

The *Praxis*<sup>®</sup>  
Study Companion

**French:  
World Language  
(5174)**



# Welcome to the *Praxis*® Study Companion

## Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

## Know What to Expect

### Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### How are the *Praxis* tests given?

*Praxis* tests are given on computer. Other formats are available for test takers approved for accommodations (see page 52).

### **What should I expect when taking the test on computer?**

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

### **Where and when are the *Praxis* tests offered?**

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at [www.ets.org/praxis/register](http://www.ets.org/praxis/register).

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# 1. Learn About Your Test

Learn about the specific test you will be taking

## French: World Language (5174)

Test at a Glance			
<b>Test Name</b>	French: World Language		
<b>Test Code</b>	5174		
<b>Time</b>	Approximately 3 hours, including the Listening Practice section and optional practice with the built-in character toolbar for the Writing section.		
<b>Number of Questions</b>	75 selected-response questions and 6 constructed-response questions		
<b>Format</b>	<p>Listening Practice section (not scored). Listening with cultural knowledge; 6 selected-response questions (10 minutes)</p> <p>Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes)</p> <p>Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes)</p> <p>Writing Practice (not scored). One practice constructed-response exercise using the built-in character toolbar (5 minutes)</p> <p>Section 3. Writing, with 3 constructed-response tasks (50 minutes)</p> <p>Section 4. Speaking, with 3 constructed-response tasks (15 minutes)</p> <p><b>Note:</b> This test will include questions with an audio component in the Listening and Speaking sections.</p>		
<b>Test Delivery</b>	Computer delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	<p>I. Interpretive Listening, including embedded linguistic content</p> <p>II. Interpretive Reading, including embedded linguistic content</p> <p>III. Cultural Knowledge (Tested in Sections 1 and 2)</p> <p>IV. Interpersonal and Presentational Writing</p> <p>V. Presentational and Interpersonal Speaking</p>	<p>30 selected response</p> <p>30 selected response</p> <p>15 selected response</p> <p>3 constructed response (written responses)</p> <p>3 constructed response (spoken responses)</p>	<p>26%</p> <p>26%</p> <p>12%</p> <p>18%</p> <p>18%</p>

## About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching French in grades K–12. Because programs in teaching French are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks.

All questions and answer choices are in French and are based on various genres of authentic material, whether written or in audio format, from various French-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer-controlled throughout the Listening and Speaking sections. Before beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise before the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in French.

This test may contain some questions that do not count toward your score.

## Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations

in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

## Content Topics

An overview of the areas covered on the test, along with their subareas, follows.

- I. **Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)**
  - A. **Demonstrating language proficiency—communication in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey intended message. (At the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)**

The beginning French teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics

4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) 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 tense
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

**B. Understanding linguistics—linguistic features of the target language**

The beginning French teacher:

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)

2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verb structures and verb tenses, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

**C. Comparing the target language with English**

The beginning French teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions in the target language with those of English

**Discussion areas: Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons**

- What strategies should be used when interpreting implicit meaning in a listening or reading stimulus in a given context?
- What criteria determine the use of appropriate register in interpersonal speaking and writing communication?
- How can one familiarize oneself with regional linguistic variations often encountered in authentic documents?
- What strategies could be implemented to master the use of vocabulary, idiomatic expressions, and grammatical structures (i.e., verb tenses, pronouns, adjectives, adverbs, etc.) of the target language?

## II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

### A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products

The beginning French teacher:

1. Knows the three Ps:
  - a. perspectives (such as attitudes, ideas, and values)
  - b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
  - c. products (such as architecture, literature, art, foods, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

#### Discussion area: Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts

- What are some important cultural aspects (i.e., social, cultural, artistic, etc.) that help inform one’s understanding of the target culture?

## Cultural Knowledge Topics

The following is a suggested list of topics that may appear in the Cultural Knowledge segment of the test.

This list is in no way comprehensive, but it provides an idea of the type of topics related to the diverse cultures of the Francophone world that may appear in the test.

### Lifestyles and Societies

In these questions, your knowledge of the way of life and customs in the Francophone world will be tested.

- Contemporary lifestyles
- Food
- Social behaviors and customs
- Commonly celebrated religious and public holidays
- Family relationships
- Vacations

- Education
- Regional variations

## Sociolinguistic Elements of French

These questions test your knowledge and understanding of appropriate language and expressions. Based on the language in a selection, it may require you to make inferences regarding social situations or the audience.

- Customary usage of certain words or expressions to indicate register, such as the use of *vous* as opposed to *tu*
- Idiomatic expressions; common sayings

## Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and trends in the Francophone world.

- Major trends, periods and movements in Francophone literature. Examples: la Littérature médiévale, la Renaissance, le Classicisme, les Lumières, le Romantisme, le Réalisme, le Dadaïsme, la Négritude, le Surréalisme, l’Existentialisme, le Nouveau Roman.
- Significant figures, works, and trends in the plastic arts (painting and sculpture). Examples: Basquiat, David, Gauguin, Magritte, Manet, Matisse, Monet, Rodin, Saint-Laurent.
- Architecture in the Francophone world. Examples: Le style Gothique, Baroque, Art Nouveau.
- Famous musical composers, singers from classical to modern era. Examples: Amadou et Mariam, Berlioz, Debussy, Messiaen, N’Dour, Ravel.

## STEM (Science, Technology, Engineering, Mathematics)

- Significant scientific figures. Examples: Diop, Lamarck, Pasteur, Curie, Yazami.
- Major technological advances. Examples: les exosquelettes, la robotique, la voiture autonome.
- Influential figures in engineering. Examples: Daguerre, Eiffel.
- Famous contributors to the world of mathematics. Examples: Benmalek, Ben Salem, Descartes, Pascal.



## History

In these questions, your knowledge of the historical facts and background of the Francophone world will be tested. This includes:

- Traditional or mythic ancestry (les Gaulois)
- French colonization and decolonization
- Contributions of French culture to the world
- Relations with other EU countries
- Immigration issues in France
- Most important events and principal historic figures of the Francophone world
- Contemporary world politics and economics as they relate to the Francophone world (e.g., trade agreements)

## La Francophonie

You should be acquainted with the concept of francophonie and broad general information about the Francophone world, including the DOM-TOM, in

- Europe
- North America
- The Caribbean
- Africa
- Asia

## Geography

Sometimes a culture question may involve locating French-speaking regions and countries, including the DOM-TOM, or identifying major geographical features such as major cities, rivers, or mountains in

- Europe
- North America
- The Caribbean
- Africa
- Asia

Once again, test takers are reminded that these are simply areas, topics, events, and figures that represent the major categories that are covered.

## Test Sections

The Listening Practice section, Section 1 (Listening) and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.

### Listening Practice Section - Interpretive Mode: Listening with Cultural Knowledge

This section allows you to listen to an audio selection in French and to practice answering questions based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that follows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way.

### Section 1 - Interpretive Mode: Listening with Cultural Knowledge

The selections in Section 1 are recorded.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in French. Each selection is followed by six questions.

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.

## Section 2 - Interpretive Mode: Reading with Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in French. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question.

You may take notes as you read, but **only** on the scratch paper that will be provided. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case.

### Cultural Knowledge

- The culture questions are in French and are part of Section 1 (Listening) and Section 2 (Reading).
- Questions focus on connections among the perspectives of the target culture and its practices and products.

## Section 3 - Interpersonal and Presentational Writing

There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.

Type your answers in French in the space provided. For French-specific characters (e.g., ç, é, à, î, etc.), use the built-in character toolbar (view a [demo](#) of the toolbar). You should give as complete a response as possible. Your written French should be acceptable to a wide range of native speakers.

**Note:** To run the built-in character toolbar demo from the preceding link, you need Java Runtime Environment version 8u281 installed on your computer. If you do not have Java Runtime Environment version 8u281, you can [download it for free](#) or you can visit the Java website to install it. To avoid issues with the download, be sure to uninstall all Java versions in your system and reboot your computer before downloading version 8u281. When you click on the tutorial link below, a security prompt may ask you to allow the program to run. This is normal. The toolbar tutorial runs the same version of Java that is on the actual test to ensure that the tutorials accurately reflect the testing experience. When the prompt appears, click Allow (or Keep).

Additionally, if your security settings are set very high, a second security prompt asks you to run the application. Again, this is normal. When this prompt appears, click Run.

If you are unsure if your computer has Java Runtime Environment version 8u281, navigate to Start/Control Panel/Java. From the Java Control Panel popup window, select the Java tab, then the View button. The Java Runtime Environments Setting window displays the currently installed versions of Java.

