each sentence below, transforming it according to the directions.

Rewrite the sentence below in the passive voice.

大雪壓垮了他家的屋頂，滿屋子都是雪。

(17) _____

Rewrite the sentence below using a *ba* construction.

要是你的功課沒有作完，你就不能出去玩兒。

(18) _____

Rewrite the sentence below as a topic-comment sentence.

我昨天去書店買了書、紙、筆、還有墨水。

(19) _____

Rewrite the two sentences below as a single sentence with a relative clause.

我今天在他家吃了二十個餃子。餃子是我們一起包的。

(20) _____

C. Rewrite the sentence below, correcting all errors but retaining the original meaning.

昨天我在店裡看一個紅皮包，我喜歡很多，可是我不够錢，不可以買。

(21–24) _____

LANGUAGE STRUCTURE EXERCISES (SIMPLIFIED CHARACTERS)

- A. Complete the passage by writing in each blank a word that is grammatically correct and appropriate in the context.

有一天，王大中正悠闲地在湖边散步，他¹看见一个小孩掉
²湖里了，他奋不顾身³跳⁴河里，⁵小孩子救上来。
 然后⁶人工呼吸把他救活了。小孩醒来以后就哭⁷了。王大
 中赶快问小孩子住在哪儿，然后送他回家。他的父母⁸很着
 急地到处找他找不⁹，看见他回来了高兴得¹⁰了，一把抱¹¹
¹²他，就哭了。妈妈问：“你怎么会掉到湖里呢？”小孩子说
 ：“我¹³是在岸上玩的，后来爬到岸边的一块大石头上玩，谁
 知道¹⁴爬上去¹⁵没站稳，就滑到湖里去了。”妈妈说：“以
 后绝对不¹⁶一个人到湖边去玩了，一定要有大人跟着¹⁶行！”

- B. Rewrite each sentence below, transforming it according to the directions.

Rewrite the sentence below in the passive voice.

大雪压垮了他家的屋顶，满屋子都是雪。

(17)

Rewrite the sentence below using a *ba* construction.

要是你的功课没有作完，你就不能出去玩儿。

(18) _____

Rewrite the sentence below as a topic-comment sentence.

我昨天去书店买了书、纸、笔、还有墨水。

(19) _____

Rewrite the two sentences below as a single sentence with a relative clause.

我今天在他家吃了二十个饺子。饺子是我们一起包的。

(20) _____

C. Rewrite the sentence below, correcting all errors but retaining the original meaning.

昨天我在店里看一个红皮包，我喜欢很多，可是我不够钱，不可以买。

(21-24) _____

Sample Reading Comprehension Test Directions

In this section of the test, you will read a passage and respond in writing to a series of questions about the passage. Your response may be written in either the target language or in English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Your response will be evaluated based on the following criteria.

- **LITERAL COMPREHENSION:** accuracy and completeness in comprehending literal content of written language
- **INFERENCE:** demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

5. **Read either the passage below (presented in Traditional characters) or the same passage on the following page (presented in Simplified characters). Then respond to the assignment on page XX.**

多元文化教育的目的在於使學生認識自己的民族文化，進一步認識其他民族的文化，通過互相瞭解而達到互相包容，互相尊重。但是如果過份強調各文化的特殊性，並以母語教學來強調該文化的內涵，則須審慎考慮是否會與主流文化產生隔閡，是否會造成各族群間的衝突。因此，多元文化教育應融入公民教育的目標，加強培養兒童的民主態度和價值觀念，以避免因強調某一族群的文化教育而造成與其他族群的隔閡與分化。

多元文化教育立意良好，理想崇高，但欲落實其目標，有賴於良好的課程設計及高品質的師資、教學資源與行政支援。因此，對實施多元文化教育的師資進行培養和再教育，使有關課程領域的學者和教科書編輯者有系統地結合起來，對如何維持課程結構的完整性而又兼顧各族群學生的特殊的學習需要進行有效的評估，是一件很繁複卻又十分重要的工作，有待於學者們的共同努力。

