



Georgia Assessments for the Certification of Educators®



# **GACE® Study Companion**

## **Spanish Assessment**

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## About the Assessment

Assessment Name	Spanish
Grade Level	P–12
Test Code	Test I: 141 Test II: 142 Combined Test I and Test II: 641
Testing Time	Test I: 1 hour and 35 minutes Test II: 1 hour Combined Test I and Test II: 2 hours and 35 minutes
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 38 Test II: 36 Combined Test I and Test II: 74
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <b><i>Guide to Taking a GACE Computer-delivered Test.</i></b>
Number of Constructed-response Questions	Test I: 2 Test II: 2 Combined Test I and Test II: 4

The GACE Spanish assessment is designed to measure the professional knowledge of prospective teachers of Spanish in the state of Georgia.

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This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

### **Content Specifications**

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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## Test I Subareas

Subarea	Approx. Percentage of Test
I. Reading	40%
II. Writing*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

\* This section contains two constructed-response questions.

## Test I Objectives

### Subarea I: Reading

*Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret reading materials*

The beginning Spanish Language teacher:

- A. Comprehends main ideas and supporting details of authentic printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- B. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent

### Subarea II: Writing

*Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal writing*

The beginning Spanish Language teacher:

- A. Communicates in the interpersonal mode in written exchanges on daily topics in the appropriate register
- B. Negotiates meaning in order to sustain an interaction, such as in interpersonal correspondence
- C. Communicates in Spanish with native speakers unaccustomed to dealing with nonnative speakers with sufficient linguistic accuracy, clarity, and precision to convey the intended message
- D. Communicates in the presentational mode by writing routine social correspondence as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

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## Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

*Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English*

The beginning Spanish Language teacher:

- A. Understands the rules of the sound system of the Spanish language, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in Spanish
- E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between Spanish and English
- H. Contrasts syntactical patterns of simple sentences and questions with those of English

*Objective 2: Understands the connections between the perspectives and the practices and products of Spanish culture*

The beginning Spanish Language teacher:

- A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
- B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
- C. Recognizes products, such as tools, foods, laws, and music
- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of the Spanish culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language

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## Test II Subareas

Subarea	Approx. Percentage of Test
I. Listening	40%
II. Speaking*	40%
III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary	20%

\* This section contains two constructed-response questions.

## Test II Objectives

### Subarea I: Listening

*Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret information aurally*

The beginning Spanish Language teacher:

- A. Understands natural conversational speech on a variety of topics
- B. Comprehends main ideas and supporting details of authentic audio and/or video stimuli such as interviews, short lectures, news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
- C. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's/speaker's intent, and offering a personal interpretation of the message in the interpretive mode

### Subarea II: Speaking

*Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal speaking*

The beginning Spanish Language teacher:

- A. Responds appropriately to natural conversational speech on a variety of topics
- B. Communicates actively in the interpersonal mode by participating in formal and informal conversations on topics such as home, school, leisure activities, and current events
- C. Negotiates meaning in order to sustain an interaction
- D. Communicates orally in the presentational mode by delivering presentations about familiar literary or cultural topics and incorporating additional linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read



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## Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

*Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English*

The beginning Spanish Language teacher:

- A. Understands the rules of the sound system of Spanish, such as recognizing phonemes and allophones
- B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
- C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
- D. Applies the rules that govern the formation of words and sentences in Spanish
- E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
- F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
- G. Identifies similarities and differences between Spanish and English
- H. Contrasts syntactical patterns of simple sentences and questions with those of English

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- D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of Spanish culture
- E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language

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## Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

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## Section 1: Listening with Linguistics and Cultural Knowledge

**Directions:** This section is designed to measure how well you understand spoken Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

You may now begin.