You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and diacritical marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader (register)
- The extent to which each task is completed

### Interpersonal Writing: Response to an E-mail, Memo, or Letter

You will be given an e-mail, memo, or letter to which you will write an appropriate response in French. First, read the e-mail, memo, or letter. Then, write your 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**.

### Presentational Writing: Opinion/Position Essay

You will be asked to write an essay in French on a specific topic. First, read the topic. Then, write your response in the space provided.

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**.

### Presentational Writing: Integrated Skills

You will read a passage in French. This passage will appear in both the Writing and the Speaking sections.

After reading the passage, you will complete a writing task based on the passage. Your response must be written in French. Write your 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 120 words**.

### Section 4 - Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak French. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

For each speaking task in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a clock on your screen will indicate how much time you have left.

Begin speaking only when the voice on the recording directs you to respond; you will not be given credit for anything recorded during the preparation time. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone.

Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of French who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary

- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which each task is completed

If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. You may take notes **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

### Presentational Speaking: Integrated Skills

You will be asked to speak on a topic related to the passage you have already read.

First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response in French.

A clock will indicate how much time is remaining to plan your answer and 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 sections.

### Presentational Speaking: Express an Opinion or Make an Oral Presentation

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 in French.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. 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.

### **Interpersonal Speaking: Simulated Conversation**

You will participate in a simulated conversation within a context in French. 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 you should begin speaking. Each time it is your turn, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

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.

## 2. Understanding Question Types

*Become comfortable with the types of questions you'll find on the Praxis tests*

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

### Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  - B. What was the rationale given by the justices for their 1954 ruling?
- 
- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
    - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
    - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.
  - *“Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”*
    - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading

Keep these things in mind when you respond to a constructed-response question:

- 1. Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2. Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3. Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4. Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5. Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
- 6. Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

## 3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

### Sample Test Questions

All selections in Section 1 are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

#### Section 1: Listening with Cultural Knowledge

**Directions:** This section is designed to measure how well you understand spoken French and francophone cultures.

You will listen to several selections in French. 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.

#### Transcript:

**Les questions 1-6 se rapportent à l'extrait suivant tiré d'une interview avec Guillaume Teisseire, cofondateur du site Babelio, qui a été diffusée sur Radio France Internationale.**

*Animatrice:* Vous avez, euh, cofondé, Babelio, cette communauté de lecteurs en ligne. Comment vous en est venue l'idée ?

*Teisseire:* Oui, on l'a fondée effectivement en deux mille sept. Eh bien, au départ c'est un de mes associés qui a vu un peu ce type de communauté, euh, qui existait déjà à l'étranger, euh, aux États-Unis et donc on s'est dit qu'il y avait quelque chose à faire en France et c'est vrai que, quand on s'est lancé, alors il y avait déjà des choses qui existent encore aujourd'hui. Il y avait des blogs littéraires, il y avait des forums, euh, sur Internet, mais effectivement ce type de site de catalogage de lire et de de réseau social autour de la lecture, oui, on était les on était les premiers en France, oui.

*La lecture est une passion tellement liée à la langue que, du coup c'est vrai qu'il y a des initiatives locales, euh, que ce soit valable... Babelio en France mais d'autres acteurs dans d'autres pays, euh, non-anglophones...*

*Animatrice:* Donc se sont souvent des communautés nationales en fait ?

*Teisseire:* Des communautés linguistiques en tout cas. Autour, euh, autour d'un d'un bassin de langue, c'est vrai que nous, on a aujourd'hui on a soixante-dix pour cent de la communauté qui est française mais après voilà, euh, le les trente pour cent restant sont au Québec, en Belgique, au Maghreb, euh, en Afrique francophone, subsaharienne, c'est assez assez, euhm, réparti, quoi.

*Animatrice:* Babelio, pourquoi ce nom-là ?

*Teisseire:* Effectivement, alors, ça vient de, en fait c'est une nouvelle de Borges qui s'appelle La bibliothèque de Babel. Donc, Borges qui est un auteur argentin, euh, du vingtième siècle et La bibliothèque de Babel c'est une nouvelle en laquelle il imagine une bibliothèque qui contiendrait tous les livres possibles du monde. Alors aujourd'hui on a quatre cent vingt mille inscrits et on sait qu'on n'aura jamais cinq millions d'inscrits. Donc la particularité de Babelio c'est que les gens qui s'inscrivent

*sont de très grands lecteurs, des passionnés de livres, à quatre-vingt-quinze pour cent, euh, de la communauté, ils lisent au minimum un livre par mois, quoi. Donc c'est vraiment de très grands lecteurs, d'ailleurs plutôt, de très grandes lectrices, on a une communauté qui est ultra féminine.*

*Mais oui je pense qu'il y a une personne inscrite sur dix aujourd'hui qui lit, euh, qui lit, euh, un livre par semaine, voire plus quoi. Moi aussi je toujours sidéré du volume de lecture de, de un moment il y a des gens qui lisent presque quasiment un livre par jour. C'est des gens qui ont un travail mais c'est des gens alors qui prennent des transports et de... C'est des gens s'ils prennent le train et ils s'aperçoivent qu'ils ont oublié leur livre sur leur table de chevet, c'est des gens qui sont malheureux, quoi. C'est...*

*Animatrice: Il y a presque un côté vorace dans ce que vous décrivez...*

*Teisseire: Oui, c'est un peu des des des des toxicomanes du livre, quoi. Mais on espère qu'effectivement cette autre approche de la lecture va être plus ludique aussi. Nous, c'est vrai, que ces lecteurs, par exemple ils vont lire un livre et après ils vont, euh, pouvoir jouer un quiz autour du livre ou des choses comme ça ou... toute une série d'activités autour de la lecture, euh, qui la sorte un peu d'une pratique peut-être trop solitaire pour certains et j'espère que oui, ça peut permettre de de pousser des lecteurs à à poursuivre dans cette voie, oui.*

(2 seconds)

*NARRATOR: Now you will have 60 seconds to preview the questions you will need to answer.*

(60 seconds)

*NARRATOR: Now listen again.*

*[ENTIRE AUDIO SELECTION IS REPEATED]*

*NARRATOR: Now answer questions 1–6.*

(2 minutes)

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1. À ses débuts, qu'est-ce qui distinguait Babelio d'autres sites Internet littéraires en français ?
  - (A) Babelio donnait l'occasion d'échanger des idées sur des livres et la littérature.
  - (B) Il n'y avait pas de frais d'inscription pour avoir accès au site de Babelio.
  - (C) Babelio était strictement lié à des maisons d'édition spécifiques.
  - (D) Seul Babelio ne s'inspirait pas d'un site étranger.
  
2. D'après l'interview, quel est le principe organisateur le plus important des groupes littéraires sur Internet ?
  - (A) La nation
  - (B) La région
  - (C) La langue
  - (D) La culture
  
3. Quelle phrase décrit le mieux la communauté formée par Babelio ?
  - (A) C'est un groupe qui cherche surtout à promouvoir la lecture parmi les jeunes.
  - (B) Un grand nombre de femmes font partie de la communauté.
  - (C) Moins de la moitié des membres sont Français de l'Hexagone.
  - (D) La lecture a une fonction principalement thérapeutique pour les membres du groupe.
  
4. Qu'est-ce qui étonne le plus Guillaume Teisseire à l'égard des membres de la communauté ?
  - (A) Qu'ils trouvent le temps de lire dans leurs journées si chargées
  - (B) Qu'ils apprécient une si grande variété de livres
  - (C) Qu'ils participent à Babelio pendant si longtemps
  - (D) Qu'ils lisent une quantité énorme de livres



5. En quel mois fête-t-on la sortie de nouveaux livres en France ?
- (A) En septembre
  - (B) En juillet
  - (C) En janvier
  - (D) En avril
6. Dans la phrase « toute une série d'activités autour de la lecture, euh, qui la sorte un peu d'une pratique peut-être trop solitaire », à quoi fait référence le pronom d'objet direct *la* ?
- (A) Au mot *série*
  - (B) Au mot *lecture*
  - (C) Au mot *pratique*
  - (D) À une lectrice non-identifiée

## Section 2: Reading with Cultural Knowledge

**Directions:** This section is designed to measure how well you understand written French and francophone cultures.

You will read several selections in French. 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 3 visual stimuli (e.g., photographs or works of art), each 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 50 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 Mark column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

### Les questions 7-12 se rapportent à l'extrait suivant du roman *Le petit chose* de l'écrivain français Alphonse Daudet.

