



Massachusetts Tests for Educator Licensure®

TEST INFORMATION BOOKLET

**54 English as a Second
Language**

MA-SG-FLD054-05

Massachusetts Department of Education

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English as a Second Language
(Field 54)

Test Overview Chart

Test Objectives

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Answer Key

Information on Scoring

***Test Overview Chart:
English as a Second Language (54)***

Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. English Language Listening Proficiency	12–14	
II. Foundations of Second-Language Instruction	30–32	
III. Second-Language and Content Learning	55–57	
IV. English Language Oral Proficiency		4

The English as a Second Language test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts English as a Second Language license. This subject matter knowledge is delineated in the Massachusetts Department of Education's *Regulations for Educator Licensure and Preparation Program Approval* (7/2001), 603 CMR 7.06 "Subject Matter Knowledge Requirements for Teachers."

The English as a Second Language 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 items on the test cover the subareas as indicated in the chart above. The open-response items assess candidates' speaking skills in the following areas:

1. conversational speaking (e.g., a conversation between two friends);
2. narrative speaking (e.g., narrate an incident or event);
3. persuasive speaking (e.g., take a position on an issue); and
4. speaking for fluency and pronunciation (e.g., read from a script).

Test Objectives:
English as a Second Language (54)

Massachusetts Tests for Educator Licensure®

**FIELD 54: ENGLISH AS A SECOND LANGUAGE
TEST OBJECTIVES**

Subarea

	Multiple-Choice	Range of Objectives	Approximate Test Weighting
I.	English Language Listening Proficiency	01–02	10%
II.	Foundations of Second-Language Instruction	03–05	25%
III.	Second-Language and Content Learning	06–10	<u>45%</u>
			80%
	Open-Response		
IV.	English Language Oral Proficiency	11	20%

SUBAREAS:

ENGLISH LANGUAGE LISTENING PROFICIENCY
FOUNDATIONS OF SECOND-LANGUAGE INSTRUCTION
SECOND-LANGUAGE AND CONTENT LEARNING
ENGLISH LANGUAGE ORAL PROFICIENCY

ENGLISH LANGUAGE LISTENING PROFICIENCY [10%]

0001 The candidate will apply literal listening comprehension skills in English.

For example: identifying stated main ideas, details, sequences, and cause-and-effect relationships in a variety of listening situations; identifying steps described in a set of oral directions; choosing an appropriate response to a question or comment based on explicitly stated information; and selecting an accurate paraphrase of an oral message.

0002 The candidate will apply inferential and critical listening comprehension skills in English.

For example: inferring main ideas, details, comparisons, and cause-and-effect relationships not explicitly stated in an oral message; drawing conclusions from information provided in an oral message; interpreting a commonly used idiomatic expression; characterizing the tone, mood, or point of view of one or more speakers; analyzing the social context of a spoken exchange or the relationship between speakers; and assessing the sufficiency of information in an oral message.

FOUNDATIONS OF SECOND-LANGUAGE INSTRUCTION [25%]

0003 Understand processes and stages of language acquisition and factors affecting second-language development.

For example: major theories of first-language acquisition and second-language acquisition and learning (e.g., Vygotsky, Chomsky, Pinker, Krashen, Cummins); characteristics of various stages of first- and second-language acquisition; cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., memorization, categorization, metacognition); factors affecting second-language acquisition (e.g., age, motivation, learning style, environmental factors); and the role of the first language in second-language development (e.g., language transfer, interlanguage development).

0004 Understand basic linguistic and sociolinguistic concepts related to instruction for English language learners.

For example: knowledge of phonetics and phonemics (e.g., distinguishing among classes of sound); use of morphology and lexicon to analyze a word's structure, function, and meaning; recognition of syntactic features (e.g., a verb phrase) and discourse features in oral and written text (e.g., cohesion); use of semantics and pragmatics in determining meaning in connected discourse; major theorists in sociolinguistics (e.g., Labov, Fishman, Hymes, Bernstein); and knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; intercultural differences in communication styles).

0005 Understand sheltered/structured English immersion (SEI) theories, programs, and instructional approaches for English language learners.

For example: knowledge of research (e.g., by Lambert, Ramirez, Gersten, Rossell & Baker) on effective second-language immersion programs; characteristics and goals of effective sheltered/structured English immersion programs; and features and theoretical bases of methods of second-language instruction that can be used to promote language and content learning in SEI classrooms (e.g., Natural Approach, communicative language teaching, integrated language teaching, Cognitive Academic Language Learning Approach [CALLA], sheltered content teaching).

SECOND-LANGUAGE AND CONTENT LEARNING [45%]

0006 Understand strategies for promoting and assessing English language learners' oral language skills and communicative language development.

