## Test at a Glance

<table>
<thead>
<tr>
<th>Test Name</th>
<th>World Languages Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Code</td>
<td>0841</td>
</tr>
<tr>
<td>Time</td>
<td>2 hours</td>
</tr>
<tr>
<td>Number of Questions</td>
<td>45 multiple-choice and 2 constructed-response</td>
</tr>
<tr>
<td>Format</td>
<td>Multiple-choice and constructed-response questions</td>
</tr>
</tbody>
</table>

### Content Categories

| I. Language Acquisition Theories and Instructional Practices | 18 multiple-choice | 32% |
| Section One Part A | Content areas 1, 2, 3 |  |
| II. Integration of Standards into Curriculum and Instruction | 13 multiple-choice | 23% |
| Section One Part B | Content area 4 |  |
| III. Assessment of Languages and Cultures | 14 multiple-choice | 24% |
| Section One Part C | Content area 5 |  |
| IV. Instructional Practice: Integrated Skills | 2 constructed-response | 21% |
| Section Two Parts D and E | |  |

### About This Test

The World Languages Pedagogy test is intended primarily for persons planning to teach in foreign languages programs at the K–12 level. The test measures pedagogical knowledge and competence in the theories, methods, and techniques associated with teaching a foreign language. The questions are related to instructional practices, understanding linguistic theories, integration of the national standards into curriculum and instruction as well as assessment of languages and cultures. Also included are questions about integrating knowledge of culture and other disciplines into instruction; developing instructional practices that reflect language outcomes and learner diversity; demonstrating the need for ongoing professional development; and knowing the value of foreign language learning.
The examination is typically taken by examinees who have completed a bachelor's degree program in World Languages with appropriate course work in foreign language education. The test is not a measure of foreign language proficiency. Since the test is designed for all foreign language teacher examinees, the questions and responses are in English. Because of the variations among foreign language education programs, some questions may refer to areas that may not have been studied. Therefore, no one is expected to answer all of the questions on the test correctly. In addition, this test may contain some questions that do not count toward your score.

### Knowledge and Content Descriptions

The test is divided into Section 1 (multiple-choice questions, Parts A, B, and C) and Section 2 (constructed-response questions, Parts D and E). Representative descriptions of knowledge and content descriptions covered in the exam are provided below by test section.

#### I. Language Acquisition Theories and Instructional Practices

**Test Section 1, Part A**

**1. Cultures, Literatures, Cross-disciplinary Concepts**

- Demonstrating Cultural Understandings—Connections among the perspectives of the target culture and its practices and products

  The beginning World Languages teacher:

  1. Knows how to integrate culture consistently and systematically into curriculum, instruction, and assessments (according to the products, practices, and perspectives of Standards for Foreign Language Learning in the 21st Century)

#### World Languages Pedagogy (0841)

Copyright © 2010 by Educational Testing Service. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING., PRAXIS I, PRAXIS II, and PRAXIS III are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. PRAXIS and THE PRAXIS SERIES are trademarks of ETS. 0801

#### II. Language Acquisition Theories and Instructional Practices

**Test Section 1, Part A**

**2. Language Acquisition Theories and Instructional Practices**

- Understanding Language Acquisition and Creating a Supportive Classroom

  The beginning World Languages teacher:

  1. Understands language acquisition as it relates to the cognitive, physical, emotional, and social developmental characteristics of K–12 learners

  2. Knows how to use the target language to the maximum extent possible at all levels of instruction

  3. Knows how to use the target language to develop content-based language lessons

  4. Knows how to tailor the target language to the age and level of the learners

  5. Knows how to use a variety of strategies to help students comprehend oral and written input

- Literary and Cultural Texts from the Target Culture and Their Uses to Interpret and Reflect on Their Perspectives

  The beginning World Languages teacher:

  1. Knows how to select cultural materials that are appropriate for students’ age, interests, and proficiency level and incorporate them into instruction

  2. Knows how to design activities based on those cultural materials that integrate the development of students’ language proficiency with cultural understanding

- Integrating Knowledge of Other Disciplines into Instruction

  The beginning World Languages teacher:

  1. Knows how to use methods and develop strategies for teaching and learning new content by making connections between concepts from other disciplines and those of the language classroom

