

# Illinois Licensure Testing System

## STUDY GUIDE

Target Language  
Proficiency—Japanese  
(062)

**This test is now delivered  
as a computer-based test.**

**See [www.il.nesinc.com](http://www.il.nesinc.com) for  
current program information.**

Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer  
Printed by the Authority of the State of Illinois

# TABLE OF CONTENTS

## **GENERAL INFORMATION ABOUT THE ILLINOIS LICENSURE TESTING SYSTEM**

PROGRAM OVERVIEW .....	1-1
For Further Information .....	1-2
Description of the Tests .....	1-3
Test Administration .....	1-4
Score Reports .....	1-4
HOW TO PREPARE FOR THE TEST .....	1-5
Assess Your Knowledge and Test Skills .....	1-5
Practice Your Test-Taking Skills .....	1-5
THE DAY OF THE TEST: HELPFUL HINTS .....	1-5
Preparation .....	1-5
Test-Taking Tips .....	1-5
TEST DIRECTIONS .....	1-7

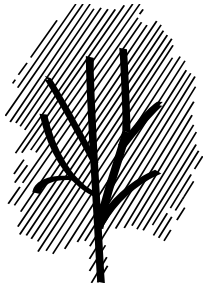
## **FIELD-SPECIFIC INFORMATION**

INTRODUCTION .....	2-1
Test Subareas and Objectives .....	2-1
TEST OBJECTIVES .....	2-2
READING COMPREHENSION ASSIGNMENT SECTION .....	2-4
Description of the Task .....	2-5
Sample Test Directions .....	2-6
Sample Reading Comprehension Passage—Japanese .....	2-7
Sample Test Questions and Responses .....	2-8
Scoring Scale .....	2-10
WRITING PROFICIENCY ASSIGNMENT SECTION .....	2-11
Description of the Task .....	2-12
Sample Test Directions .....	2-13
Practice Writing Proficiency Assignment .....	2-14
Sample Response .....	2-15
Scoring Scale .....	2-16

ORAL PROFICIENCY ASSIGNMENT SECTION.....	2-17
Description of the Task.....	2-18
Sample Test Directions.....	2-19
Practice Oral Proficiency Assignment.....	2-20
Scoring Scale .....	2-21
EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS .....	2-22
The Scoring Process .....	2-22
EXPLANATION OF THE TEST SCORE REPORT.....	2-23
Overview .....	2-23
Reading Your Report: A Sample .....	2-24
How to Interpret the Constructed-Response Scores.....	2-24

*Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.*

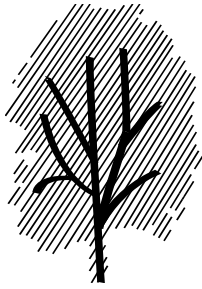
Copyright © 2012 by the Illinois State Board of Education  
 Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).



## **General Information About the Illinois Licensure Testing System**

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

[General Information About the Illinois Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

### INTRODUCTION

---

This section includes a list of test subareas and objectives, sample test directions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, and a score report explanation.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the Target Language Proficiency (TLP) tests for languages other than Spanish is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the TLP tests for languages other than Spanish.

#### *Objective Statement*

**Understand the literal meaning of a variety of materials written in the target language.**

#### *Descriptive Statements*

- determining a stated idea in a passage
- establishing the sequence of events in a passage
- determining the meaning of selected vocabulary in context

# TARGET LANGUAGE PROFICIENCY—JAPANESE TEST OBJECTIVES

- I. Reading Comprehension
- II. Writing Proficiency
- III. Oral Proficiency

## SUBAREA I—READING COMPREHENSION

**Objective 1 Understand the literal meaning of a variety of materials written in the target language.**

*For example:*

- determining a stated idea in a passage
- establishing the sequence of events in a passage
- determining the meaning of selected vocabulary in context