Ô CHOSES de mon enfance, quelle impression vous m'avez laissée ! Il me semble que c'est hier, ce voyage sur le Rhône. Je vois encore le bateau, ses passagers, son équipage ; j'entends le bruit des roues et le sifflet de la machine. Le capitaine s'appelait Génieux, le maître coq Montélimart. On n'oublie pas ces choses-là.

La traversée dura trois jours. Je passai ces trois jours sur le pont, descendant au salon juste pour manger et dormir. Le reste du temps, j'allais me mettre à la pointe extrême du navire, près de l'ancre.

Il y avait là une grosse cloche qu'on sonnait en entrant dans les villes : je m'asseyais à côté de cette cloche, parmi des tas de cordes ; je posais la cage du perroquet entre mes jambes et je regardais. Le Rhône était si large qu'on voyait à peine ses rives. Moi, je l'aurais voulu encore plus large, et qu'il se fût appelé : la mer ! Le ciel riait, l'onde était verte.

De grandes barques descendaient au fil de l'eau. Des marins, guéant le fleuve à dos de mules, passaient près de nous en chantant. Parfois, le bateau longeait quelque île bien touffue, couverte de joncs et de saules : « Oh ! une île déserte ! » me disais-je dans moi-même ; et je la dévorais des yeux. . .

Vers la fin du troisième jour, je crus que nous allions avoir un grain. Le ciel s'était assombri subitement ; un brouillard épais dansait sur le fleuve ; à l'avant du navire on avait allumé une grosse lanterne, et, ma foi, en présence de tous ces symptômes, je commençais à être ému. . . À ce moment, quelqu'un dit près de moi : « Voilà Lyon ! » En même temps la grosse cloche se mit à sonner. C'était Lyon.

Confusément, dans le brouillard, je vis des lumières briller sur l'une et sur l'autre rive ; nous passâmes sous un pont, puis sous un autre. À chaque fois l'énorme tuyau de la cheminée se courbait en deux et crachait des torrents d'une fumée noire qui faisait tousser. . . Sur le bateau, c'était un remue-ménage effroyable. Les

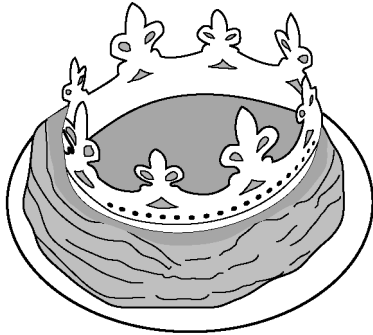
passagers cherchaient leurs malles ; les matelots juraient en roulant des tonneaux dans l'ombre. Il pleuvait. . .

Je me hâtai de rejoindre ma mère, Jacques et la vieille Annou qui étaient à l'autre bout du bateau, et nous voilà tous les quatre, serrés les uns contre les autres, sous le grand parapluie d'Annou, tandis que le bateau se rangeait au long des quais et que le débarquement commençait. En vérité, si M. Eyssette n'était pas venu nous tirer de là, je crois que nous n'en serions jamais sortis.

Il arriva vers nous, à tâtons, en criant : « Qui vive ! qui vive ! » À ce « qui vive ! » bien connu, nous répondîmes : « amis ! » tous les quatre à la fois avec un bonheur, un soulagement inexprimable. . . M. Eyssette nous embrassa lestement, prit mon frère d'une main, moi de l'autre, dit aux femmes : « Suivez-moi ! » et en route... Ah ! c'était un homme.

7. Que peut-on dire à propos du voyage sur le Rhône du narrateur ?
- (A) L'auteur a fait le voyage avec ses enfants.
  - (B) L'auteur a de vifs souvenirs du voyage.
  - (C) L'auteur travaillait sur le bateau.
  - (D) L'auteur a trouvé le voyage trop bruyant.
8. Lors du voyage, pourquoi le narrateur passait-il ses jours « sur le pont » (paragraphe 2) ?
- (A) Il avait le mal de mer quand il descendait dans le bateau.
  - (B) Il était chargé de sonner la grosse cloche.
  - (C) Il voulait regarder le paysage qui défilait.
  - (D) Il voulait être le premier à repérer la ville à partir du bateau.
9. Qu'est-ce qui décrit le mieux l'arrivée du bateau à Lyon ?
- (A) Il faisait mauvais temps.
  - (B) Tout le monde a paniqué.
  - (C) Le brouillard a causé un accident.
  - (D) Le bateau s'est cassé en deux.
10. Pourquoi est-ce que le narrateur et ses compagnons éprouvent « un bonheur, un soulagement inexprimable » (paragraphe 8) ?
- (A) Ils sont heureux que le voyage soit terminé.
  - (B) Ils sont heureux d'avoir retrouvé leur ami à Lyon.
  - (C) Ils sont heureux de s'être retrouvés parmi la foule sur le bateau.
  - (D) Ils sont heureux de s'en être sortis avec toutes leurs valises.
11. Selon vos connaissances culturelles, laquelle des phrases suivantes décrit le mieux Lyon ?
- (A) Lyon se trouve près de la mer.
  - (B) Lyon se trouve sur la Seine.
  - (C) Lyon est la plus grande ville de Bretagne.
  - (D) Lyon est l'une des plus grandes villes de France.
12. Quel est l'infinitif du verbe *vis* (paragraphe 6, « je vis des lumières briller sur l'une... ») ?
- (A) Viser
  - (B) Vivre
  - (C) Voir
  - (D) Virer

La question 13 se rapporte à l'image ci-dessous.



*Elle est délicieuse cette galette!*

13. D'après vos connaissances culturelles, à quelle occasion les Français mangent-ils ce plat contenant une fève ?
- (A) Lors de la remise des diplômes du secondaire
  - (B) Lors d'une cérémonie de mariage
  - (C) Le quatorze juillet, pour la fête nationale
  - (D) Le six janvier, pour la fête de l'Épiphanie

Section 3 is designed to measure how well you can express yourself in written French.

### Section 3: Writing

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

For each task, you will be given specific directions.

You will have 50 minutes to complete all of the tasks. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next 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.

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### Interpersonal Writing: Response to an E-mail, 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**.

**Imaginez qu'il y a un mois vous avez créé une association dont la mission est de combattre l'implantation d'un futur supermarché dans votre quartier. Suite à la grande manifestation que vous avez organisée contre la création du supermarché, vous recevez un e-mail du maire de votre ville.**

**Répondez à cet e-mail.**

De: Axel de la Rochefoucault  
 Envoyé: le 25 juin  
 Objet: L'implantation du nouveau supermarché

Madame/Monsieur,

En tant que maire de votre ville, je vous écris pour vous assurer que l'implantation du supermarché sera bénéfique à tous nos concitoyens, premièrement sur le plan des emplois et deuxièmement sur le plan de la proximité pour les personnes qui n'ont pas de véhicules. Le supermarché n'offrira que des produits biologiques et bons pour la santé de tous ! Nous regrettons de vous informer que votre association porte préjudice à l'image de notre ville et de ses projets. Mon équipe municipale et moi, nous avons du mal à comprendre votre opposition.

Veuillez agréer l'expression de mes sentiments distingués.

Axel de la Rochefoucault  
 Maire de Rueil-Malmaison

**Presentational Writing: 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**.

**Pensez-vous que, pour vraiment bien maîtriser une langue, il soit nécessaire de passer du temps dans un pays où l'on parle la langue ?**

- **Énoncez et défendez votre opinion sur le sujet.**
- **Employez des exemples précis en mentionnant les avantages et les inconvénients d'un tel séjour pour soutenir vos idées.**

**Presentational Writing: Integrated Skills**

**(Suggested time—20 minutes**  
**Reading: 5 minutes**  
**Writing: 15 minutes)**

**Directions:** Based on the information in the passage, complete the following task. Write your 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 120 words**.

**Le passage suivant est tiré d'une thèse écrite par Barbara Griep ; le texte entier est disponible à la bibliothèque de l'université d'Utrecht.**

**L'Enfant à deux langues :  
 devenir bilingue, parler bilingue**

Lorsqu'une famille monolingue s'installe dans le pays d'accueil, la langue maternelle va, surtout au début, occuper une place considérable. En outre, elle sert très souvent de base pour apprendre la seconde langue. Autrement dit, quand un enfant commence à apprendre la langue du pays d'accueil, il s'appuie sur la langue qu'il connaît déjà, sa langue maternelle. Beaucoup d'enfants et de jeunes ont tendance à confondre les deux langues concernées, surtout au début. Marie, une jeune fille néerlandaise, est arrivée en France à l'âge de cinq ans. Pendant les premiers mois où elle était en France, elle confondait les deux langues sur le plan grammatical et lexical. Kévin, Sandra, Alexandra et Johan sont arrivés plus tard dans le pays d'accueil, à l'âge de adolescence, et ils affirment avoir confondu les deux langues sur le plan de la prononciation. Kévin affirme par exemple qu'il lui arrivait de prononcer des mots français avec un accent néerlandais. Il s'agit surtout de problèmes dans le domaine de la phonétique. Ceci renforce l'idée évoquée dans la première partie de ce mémoire selon laquelle un bilinguisme précoce favorise une prononciation similaire à celle d'un natif, mais que certaines structures syntaxiques et grammaticales sont mieux et plus rapidement acquises par les adolescents possédant déjà plus de capacités cognitives.