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## Transcript

### Las preguntas 1-6 están basadas en el siguiente informe.

- Narrator: *Escuche este informe sobre el nopal.*
- Reporter: *Desde la época de los aztecas el nopal, este espinoso cactus en forma de raqueta, es uno de los protagonistas de la cultura mexicana, su gastronomía e incluso su medicina. Ahora se perfila como generador de energía eléctrica. Desde mayo un proyecto piloto en Milpa Alta, al sur de la Ciudad de México, transforma en energía los residuos provenientes de la cáscara y las espinas.*
- Man 1: *Es la parte del desecho que se está utilizando ya para que con las bacterias empiece a hacer la transformación de lo que va a ser el biogás, de lo que va a ser el mejorador de suelos, y la reutilización del agua residual.*
- Reporter: *Milpa Alta es uno de los mayores productores de nopal con 200.000 toneladas al año y diariamente produce hasta 10 toneladas de desechos. En el biodigestor, financiado por el gobierno capitalino, los residuos se trituran y mezclan con un inóculo de varias bacterias y tras una digestión anaerobia a 55°C, sale el lodo y el biogás. En noviembre esperan producir poco más de una tonelada de lodo y 170 m<sup>3</sup> de biogás, suficiente para encender 9.600 focos ahorradores.*
- Man 2: *La visión a futuro... bueno, nosotros como Secretaría es buscar que este tipo de proyectos se repliquen en otros mercados o en otros sitios de disposición de recursos.*
- Reporter: *El nopal, cuyo interior es una pulpa babosa, es la base en México para preparar sopas, ensaladas, asados, mermeladas y hasta golosinas. También se hacen medicinas contra la hipertensión y problemas intestinales, geles cutáneos y jugos dietéticos.*
- Narrator: Now you will have 60 seconds to preview the questions you will need to answer.

- *Según el informe, ¿para qué se está usando el nopal en el proyecto mencionado?*
- *Según el informe, ¿qué parte del nopal se usa para el proyecto?*
- *Según uno de los participantes, ¿qué se espera del proyecto en el futuro?*
- *¿Qué otra utilidad del nopal se menciona en el informe?*
- *Según el informe y sus conocimientos culturales, ¿qué se puede afirmar del nopal?*
- *En la frase “de lo que va a ser el mejorador de suelos”, la forma verbal “va a ser” se puede sustituir sin cambiar su significado por*

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Narrator: *Now listen again.*

[ENTIRE INTERVIEW IS REPEATED]

1. Según el informe, ¿para qué se está usando el nopal en el proyecto mencionado?
  - A. Para purificar el aire
  - B. Para generar electricidad
  - C. Para producir comida para animales
  - D. Para transformar los bosques del país

***Answer and Rationale***

2. Según el informe, ¿qué parte del nopal se usa para el proyecto?
  - A. Las raíces
  - B. La pulpa
  - C. La cascara
  - D. Las semillas

***Answer and Rationale***

3. Según uno de los participantes, ¿qué se espera del proyecto en el futuro?
  - A. Que sea subvencionado por la Ciudad de México
  - B. Que se siga su ejemplo en otros lugares
  - C. Que sea rentable dentro de unos años
  - D. Que se venda el producto a nivel internacional

***Answer and Rationale***

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4. ¿Qué otra utilidad del nopal se menciona en el informe?
- A. Su uso en la construcción
  - B. Su rol en la ganadería
  - C. Su valor para la perfumería
  - D. Su importancia en la cocina

***Answer and Rationale***

5. Según el informe y sus conocimientos culturales, ¿qué se puede afirmar del nopal?
- A. Es un producto muy apreciado en el mundo de la moda.
  - B. Es una planta clave en la cultura mexicana.
  - C. Es una fuente excelente de colorantes naturales.
  - D. Es una hortaliza con un precio prohibitivo en México.

***Answer and Rationale***

6. En la frase “de lo que va a ser el mejorador de suelos”, la forma verbal “va a ser” se puede sustituir sin cambiar su significado por
- A. fuera
  - B. sería
  - C. fue
  - D. será

***Answer and Rationale***

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## Section 2: Reading with Cultural Knowledge

**Directions:** This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking countries.

You will read several selections in Spanish. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with three visual stimuli (e.g., photographs or works of art); each is accompanied by a single Cultural Knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire reading section lasts 65 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking “Next.” You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click “Back.”

For later review you can mark a question by clicking “Mark,” which will place a check mark next to the question on the Review screen. Clicking “Mark” again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click “Review” at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

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**Las preguntas 7-12 están basadas en el siguiente artículo.**

### **Perú: el misterio de las pinturas negras descubiertas en Machu Picchu**

Por lo pronto ofrecen más preguntas que respuestas. El hallazgo de unas pinturas rupestres inéditas en las proximidades de la ciudadela de Machu Picchu significa un nuevo desafío para los arqueólogos del Ministerio de Cultura de Perú.

