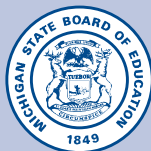




*Michigan*

TEST FOR TEACHER CERTIFICATION  
**STUDY GUIDE**

**24 German**



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

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

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

## PART 2: Test Objectives and Sample Test Questions

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### INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

#### Test Objectives

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

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

#### Sample Multiple-Choice Test Questions

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

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

## TEST OBJECTIVES

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

### LISTENING COMPREHENSION

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

Includes:

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

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

Includes:

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

## READING COMPREHENSION

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

Includes:

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

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

Includes:

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

## LANGUAGE STRUCTURES AND COMPARISONS

**Demonstrate knowledge of the grammatical and syntactic structures of German.**

Includes:

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

**Understand the similarities and differences between English and German.**

Includes:

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

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

Includes:

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

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

Includes:

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

## LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT

### **Understand processes of language acquisition.**

Includes:

- understanding major theories of second-language acquisition and their applicability in developing instructional practices and resources
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., motivation, L1 background, learning style), social processes, and linguistic factors (e.g., language transfer, overgeneralization) in second-language acquisition
- understanding ways in which knowledge of language acquisition can be applied to create a successful language-learning environment

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

Includes:

- understanding the characteristics and uses of past and current second-language teaching methodologies
- understanding instructional strategies, materials, and technologies that integrate the teaching of presentational, interpretive, and interpersonal communication in all modalities with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for managing and motivating students in the language classroom
- understanding instructional practices that address the needs of diverse language learners
- identifying strategies for connecting curriculum to students' experiences in school, at home, and in the community
- identifying strategies for promoting students' critical-thinking skills in the context of the language classroom

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

Includes:

- recognizing and understanding the role of Michigan standards and the national *Standards for Foreign Language Learning* in planning language curriculum
- understanding strategies for integrating the goals of Michigan standards and the national *Standards for Foreign Language Learning* into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the language classroom
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

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

Includes:

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

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

Includes:

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

WRITING

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

Includes:

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

## SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Hören Sie sich den folgenden Dialog genau an; dann beantworten Sie die anschließenden zwei Fragen. Sie werden den Dialog zweimal hören.

*\*(one male and one female speaker—in a bookstore)*

male: Guten Tag. Was darf's denn sein?

female: Guten Tag. Haben Sie "Amazonas" von Döblin?

male: Da muss ich mal nachschauen. Einen Moment, bitte . . . Bitte sehr. Da haben Sie Glück gehabt. Dies ist unser letztes Exemplar.

female: Vielen Dank. Das sieht schön aus, aber es ist ja fast zweimal so teuer wie im Taschenbuchformat. Haben Sie das auch als Taschenbuch oder gebraucht?

male: Leider nicht, aber Sie könnten das vielleicht bei 'Aus Zweiter Hand' gleich um die Ecke finden. Deren gebrauchte Bücher kosten nur ein Drittel oder Viertel von unseren gebundenen Ausgaben.

female: Oh, wirklich? Dann schau' ich da mal vorbei. Vielen Dank für Ihre Hilfe. Auf Wiedersehen.

male: Auf Wiedersehen.

**Sie werden den Dialog jetzt noch einmal hören.**

(repeat dialogue)

**Beantworten Sie jetzt die zwei Fragen.**

(PAUSE 40 seconds)\*

1. Wie viele Exemplare von Döblins "Amazonas" sind vorrätig?
  - A. ein einziges Buch
  - B. zwei teure Bücher
  - C. drei gebundene Bücher
  - D. vier gebrauchte Bücher
  
2. Warum will die Frau weitersuchen?
  - A. um etwas Schöneres zu finden
  - B. um etwas Größeres zu finden
  - C. um etwas Interessanteres zu finden
  - D. um etwas Preiswerteres zu finden

Hören Sie sich die folgende Passage genau an; dann beantworten Sie die zwei anschließenden Fragen. Sie werden die Passage zweimal hören.