Quand l'enfant va s'immiscer dans la vie scolaire du nouveau pays, la langue « extérieure » va automatiquement devenir plus importante. Sa place va changer et au fur des mois elle va

devenir la langue « dominante ». Ceci n'est pas étonnant vu qu'elle est utilisée à l'école, dans la rue, dans les magasins, avec les amis, etc. Quand on observe les résultats de notre enquête, nous pouvons voir que tout le monde affirme avoir commencé à employer couramment la langue du pays d'accueil au bout de six mois environ. Ceci montre que le processus d'acquisition se fait très rapidement. Pour garder l'équilibre entre les deux langues, il est donc nécessaire de continuer à utiliser la langue maternelle à la maison. Les résultats de l'enquête montrent que beaucoup de parents d'enfants bilingues suivent ce principe. De cette manière, elle demeure puissante et ne sera jamais évincée par la nouvelle venue. Mais il faut être très vigilant : la nouvelle langue pénètre rapidement dans le système linguistique de l'enfant et a tendance à dominer la première langue ; beaucoup d'enfants bilingues affirment que l'influence de la seconde langue est tellement grande qu'ils finissent par penser, compter et même rêver en cette langue !

### WRITING TASK

**Résumez en vos propres mots le passage que vous venez de lire en expliquant la/les perspective(s) de Barbara Griep sur l'acquisition d'une deuxième langue chez les enfants.**

*Section 4 is designed to measure how well you can express yourself in spoken French.*

### Section 4: Speaking

**Directions:** The Speaking section includes three tasks that measure different aspects of your speaking ability. This section lasts approximately 15 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).

### Presentational Speaking: Integrated Skills

**(Approximate time—5 minutes)**

**Directions:** You will be asked to speak on a topic related to the passage you have already read. First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking.

**Le passage suivant est tiré d'une thèse écrite par Barbara Griep ; le texte entier est disponible à la bibliothèque de l'université d'Utrecht.**

#### L'Enfant à deux langues : devenir bilingue, parler bilingue

Lorsqu'une famille monolingue s'installe dans le pays d'accueil, la langue maternelle va, surtout au début, occuper une place considérable. En outre, elle sert très souvent de base pour apprendre la seconde langue. Autrement dit, quand un enfant commence à apprendre la langue du pays d'accueil, il s'appuie sur la langue qu'il connaît déjà, sa langue maternelle. Beaucoup d'enfants et de jeunes ont tendance à confondre les deux langues concernées, surtout au début. Marie, une jeune fille néerlandaise, est arrivée en France à l'âge de cinq ans. Pendant les premiers mois où elle était en France, elle confondait les deux langues sur le plan grammatical et lexical. Kevin, Sandra, Alexandra et Johan sont arrivés plus tard dans le pays d'accueil, à l'âge de l'adolescence, et ils affirment avoir confondu les deux langues sur le plan de la prononciation. Kevin affirme par exemple qu'il lui arrivait de prononcer des mots français avec un accent néerlandais. Il s'agit surtout de problèmes dans le domaine de la phonétique. Ceci renforce l'idée évoquée dans la première partie de ce mémoire selon laquelle un bilinguisme précoce favorise une prononciation similaire à celle d'un natif, mais que certaines structures syntaxiques et grammaticales sont mieux et plus rapidement acquises par les adolescents possédant déjà plus de capacités cognitives.

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étonnant vu qu'elle est utilisée à l'école, dans la rue, dans les magasins, avec les amis, etc. Quand on observe les résultats de notre enquête, nous pouvons voir que tout le monde affirme avoir commencé à employer couramment la langue du pays d'accueil au bout de six mois environ. Ceci montre que le processus d'acquisition se fait très rapidement. Pour garder l'équilibre entre les deux langues, il est donc nécessaire de continuer à utiliser la langue maternelle à la maison. Les résultats de l'enquête montrent que beaucoup de parents d'enfants bilingues suivent ce principe. De cette manière, elle demeure puissante et ne sera jamais évincée par la nouvelle venue. Mais il faut être très vigilant : la nouvelle langue pénètre rapidement dans le système linguistique de l'enfant et a tendance à dominer la première langue ; beaucoup d'enfants bilingues affirment que l'influence de la seconde langue est tellement grande qu'ils finissent par penser, compter et même rêver en cette langue !

### SPEAKING TASK

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

**Imaginez que des amis anglophones déménagent pour s'installer dans un pays francophone. Ils se demandent comment leurs enfants vont s'adapter à la nouvelle situation linguistique. Maintenant que vous avez lu le passage, parlez à vos amis pour leur expliquer à quoi ils peuvent s'attendre.**

### Presentational Speaking: 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.

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

### Pensez-vous qu'il faut avoir de l'argent pour être heureux dans la vie ?

- **Énoncez et défendez votre opinion sur le sujet.**
- **Employez des exemples précis pour soutenir vos idées.**

### Interpersonal Speaking: 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.

Directrice: Vous salue et vous pose une question.

**Vous: Saluez la directrice et précisez la raison de votre appel.**

Directrice: Vous répond et vous pose une question.

**Vous: Répondez-lui et donnez des détails.**

Directrice: Vous répond et vous pose une question.

**Vous: Dites « non » et demandez plus de renseignements.**

**Vous: Dites « oui » et donnez une réponse détaillée.**

Directrice: Vous répond et vous demande de contacter sa secrétaire.

**Vous: Remerciez la directrice et dites « au revoir ».**

(**Note:** In the computer-delivered test, the responses will be numbered 3–7.)

### Script for the Simulated Conversation

Imaginez que vous trouvez sur votre répondeur un message de la directrice des ressources humaines d'une compagnie cosmétique internationale dont le siège est à Bruxelles. Le message indique que vous avez été retenu(e) pour un entretien pour un poste d'interprète. Vous rappelez pour avoir plus de renseignements.

• **Directrice des ressources humaines :**

*Bonjour ! Carol Van der Bruck, directrice des ressources humaines de Pharma de la Rochelle, que puis-je faire pour vous ?*

*(25 seconds to respond)*

• **Directrice des ressources humaines :** *Ah, oui bien sûr, j'ai votre candidature sous les yeux et j'ai été très impressionnée par vos qualifications. Dites-moi, pourquoi voulez-vous faire partie de notre entreprise ?*

*(25 seconds to respond)*

• **Directrice des ressources humaines :**

*Excellent ! Cependant je tiens à vous dire que vous allez devoir quitter votre pays pour venir vous installer à Bruxelles pour une durée minimum de trois ans. En plus, ce travail exige beaucoup de voyage — est-ce que cela vous dérange ?*

*(25 seconds to respond)*

• **Directrice des ressources humaines :** *Eh bien, disons que nous vendons nos produits cosmétiques exclusivement en Afrique et en Amérique Latine. Vous voyagerez aux côtés du vice-président en tant qu'interprète lors des signatures de contrats de marchés, à raison de trois fois par mois. Êtes-vous déjà allé(e) en Afrique ou en Amérique Latine ?*

*(25 seconds to respond)*

• **Directrice des ressources humaines :** *Ah ça alors, c'est vraiment un avantage. Veuillez contacter ma secrétaire ; elle vous donnera rendez-vous pour un entretien personnel, et vous donnera aussi tous les détails pour le voyage. Je suis ravie de vous avoir parlé et j'attends avec plaisir de vous revoir ici à Bruxelles pour pouvoir continuer notre conversation.*