For example: strategies and activities for developing English language learners' communicative language skills (e.g., aural comprehension, listening and speaking vocabularies, knowledge of Standard English, listening and speaking for different purposes) and communicative competence in English; knowledge of formal and informal methods of assessing oral language proficiency; guidelines for selecting and administering oral language assessments; and interpretation and use of assessment results, including differentiation between normal variation in oral language performance and performance that may indicate possible disabilities.

0007 Understand theory, research, and practice related to developing reading skills and reading comprehension in English as a first language.

For example: research foundations and key features of significant reading theories and models; the role of oral language in early reading development and the interrelationship of listening, speaking, reading, and writing; knowledge of the alphabetic principle, and research-based strategies for promoting students' phonemic awareness and other critical phonological skills (e.g., phonics skills); and knowledge of research-based strategies to help students determine the meaning of unfamiliar words in text, expand their reading vocabulary, develop their reading comprehension, and address different types of reading materials and purposes for reading.

0008 Understand reading instruction and assessment for English language learners.

For example: differences in initial reading instruction in English for students who are and are not literate in their first language; the relationship and transfer of existing first-language reading skills to the second language; factors that affect second-language reading development; selection and adaptation of reading instruction materials for English language learners at different ages, stages of reading development, and levels of English-language proficiency; knowledge of sheltered strategies and various reading intervention approaches for addressing the specific reading needs of English language learners; characteristics of various types of formal and informal reading assessments and their advantages and limitations for use with English language learners; guidelines for selecting and administering various types of reading assessments; and interpretation and use of assessment information, including differentiation between normal variation in performance and performance that may indicate possible reading or learning disabilities.

0009 Understand writing instruction and assessment for English language learners.

For example: knowledge of approaches, practices, and strategies used to promote English language learners' writing development and writing skills (e.g., Language Experience Approach, dialogue journals); knowledge of the writing process and its applications in developing English language learners' writing proficiency; selection of purposeful writing activities appropriate for a range of ages, reading abilities, and English proficiency levels; knowledge of formal elements of written English and explicit, systematic strategies for developing students' knowledge and use of different text structures (e.g., narrative, expository, persuasive) and conventions of written Standard English (e.g., mechanics, syntax, grammar, spelling); characteristics, selection, and administration of various types of formal and informal writing assessments; and interpretation and use of assessment information, including differentiation between normal variation in writing development and performance that may indicate possible disabilities.

0010 Understand instruction and assessment related to the development of English language learners' cognitive-academic language proficiency and content area learning.

For example: strategies for teaching subject matter in English and for developing English language learners' cognitive-academic language proficiency (e.g., providing comprehensible input, providing explicit instruction in academic language and vocabulary, integrating content and language objectives, supporting students' use of English to discuss and consider subject matter content); selection and adaptation of content area materials to address students' cognitive and linguistic needs; approaches for promoting the content area learning of English language learners at different ages, especially those who have experienced gaps and interruptions in their education; characteristics of and guidelines for using various formal and informal procedures and instruments for assessing students' cognitive-academic language proficiency and content area concepts and skills; and interpretation and use of assessment information, including differentiation between normal variation in performance and performance that may indicate possible learning disabilities.

ENGLISH LANGUAGE ORAL PROFICIENCY [20%]

0011 In response to a prompt on tape and in writing, the candidate will construct connected oral discourse in Standard English that communicates a message effectively and that demonstrates a command of vocabulary and syntax appropriate to an educational setting.

For example: narrating an event; discussing advantages and disadvantages of an idea or proposed course of action; and responding to a hypothetical situation by describing events or circumstances or by proposing a solution to a problem.

Sample Test Directions and Test Items: English as a Second Language (54)

This test consists of two sections: (1) a multiple-choice section and (2) an open-response item assignment section. The multiple-choice section contains items that involve listening to a recording. The open-response item assignment section consists of four oral assignments. The first section of the test will be administered in this room. The speaking section (Section Two) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear before that section.

Each question in the first section of this 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 scrap paper, but only the answers that you record on your answer sheet will be scored.**

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 beginning the test.



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

Sample Listening Section Test Directions

The first section of this test contains questions that involve listening to a recording. Each listening passage 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. Ample time is provided between questions for your responses. Record your answer on **Answer Sheet A** in the space that corresponds to the question number. Unless otherwise indicated, each 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.

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

Listen carefully to the following conversation between a driver and a pedestrian.

(You will hear on the recording:)

Man 1: Excuse me. Do you know how to get to the Computer Warehouse from here?

Man 2: Sure. You've got to turn around and drive back down this road the opposite way you came until you get to the intersection with Broad Street. Then you take a right and go two blocks. You'll see it on your left. It's got a big sign that says "Computer Warehouse" right by the road.