  2. Knows how to locate and include authentic resources that are appropriate for students’ age, proficiency level, and interest in the target language, instructional resources (print and nonprint, electronic and digital resources, the Internet, magazines, guest speakers)

  3. Knows how to identify appropriate aural and written sources for a specific proficiency level
6. Knows how to negotiate meaning with students during interactions
7. Knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice
8. Knows how to design activities in which students interact in meaningful tasks that are standards based, reflecting curricular themes and students’ interests
9. Knows how to provide opportunities for students to respond in open-ended and personalized responses
10. Knows how to assume the role of facilitator in many classroom activities
11. Knows how to provide feedback on meaning as well as linguistic accuracy
12. Knows how to use strategies that encourage and affirm students’ progress
13. Knows how to encourage students to take risks in learning the target language
• Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity

The beginning World Languages teacher:

1. Knows how to use second-language acquisition theories (including target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level-appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment
2. Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (physical, cognitive, emotional, and social)
3. Understands that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued, and respected
4. Knows how to create an interactive, engaging, equitable, and supportive environment that promotes language learning and cultural understanding for all students
5. Knows how to create an equitable environment so all students can learn
6. Knows how to match students’ diverse ways of knowing, understanding, and learning to instructional activities
7. Knows how to help students recognize the uses and purposes of their heritage language both in their immediate environment and in a global society
8. Knows how to implement a variety of instructional models and techniques to accommodate students’ differences (language levels, language backgrounds, and learning styles)
9. Knows how to identify multiple ways that students learn when engaged in language classroom activities
10. Knows how to implement a variety of instructional models and techniques to accommodate students’ specific special needs and interests
11. Knows how to implement activities that promote critical thinking and problem-solving skills
12. Knows how to incorporate activities in which students work in pairs as well as in small and large groups
13. Knows how to define and model activities, state a time limit and expectations, assign specific roles and tasks for students, monitor the roles and tasks, and conduct a follow-up or accountability activity
14. Knows how to recognize that questioning strategies and task-based activities serve different instructional objectives and is able to align them appropriately with program goals
15. Knows how to seek out information about their students, their backgrounds, and their special needs
Test Section 1, Part A

3. Professionalism

• Need for Ongoing Professional Development
  The beginning World Languages teacher:
  1. Knows how to identify appropriate professional development needs given the scenario of a beginner teacher
  2. Knows how to engage in a reflective process that fosters professional growth and improves teaching and learning

• Knowing the Value of Foreign Language Learning
  The beginning World Languages teacher:
  1. Knows how to identify resources that provide the appropriate advocacy materials
  2. Knows how to effectively communicate a rationale that includes key benefits of foreign language learning
  3. Knows how to advocate language learning for all students
  4. Knows how to advocate early, sequential, and continuous lifelong language learning

II. Integration of Standards into Curriculum and Instruction

Test Section 1, Part B

4. Integration of Standards into Curriculum and Instruction

• Understanding Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL). (Five Cs = Communication, Cultures, Connections, Comparisons, and Communities)
  The beginning World Languages teacher:
  1. Recognizes the appropriate standard addressed, given a particular learning scenario
  2. Integrating Standards for Foreign Language Learning in the 21st Century as defined by the American Council on the Teaching of Foreign Languages (ACTFL). (Five Cs = Communication, Cultures, Connections, Comparisons, and Communities) into planning and instruction

Integrating Standards in Planning
  The beginning World Languages teacher:
  1. Knows how to create lesson/unit plan objectives that address specific goal areas and standards
  2. Knows how to adapt instructional materials to address specific standards

Integrating Standards in Instruction
  The beginning World Languages teacher:
  3. Knows how to design opportunities for students to communicate in interpersonal (speaking or writing), interpretive (listening and reading), and presentational (speaking and writing) modes
  4. Knows how to design opportunities for students to explore target language culture by means of cultural products, practices, and perspectives and knows how to compare them to his or her own culture
  5. Knows how to provide opportunities for students to connect with the target language community via technology and authentic materials

Selecting and Designing Instructional Materials
  The beginning World Languages teacher:
  6. Knows how to identify and integrate authentic materials into classroom activities
  7. Knows how to teach students strategies for understanding and interpreting authentic texts
  8. Knows how to locate additional resources to enhance topics/themes in the curriculum
III. Assessment of Languages and Cultures