*\*(one female speaker—a tour guide)*

Herzlich Willkommen zu unserer Ausstellung "Die Fuggerei" und zur Besichtigung der Anlage, die aus fast siebenzig Häusern, einer Kirche und vielen Gassen besteht. Sie wurde von Jakob Fugger, dem Bankier Karls des Großen, 1510 gegründet und ist die älteste Sozialsiedlung der Welt! Die Fuggerei wurde für bedürftige Augsburger geschaffen, bei denen sie sehr beliebt ist, da als Gegenleistung für den Erhalt einer Wohnung bis heute nur ein Rheinischer Gulden pro Jahr, das sind 0,9 Euro, und monatlich etwas Mithilfe bei der Pflege der Anlage zu erbringen sind. Den Bewohnern stehen großzügige, kürzlich modernisierte Wohnungen mit Garten oder Speicher zur Verfügung. Der schöne, gut erhaltene Renaissancebaustil der Anlage trägt zur Attraktivität dieser Siedlung zusätzlich bei, wie Sie gleich auf unserer Führung sehen werden. Haben Sie Fragen ehe wir losgehen?

**Sie werden die Passage jetzt noch einmal hören.**

(repeat dialogue)

**Beantworten Sie jetzt die zwei Fragen.**

(PAUSE 40 seconds)\*

3. Welche der folgenden Erwidernungen passt am besten zu der Frage am Schluss?
  - A. Nein, danke. Ich schaue es mir lieber allein an.
  - B. Werden wir eine Wohnung auch von innen sehen können?
  - C. Das war aber schnell. Ist der Rundgang schon zu Ende?
  - D. Gut, dass Sie einen Stadtplan mitgebracht haben.
  
4. Um wen handelt es sich bei der Sprecherin und den Zuhörern am wahrscheinlichsten?
  - A. Ruhestandsberaterin und Rentner
  - B. Immobilienmaklerin und Mieter
  - C. Fremdenführer und Touristen
  - D. Denkmalschützerin und Handwerker

Lesen Sie die folgende Passage; dann beantworten Sie die zwei anschließenden Fragen.

Laut Beschluß der Kultusministerkonferenz wird in allen deutschen Bundesländern der Fremdsprachenunterricht deutlich ausgeweitet. Dies betrifft vor allem die dritten und vierten Klassen und in einigen Ländern auch die ersten und zweiten Klassen. Die im letzten Schuljahr begonnene Pilotphase an elf Schulen wurde von Lehrern, Lehrerinnen und Eltern sehr positiv bewertet. Sie waren erstaunt über die hohe Motivation und den schnellen Lernfortschritt der Kinder. Vorrang hatte dabei das spielerische Vermitteln von Hörverstehen und Sprechen, lediglich der Unterstützung dienten Lesen und Schreiben. Neben der hohen Lernfähigkeit von Kindern in diesem Alter sind in erster Linie die veränderten Lebensinflüsse Anlaß für die beschlossene Maßnahme. Dazu gehören das Zusammenleben mit Zuwanderern, die zunehmende Mobilität der Bevölkerung durch Berufstätigkeit und Reisen, der europäische Einigungsprozess, sowie die allgemeine Globalisierung, die sich besonders auf die Medien, die Warenproduktion und die Alltagskultur auswirkt. Diese Entwicklung erhöht die Bedeutung von Fremdsprachenkenntnissen nicht nur im Beruf, sondern auch im Privatleben und verstärkt die Notwendigkeit, dass Kinder schon mit dem Schulbeginn an Toleranz und gegenseitiges Verständnis herangeführt werden.