*(25 seconds to respond)*



## Answers to Sample Questions

### Section 1

1. The correct answer is (A). The uniqueness of Babelio as a French site is that subscribers are given the opportunity to exchange their ideas and opinions on literary works. In the interview there is no mention of any subscription fee to the site, so (B) is incorrect. There is no mention in the interview that Babelio is closely associated with any particular publishing houses, so (C) is incorrect. Answer (D) is also incorrect, as the creation of Babelio was in fact inspired by the existence of similar literary communities in other countries, such as the United States.
2. The correct answer is (C). A common language is the unifying force of the group. The principal focus that ties the literary groups together is neither the nation (A) nor the region (B) nor the culture (D).
3. The correct answer is (B) because the interview clearly states that Babelio is *ultra féminine*, indicating that a large number of women belong to the community. The purpose of the Babelio community is not to promote reading by young people, so option (A) is incorrect. The interview does not state that less than half of the members are French and come from France, so (C) is incorrect. There is no mention in the interview that reading has any therapeutic function for the subscribers, so (D) is also incorrect.
4. The correct answer is (D) because Teisseire is surprised by the very large volume of books read by the subscribers. Teisseire is not surprised that the subscribers find the time to read during their busy days, so (A) is incorrect. He is also not surprised by the subscribers' appreciation of a variety of different literary genres, so (B) is incorrect. Option (C) is also incorrect because Teisseire is not surprised that the subscribers have been participating in the group for a long period of time.
5. The correct answer is (A), as the new literary season officially begins in September in France. The important time for writers and their new works is not in July (B), January (C), or April (D); therefore, options (B), (C), and (D) are incorrect.
6. The correct answer is (B), as *la* is a direct object pronoun replacing the word *lecture*. All other options are incorrect because the direct object pronoun is not replacing *série* (A), *pratique* (C), or an unidentified reader (D).

### Section 2

7. The correct answer is (B) because in the first two paragraphs, the narrator speaks about the strength of his childhood impressions and how he has not forgotten them. In the first paragraph the narrator speaks about childhood in general as well as about the noises of the boat. He is clearly not traveling with his own children, as stated in (A), nor does he comment negatively on the noises, as stated in (D); therefore, options (A) and (D) are incorrect. Option (C) is also incorrect, as he speaks about remaining on deck but not about working on the boat.
8. The correct answer is (C). The narrator stayed on the deck because he wanted to see the countryside as it passed. Option (A) is incorrect, as there is no mention about suffering from seasickness. Although a *grosse cloche* is mentioned, nothing suggests that it was the narrator's responsibility to ring it; therefore, option (B) is incorrect. Option (D) is also incorrect, as he did not remain on deck for almost all of the trip in order to be the first to see Lyon.
9. The correct answer is (A). The weather was bad, and this is supported by the statements *Le ciel s'était assombri subitement; un brouillard épais dansait sur le fleuve*. When the ship reached Lyon, although there was some confusion, there was no panic, so (B) is not correct. Although there was fog, no accident is mentioned; therefore, (C) is incorrect. Option (D) is also incorrect; while the *cheminée se courbait en deux* when the ship went under bridges, the ship did not crack in two.
10. The correct answer is (B), as the reason for their pleasure is that they have come together with the friend who is meeting them in Lyon. Option (A) is incorrect, as the text does not state that they are pleased that the trip was over. Also, there is never any suggestion that he and his companions became separated on the boat nor that they were concerned about losing their luggage, so (C) and (D) are not correct.
11. The correct answer is (D), as Lyon is one of the largest cities in France. Lyon is not near the sea as stated in (A), it is not located on the Seine as stated in (B), and it is not a town in Brittany as stated in (C); therefore, options (A), (B), and (C) are incorrect.
12. The correct answer is (C), as *vis* is a form of the *passé simple* of the infinitive *voir*—to see. Option (A), *viser* (to aim); option (B), *vivre* (to live); and option (D), *virer* (to turn), are incorrect options.

## Answers to Sample Questions

13. The correct answer is (D), as this question asks when the French typically eat a dish containing *une fève*. This refers to the custom of making a cake with a bean or a small token baked into it to celebrate the *Épiphanie*, or *Jour des Rois*. Option (A) is incorrect, as this type of cake is not prepared for high school graduation. Option (B) is also incorrect, as this cake is not made for a wedding ceremony. Option (C) is also incorrect, as this cake is not made to celebrate the French national holiday on July 14.

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –  
Response to E-Mail, Memo, or Letter AND Opinion/Position Essay**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<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>• <b>Fully</b> 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>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING –  
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Writing Skills
<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>• <b>Fully</b> 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> <li>• Clearly demonstrates a high degree of understanding of the content in the text</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> <li>• Demonstrates a moderate degree of understanding of the content in the text</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> <li>• Demonstrates a low degree of understanding of the content in the text</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> <li>• Demonstrates a poor degree of understanding of the content in the text</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>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Integrated Skills**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<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>• <b>Fully</b> 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> <li>• Clearly demonstrates a high degree of understanding of the content in the text</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> <li>• Demonstrates a moderate degree of understanding of the content in the text</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 hesitation; 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> <li>• Demonstrates a low degree of understanding of the content in the text</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 hesitation</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> <li>• Demonstrates a poor degree of understanding of the content in the text</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 included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Presentational Speaking (Express an Opinion or Make an Oral Presentation)**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<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>• <b>Fully</b> addresses and completes the task</li> </ul>	<ul style="list-style-type: none"> <li>• Directly relates to the topic; well developed treatment of the 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 very 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 hesitation; 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 and code-switching</li> <li>• Low level of fluency with frequent hesitation</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 included)</li> </ul>

**PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING –  
Simulated Conversation**

Score	General Description	Features/Dimensions		
		Task Completion	Topic Development	Language Use
<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>• <b>Fully</b> addresses and completes the task</li> <li>• Responds <b>fully</b> to <b>all</b> or <b>almost all</b> 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 a mid-high or high degree of control of a variety of structures; a very 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> <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 hesitation; 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 hesitation</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> <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 response with no coherence</li> <li>• Minimal to no attention to register (inaccurate social and/or cultural references included)</li> </ul>

## Writing Task 1: Interpersonal Writing: Response to an E-mail, Memo, or Letter

### Sample Response That Received a Score of 3

À : Axel de la Rochefoucault  
 De : Martine Lavaud  
 Envoyé : le 19 juillet  
 Objet : L'implantation du nouveau supermarché

Monsieur le maire,

Je vous remercie pour votre courriel. Notre association s'oppose votre projet concernant l'implantation du supermarché dans notre ville parce qu'il y a déjà aujourd'hui un grand nombre de supermarchés qui servent les habitants de la ville. Mes camarades et moi pensons que c'est une bonne idée d'investir dans l'infrastructure de notre ville. Les routes sont en mauvais état et elles ont besoin d'être réparées. Si on repare les routes, on créera des emplois pour les gens dans notre ville.

Cordialement,

Martine Lavaud

### Commentary on Response That Received a Score of 3

The e-mail contains the elements and the content of a good e-mail response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The e-mail is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

### Sample Response That Received a Score of 2

À: Axel de la Rochefoucault  
 De: Thierry Germain  
 Envoyé: le 30 juin  
 Objet: L'implantation du nouveau supermarché

Cher monsieur le maire,

Nous opposons l'implantation du supermarché parce qu'il y a d'autres projets municipales qui meritent notre attention. Par exemple, l'état de notre stade municipale est déplorable et dangereux. Pourquoi pas réparer la stade? Si on répare la stade, la stade est sure et on crée des jobs pour les gens de notre communauté. Un nouveau supermarché n'est pas nécessaire. La réparation du stade est une meilleure idée.

Veillez agréer l'expression de mes sentiments les plus distingués.

Thierry Germain

### Commentary on Response That Received a Score of 2

The e-mail contains the elements and the content of a fair e-mail response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The e-mail is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.



### Sample Response That Received a Score of 1

À: Axel de la Rochefoucault  
 De: Nadège Lagamine  
 Envoyé: le 10 juillet  
 Objet: L'implantation du nouveau supermarché  
 Cher monsieur,

L'idée d'un nouveau supermarché dans la ville cause peur pour moi et mes comarades. C'est stupide! Nos concitoyens et moi ont besoin d'une ville propre. Le supermarché causeraient des problemes de la pollution et de la circulation. Aussi, la site du supermarché est mauvaise. Les véhicules pour construire le supermarché va causer la pollution. Notre ville n'a pas besoin d'autre supermarché. Et la circulation va augmente pour le supermarché! Voilà pourquoi nous opposons le supermarché proposé.