Las pinturas fueron descubiertas hace un par de meses por el equipo multidisciplinario de investigaciones que trabaja en el lugar en búsqueda de nuevos elementos que permitan entender más sobre la ciudadela inca erigida a 2.400 metros sobre el nivel del mar.

"La novedad es que la pintura está cerca del monumento y el hecho de que está hecha en color negro", dijo a BBC Mundo Fernando Astete, director del parque arqueológico nacional de Machu Picchu.

El experto explicó que en el pasado ya se habían encontrado en el parque petroglifos y pinturas rupestres en unos 20 sitios distintos, pero que esta es la primera vez que descubren unas imágenes tan cerca de la ciudadela.

"Fueron halladas en el camino principal de acceso hacia allí, en un lugar conocido como Pachamama, en el camino del inca que va de Intipunco a Machu Picchu, a unos 10 minutos del monumento", agregó.

Indicó que hasta ahora, las pinturas que habían encontrado en el parque de Machu Picchu eran de color ocre, más amarillento o más naranja, "que es bastante profuso en la iconografía inca".

Sin embargo, esta es la primera vez que encuentran imágenes hechas en color negro. "En la pintura se ve una silueta humana, un camélido y algunos otros elementos que aún están por definir. Están todos pintados en color negro. Más o menos de unos 15 centímetros", dijo.

Aunque este descubrimiento ha generado multitud de especulaciones sobre si se trata de imágenes preincaicas o si puede modificar lo que se cree sobre Machu Picchu, Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión.

"No podemos aún determinar si son más antiguas. En arqueología trabajamos por asociación. Machu Picchu es un recinto inca, las tumbas que han sido encontradas allí son incas, entonces consideramos que las pinturas también pueden ser incas, pero hay que concluir las investigaciones para determinar su antigüedad", apunta.

El misterio de las pinturas negras de Machu Picchu tendrá que esperar aún un tiempo antes de ofrecer sus respuestas.

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7. Según el artículo, ¿qué se puede afirmar de las pinturas descubiertas?
- A. Que su descubrimiento ocurrió por casualidad
  - B. Que se descubrieron junto con unas joyas
  - C. Que suponen un desafío para los arqueólogos
  - D. Que son las primeras pinturas descubiertas en el lugar

***Answer and Rationale***

8. Según el artículo, ¿qué es extraordinario sobre las pinturas halladas?
- A. Su coloración
  - B. Su iconografía
  - C. Su textura
  - D. Su tamaño

***Answer and Rationale***

9. ¿Qué están intentado determinar los expertos?
- A. La autenticidad de las pinturas
  - B. La propiedad de las pinturas
  - C. El valor monetario de las pinturas
  - D. El periodo al que pertenecen las pinturas

***Answer and Rationale***

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10. Según el artículo, ¿cuál de las siguientes descripciones explica mejor la manera de trabajar de los arqueólogos involucrados en esta investigación?
- A. Cooperan con equipos de arqueólogos internacionales.
  - B. Analizan sistemáticamente los objetos en el laboratorio.
  - C. Clasifican los objetos para transportarlos a museos.
  - D. Examinan el lugar con cuidado para llegar a conclusiones.

***Answer and Rationale***

11. Según el artículo y sus conocimientos culturales, Machu Picchu es
- A. un parque natural metropolitano
  - B. un importante bosque sagrado
  - C. una antigua ciudad inca
  - D. una mina de oro abandonada

***Answer and Rationale***

12. ¿Cuál es el significado del verbo “adelantar” en la oración “Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión”?
- A. Progresar
  - B. Sobrepasar
  - C. Expresar
  - D. Alargar

***Answer and Rationale***

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La siguiente pregunta está basada en esta imagen.



13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?
- A. Impresionismo
  - B. Muralismo
  - C. Cubismo
  - D. Surrealismo

***Answer and Rationale***

## Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	B	<p><b>Option B is correct</b> because the reporter states that besides all the other uses they have in Mexico for this cactus, it is now being used to generate electricity. Choices (A), (C), and (D) are not correct answers because none of the uses mentioned in them are discussed in the report.</p> <p><i>Back to Question</i></p>
2	C	<p><b>Option C is correct</b> because the man being interviewed states that waste from the peel and thorns of the cactus are used in this project. Choices (A), (B), and (D) are not correct answers because none of those parts of the cactus (the roots, the flesh, and the seeds) are mentioned in the report.</p> <p><i>Back to Question</i></p>
3	B	<p><b>Option B is correct</b> because the man states that their vision for the future is to implement ventures like this in other markets. Choice (A) is not the correct answer because Mexico City is the location of the factory where the nopal is being transformed into energy and its government is already financing the project. Choice (C) is not the correct answer because being profitable is not one of the objectives of the project. The project's main objective is producing energy from a sustainable source. Choice (D) is not the correct answer because exporting the product overseas is not discussed in the report.</p> <p><i>Back to Question</i></p>