- |  |  |
|--|--|
| <p>5. Was ist laut Passage der Hauptgrund für die Ausweitung des Fremdsprachenunterrichts in allen deutschen Bundesländern?</p> <p>A. Die Kommunikationsfähigkeit in einer zunehmend mehrsprachigen Umwelt soll verbessert werden.</p> <p>B. Die Lernfähigkeit in Bezug auf Fremdsprachen soll auf Wunsch der Eltern verbessert werden.</p> <p>C. Die Konkurrenzfähigkeit im späteren Berufsleben soll auf Forderung der Lehrer verbessert werden.</p> <p>D. Die Aufnahmefähigkeit in einer sich schnell verändernden Welt soll verbessert werden.</p> | <p>6. Nach Aussage dieser Passage waren die Eltern und Lehrer:</p> <p>A. hoch motiviert, den Schülern zu helfen.</p> <p>B. überrascht, wie schnell die Schüler lernten.</p> <p>C. verwundert, wie selten die Schüler schrieben.</p> <p>D. sehr bemüht, die Schüler zu verstehen.</p> |
|--|--|

7. Lesen Sie die folgende Passage; dann beantworten Sie die anschließende Frage.

Von unserem Hotel fahren Sie die Kantstrasse hinunter und dann biegen Sie links ab in die Achimsthaler Strasse. An der nächsten Kreuzung biegen Sie rechts ab in die Budapester Strasse. Ein paar hundert Meter weiter kommen Sie zu einer Vergabelung, an der rechts die Kurfürstenstrasse abbiegt, und links die Budapester Strasse weitergeht. Der Zoologische Garten liegt links von der Gabelung. Halten Sie sich da also links, damit Sie auf der Budapester Strasse bleiben. Nach ungefähr zwei hundert Metern sehen sie das 'Parkhaus am Zoo'.

Von wo aus soll man in die Budapester Strasse abbiegen?

- A. von der Achimsthaler Strasse links auf die Budapester Strasse
- B. von der Kurfürstenstrasse rechts auf die Budapester Strasse
- C. von der Achimsthaler Strasse rechts auf die Budapester Strasse
- D. von der Kurfürstenstrasse links auf die Budapester Strasse

8. Choose the words that correctly complete the sentences below.

Die Farbe \_\_\_\_\_ Wagens ist grün, die von deinem Auto gelb und die vom Auto \_\_\_\_\_ Nachbarn rot. Wir haben uns alle für unsere Autos entschieden, weil uns \_\_\_\_\_ Farben gefielen.

- A. meins / eure / ihres
- B. meines / eurer / ihre
- C. meiner / eurers / ihren
- D. mein / euren / ihr

9. Choose the response that correctly combines the two sentences below while preserving their original meaning.

Die kleine Mühle steht am Fluss. Der Fluss führt besonders im Frühjahr viel Schmelzwasser.

- A. Die kleine Mühle steht am Fluss, dem führt besonders im Frühjahr viel Schmelzwasser.
- B. Die kleine Mühle steht am Fluss, der besonders führt im Frühjahr viel Schmelzwasser.
- C. Die kleine Mühle steht am Fluss, der besonders im Frühjahr viel Schmelzwasser führt.
- D. Die kleine Mühle steht am Fluss, die besonders im Frühjahr viel Schmelzwasser führt.

10. The German adjective *aktuell* is closest in meaning to the English adjective:
- A. normal.
  - B. current.
  - C. boring.
  - D. authentic.
11. The most commonly used word order for simple declarative sentences in both German and English is:
- A. verb-subject-object.
  - B. subject-object-verb.
  - C. object-subject-verb.
  - D. subject-verb-object.
12. Generous state and federal government support of the performing arts in twenty-first century Germany can best be seen as a reflection of:
- A. how nationalist beliefs have influenced cultural development in Germany.
  - B. a centuries-old tradition of recognition and patronage of the arts.
  - C. how Germany has adapted to cultural developments associated with globalization.
  - D. policies instituted by the Weimar Republic to promote the arts.
13. Fritz Lang and Rainer Werner Fassbinder made significant contributions to which of the following fields?
- A. cinema
  - B. architecture
  - C. journalism
  - D. painting