**Objective 2 Apply skills of inference and interpretation to a variety of materials written in the target language.**

*For example:*

- discerning implied cause-and-effect relationships in a passage
- inferring a writer's assumptions or purpose for writing
- drawing conclusions from stated facts

**Objective 3 Apply skills of critical analysis to a variety of materials written in the target language.**

*For example:*

- characterizing the tone, mood, or point of view of a passage
- analyzing the structure and organization of a passage
- assessing the credibility of statements and opinions presented in a passage

## SUBAREA II—WRITING PROFICIENCY

**Objective 4** Write a well-organized passage in the target language that is grammatically correct and appropriate in vocabulary and style for a given audience, purpose, and occasion and that communicates a message effectively.

*For example:*

- expressing and supporting personal views on an issue of current educational concern (e.g., the use of graduation tests in public education)
- analyzing advantages and limitations of common instructional techniques (e.g., individual versus cooperative learning)
- responding to an opinion or viewpoint on an educational issue (e.g., how to best prepare beginning teachers)
- comparing and contrasting different perspectives on an educational topic (e.g., the use of computers in the classroom)

## SUBAREA III—ORAL PROFICIENCY

**Objective 5** In response to written instructions, communicate an oral message effectively in the target language that demonstrates a command of vocabulary and grammar appropriate to an educational setting.

*For example:*

- telling a story about an educational experience that was important to you either as a student or as a teacher
- making a presentation to your class about the importance of reading
- describing a book you have read that you would recommend to students or teachers

## READING COMPREHENSION ASSIGNMENT SECTION

---

This section includes the following:

- Description of the task
- Sample test directions for the Reading Comprehension assignment
- A sample Reading Comprehension assignment and responses
- The scoring scale

On the actual test, examinees will be given a different Reading Comprehension assignment from the one provided as a sample in this study guide.



## DESCRIPTION OF THE READING COMPREHENSION ASSIGNMENT TASK

In this section of the test, you will read two passages in the target language and then answer a series of questions about the first passage and a series of questions about the second passage. The passages may be drawn from a newspaper story, a magazine article, a travel guidebook, a literary work, or some other text in the target language. The questions will direct you to do one or more of the following tasks:

- summarize information stated in the text;
- make an inference from it (e.g., the writer's implied attitude toward the subject, or the relationship between two or more fictional characters);
- recall one or more details; or
- draw a conclusion.

Responses will be evaluated on the basis of three major criteria:

<b>Comprehension</b>	The understanding of the literal content of a reading passage
<b>Inference</b>	The inference and interpretation of information implied in a reading passage
<b>Analysis</b>	The critical analysis of information contained within a reading passage

An excellent response would demonstrate thorough and accurate understanding of the literal content of the passage, including virtually all significant details. The examinee would accurately infer information implied in the passage, even if it is subtly conveyed in the text. Because this exercise is designed to test your reading skill and not your writing ability, you may write your answer in either the target language or English or a combination of both. You should choose the language that is more familiar to you.

## SAMPLE TEST DIRECTIONS FOR THE READING COMPREHENSION ASSIGNMENT

### DIRECTIONS FOR SECTION ONE: READING COMPREHENSION

In this section of the test, you will read two passages in Japanese and respond in writing to six questions about each passage.

You may use the blank space on the unlined pages following the questions to make notes or prepare your responses. However, your final responses must be written in the appropriate sections of Answer Document C. **Your responses may be written in English, Japanese, or a combination of both.**

Your responses will be evaluated on the basis of the following criteria.

- **COMPREHENSION:** The understanding of the literal content of a reading passage
- **INFERENCE:** The inference and interpretation of information implied in a reading passage
- **ANALYSIS:** The critical analysis of information contained within a reading passage

Be sure to answer all questions for each reading passage. Please write legibly. You may not use any reference materials during the test. This should be your original work and not copied from some other source. Where appropriate, support your response with reference to the passage. Remember to review your work and make any changes you think will improve your written responses.