Question Number	Correct Answer	Rationale
4	D	<p><b>Option D is correct</b> because the reporter mentioned the fact that the nopal is a widely used product in Mexican cooking. Soups, salads, roasts, and so forth are mentioned as examples to illustrate that in the report. Choices (A), (B), and (C) are not correct answers because they are not mentioned in the report.</p> <p><i><b>Back to Question</b></i></p>
5	B	<p><b>Option B is correct</b> because the reporter states the fact that the nopal has been one of the most valued components of Mexican culture since Aztec times. Choice (A) is not the correct answer because fashion is not mentioned in the report. Choice (C) is not the answer because among the many uses mentioned in the report, being a natural coloring agent is not one of them. Choice (D) is not the correct answer because it can be inferred from the report that the nopal is a pretty affordable vegetable since it is widely used in Mexico.</p> <p><i><b>Back to Question</b></i></p>
6	D	<p><b>Option D is correct</b> because the verb “ser” is also in the future tense. Choices (A), (B) and (C) are not correct answers because they are in the present subjunctive, the conditional and the simple past tense, respectively. None of those choices are equivalent to the verb form in the stem.</p> <p><i><b>Back to Question</b></i></p>
7	C	<p><b>Option C is correct.</b> The article clearly states that the discovery of the rock art presented a challenge to the archeologists. Choice (A) is incorrect because the article says that the rock art was discovered through a systematic search conducted by a multidisciplinary team. There is no mention in the article of whether there were other objects associated with the rock art and no mention of jewels, so choice (B) is incorrect. Choice (D) is incorrect because the article clearly states that there were previous discoveries of other rock paintings in that location.</p> <p><i><b>Back to Question</b></i></p>

Question Number	Correct Answer	Rationale
8	A	<p><b>Option A is correct.</b> The article explains that there had been other rock paintings discovered in the area, but these paintings are unique because of their black color. Choice (B) is incorrect because although the images in the paintings are described, the author says nothing about whether the images have features belonging to an iconography. Choice (C) is incorrect because no mention is made in the article about the texture of the rock paintings. Nor does the article mention the size of the rock paintings, so choice (D) is incorrect.</p> <p><b><i>Back to Question</i></b></p>
9	D	<p><b>Option D is correct.</b> The article explains that the scientific community is still trying to determine whether the art was created during the Inca period or during a previous period. Choice (A) is incorrect because the article does not mention that the experts are researching if the rock art is authentic or not. No mention is made of who owns the rock paintings, so choice (B) is not correct. Choice (C) is incorrect because no mention is made in the article about the monetary value of the rock paintings.</p> <p><b><i>Back to Question</i></b></p>
10	D	<p><b>Option D is correct.</b> The article states that archeologists have to do thorough investigations before they can reach any conclusions. Choice (A) is not correct because there is no mention in the article about cooperating with any international team of archaeologists. Choices (B) and (C) are not correct either because they are not mentioned in the article.</p> <p><b><i>Back to Question</i></b></p>
11	C	<p><b>Option C is correct.</b> Machu Picchu is regarded as a world marvel. Its history is well-known and its foundation as a refuge for the fleeing Incas is also a widely known account. Choices (A), (B), and (D) are incorrect because the article contains no mention of Machu Picchu being a metropolitan park, forest or an abandoned mine. Moreover, Machu Picchu is not known as either of those places.</p> <p><b><i>Back to Question</i></b></p>

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Question Number	Correct Answer	Rationale
12	C	<p><b>Option C is correct.</b> <i>Adelantar</i> is a verb that means “to accelerate” or “to make haste.” But it is also used in place of “to express,” which is the meaning that is used in this sentence. Choice (A) is incorrect because the verb <i>adelantar</i>, in this context, does not mean “to progress.” Choice (B) is incorrect because the verb <i>adelantar</i>, in this context, does not mean “to exceed or outperform someone.” Choice (B) is incorrect because the verb <i>adelantar</i> does not mean “to extend.”</p> <p><b><i>Back to Question</i></b></p>
13	B	<p><b>Option B is correct.</b> The photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country.</p> <p><b><i>Back to Question</i></b></p>

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## Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE Spanish assessment and to explain the criteria used to score each constructed-response question. The Spanish assessment includes four constructed-response questions:

- Test I: two writing questions
- Test II: two speaking questions

Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing either written or spoken in-depth responses.