Merci de votre attention,

Nadège Lagamine

### Commentary on Response That Received a Score of 1

The e-mail contains the elements and the content of a weak e-mail response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The e-mail is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

### Sample Response That Received a Score of 0

À: Axel de la Rochefoucault  
 De: Vincent Georges  
 Envoyé: le 5 juillet  
 Objet: L'implantation du nouveau supermarché  
 Cher Monsieur,

Nous ne somme pas pour la nouveau supermarché. Nous avons des autres problèmes à fixer. Il y ont des grandes problèmes dans notre ville. La supermarché est mauvais idee. C'est dingue! Pense à autre solution! La pollution et la circulation est plus important! Fixez ça premièrement!

Sincèrement,

Vincent Georges

### Commentary on Response That Received a Score of 0

The e-mail contains the elements and the content of an unacceptable e-mail response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The e-mail is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

## Writing Task 2: Presentational Writing: Opinion/Position Essay

### Sample Response That Received a Score of 3

L'apprentissage d'une deuxième langue peut arriver à travers plusieurs moyens comme sur les bancs de l'école, au moyen de cours en ligne, avec les parents ou d'autres membres de la famille, etc. Donc, il n'est pas nécessaire de passer du temps dans un pays où on parle cette langue pour bien la maîtriser. Il y a tant de possibilités de la pratiquer.

Cependant, un séjour linguistique peut beaucoup aider l'apprenant à faire l'expérience d'une immersion totale de la culture. Pour une immersion totale, l'étudiant doit payer les frais du voyage et du logement, s'adapter à un nouvel environnement différent et séparer de sa famille et de ses amis. Mais les avantages d'une telle expérience culturelle et linguistique sont plus importants et la personne apprendra beaucoup de nouvelles choses. D'être immergé dans la culture aide à mieux comprendre la vie des gens dans la vie quotidienne.

### Commentary on Response That Received a Score of 3

The opinion essay contains the elements and the content of a good opinion essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The opinion essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

### Sample Response That Received a Score of 2

Apprendre une langue étrangère est une tâche difficile mais intéressante et enrichissante. Je crois que vivre dans un pays où on parle la langue est nécessaire. Avec les gens qui parlent la langue comme langue maternelle on pourrait entendre les patterns de langue—les expressions idiomatiques, par exemple—qui sont partie de votre propre expression dans cette langue. En plus, il est difficile de vivre quelque part sans lire et écrire. Donc, il y a un développement linguistique important. Cependant, trouver l'argent nécessaire pour payer les frais d'un voyage n'est pas toujours facile. Mais, comme la langue et la culture sont toujours ensemble, on a aussi la possibilité à apprendre ces connections pour comprendre mieux et utiliser la langue dans le futur.

### Commentary on Response That Received a Score of 2

The opinion essay contains the elements and the content of a fair opinion essay response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The opinion essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

### Sample Response That Received a Score of 1

À mon avis, vivre dans un pays où on parle la langue que tu veux apprendre n'est pas important. Avec toutes les ressources maintenant—l'internet, l'email, la video chat, on peut accéder cette langue de partout de la monde. Par exemple, j'ai appris le français à regarder les infos en internet et écouter la music. J'ai des amis qui avaient appris les autres langues en ligne aussi. Aussi, j'ai des amis qui habitent partout—en Suisse, en Espagne, en France, en Allemagne. J'apprends leurs langues d'eux. Ceci dit, un séjour dans un autre pays aide toi apprendre

la langue, mais ce n'est pas nécessaire. Dans une autre pays nous trouvons des situations authentiques de communication. Alors on voit la vraie usage du langue.

### Commentary on Response That Received a Score of 1

The opinion essay contains the elements and the content of a weak opinion essay response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The opinion essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

### Sample Response That Received a Score of 0

Quand je vive en France, par exemple, je parlais français tout les jours. Je sortait avec mes amis en boite et aux cafes et je parle français tous les soirs. J'ai beacoup aimer vivre en France. Mes amis était tres gentilles. Ils parlait français avec moi chaque fois qui on ce voyait. J'ai allé à l'école aussi. Là, je parle français avec les profs. Cette experience m'a aider avec apprendre bien français. Il était difficile de voyage quand je vive en France alors j'ai resté dans la ville. Ma camarade de chambre était américain et nous parlons anglais entre nous.

### Commentary on Response That Received a Score of 0

The opinion essay contains the elements and the content of an unacceptable opinion essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The opinion essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

## Writing Task 3: Presentational Writing: Integrated Skills Essay

### Sample Response That Received a Score of 3

Quand une famille monolingue arrive dans un pays d'accueil, elle sert de la langue maternelle pour apprendre la langue du nouveau pays. Les enfants et les jeunes ont parfois des difficultés à séparer les deux langues, par exemple, avec la grammaire et le vocabulaire. Mais il est d'avis que quelques-uns ont un avantage au niveau de la phonétique. Les enfants peut avoir une prononciation similaire à celle d'un natif grâce au bilinguisme et les adolescents grâce à leurs capacités intellectuelles. Pour maintenir un niveau d'équilibre entre les deux langues, il est recommandé d'utiliser la langue maternelle dans la maison et la deuxième langue à l'extérieur. Donc, l'acquisition de la langue du pays d'accueil peut se faire rapidement en six mois et elle peut parfois devenir la langue dominante pour certaines personnes.

### Commentary on Response That Received a Score of 3

The integrated-skills essay contains the elements and the content of a good essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates an understanding of the content of the passage and directly relates to the topic. The essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

### Sample Response That Received a Score of 2

Selon la thèse de maîtrise de Barbara Griep, quand un enfant déménage à un nouveau pays où on parle une autre langue, pour commencer l'enfant confonde la langue maternelle et la langue nouvelle. Mais bientôt, l'enfant apprend à reconnaître les deux langues. La langue « extérieur » devient plus important et prononcé

quand l'enfant va à l'école. Comme la langue qu'on parle hors de la maison est autour de l'enfant partout dans l'atmosphère, elle commence à devenir la langue principale pour l'enfant. Il est même, parfois, difficile de garder la langue maternelle. Il est important que les parents utilisent la première langue avec les enfants dans la maison. La langue nouvelle devient si importante que les enfants pensent, comptent et rêvent dans cette langue et ils perdent la langue maternelle.

### Commentary on Response That Received a Score of 2

The integrated-skills essay contains the elements and the content of a fair integrated-skills essay response. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The integrated-skills essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

### Sample Response That Received a Score of 1

D'après Barbara Griep, démanger à un nouveau pays cause des problèmes de langue pour les enfants. La nouvelle langue du pays est difficile pour les enfants. Souvent, il y a de grandes problèmes pour ces enfants avec la prononciation, la grammaire, et les verbes. Ils sont influencés par la nouvelle langue à l'école. La nouvelle langue devient forte. Les enfants ont des problèmes de prononcer la nouvelle langue; ils prononcent comme la langue maternelle. Beaucoup d'enfants perdent la langue maternelle. Il faut parler la langue maternelle à la maison pour sauver la langue maternelle. Les enfants apprennent la deuxième langue rapidement quand ils sont à l'école et ils doivent parler à les autres enfants.

### Commentary on Response That Received a Score of 1

The integrated-skills essay contains the elements and the content of a weak integrated-skills essay response. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The integrated-skills essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

### Sample Response That Received a Score of 0

Quand un enfant habite dans un nouveau pays, il parle une nouvelle langue. Les enfants ont des problèmes avec la deuxième langue. La deuxième langue est parlée dans les vies, dans les magasins et à l'école. L'enfant confond les langues beaucoup. La vie dans l'école est très importante aux enfants parce que l'enfant peut trouver un travail dans le nouveau pays. L'enfant connaît deux langues. Parler deux langues est vraiment important dans notre monde pour le travail. Dans l'article, Kevin, Sandra, Alexandra, et Johan ont des problèmes avec l'apprentissage du français. La prononciation de la langue française est très difficile pour les enfants. Et pour les adultes aussi!

### Commentary on Response That Received a Score of 0

The integrated-skills essay contains the elements and the content of an unacceptable integrated-skills essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The integrated-skills essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

## Speaking Task 1: Presentational Speaking: Integrated Skills

### Sample Response That Received a Score of 3

Apprendre une langue étranger demande la patience, la persévérance et, euh, la motivation. Je pense qu'il est important pour la famille de se mettre d'accord sur la façon de avancer pour l'apprentissage de la deuxième langue et, euh, garder en même temps la langue maternelle. Il est conseillé de continuer à utiliser la langue maternelle à la maison puisque les enfants s'exposent à la langue française à l'école, avec ses nouveaux amis et dans d'autres espaces publics, comme les parcs, des marchés, etc. Euh, si les enfants mélangent les deux langues au début, ne soyez pas inquiets, c'est normal. Les scientifique disent que les enfants et les jeunes apprennent rapidement une langue étrangère après six mois. Et, euh, il est bien possible que le français remplacera la langue maternelle après un certain temps.