多元文化教育的目的在于使学生认识自己的民族文化，进一步认识其他民族的文化，通过互相了解而达到互相包容，互相尊重。但是如果过份强调各文化的特殊性，并以母语教学来强调该文化的内涵，则须审慎考虑是否会与主流文化产生隔阂，是否会造成各族群间的冲突。因此，多元文化教育应融入公民教育的目标，加强培养儿童的民主态度和价值观念，以避免因强调某一族群的文化教育而造成与其他族群的隔阂与分化。

多元文化教育立意良好，理想崇高，但欲落实其目标，有赖於良好的课程设计及高品质的师资、教学资源与行政支援。因此，对实施多元文化教育的师资进行培养和再教育，使有关课程领域的学者和教科书编辑者有系统地结合起来，对如何维持课程结构的完整性而又兼顾各族群学生的特殊的学习需要进行有效的评估，是一件很繁复却又十分重要的工作，有待于学者们的共同努力。

Write a brief paragraph in which you:

- summarize the writer's viewpoint regarding one aspect of education;
- describe at least two specific recommendations made by the writer; and
- explain what the recommended actions are meant to accomplish.

Your response may be written in either Chinese or English.

Sample Written Expression Test Directions

This section consists of a written assignment to which you must respond **in the target language**. The assignment appears on the following page. A list of suggestions is provided to help direct your writing for the assignment. It is not necessary that you address every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

You may use the blank space on the unlined pages following the written assignment to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written on the lined pages in your test booklet.**

Your response will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the objective of the assignment is achieved and the response is appropriate for the intended audience
- **COHERENCE:** organization and clarity of ideas
- **CONTENT:** development of ideas and relevance of supporting details
- **GRAMMAR:** accuracy of grammatical forms and syntax
- **VOCABULARY:** command of vocabulary and idiomatic expressions
- **MECHANICS:** accuracy of spelling, diacritical marks, and punctuation

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

6. Imagine that you have a warm relationship with a family with whom you lived during a year of study in a country where Mandarin is spoken. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in Chinese to the parents of the family, a couple in their fifties. You may wish to include, but are not limited to, the following topics:
- reminiscences about your stay with them;
 - inquiries about their health and activities;
 - your own recent activities;
 - your plans for the immediate future.

Sample Oral Expression Test Directions

For this section of the test, you will speak on tape in response to an assignment presented in your test booklet. You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak. A list of suggestions is provided to help direct your response. It is not necessary that you address every point in the list, nor are you limited in your response to those points indicated. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing. You may NOT write in this test booklet. **You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking.**

Your response will be evaluated based on the following criteria.

- **CONTENT:** the adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details
- **COHERENCE:** the organization and clarity of the ideas communicated
- **GRAMMAR:** the accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement)
- **VOCABULARY:** the command of vocabulary and idiomatic expressions and appropriateness of word choice
- **FLUENCY:** the ability to maintain a flow of speech, without hesitations or pauses that affect the overall comprehensibility of the response
- **PRONUNCIATION:** the comprehensibility of articulation and the appropriateness of stress

Once recording has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Look up when you are ready to begin.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

7. (You will see in the test booklet and hear on the recording:)

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in Mandarin. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will see in the test booklet:)

Imagine that you are the faculty advisor to a student from a country where Mandarin is spoken who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. The student's parents telephone to express their concern and ask your advice. Speaking in Mandarin, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay;
- what the student could do to adapt more successfully to the new situation.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

Answer Key:
Chinese (29)

Question Number	Correct Response	Test Objective*
1.	B	Understand major developments in the history of cultures associated with the target language and the cultural significance of those developments.
2.	C	Demonstrate an understanding of the nature of language and language acquisition.

*Each test objective is clarified and further described by a descriptive statement, which provides examples of the types of knowledge and skills covered by the test objective. The test objectives for the Chinese test begin on page 49.