A response will be considered unscorable if it is unrelated to the assigned topic; illegible; not written in English, the target language, or a combination of both; not of sufficient length to score; or merely a repetition of the assignment.

Turn the page and continue with Section One.

## SAMPLE READING COMPREHENSION PASSAGE—JAPANESE

Read the passage below, based on an article in a magazine about teaching. Then respond to the six questions that follow in Japanese, English, or a combination of both.

生涯にわたる読書の楽しみを教えるということは、教師として生徒にしてやれる最高の贈り物です。読書は教科学習の基本であるばかりではなく、人生の楽しみであり、生涯学習のもとでもあります。国語教師だけに限らず、他の教師も生徒に読書の楽しみを学ばせる責任があります。これを達成するために、次のような点に注意を払うといいでしょう。

まず第一に、教師自身が本を読むのが好きだということを生徒に示すことです。自分の本を見せ、それがどんな本なのか生徒に教えてあげることです。自分の好きな本の中から何箇所かを読み上げ、自分がいかに読書が好きか生徒に示してあげることです。

二点目は、生徒が読んでいる本について尋ねてみることです。生徒に話の動機、登場人物、テーマについて考えさせるよう具体的な質問と一般的な質問を、交互に聞いてみることです。又、登場人物についての感想を聞いたり、今読んでいる話の状況に自分を置き換えて、どのように感じるかを質問してみるといいでしょう。

第三の点は、生徒に自分は読者であるということを自覚させることです。彼等の好きそうなフィクションやノンフィクションの本を捜すのを手伝い、その選んだ本について尋ねてみることです。もし生徒が似たようなテーマやトピックの本を読んだのであれば、それについて自分の喜びを分かち合うことです。生徒の読んでいる本を読み、読者同志としてそれについて話し合うことです。そして、好きな所、嫌いな所を述べてみることです。自分の感想も伝え、生徒の意見も聞いてみましょう。素晴しかった所、刺激を与えてくれた箇所、あるいは悲しかった場面などについて聞いてみるのもいいでしょう。そして、生徒が教師と同じ「特別のクラブ」に属していること、そして生徒がそのクラブのメンバーとなるにふさわしいのであるということを実感させることです。

最後に教師も生徒も読書を自分達の生活に関連づけることです。本の中にでてくるその場その場の瞬間や色々な出来事、感情を自分達のものとして照らし合わせてみることです。登場人物と自分の周りにいる人達と比較してみることです。生徒が読んでいるものと生徒自身の生活、他人との関係、そして生徒自身の感情がつながるような機会を見い出してあげましょう。つまり読書を生きているものにするのです。

これらの方法は効果的です。色々な読書に関する研究でも証明されているように、積極的、前向き、かつ意欲的な方法で教えると学校や学年を問わず、子供たちに読書の道を開くことができます。更に、これらの方法は、学校を卒業して何年たっても役立ちます。もし生徒が自分は読書家であると自覚するようになれば、教師は彼等の人生に計り知れない程の影響を与えることになるのです。

See pages 2-8 to 2-9 for the sample test questions and responses for this Reading Comprehension assignment.

## **SAMPLE TEST QUESTIONS AND RESPONSES FOR THE READING COMPREHENSION ASSIGNMENT**

1. Summarize the author's argument.

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

The author argues that reading is the foundation of all of the skills that children learn at school, and can also be the basis of a lifetime of enjoyment and learning. All teachers have a "special responsibility" to help students develop their love of reading, the greatest gift that a teacher can give a student. There are a variety of strategies that can be employed to accomplish this goal, strategies that will help students at every level both succeed in school and become lifelong readers.

2. What are the four recommendations the author makes in the passage?

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

The author recommends that teachers show students that they themselves love to read, ask students questions about the books they are reading, help students define themselves as readers, and relate reading to the lives of their students and themselves.