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## Constructed-response Questions: Writing

### Preparing for the Writing Questions

When preparing for the writing questions, read the sample questions and scoring guides carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the Spanish language, be sure to write in Spanish. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

### General Directions

**Directions:** The Writing section includes two tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 30 minutes to complete both tasks. A clock at the top of the screen will indicate how much time is remaining.

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## Alternate Character Toolbar

Test I of the GACE Spanish test requires the test taker to enter written responses on the computer. An alternate character toolbar for inputting Spanish accents and characters (e.g., ñ, ó, ¿) is built into the test. Just before the Written Expression section, you will be presented with one unscored question to use for practicing with the toolbar. You may take up to five minutes on this practice question; your response will not be graded nor will it affect your grade in any way.

A tutorial for using the toolbar is on the GACE website at [www.gace.ets.org](http://www.gace.ets.org). If you are taking Test I of the Spanish assessment, you are strongly urged to view this tutorial and practice using the toolbar before the day of your test.

Upon launching the tutorial, you will be presented with a blank area to practice typing in Spanish and inserting Spanish characters and accents. You may type anything you like; your response will not be saved. For example, you may answer the question “Why are you taking the GACE Spanish test?” The alternate character toolbar may be repositioned anywhere on the screen. When you are finished, choose “Exit” to close the tutorial.

**Note:** To execute the tutorial, you will need to have the Java software installed on your computer. If you do not have Java, a free download available from the Java website at [www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp) will install it on your computer. Simply choose the correct download for your operating system. You may have to reboot your computer after the installation.

If you are unsure if your computer has the latest Java software, the Java website also provides FAQs and basic troubleshooting tips.

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## Interpersonal and Presentational Writing

### Task 1: Response to an Email, Memo, or Letter

Suggested time: 15 minutes

**Directions:** Read the following e-mail and write an appropriate response in the space provided. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**.

#### Prompt:

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

De: Gabriela Marinero  
Fecha: 15 de septiembre  
Para: Profesores de español  
Asunto: Nuevo profesor de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,  
Gabriela Marinero  
Directora  
Departamento de Lenguas Modernas

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## Task 2: Opinion/Position Essay

Suggested time: 15 minutes

**Directions:** Read the following question and use the space provided to write an essay on the topic given. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

### Prompt:

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?

Explique y defienda su opinión con ejemplos específicos.

## Scoring Guide for Interpersonal and Presentational Writing

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Writing Skills Features/Dimensions
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Directly relates to the topic; topic well developed</li> <li>All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>Response is well organized and generally coherent</li> <li>Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>Varied vocabulary appropriate for the content and used with precision</li> <li>Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Relates to the topic</li> <li>Most supporting details or examples are well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Response is organized, but some parts are not fully developed</li> <li>Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure), but they do not impede communication</li> <li>Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Moderately relates to the topic</li> <li>Some supporting details or examples are vague or not well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Response is inadequately organized/not sequenced correctly</li> <li>Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)</li> <li>Register is inappropriate (inaccurate social and/or cultural references are included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Minimally relates to the topic</li> <li>Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>Response is disorganized</li> <li>Demonstrates a lack of control of most structures; numerous grammatical errors impede communication</li> <li>Insufficient vocabulary; constant interference from another language</li> <li>Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication</li> <li>Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

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## Constructed-response Questions: Speaking

### Preparing for the Speaking Questions

In Test II of the GACE Spanish assessment, you will be asked to speak in the target language (i.e., Spanish). Be sure to speak naturally and appropriately. When preparing for the speaking questions, read the sample questions and scoring guides carefully. You may wish to record a response to each sample question. Before recording your response, read the question and then plan your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the Spanish language, be sure to speak in Spanish.