Man 1: OK, I got it. Thanks a lot!

Now answer the two questions that follow.

(You will see in the test booklet:)

1. Which of the following does the driver need to do *first* in order to get to the Computer Warehouse?
 - A. Make a left turn.
 - B. Drive ahead two more blocks.
 - C. Pass through the next intersection.
 - D. Go back in the opposite direction.
2. Which of the following can be reasonably inferred about the two speakers?
 - A. They are social acquaintances.
 - B. They are neighbors.
 - C. They do not know one another.
 - D. They are colleagues.

END OF LISTENING SECTION

Please go on.

3. In the early stages of second-language development, which of the following factors in the classroom environment is most likely to lower English language learners' affective filters, thereby lowering their inhibitions about using English?

- A. The teacher organizes instruction based on a systematic, sequential introduction of grammatical structures.
- B. The teacher uses concurrent translation throughout each lesson.
- C. The teacher provides corrective feedback to improve students' pronunciation.
- D. The teacher emphasizes fluency over mastery.

4. In which of the following situations is the student clearly demonstrating pragmatic competence in his or her response?

- A. A teacher asks a student what her favorite song is, and the student answers, "Yankee Doodle."
- B. A teacher asks a student, "What should you be doing now?" and the student returns to his seat.
- C. A teacher asks a student, "Do you need an eraser?" and she answers, "Affirmative."
- D. A teacher asks a student for a synonym for "pretty" and he answers, "beautiful."

5. **Read the list below of the main features of an instructional method for second-language development; then answer the question that follows.**

- | |
|--|
| <ul style="list-style-type: none">• Topics are taken from the major content areas.• Development of academic language skills is emphasized.• Explicit instruction is given in learning strategies for both content and language learning. |
|--|

This list describes the main features of which of the following methods?

- A. Direct Method
- B. communicative approach
- C. grammar-translation method
- D. Cognitive Academic Language Learning Approach (CALLA)

6. Which of the following standardized language assessments is appropriate to use to gain information about an English language learner's oral proficiency in *academic* English?
- A. Bilingual Syntax Measure II (BSMII)
 - B. Woodcock-Muñoz Language Survey (WMLS-English)
 - C. Basic Inventory of Natural Language (BINL)
 - D. IDEA Proficiency Test (IPT)
7. The development of which of the following skills is prerequisite for understanding the alphabetic principle?
- A. syllabication and morphological skills
 - B. decoding and sight word recognition
 - C. phonemic awareness and letter recognition
 - D. letter naming and print tracking
8. A new intermediate-level English language learner joins an elementary sheltered/structured English immersion (SEI) class. The ESL teacher administers an assessment of oral language skills, which indicates that the student has a large oral English vocabulary and a good command of English syntactic structures. In an informal reading assessment, however, the student could not read most words that were in her oral vocabulary. The teacher noticed that the student relied heavily on pictures and other context cues to construct meaning from the texts. The results of these assessments strongly suggest that the student would benefit most from reading instruction that:
- A. promotes her knowledge of and skills in applying a wide range of comprehension strategies.
 - B. helps her learn how to identify different types of texts and how to adjust her reading strategies and rate to match the text she is reading.
 - C. teaches her how to set a purpose for her reading before she begins to read a new text.
 - D. develops her understanding of the alphabetic principle and her knowledge of and skills in applying basic English phonics rules.

9. An ESL teacher encourages her advanced-level English language learners to use a dictionary that includes sentences with common vocabulary words. This can be especially beneficial in developing the writing proficiency of English language learners because it helps them to:
- A. ensure that their sentences use proper syntactic structures.
 - B. understand the figurative connotations of their word choices.
 - C. make word choices that are idiomatic and flow naturally.
 - D. be more precise in their use of descriptive and persuasive phrasing.
10. Graphic organizers provide an effective method for adapting textbook content in order to make it more accessible to English language learners primarily because graphic organizers:
- A. reduce the amount of content coverage so that students need to master fewer essential elements.
 - B. provide students with pictures, diagrams, and other illustrations of content-area topics that can be represented concretely.
 - C. give an advantage to students who have more visual-spatial learning preferences.
 - D. can clarify for students both concrete and abstract concepts and their relationships through the use of visual clues and categorization.

Description of Open-Response Items

Oral Expression

The candidate is required to speak on tape in response to four prompts, which are presented in written form in the test booklet. The first type of item presents an imaginary situation requiring the candidate to describe in English an event, sequence of steps, etc. (e.g., a description of a hypothetical course of events). The second item type requires a narrative in English (e.g., a response to a problem encountered in the course of travel). The third type of item requires the candidate to take a position in English on a topic (e.g., the advantages and/or disadvantages of a proposed idea). The fourth item type requires the candidate to read, verbatim, a passage in English. For the first two item types, candidates are given one minute to formulate their response and two minutes to speak on tape. For the second two item types, candidates are given two minutes to formulate their response/review the passage 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 expression, and simple and complex language structures.