3. Describe the relationship between teacher and students that is reflected in the passage.

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

First, the teacher is a modeler or demonstrator, showing students the teacher's own love and excitement about reading. The teacher is also a facilitator or coach, helping students find books they will enjoy, relating what students are reading to their own lives, and guiding students to reflect on what they've read. The teacher is an instructor, asking questions and drawing parallels between what the students are reading and things going on around them. Most important, the teacher is a participant in learning, sharing the books the teacher is reading, reading books that their students are interested in, making students feel that teacher and student are all members of "the same special club."

4. What can be inferred from the passage about the author's attitude toward children?

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

There are a number of attitudes concerning children that can be inferred from the passage. Students want to learn. They are looking to teachers and other adults as role models. They have the capacity to reflect about what they read and how that may relate to their lives. Students want to share their ideas and feelings. They deserve to be taken seriously and they are worthy participants in learning.

5. What can be concluded from information presented in the passage about the credibility of the author's suggestions?

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

There are two things about the passage that make me think the author knows what he or she is talking about. First, the detailed nature of the author's recommended strategies suggests that these approaches have been thought about and worked with over a long period of time. Second, the author's comment at the end of the passage about research into reading suggests that the ideas she or he is promoting are based not only in the author's own experience but also in the experience of many other teachers. While the author does not provide any details about the research, the level of detail and the reference to research both support the credibility of the author's suggestions.

6. Does the author provide adequate support for the generalizations made in the first paragraph of the passage? If so, explain why. If not, explain why not.

THE FOLLOWING IS AN EXAMPLE OF A STRONG RESPONSE TO THIS QUESTION:

I don't think the author provides good support for the generalizations in the first paragraph of the passage. In the opening paragraph the author says that a lasting love for reading is the greatest "gift" that a teacher can give her students, that reading is a foundation for all of the other skills that children learn at school, that reading can provide "a lifetime of enjoyment and learning, and that all teachers have a "special responsibility" to help students develop a "love of reading." While the rest of the passage describes a number of strategies for accomplishing that goal, nowhere in the passage does the author offer any direct support for any of the generalizations in the first paragraph.

## SCORING SCALE FOR THE READING COMPREHENSION ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>The "4" response reflects a thorough understanding of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>• The response demonstrates a thorough understanding of the literal content of the reading passage.</li> <li>• The response thoroughly demonstrates application of inference and interpretation skills of implied information in the text, including subtly conveyed information.</li> <li>• The response presents an analysis that thoroughly reflects the information presented.</li> </ul>
3	<p><b>The "3" response reflects an adequate understanding of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>• The response demonstrates an adequate understanding of the main idea of the passage but misses some details.</li> <li>• The response adequately demonstrates application of inference and interpretation skills of the implied information from the text but may misinterpret some information.</li> <li>• The response presents an analysis that adequately reflects the information presented.</li> </ul>
2	<p><b>The "2" response reflects a partial understanding of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>• The response demonstrates a partial understanding of the main idea of the passage but may miss significant details.</li> <li>• The response partially demonstrates application of inference and interpretation skills of the implied information from the text.</li> <li>• The response presents an analysis that partially reflects the information presented.</li> </ul>
1	<p><b>The "1" response reflects an inadequate understanding of the performance characteristics for the reading comprehension assignment.</b></p> <ul style="list-style-type: none"> <li>• The response demonstrates an inadequate understanding of the main idea of the passage, although it may exhibit comprehension of isolated words and phrases.</li> <li>• The response inadequately demonstrates application of inference and interpretation skills of the implied information from the text.</li> <li>• The response presents an analysis that inadequately reflects information presented.</li> </ul>
U	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

## WRITING PROFICIENCY ASSIGNMENT SECTION

---

This section includes the following:

- Description of the task
- Sample test directions for the Writing Proficiency assignment
- A practice Writing Proficiency assignment
- A sample response
- The scoring scale

On the actual test, examinees will be given a different Writing Proficiency assignment from the one provided as a sample in this study guide.