Once you have recorded your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

During the actual test, you will have time to consider and prepare for all of the speaking tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided. However, you will be scored only on your recorded oral response. There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

### General Directions

**Directions:** The Speaking section includes two tasks that measure different aspects of your speaking ability. This section lasts approximately 10 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

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## Interpersonal and Presentational Speaking

### Task 1: Express an Opinion or Make an Oral Presentation

Approximate time: 5 minutes

**Directions:** You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation. You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

Now read the following topic. (On the exam, you will also hear the topic.)

#### Sample Question

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.

¿Qué opina usted sobre este tema? Explique y defienda su postura con ejemplos específicos.

## Scoring Guide for Speaking (Express an Opinion or Make an Oral Presentation)

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Directly relates to the topic; well-developed treatment of topic</li> <li>All or almost all supporting details or examples are appropriate and effective</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>Varied vocabulary appropriate for the content and used with precision</li> <li>High level of fluency</li> <li>Very good pronunciation</li> <li>Well-organized, generally coherent response</li> <li>Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Relates to the topic</li> <li>Most supporting details or examples are well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>Moderate level of fluency with occasional hesitance; some successful self-correction</li> <li>Good pronunciation</li> <li>Organized response with some coherence</li> <li>Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Moderately relates to the topic</li> <li>Some supporting details or examples are vague or not well-defined</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>Limited vocabulary; frequent errors such as making up words or code-switching</li> <li>Low level of fluency with frequent hesitance</li> <li>Fair pronunciation with interference from another language</li> <li>Disorganized response with little coherence</li> <li>Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>Partially addresses and/or partially completes the task</li> </ul>	<ul style="list-style-type: none"> <li>Minimally relates to the topic</li> <li>Most supporting details or examples are irrelevant or not effective</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>Insufficient vocabulary; constant interference from another language</li> <li>Poor fluency with labored expression</li> <li>Poor pronunciation, which affects comprehension</li> <li>Disorganized response with no coherence</li> <li>Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>



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## Task 2: Simulated Conversation

Approximate time: 5 minutes

**Directions:** You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.

Now begin reading the outline.

Imagínese Ud. que recibe una llamada telefónica de una amiga de España. La amiga tiene una noticia que contarle.

Amiga: Le saluda y le dice por qué le está llamando.

**Usted: Reaccione a la noticia y responda a la pregunta.**

Amiga: Continúa la conversación y le hace una pregunta.

**Usted: Haga varias recomendaciones.**

Amiga: Continúa la conversación y le hace otra pregunta.

**Usted: Ofrezca detalles.**

Amiga: Continúa la conversación y le hace otra pregunta.

**Usted: Responda dando detalles.**

Amiga: Continúa la conversación y le hace otra pregunta.

**Usted: Responda a la pregunta.**

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## Sample Question

### Prompt

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

### Script for the Simulated Conversation

Amigo: *Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?*

TONE (25 seconds to respond)

Amigo: *¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?*

TONE (25 seconds to respond)

Amigo: *Uuuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?*

TONE (25 seconds to respond)

Amigo: *Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?*

TONE (25 seconds to respond)

Amigo: *Bueno, y por último, ¿qué te gustaría que te llevara de regalo de España?*

TONE (25 seconds to respond)

## Scoring Guide for Speaking: Simulated Conversation

Score	General Description	Task Completion Features/Dimensions	Topic Development Features/Dimensions	Language Use Features/Dimensions
<b>3 High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Fully addresses and completes the task</li> <li>• Responds fully to all or almost all of the parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</li> <li>• Varied vocabulary appropriate for the content used with precision</li> <li>• High level of fluency</li> <li>• Very good pronunciation</li> <li>• Well-organized, generally coherent responses</li> <li>• Register is appropriate (accurate social and/or cultural references included)</li> </ul>
<b>2 Mid-High</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes the task</li> <li>• Responds to all or almost all of the parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate to the topic and include most elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</li> <li>• Appropriate vocabulary with occasional errors such as making up words or code-switching</li> <li>• Moderate level of fluency with occasional hesitance; some successful self-correction</li> <li>• Good pronunciation</li> <li>• Organized responses with some coherence</li> <li>• Register is usually appropriate (generally accurate social and/or cultural references included)</li> </ul>
<b>1 Mid-Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Addresses and completes some parts of the task</li> <li>• Responds to most parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate moderately to the topic and include some elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</li> <li>• Limited vocabulary, frequent errors such as making up words and code-switching</li> <li>• Low level of fluency with frequent hesitance</li> <li>• Fair pronunciation with interference from another language</li> <li>• Disorganized responses with little coherence</li> <li>• Register is inappropriate (inaccurate social and/or cultural references included)</li> </ul>
<b>0 Low</b>	A response at this level is characterized by most of the following features/dimensions:	<ul style="list-style-type: none"> <li>• Partially addresses and/or partially completes the task</li> <li>• Responds inappropriately to some parts/prompts of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Responses relate minimally to the topic and include few elements in the thread of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</li> <li>• Insufficient vocabulary; constant interference from another language</li> <li>• Poor fluency with labored expression</li> <li>• Poor pronunciation, which affects comprehension</li> <li>• Disorganized responses with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</li> </ul>