Information on Scoring: Chinese (29)

Scoring Open-Response Items

Open-response items are scored holistically according to standardized procedures, using scoring scales that have been approved by the Massachusetts Department of Education. In judging the overall effectiveness of each response, scorers use scoring scales that describe varying levels of performance.

Responses are scored holistically by two or more qualified educators during scoring sessions held after each administration of the Massachusetts Tests for Educator Licensure. Scorers are oriented before the scoring session to ensure that all responses are scored according to standardized procedures.

Performance characteristics. The performance characteristics for each type of open-response item guide scorers in considering responses to open-response items of that type. It may be helpful to you to be aware of the performance characteristics for each type of open-response item as you prepare for and take the Massachusetts Tests for Educator Licensure.

Scoring scales. The scoring scale for each type of open-response item is used by scorers in assigning scores to responses to open-response items of that type. Note that the description of each score point on a scoring scale is given in terms of the performance characteristics for the type of open-response item being scored.

The performance characteristics and scoring scales for this group of fields are provided on the following pages.

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—LISTENING COMPREHENSION

Performance Characteristics:

Listening Comprehension	Accuracy and completeness in comprehending spoken language.
Inference	Demonstrated ability to infer information accurately from spoken language, including subtleties such as tone.

Scoring Scale:

Score Point	Score Point Description
4	<ul style="list-style-type: none">• The candidate demonstrates thorough comprehension of the literal content of a sample of spoken language.• The candidate accurately infers implied information, including correctly characterizing tone when it is a factor in comprehension.
3	<ul style="list-style-type: none">• The candidate demonstrates good overall comprehension of the literal content, though some details may be misunderstood or missed.• The candidate shows some ability to infer implied information, though some subtleties in tone may be misinterpreted or missed.
2	<ul style="list-style-type: none">• The candidate shows partial comprehension discerning the main idea but fails to understand significant supporting ideas and details.• The candidate generally fails to infer information or discern tone.
1	<ul style="list-style-type: none">• The candidate fails to demonstrate understanding of the main idea, showing comprehension only of isolated words and phrases.• The candidate fails to infer information or discern tone.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—LANGUAGE STRUCTURES EXERCISES**

Performance Characteristics:

GRAMMAR	16 items that require supplying the grammatically correct term
TRANSFORMATION	4 items that require making a specified transformation
CORRECTION	4 items that require correction of errors

Each identified scorable item will be "**Correct**" if the candidate's response is described by one of the following:

Tasks	Notation	Notation Description
Grammar: Tasks 1-16	C	Correct. The candidate's response is grammatically correct and appropriate within the context of the presented statement (i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement).
Transformation: Tasks 17-20	C	Correct. The candidate's response correctly transforms the sentence or passage as instructed (i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed).
Correction: Tasks 21-24	C	Correct. The candidate's response acceptably corrects the syntactic or linguistic errors found in the passage (i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning).

Each identified scorable item will be "**Not Correct**" if the candidate's response is described by the following:

Tasks	Notation	Notation Description
All Tasks	NC	Not correct. The candidate's response does not accurately follow the target language's rules of grammar, or the response is incomplete or is blank.

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—READING COMPREHENSION

Performance Characteristics:

Literal Comprehension	Accuracy and completeness in comprehending literal content of written language.
Inference	Demonstrated ability to infer information implied in a reading passage, including subtleties such as tone.

Scoring Scale:

Score Point	Score Point Description
4	<ul style="list-style-type: none">• The candidate demonstrates thorough understanding of the literal content of the reading passage, including significant details.• The candidate accurately infers implied information, even if this information is subtly conveyed in the text.
3	<ul style="list-style-type: none">• The candidate demonstrates understanding of the main idea of the passage but misses some details.• The candidate shows some ability to infer information from the text but may misinterpret some subtleties.
2	<ul style="list-style-type: none">• The candidate shows partial understanding of the main idea of the passage but fails to understand significant supporting ideas and details.• The candidate generally fails to make inferences from the text.
1	<ul style="list-style-type: none">• The candidate fails to extract the main idea from the passage, demonstrating comprehension only of isolated words and phrases.• The candidate fails to make any inferences implied in the text.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—WRITTEN EXPRESSION**