14. Upon completion of primary school (*Grundschule*), most German youth enter different types of secondary schools (e.g., the *Hauptschule*, the *Realschule*, and the *Gymnasium*) to complete their education. This aspect of the German education is primarily a reflection of the:
- A. compromises involved in merging two different educational systems after the reunification of East and West Germany.
  - B. value Germans have placed on a broad education since the establishment of universities in the sixteenth century.
  - C. right of each state within the German federation to adapt its educational institutions to local needs and conditions.
  - D. German belief that all citizens have a right to educational opportunities in accordance with their preferences and abilities.
15. Switzerland most influenced which of the following developments in European history?
- A. the revival of classical learning and spread of humanist thought during the Renaissance
  - B. the diffusion of Protestant religious ideas during the Reformation
  - C. the development of experimental methods of inquiry during the Scientific Revolution
  - D. the diffusion of the doctrine of natural rights during the Enlightenment
16. Which of the following best describes an affective factor that might have a negative impact on a student's acquisition of a new language?
- A. The society in which the student lives places a low value on the new language and cultures in which it is spoken.
  - B. The sound system of the student's first language is very different from the sound system of the new language.
  - C. The student has difficulty retaining new information, such as new language vocabulary words, in long-term memory.
  - D. The new language class in which the student is enrolled is conducted primarily in the student's first language.

17. A middle school teacher of German learns that four heritage learners will be enrolled in her beginning German class. In considering instructional approaches for this class, it is most important for the teacher to keep in mind that the heritage speakers:
- A. may be overqualified to be in a beginning-level class and will require supplemental activities from the first day.
  - B. come from diverse cultural backgrounds and can have varying oral proficiency and literacy skills in German.
  - C. may be the teacher's aides that can be called upon to model German pronunciation and usage for non-heritage learners in the class.
  - D. will make the best progress if they work by themselves in a minigroup rather than work with the class as a whole.
18. When designing instruction that reflects the goals of the national K–12 *Standards for Foreign Language Learning*, it is most important for a teacher of German to keep in mind that:
- A. students' needs and preferences should guide the choice of which standards should be emphasized in any given class.
  - B. the interpretive mode of the communication standard should take precedence over the interpersonal and presentational modes.
  - C. instruction of the culture, connections, comparisons, and communities standards should be embedded within the study of the language.
  - D. students' mastery of each of the standards should be measured against the progress indicators given for their grade levels.

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

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

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

## INFORMATION ABOUT THE WRITTEN PERFORMANCE SECTION

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

### Performance Characteristics for the Written Performance Assignments

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

## SAMPLE TEST DIRECTIONS FOR WRITTEN PERFORMANCE ASSIGNMENTS

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

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

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

Your responses will be evaluated based on the following criteria.