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## Preparation Resources

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of Spanish language and culture. You must show the ability to comprehend written and spoken Spanish and to produce comprehensible and proficient oral or written responses to each question. It must be obvious that your ability in all four language skills (reading, listening, speaking, and writing) in Spanish is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the Spanish language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

- Familiarize yourself with the test content and format as presented in this Study Companion.
- Review the selected-response sample questions and suggested approaches in this Study Companion.
- Review the sample constructed responses and explanations in the scoring rubrics for how the responses will be scored.

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

### Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare).

### Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at [www.gace.ets.org/prepare](http://www.gace.ets.org/prepare) for this free download.

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## Journals

*Foreign Language Annals*, American Council on the Teaching of Foreign Languages (ACTFL)

*Language Educator*, American Council on the Teaching of Foreign Languages (ACTFL)

*Bilingual Research Journal*, National Association for Bilingual Education and Arizona State University

*Hispania*, American Association of Teachers of Spanish and Portuguese (AATSP)

*Lectura y vida*, International Reading Association

*TESOL Quarterly*, Teachers of English to Speakers of Other Languages

*Textos en contexto*, International Reading Association

## Other Resources

Ayllón, Cándido, Smith, Paul and Morillo, Antonio (2002). *Spanish Composition through Literature*, Fourth edition. Upper Saddle River, N.J.: Prentice-Hall.

Dominicis, Maria Canteli and Reynolds, John J. (2003). *Repase y escribe: Curso avanzado de gramática y composición*. Saddle Brook, N.J.: Wiley.

González, Trinidad and Farrell, Joseph (2001). *Composición práctica: Conversación y repaso*. New York, N.Y.: Wiley.

National Textbook Company (1998). *Essential Repaso: A Complete Review of Spanish Grammar, Communication, and Culture*. Lincolnwood, Ill.

Omaggio Hadley, Alice (2001). *Teaching Language in Context*. Third edition. Boston: Heinle & Heinle.

Sedwick, Frank (2002). *Conversations in Spanish: Points of Departure*. New York: Van Nostrand.

Shrum, Judith and Glisan, Eileen (2005). *Teacher's Handbook: Contextualized Language Instruction*. Third edition. Boston: Heinle & Heinle.

Terrell, Tracy, Andrade, Magdalena, Egasse, Jeanne and Muñoz, Elías Miguel (2002). *DOS Mundos: A Communicative Approach*, Fifth edition. Boston: McGraw-Hill.

## Online Resources

The list below represents only a fraction of the websites where you can learn about Spanish, practice grammar and vocabulary, read Spanish magazines and newspapers, listen to Spanish radio programs, view Spanish television programs, or even practice speaking Spanish. Using these websites can provide you with extensive experience in reading and listening to Spanish, and can also help with preparing for the speaking and writing segments of the exam.

ABC — [www.abc.es](http://www.abc.es)

ACTFL Proficiency Guidelines —

[www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm](http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm)

BBC Mundo — [www.bbc.co.uk/mundo](http://www.bbc.co.uk/mundo)

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Center for Applied Linguistics (CAL) — [www.cal.org](http://www.cal.org)  
Centro Virtual Cervantes — <http://cvc.cervantes.es>  
Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)  
El Universal — [www.eluniversal.com.mx](http://www.eluniversal.com.mx)  
Texas Education Agency (TEA) — [www.tea.state.tx.us](http://www.tea.state.tx.us)  
El Mundo — [www.elmundo.es](http://www.elmundo.es)  
Radio de las Naciones Unidas — [www.unmultimedia.org/radio/spanish](http://www.unmultimedia.org/radio/spanish)