Performance Characteristics:

Purpose	The extent to which the objective of the assignment is achieved and the appropriateness of the response for the intended audience.
Coherence	Organization and clarity of ideas.
Content	Development of ideas and relevance of supporting details.
Grammar	Accuracy of grammatical forms and syntax.
Vocabulary	Command of vocabulary and idiomatic expressions.
Mechanics	Accuracy of spelling, diacritical marks, and punctuation.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly fulfills the purpose of the written assignment and is completely appropriate for the intended audience. • The candidate's ideas are well organized and clearly expressed. • Ideas are extensively developed and well-supported with relevant information. • The response shows a comprehensive command of syntax and grammar, with only minor errors that do not interrupt communication. • Vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • Spelling, diacritical marks, and punctuation are mastered, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response satisfactorily fulfills the purpose of the written assignment and is generally appropriate for the intended audience. • The candidate's ideas show some organization and are generally clear. • Ideas are adequately developed with some elaboration and support of specific points. • The response shows a good command of syntax and grammar, though some errors may cause minor interruptions in communication. • Vocabulary and idiomatic expressions are general, but adequate for communicating a complete message. • There are minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the written assignment and may not be entirely appropriate for the intended audience. • The candidate's ideas show limited organization and are somewhat unclear. • Ideas are developed in a limited way with minimal support. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede communication of ideas. • Vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • There are some errors in spelling, diacritical marks, and punctuation, which partially interfere with communication.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the written assignment and is inappropriate for the intended audience. • The candidate's ideas are unorganized and unclear. • Ideas are developed minimally, if at all, and lack any relevant supporting detail. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that impede communication. • Vocabulary is not adequate for communicating a complete message, with word usage errors and misformations that impede communication. • Errors in spelling, diacritical marks, and punctuation are so numerous that they impede communication.
U	The response is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TEST
FOREIGN LANGUAGE ASSIGNMENTS—ORAL EXPRESSION**

Performance Characteristics:

Content	Adequacy of the information presented, including the number of ideas, the development of ideas, and the depth and specificity of supporting details.
Coherence	Organization and clarity of ideas communicated.
Grammar	Accuracy of grammatical and syntactic constructions (e.g., conjugation of verbs, appropriate use of tenses, subject/pronoun and article/noun agreement).
Vocabulary	Command of vocabulary and idiomatic expressions and appropriateness of word choice.
Fluency	Ability to maintain a flow of speech, without hesitation or pauses which affect the overall comprehensibility of the response.
Pronunciation	Comprehensibility of articulation and the appropriateness of stress.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are well developed and elaborated. • The candidate's ideas are logically sequenced, well connected, and consistently clear. • The response shows a comprehensive command of syntax and grammar, making only minor errors that do not interfere with the comprehensibility of ideas. • The candidate demonstrates extensive command of appropriate vocabulary and idiomatic expressions. • The candidate maintains a strong flow of speech, with few, if any, hesitations or pauses. • The speaker's pronunciation is easily intelligible, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and satisfactory command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas are adequately developed, with some elaboration. • The candidate's ideas are adequately organized and are generally clear. • The response shows good command of syntax and grammar, though some errors may cause minor interruptions in the comprehensibility of ideas. • The candidate demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The candidate generally maintains a steady flow of speech, with only occasional hesitations and pauses. • The speaker's pronunciation is generally intelligible, with only minor errors.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's ideas show limited development and elaboration. • The candidate's ideas are only partially organized and are at times unclear. • The response shows a limited command of syntax and grammar, with frequent errors that partially impede the comprehensibility of ideas. • The candidate demonstrates a limited range of expression, using very simple vocabulary and lacking some key words and phrases. • The candidate does not maintain a consistent flow of speech, having frequent hesitations and pauses. • The speaker's pronunciation contains several errors and is occasionally difficult to understand.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the speaking assignment.</p> <ul style="list-style-type: none"> • The speaker's response provides few, if any, comprehensible ideas, with minimal development. • The candidate's ideas are not organized and are largely unclear. • The response shows little command of basic elements of grammar or syntax, with numerous and frequent errors that make ideas incomprehensible. • The candidate demonstrates little knowledge of vocabulary beyond the most common words, and may misuse and misform numerous words and expressions. • The candidate fails to maintain any flow of speech, with frequent hesitations and pauses that interrupt comprehensibility. • The speaker's pronunciation contains numerous errors and is at times unintelligible.
U	The response is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Test Objectives: Chinese (29)