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

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

## SAMPLE WRITTEN PERFORMANCE ASSIGNMENTS AND RESPONSES

### WRITTEN PERFORMANCE ASSIGNMENT A

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

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

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

**WRITTEN PERFORMANCE ASSIGNMENT B**

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

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

### Score Scale for the Written Performance Assignments

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

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

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT A

*Als ich vor einigen Jahren in Florida in Urlaub war, ist mir folgendes passiert. Wir waren auf einer leeren Landstrasse mit dem Auto unterwegs, als wir plötzlich hinter einer Kurve ein anderes Auto am Strassenrand sahen. Drei Menschen standen sichtlich besorgt um einen vierten Mann, der auf der Kofferraumhaube des Wagens sass. „Da ist etwas nicht in Ordnung,“ meinte ich zu unserer Fahrerin, die zufällig eine deutsche Ärztin war, und sie fuhr sofort auch an den Strassenrand und hielt an. Als wir ausstiegen, eilten die Stehenden uns aufgeregt entgegen und liessen uns wissen das es dem Mann sehr schlecht ging. Sie haben erzählt, wie es mit seiner Übelkeit anfing, dass er sich zunächst sehr schwindelig gefühlt hat, und danach äusserst schwach und fast in Ohnmacht gefallen wäre. Auch der Mann selber hat ab und an ein bisschen dazu bemerkt. Es schien ihm schon etwas besser zu gehen, jetzt wo er wusste, dass eine Ärztin am Orte war. Ich habe der Ärztin die Beschreibung seiner ganzen Beschwerden übersetzt, und sie hat mit einegen Fragen auf Deutsch erwidert, die ich ins Englische übersetzt habe. Mit diesen letzten Einzelheiten konnte meine Bekannte schnell zu einer Diagnose kommen, und mit ihrer Ärztetasche zu Hand, griff sie flugs ein. In wenigen Minuten ging es dem Mann viel besser, und wir konnten bald unsere Reise fortsetzen..*

*Noch heute denke ich was ein Gluck es war, dass ich in der Situation dolmetschen konnte, nicht nur um zwischen der Ärztin und dem Mann zu vermitteln, sondern auch um seine Freunde zu beruhigen, dass seine Lage doch nicht so kritisch war. Vielleicht wäre es auch ohne mein Beistand erfolgt. Schliesslich konnte die Ärztin doch ein bisschen Englisch. Wie dem auch sei, in einer solchen Welt, wo Völker and Sprachen sich derart mischen, ist es immer gut, wenn man über mehr als nur die Muttersprache verfügt.*

## SAMPLE RESPONSE FOR WRITTEN PERFORMANCE ASSIGNMENT B

Liebe Ilse,

Danke für den langen ausgiebigen Brief. Es ist immer nett wieder etwas von Dir zu hören. Ich lese immer gerne was in deinem Leben alles so passiert.

Ich finde es sehr aufregend, dass Du Dir überlegst ein Jahr lang herumzureisen. Und ich verstehe auch, dass Du ein bisschen im Zwiespalt bist ob das nicht bleibende Nachteile mit sich brächte. Einerseits lernt man so viel. Man sieht wie andere Kulturen die Welt und uns selber ansehen, was sie wichtig und wertvoll finden, wie sie kochen, leben und feiern. Alles ist so neu und interessant. Und weil man selber im heimischen Alltag nicht mehr eingespannt ist, mit Arbeit und Rechnungen und dem ganzen Kleinkrams, ist es auch eher möglich die Welt etwas distanzierter und nachdenklicher anzuschauen. Irgendwie, auf Reise kommt man auf ganz neue Gedanken und Einsichten.

Andererseits, kann es zeitweilig ganz schön einsam werden, und man kann sich in der Fremde selber fremd vorkommen. Wenn überall um einen herum sich alle zu verstehen scheinen, und die Sprachbarriere einen zum Aussenseiter macht, ist es auf die Dauer nicht nur befremdend, sondern auch ermüdend! Ich weiss, als ich war früher im Ausland war, war ich immer früh abends schon total schlapp, ganz einfach von der ewigen Anstrengung andere zu verstehen und mich selber verständlich zu machen.

Es gibt auch Berufliches zu bedenken. Oft ist es so, dass wenn mann eine Weile weg war, der Chef oder die Kollegen sehen das nicht als relevante Studienreise an, sondern schlicht als eine Bildungslücke. Viele denken die Zeit und die technische Entwicklung marschieren weiter, und da hat der Reisende etwas verpasst, er hinckt hinterher sozusagen. So ist es ein paar Freunden von mir ergangen, die als Krankenschwester in Asien im Entwicklungsdienst gearbeitet haben.

Letztendlich, Ilse, musst Du natürlich selber entscheiden wo Deine Prioritäten liegen. Ich würde sagen, folge Deinem Herzen und erlebe etwas schönes von der Welt, aber siehe zu, dass Du nicht allzu lange wegbleibst. Wir wollen Dich ja auch nicht zu sehr vermessen müssen!

Alles Liebe,

Anna