Sample Open-Response Section Test Directions

For this section of the test, you will speak on tape in response to four assignments presented in your test booklet.

For the first three assignments, the directions and the assignment are printed in the test booklet as well as recorded for you to hear. As you hear the directions on the recording, you should follow along in the test booklet. For the first two assignments, you will have one minute to read the assignment and consider your response. For the third assignment, you will have two minutes to read the assignment and consider your response. For each of the first three assignments, you will then have two minutes to speak.

For the fourth and final assignment, you will be asked to read a passage aloud. The directions for this assignment are printed in the test booklet as well as recorded for you to hear. As you hear the directions on the recording, you should follow along in the test booklet. You will have two minutes to study the passage and two minutes to read the passage aloud.

Read each assignment carefully. Think about how you will organize your response. You may NOT write or take notes in this test booklet for this section of the test. **Your score for each assignment will be based solely on the response you provide on the response tape after the announcer tells you to begin speaking.**

A list of suggestions will be provided for each assignment to help direct your response. It is not necessary that you cover every point on 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 assignment by addressing either the suggested points or points of your choosing.

Your response to each of the first three assignments will be evaluated based on all of the following criteria. Your response to the last assignment will be evaluated on fluency and pronunciation only.

- **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

Each response must be spoken in English. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

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

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 Section Two.



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

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

11. **Read along as the assignment below is presented orally on the recording. You will then have 1 minute to prepare your response. When you are told to do so, begin to speak in English. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up.**

Speaking in English, narrate an incident or event that you experienced while you were preparing for or were traveling from one place to another. In your response, you may wish to include, but are not limited to, the following information:

- when the incident or event took place;
- where the incident or event took place;
- the circumstances in which the incident or event took place;
- the outcome of the incident or event.

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

Answer Key: English as a Second Language (54)

Question Number	Correct Response	Test Objective
1.	D	The candidate will apply literal listening comprehension skills in English.
2.	C	The candidate will apply inferential and critical listening comprehension skills in English.
3.	D	Understand processes and stages of language acquisition and factors affecting second-language development.
4.	B	Understand basic linguistic and sociolinguistic concepts related to instruction for English language learners.
5.	D	Understand sheltered/structured English immersion (SEI) theories, programs, and instructional approaches for English language learners.
6.	B	Understand strategies for promoting and assessing English language learners' oral language skills and communicative language development.
7.	C	Understand theory, research, and practice related to developing reading skills and reading comprehension in English as a first language.
8.	D	Understand reading instruction and assessment for English language learners.
9.	C	Understand writing instruction and assessment for English language learners.
10.	D	Understand instruction and assessment related to the development of English language learners' cognitive-academic language proficiency and content area learning.

Information on Scoring: English as a Second Language (54)

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.

As a whole, the response to each assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject matter knowledge, provide high-quality and relevant supporting evidence, and demonstrate a soundness of argument and understanding of the subject area.

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 the open-response items 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 field is provided on the following pages.

OPEN-RESPONSE ITEM TYPES 1–3

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.

OPEN-RESPONSE ITEM TYPE 4

Performance Characteristics:

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 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 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 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 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.

Oral responses are evaluated on the basis of the following criteria:

- **Content**—Adequacy of the information presented, including 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 expression and appropriateness of word choice.
- **Fluency**—Ability to maintain a flow of speech, without hesitation or pause which affect the overall comprehensibility of the response.¹
- **Pronunciation**—Comprehensibility of articulation and the appropriateness of stress.¹

In responding to these prompts, the speaker should offer enough specific information to make his or her description clear and vivid for listeners. An excellent response to the assignment would address the assigned topic (i.e., narrating an incident or event the speaker experienced while preparing for travel or while traveling from one place to another) and would develop the topic by extensive elaboration on specific points, such as those included in the assignment (i.e., when and where the incident or event took place, the circumstances involved in the incident or event, and the outcome of the incident or event). The response would be delivered in a clear and organized manner. The speaker would speak fluently and would exhibit pronunciation that is easily intelligible, avoiding hesitations and pronunciation errors that would interfere with the comprehensibility of the response. The speaker would use both simple and complex linguistic constructions accurately and would show mastery of a broad vocabulary, including appropriate use of idiomatic expressions.

¹Responses for the oral reading open-response item (type 4) are evaluated only on the basis of these two criteria (fluency and pronunciation).