SUBAREAS:

LISTENING COMPREHENSION
READING COMPREHENSION
LINGUISTICS AND LANGUAGE STRUCTURES
CULTURAL UNDERSTANDING
WRITTEN EXPRESSION
ORAL EXPRESSION

LISTENING COMPREHENSION

0001 Derive essential information from oral messages in the target language.

For example: understanding a question or comment likely to be encountered in a social situation; understanding the main idea or details in a spoken passage; understanding a telephone message or public address announcement; and understanding a sequence of steps described in a set of oral directions.

0002 Infer meaning from oral communications in the target language.

For example: characterizing the tone, mood, or point of view of one or more speakers; analyzing a relationship (e.g., cause-and-effect) implied but not stated in an oral communication; and analyzing the social context of a spoken exchange or the relationship between speakers.

READING COMPREHENSION

0003 Understand the literal content of a variety of authentic materials in the target language.

For example: analyzing a passage to determine the stated main idea or an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

0004 Apply skills of inference and interpretation in a variety of authentic materials in the target language.

For example: making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relations in a passage; inferring an author's assumptions, purpose, or point of view in a passage; and interpreting figurative language (e.g., metaphors, similes) in a literary passage.

LINGUISTICS AND LANGUAGE STRUCTURES

0005 Demonstrate an understanding of the nature of language and language acquisition.

For example: applying general concepts of the nature of language; analyzing the communication process using concepts and strategies associated with pragmatics and discourse analysis; and applying knowledge of theories and processes of first- and second-language acquisition.

0006 Transform sentences or passages in the target language according to given instructions.

For example: transforming a positive statement, question, or comment to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; transforming a sentence or passage from direct to indirect discourse, or vice versa; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

0007 Analyze sentences in the target language to determine grammatically correct words or phrases to complete them.

For example: using the correct noun or pronoun form or particle for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

0008 Revise written passages in the target language to correct errors in structure and syntax that interfere with accurate communication.

For example: selecting revisions to correct inappropriate use of tenses, forms, or constructions.

CULTURAL UNDERSTANDING

0009 Understand major developments in the history of cultures associated with the target language and the cultural significance of those developments.

For example: analyzing the role of major historical events and figures in the development of cultures associated with the target language; understanding major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language and analyzing their historical and contemporary significance; and analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures.

0010 Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.

For example: relating natural geographic features (e.g., climate, location, natural resources) of nations using the target language to the economies of these nations (e.g., mineral and agricultural products, commercial relations with other nations); analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning); understanding key features and processes associated with governmental institutions of nations using the target language and their historical or cultural significance; and understanding characteristic features of daily life in nations in which the target language is the major vehicle of communication.

0011 Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.

For example: recognizing major movements, writers, and works in the literature of the target language and understanding their cultural significance; understanding characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance; and recognizing scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance.

WRITTEN EXPRESSION

- 0012 Write a well-organized passage in the target language that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.**

For example: a letter to a professor requesting a recommendation for a particular job or program of study, including the writer's reasons for being interested in the job or academic program; an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision; or a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student).

ORAL EXPRESSION

- 0013 In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex linguistic structures.**

For example: describing events or actions in tenses appropriate to the task; discussing advantages and disadvantages of an idea or proposed course of action; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.