## DESCRIPTION OF THE WRITING PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will write in your answer document in the target language, in response to an assignment that describes in English an imaginary situation requiring written communication. Written responses will be evaluated on the basis of four major criteria:

<b>Purpose</b>	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
<b>Organization</b>	the organization, development, and support of ideas
<b>Vocabulary</b>	the selected vocabulary and idiomatic expressions
<b>Grammar</b>	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

An excellent response to the written assignment would fully address the assigned topic and develop the topic by extensive elaboration on specific points. The message would be clearly and effectively communicated in an appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied and organized into well-constructed sentences. The vocabulary used would reflect a broad command of the target language and appropriate use of idiomatic expressions. The excellent response would exhibit control of grammar, avoiding errors in syntax that interrupt communication. The response would be accurate in spelling or character formation and in the use of diacritical marks and punctuation.



## SAMPLE TEST DIRECTIONS FOR THE WRITING PROFICIENCY ASSIGNMENT

### DIRECTIONS FOR SECTION TWO: WRITING PROFICIENCY

This section consists of a writing assignment to be completed in Japanese. The assignment appears on the following page.

You may use the blank space on the unlined pages following the assignment to make notes, write an outline, or otherwise prepare your response. However, your final response must be written on pages 11–13 of Answer Document C. **Your response must be written in Japanese.**

Your response **will not** be scored based upon the position you take on a given issue. Your response **will** be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **ORGANIZATION:** The organization, development, and support of ideas
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

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

**A response will be considered unscorable if it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.**

Turn the page and continue with Section Two.

## **PRACTICE WRITING PROFICIENCY ASSIGNMENT**

Educators continue to debate whether arts education (music, dance, theatre, visual arts) should be a required part of the public school curriculum. Supporters of mandatory arts education argue that the arts provide an opportunity for the expression of student individuality, help young people to think more creatively, and provide for multiple learning styles. Opponents of mandatory arts education contend that public schools have limited time and resources to make sure students are adequately prepared in core academic subjects and that mandatory arts education is therefore a luxury that most schools simply cannot afford.

**Write a response in Japanese for an audience of adults, discussing whether you think arts education should be a mandatory part of the public school curriculum. In preparing your response you may draw upon your own personal experiences.**

## SAMPLE RESPONSE FOR THE WRITING PROFICIENCY ASSIGNMENT

The sample below is an example of a strong response to the Writing Proficiency assignment. Please note that although this sample response is presented in English, examinee responses to the Writing Proficiency assignment **must be written in the target language**.

Arts education plays an important role in student development and should be a required part of the curriculum in all public schools. One way in which arts education promotes student growth is by providing outlets for the expression of individuality. It is particularly important that young people have such outlets because they live in a social and educational world where there is tremendous pressure to conform. By giving students an opportunity to achieve a balance between individuality and conformity, arts education helps prepare them for an unknown future in which they will often face unfamiliar problems that require imaginative responses.

A second way in which arts education contributes to student growth is by helping young people to develop their communication skills. Whether the art form be dance, music, painting, or sculpture, its purpose is to convey meaning to others. Being able to do this well requires creativity, concentration, and strong powers of expression, as well as some measure of artistic talent. Even if students do not achieve desired outcomes in this regard, merely having tried will make them more effective communicators.

Arts education also provides an excellent means of introducing students to diverse cultures. Given the increasing interdependence of the modern world, the value of such multicultural knowledge is greater today than it has ever been. Here it is important to note that the arts do not exist in isolation. They are often closely associated with the beliefs, traditions, history, religion, geography, and other elements of a particular culture. This means that young people who want to develop a real understanding of the role of dance, music, or painting in another culture must also learn something about the social context in which these art forms developed.

Arts education has much to offer all young people. Any subject that is capable of helping students express their individuality, improve their communication skills, and broaden their appreciation of other cultures cannot be considered a luxury. It deserves a place in the school curriculum alongside the traditional core academic subjects.