### Commentary on Response That Received a Score of 3

The integrated-skills speaking response contains the elements and the content of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates understanding of the content of the passage and directly relates to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

### Sample Response That Received a Score of 2

Vos enfants vont adapter, euhm, s'adapter très, très bien à votre nouveau situation. Euh, au début, ils vont avoir des difficultés avec la nouvelle langue et, euh, ils vont confondre leur langue

maternelle avec la nouvelle langue, surtout le prononciation, euh, aussi le grammaire et les mots. Mais, euh, ils vont distinguer entre les deux langues. Quand ils vont à l'école et ils ont des amis, euh, ils vont avoir, pardon. Quand ils vont aller à l'école et ils vont avoir des amis, ils vont avoir une raison pour la nouvelle langue. Il va être important que, euh, que vous les parlez dans la langue maternelle à la maison pour qu'ils la garder. La nouvelle langue est dominant. Pour éviter ça, les enfants doivent parler la langue maternelle avec vous. Mais, il est certain que, que, qu'ils soient apprendre la nouvelle langue.

### Commentary on Response That Received a Score of 2

The integrated-skills response contains the elements and the content of a fair presentation. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The presentation is an organized, somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

### Sample Response That Received a Score of 1

Je comprends que vous allez, euh, vivre dans un pays francophone. Vos enfants face, euh, à un langue différent. N'inquiétez-vous pas, euh, vos enfants vont adapter. Ils vont, euhm, à l'école et ils parlent, euh, leurs amis. Ils confusent les langues mais, euhm, ils apprendre. Il ont, euh, euh, des problèmes de prononciation, euh, mais le grammaire et les mots sont mieux. Ils parlent la langue maternelle et, euhm, extérieur, dominant. Une nouvelle langue, euh, c'est difficile. Vous parlez la langue maternelle, euh, à la maison. Barbara Griep, euhm, une recherche, dit que, euh, les enfants aiment apprendre les langues. Il faut parle la langue maternelle à la maison parce que c'est important.

### Commentary on Response That Received a Score of 1

The integrated-skills response contains the elements and the content of a weak presentation. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

### Sample Response That Received a Score of 0

Vous allez, euhm, s'installer dans un, un pays francophone. Je suis triste que vous allez. Il y a, euhm, il y a, il y a une situation langue nouvelle pour pour vous enfants. Vous enfants, euhm, s'adapter et, euhm, vous s'attendez comme ça. Les enfants, euhm, ne parlent pas bon les deux langues. Problems de prononciation, euhm, et de grammar. Ils aller à l'école, euhm, et la langue exterieur. Les enfants à l'école sont, ah, très gentils. Ils parlent la langue exterieur est dominant. Parlez la langue maternelle, euh, à la maison. Les enfants, euhm, confondu les langues. Mais, ils penser, rêver, et compter, euhm, dans la nouveau langue exterieur.

### Commentary on Response That Received a Score of 0

The integrated-skills response contains the elements and the content of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack control of numerous structures, insufficient vocabulary, poor pronunciation, poor fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

## Speaking Task 2: Presentational Speaking: Express an Opinion or Make an Oral Presentation

### Sample Response That Received a Score of 3

Il n'y a pas seulement l'argent pour apporter du bonheur aux gens. Il y a la famille, la bonne santé, la joie, l'amitié, euh, le travail, le voyage, l'éducation, et l'harmonie entre ses proches qui sont des facteurs considérables dans la quête du bonheur. On utilise, euhm, l'argent pour obtenir du confort et des choses matérielles. De plus, euh, il peut réduire les difficultés financières des gens et aide à améliorer la vie des gens pauvres avec leurs besoins. Mais, euhm, je pense qu'il est incapable de obtenir le bonheur à tout le monde. Il y a des gens riches qui sont malheureux ou qui ne s'amuse pas. Je voudrais dire que l'argent n'est pas tout pour avoir le bonheur dans la vie. Il faut avec du contact avec des autres personnes, des activités personnelles que vous aimez faire, et bien sûr de la bonne santé.

### Commentary on Response That Received a Score of 3

The presentational speaking response contains the elements of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

### Sample Response That Received a Score of 2

L'argent, euhm, l'argent ne porte pas toujours le bonheur. C'est vrai que que l'argent peut aider les gens avec, euh, tous types de problèmes. Mais, euh, l'argent peut causer des problèmes aussi. D'un bon côté, l'argent nous aide avec acheter les choses, euh, les vêtements, le logement, la

nourriture. Aussi, on peut utiliser l'argent pour payer le médecine ou pour acheter des choses matérielles. Mais, si on a de l'argent, euh, il y a des gens qui veulent prêter de l'argent ou, euhm, qui veulent que tu achètes des choses pour eux, la famille et les amis. L'argent peut causer des problèmes dans les familles. Quand un parent riche est mort, les autres parents, euh, se battent pour l'argent. Alors, euhm, l'argent ne porte pas toujours le bonheur. Il y a des autres, euh, d'autres choses qui content, comme les amis, les relations familiales, faire du volontariat ou, euh, d'autres activités. Ça porte du bonheur.

### Commentary on Response That Received a Score of 2

The presentational speaking response contains the elements of a fair presentation. It addresses and completes the task in the prompt with supporting details that relate to the topic. The presentation is an organized, somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

### Sample Response That Received a Score of 1

Je pense que, euh, l'argent n'est pas important pour être heureux dans la vie. Je connais, euh, plus de gens riches mais, euh, ne sont pas heureux. Ils, euh, ils ont des maisons grandes et de voitures, mais, euh, toujours, euh, ils chercher pour quelque chose. Moi, euh, je suis content. Je n'a pas beaucoup, euhm, mais j'ai amis, euh, j'ai famille, euh, et je suis heureux. Quand-même, quand les gens n'ont pas l'argent, euh, ils souffrent. Ils ne peut pas acheter les choses. Mais ce souffrant, euh, ne veut pas dire, euh, que qu'ils ne, euh, ne sont pas, euh, contents. Souvent, cette personnes habitent ensemble, euh, dans les communities qui sont heureuses. Ils, euh, ne sont pas besoin d'être riches. La communitie a une spirite qu'aide les gens. L'argent n'est pas nécessaire.

### Commentary on Response That Received a Score of 1

The presentational speaking response contains the elements of a weak presentation. It addresses and completes the task in the prompt with vague supporting details that moderately relate to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

### Sample Response That Received a Score of 0

Oui, l'argent est très importante pour être heureux. Si, euh, une personne n'a pas l'argent, il pas heureux. Moi, j'avais pas l'argent, euhm, et j'étais pas heureux. Heureux, ah, c'est, euh, c'est très important. Il, euhm, veut pas vivre, euhm, sin être heureux. L'argent, c'est necessarie pour, ah, cumprar les choses. Les possessions materiales, euhm, peut donne, euhm, nous heureux. Les amis aiment plus, euhm, quelque personne riche. Une personne peut cumprar, euhm, euh, beaucoup des choses avec argent. C'est pourquoi j'aime l'argent.

### Commentary on Response That Received a Score of 0

The presentational speaking response contains the elements of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

## Speaking Task 3: Interpersonal Speaking: Simulated Conversation

### Sample Response That Received a Score of 3

#### Échange 1:

Bonjour Madame, je m'appelle Sophie Jourdain, et quand je suis rentrée à la maison et, euh, j'ai trouvé votre message sur mon répondeur. J'accepte votre invitation pour un entretien pour le poste d'interprète. Qu'est-ce qu'il est nécessaire de faire?

#### Échange 2:

J'aime bien les produits de votre compagnie. Avec les langues étrangères que je parle et mon expérience professionnelle, euh, je pense que je suis une bonne candidate pour le poste. Je m'intéresse à votre organisation.

#### Échange 3:

Non, pas du tout. Moi, j'aime bien voyager et rencontrer des gens de différents pays. Euh, si je suis offerte ce poste quand est-ce que je dois arriver à Bruxelles? Est-ce que la compagnie pourra m'aider avec, euh, les frais du voyage et du déménagement?

#### Échange 4:

Oui, j'ai fait un voyage avec ma famille l'année dernière au Sénégal et j'ai beaucoup aimé ce voyage. La culture africaine m'a attiré. Quant à l'Amérique Latine, j'ai passé une année au Mexique où j'ai fait des études à l'université.