## SCORING SCALE FOR THE WRITING PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion.</li> <li>• The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas.</li> <li>• The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions.</li> <li>• The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.</li> </ul>
3	<p><b>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas.</li> <li>• The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message.</li> <li>• The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.</li> </ul>
2	<p><b>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support.</li> <li>• The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message.</li> <li>• The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.</li> </ul>
1	<p><b>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion.</li> <li>• The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details.</li> <li>• The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication.</li> <li>• The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.</li> </ul>
U	<p><b>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

## ORAL PROFICIENCY ASSIGNMENT SECTION

---

This section includes the following:

- Description of the task
- Sample test directions for the Oral Proficiency assignment
- A practice Oral Proficiency assignment
- The scoring scale

On the actual test, examinees will be given a different Oral Proficiency assignment from the one provided as a sample in this study guide.

## DESCRIPTION OF THE ORAL PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will speak on tape in the target language, in response to an assignment that describes in English an imaginary situation requiring oral communication. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak. Speech samples will be evaluated on the basis of five major criteria:

<b>Purpose</b>	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
<b>Fluency</b>	the fluent and developed communication of the message
<b>Pronunciation</b>	the articulation and pronunciation of words and phrases
<b>Vocabulary</b>	the selected vocabulary and idiomatic expressions
<b>Grammar</b>	the constructed grammatical forms and syntactic constructions

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

## SAMPLE TEST DIRECTIONS FOR THE ORAL PROFICIENCY ASSIGNMENT

### DIRECTIONS FOR SECTION THREE: ORAL PROFICIENCY

For this portion of the test, you will speak on tape in response to an assignment presented in your test booklet. You must respond to the assignment in Japanese. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak.

A list of suggestions is provided to help direct your response. It is not necessary that you address every point in the list, nor are you limited in your response to the points mentioned. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing.

You may NOT write in this test booklet, but you may make notes on the scratch paper provided. **You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking. You must return the scratch paper when you have finished testing.**

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **FLUENCY:** The fluent and developed communication of the message
- **PRONUNCIATION:** The articulation and pronunciation of words and phrases
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms and syntactic constructions

**A response will be considered unscorable if it is unrelated to the assigned topic, inaudible or incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.**

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

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



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

## **PRACTICE ORAL PROFICIENCY ASSIGNMENT**

(You will hear and read in the test booklet:)

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

(You will read in the test booklet:)

Imagine that you are talking with several friends about your educational experiences. Speaking in Japanese, describe a memorable educational experience and explain why it had a lasting influence on you. You may wish to include, but are not limited to, the following topics:

- where and when the experience took place;
- the basic details of the experience;
- why the experience made a lasting impression on you;
- how the experience influenced your thinking about education.

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



## SCORING SCALE FOR THE ORAL PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p><b>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</b></p> <ul style="list-style-type: none"> <li>• The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion.</li> <li>• The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses.</li> <li>• The response demonstrates easily intelligible pronunciation with few, if any, errors.</li> <li>• The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors.</li> <li>• The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.</li> </ul>
3	<p><b>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</b></p> <ul style="list-style-type: none"> <li>• The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion.</li> <li>• The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses.</li> <li>• The response demonstrates generally intelligible pronunciation, with occasional errors.</li> <li>• The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions.</li> <li>• The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.</li> </ul>
2	<p><b>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</b></p> <ul style="list-style-type: none"> <li>• The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion.</li> <li>• The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses.</li> <li>• The response demonstrates frequent errors in pronunciation.</li> <li>• The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases.</li> <li>• The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.</li> </ul>
1	<p><b>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</b></p> <ul style="list-style-type: none"> <li>• The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion.</li> <li>• The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility.</li> <li>• The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible.</li> <li>• The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions.</li> <li>• The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.</li> </ul>
U	<p><b>The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</b></p>
B	<p><b>There is no response to the assignment.</b></p>

## EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments for the language proficiency tests. Refer to the sample questions and assignments section for the test that you are taking for examples of the types of constructed-response assignments that will appear on that test.

### THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale. The scoring scales for each assignment appear on pages 2-10, 2-16, and 2-21. Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 reflects a lack of understanding or an inadequate application of the relevant performance characteristics, while a score point of 4 is assigned to a response that reflects a thorough understanding and strong command of the relevant performance characteristics. The performance characteristics for each assignment (see pages 2-5, 2-12, and 2-18) describe the elements typically found in responses to the assignment at each of the four score points.

The responses that receive a particular score point will reflect a range of ability across that score point. Thus, among the most competent written or oral responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well written or orally expressed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read or listened to and then scored by two scorers; the sum of the two scores will be the examinee's total writing, reading, or oral score on that response. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the score point assignments of a "3" and a "3" from each of the two scorers; the total score of 6 could not result from assigned scores of "2" and "4" because these scores differ by more than one point.

# EXPLANATION OF THE TEST SCORE REPORT

## OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the Target Language Proficiency—Japanese test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

### Passing Score

To pass the Target Language Proficiency—Japanese test you must obtain a scaled total test score of 240 or above.

### Total Test Score

The total test score is based on your performance on the entire test, specifically the scores you received on the four constructed-response assignments.

### Constructed-Response Assignment Scores

You will receive one score for the two Reading Comprehension constructed-response assignments (which consist of six questions each), one score for the Writing Proficiency constructed-response assignment, and one score for the Oral Proficiency constructed-response assignment. A sample of the Target Language Proficiency—Japanese score report is on page 2-24.

These scores are presented on the same scale as the total test score.

### Subarea Scores

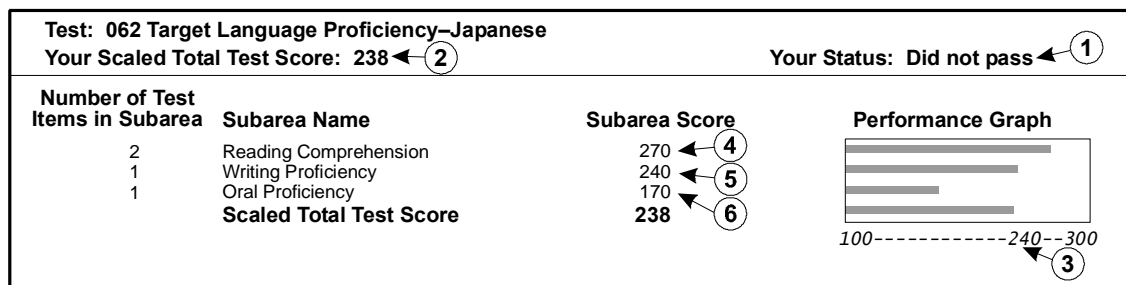
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

### Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

## READING YOUR REPORT: A SAMPLE

A sample of a Target Language Proficiency—Japanese test score report is provided below.



According to the above sample, the examinee did not pass the test ①. The examinee scored 238 ② on the total test and therefore did not meet the minimum passing score of 240 ③. The examinee performed satisfactorily in one subarea: Reading Comprehension (score of 270) ④. However, the examinee did not perform as well on these two subareas: Writing Proficiency (score of 240) ⑤ and Oral Proficiency (score of 170) ⑥. In studying to retake the test, the examinee may wish to concentrate on studying for these two subareas.

Note: The total test score is not an average of the subarea scores.

An insert will be included with your score report that provides information about interpreting the Performance Graph.

## HOW TO INTERPRET THE CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. For the constructed-response assignments, scorers use a set of performance characteristics to base their judgments. In general, if a passing score is attained for the constructed-response test sections, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read or listened to and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.