#### Échange 5:

Merci, madame. Je prendrai contact avec votre secrétaire demain matin pour avoir plus de détails et, euh, on pourra choisir une date pour le prochain entretien et le voyage. Je vous vois très bientôt et je vous remercie encore.

### Commentary on Response That Received a Score of 3

The speaking responses in the simulated conversation contain the elements and the content of a good conversation. The responses fully address and complete the task in all or almost all of the exchanges. The responses demonstrate an understanding of the content in the exchanges and directly relate to the topic. The exchanges demonstrate a well-organized and coherent set of responses, a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the responses provide evidence of a high degree of language competence in response to the task. The responses earned a score of 3.

### Sample Response That Received a Score of 2

#### Échange 1:

Bonjour Madame Van der Bruck. Je m'appelle Chris LeBrun et, euh, je vous appelle parce que, euh, vous avez laissé un message sur mon répondeur concernant un entretien. Je serai ravi de vous parler.

#### Échange 2:

Je veux faire partie de votre entreprise parce que, euh, vous font, euh, vous faites des produits écologiques qui sont bons pour l'environnement.

#### Échange 3:

Non. J'aime voyager et j'ai vécu à l'étranger avant. Je sais Bruxelles un peu. Euh, ça ne me dérange pas du tout. Mais, vous pourrez me dire plus de ça?

#### Échange 4:

Non. Je connais pas l'Afrique, mais, euh, j'ai toujours avais envie d'aller là-bas. Je suis allé à Mexique et ce voyage m'a plu.

#### Échange 5:

Merci, madame. J'ai beaucoup aimé cette occasion de parler avec vous. Je téléphone votre secrétaire bientôt. Je vais vous voir et parler à Bruxelles. Au revoir.



### Commentary on Response That Received a Score of 2

The speaking responses in the simulated conversation contain the elements and the content of a fair conversation. The responses address and complete the task in all or almost all of the exchanges. The responses demonstrate a moderate understanding of the content in the exchanges and relate to the topic. The exchanges demonstrate an organized and somewhat coherent set of responses, a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the responses provide evidence of a mid-high degree of language competence in respect to the task. The responses earned a score of 2.

### Sample Response That Received a Score of 1

#### Échange 1:

Salut! Euh, bonjour Madame Van der Bruck. Je suis Marianne McDean. Euhm, je vous téléphone, euh, parce que, ah, j'ai reçu ton message sur mon répondeur téléphone. J'aime bien venir pour, euh, un interview.

#### Échange 2:

Tes produits, tes produits sont, ah, euh, excellents. Ma mère porte tes produits toutes les jours.

#### Échange 3:

Non, euh, pas du tout. J'aimais voyager. Euh, je voyage beaucoup comme enfant. Euh, je vois Europe, Africa, et Australia. Je veux, euhm, retourner au Bruxelles.

#### Échange 4:

Ma rêve, euhm, c'est d'interpréter. Comme je, je dis, ah, j'ai visité Africa comme enfant. Je ne sais pas de Latin America.

#### Échange 5:

Je te remercie, madame. C'était un plaisir, euhm, parler à toi. Bonne journée.

### Commentary on Response That Received a Score of 1

The speaking responses in the simulated conversation contain the elements and the content of a weak conversation. The responses address and complete the task in most of the exchanges. The responses demonstrate a low understanding of the content in the exchanges and moderately relate to the topic. The exchanges demonstrate a disorganized, mostly incoherent set of responses, a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the responses provide evidence of a mid-low degree of language competence in respect to the task. The responses earned a score of 1.

### Sample Response That Received a Score of 0

#### Échange 1:

Salut madame! Euhm, je suis content de, euh, recevoir ton coupe de téléphone. Je reçois votre massage et, ah, je aime l'entretien.

#### Échange 2:

Euhm, je sais ké, ké vous products sont bens pour le monde. Vous products, euh, n'est pas mals. Euhm...j'utilise vous products.

#### Échange 3:

Non. Euhm, je vou no voyager pas beaucoup. Je aime rester chez moi.

#### Échange 4:

Je, euh, je n'aime pas Bruxelles.

#### Échange 5:

Merci. Vous êtes très gentille. Ah, à plus tard.

### **Commentary on Response That Received a Score of 0**

The speaking responses in the simulated conversation contain the elements and the content of an unacceptable conversation. The responses partially address and partially complete the task in most of the exchanges. The responses demonstrate a poor understanding of the content in the exchanges and minimally relate to the topic. The exchanges demonstrate a disorganized, incoherent set of responses, a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the responses provide evidence of a low degree of language competence in respect to the task. The responses earned a score of 0.

## 4. Determine Your Strategy for Success

*Set clear goals and deadlines so your test preparation is focused and efficient*

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

### 1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep) for information on other *Praxis* tests.

### 2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

### 3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep). Test preparation materials include sample questions and answers with explanations.

### 4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at [www.ets.org/praxis/register/centers\\_dates](http://www.ets.org/praxis/register/centers_dates).
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

### 5) Practice explaining the key concepts.

*Praxis* tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

### 6) Understand how questions will be scored.

Scoring information can be found on page 55.

### 7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 48 to organize your efforts.

And most important—get started!

## Would a Study Group Work for You?

### Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 48, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 15.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

## 5. Develop Your Study Plan

*Develop a personalized study plan and schedule*

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

**Use this worksheet to:**

- 1. Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
- 2. Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
- 3. Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
- 4. Study:** Create and commit to a schedule that provides for regular study periods.

**Praxis Test Name (Test Code):** Core Academic Skills for Educators: Reading (5713)

**Test Date:** 9/15/21

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
<b>Key Ideas and Details</b>						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/21	7/15/21
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/21	7/17/21
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/21	7/21/21
<b>Craft, Structure, and Language Skills</b>						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/21	7/26/21
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/21	7/27/21
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/21	8/17/21
<b>Integration of Knowledge and Ideas</b>						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/21	8/24/21
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/21	8/24/21
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/21	8/27/21
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/21	8/31/21
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/21	9/4/21
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

## My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): \_\_\_\_\_

Test Date: \_\_\_\_\_

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)





## 6. Review Smart Tips for Success

### *Follow test-taking tips developed by experts*

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

#### Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

#### Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

#### Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

#### Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

#### Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

### Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*<sup>®</sup> or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at [http://www.ets.org/s/praxis/pdf/passing\\_scores.pdf](http://www.ets.org/s/praxis/pdf/passing_scores.pdf) or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

## 7. Check on Testing Accommodations

*See if you qualify for accommodations to take the Praxis test*

### What if English is not my primary language?

*Praxis* tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit [https://www.ets.org/praxis/register/plne\\_accommodations/](https://www.ets.org/praxis/register/plne_accommodations/).

### What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit [www.ets.org/praxis/register/disabilities](http://www.ets.org/praxis/register/disabilities).

**Note:** Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at [http://www.ets.org/s/disabilities/pdf/bulletin\\_supplement\\_test\\_takers\\_with\\_disabilities\\_health\\_needs.pdf](http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf).

You can find additional information on available resources for test takers with disabilities or health-related needs at [www.ets.org/disabilities](http://www.ets.org/disabilities).

## 8. Do Your Best on Test Day

*Get ready for test day so you will be calm and confident*

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

### What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at [http://www.ets.org/praxis/test\\_day/policies/calculators](http://www.ets.org/praxis/test_day/policies/calculators))
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

**Note:** All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit [www.ets.org/praxis/test\\_day/bring](http://www.ets.org/praxis/test_day/bring).

### Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

## 9. Understand Your Scores

*Understand how tests are scored and how to interpret your test scores*

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

### What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit [www.ets.org/praxis/states](http://www.ets.org/praxis/states) for the most up-to-date information.

### If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit [http://www.ets.org/s/praxis/pdf/sample\\_score\\_report.pdf](http://www.ets.org/s/praxis/pdf/sample_score_report.pdf) to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand).

### Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in over the last 10 years, your score report also lists the highest score you earned on each test taken.

### Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

### Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- *The Praxis Passing Scores* (PDF), found at [www.ets.org/praxis/scores/understand](http://www.ets.org/praxis/scores/understand)
- State requirements, found at [www.ets.org/praxis/states](http://www.ets.org/praxis/states)



# Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

## What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

## Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

## Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

## What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

## Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

### How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [\*ETS Standards for Quality and Fairness\*](#).\*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

### How are the tests updated to ensure the content remains current?

*Praxis* tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

### How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at [https://www.ets.org/praxis/register/centers\\_dates](https://www.ets.org/praxis/register/centers_dates) for exact score reporting dates.

### Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at [www.ets.org/praxis](http://www.ets.org/praxis) and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

**Note:** You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

\**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

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