Test Section 1, Part C

5. Assessment of Languages and Cultures

• Knowing Assessment Models and Using Them Appropriately

   The beginning World Languages teacher:

   1. Knows how to select assessment practices (formal/informal) appropriate to the task

   2. Knows how to adapt and use holistic and/or analytic scoring methods appropriate to the task

   3. Knows how to distinguish between formative and summative performance assessment models

   4. Knows how to design formative and summative performance assessment instruments based on ACTFL Performance Guidelines for K–12 learners to measure students' progress in achieving the modes of communication (interpretive, presentational, interpersonal) within the cultural framework of products, perspectives, and practices

• Reflecting on Assessment

   The beginning World Languages teacher:

   1. Knows how to use insights gained from that reflective analysis to adapt, change, and reinforce instruction

   2. Knows how to allow the information from the assessments and the analysis of the data to inform instruction

• Reporting Assessment Results

   The beginning World Languages teacher:

   1. Knows how to interpret and report to students and other stakeholders what students know and are able to do
Sample Test Questions

Section I
Part A

This section is designed to measure your knowledge of language acquisition theories and instructional practices.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

1. A teacher of a beginning foreign language class would like to introduce to novice-low learners some new vocabulary related to the family. Which of the following instructional strategies would be MOST beneficial to auditory learners in the teacher’s classroom?
   (A) Writing target language words on the board and asking students to repeat them
   (B) Having students write the names of their relatives in the target language
   (C) Labeling a picture of a famous family with the appropriate target language words and introducing the family’s members to the class
   (D) Showing a picture of a family tree and identifying the parts in the target language

2. A teacher of an advanced-level foreign language class has noted that her students are generally unable to understand clips from TV shows she has recently introduced. Which of the following strategies would best help develop students’ listening comprehension skills?
   (A) Teaching students a wide array of vocabulary words, grammar, and learning strategies
   (B) Exposing students to a wide variety of authentic materials that integrate the spoken discourse of the target language
   (C) Showing clips with subtitles in English to encourage students’ sense of accomplishment in understanding the spoken word
   (D) Placing a heavier focus on reading in the target language so students can expand their knowledge of vocabulary and grammar

3. A school’s counselors have informed a teacher that there are five students with learning disabilities in her foreign language II class. The teacher wants to accommodate the students’ needs to enhance their success in the course. Which of the following strategies would be LEAST effective for these students?
   (A) Providing them with numerous opportunities to take part in cooperative learning activities
   (B) Helping them set realistic goals even though the goals might differ from those of the rest of the class
   (C) Including numerous multiple-intelligences strategies, emphasizing those that involve touch, manipulation, and movement
   (D) Using memorization tactics so that the material gets repeated numerous times for increased retention
Section I
Part B
This section is intended to measure your knowledge of the Standards for Foreign Language Learning in the 21st Century.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter. A summary of the Standards is provided for your reference.

**Standards for Foreign Language Learning**

**Communication**
Communicate in Languages Other Than English

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Cultures**
Gain Knowledge and Understanding of Other Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections**
Connect with Other Disciplines and Acquire Information

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons**
Develop Insight into the Nature of Language and Culture

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities**
Participate in Multilingual Communities at Home & Around the World

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
4. In Mrs. López’ third-grade foreign language class, students learn to sing songs and play games that are traditionally used together by children in the target language countries. This activity is an example of which of the following standards?

(A) Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

(B) Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

(C) Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

(D) Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. Ms. Thompson, the fifth-grade teacher, and Mr. George, a world languages teacher in the same elementary school, are collaborating on a unit about the French in the American Revolution. They are having students investigate reasons why the French supported the colonists against the British. Their collaboration to plan and implement this unit best addresses which of the following standards?

(A) Communication

(B) Cultures

(C) Connections

(D) Communities

6. Students in a foreign language class complete the following activities as part of their preparation for a study abroad trip:

- Study vocabulary needed to fill out visa forms
- Make lists in the target language about what to bring
- Study maps and choose a region in the target country based on climate and field of study
- Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities
- Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro

Which of the activities above performed by students addresses Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures?

(A) Study vocabulary needed to fill out visa forms

(B) Make lists in the target language about what to bring

(C) Research online college sites and sites of the destination city, including maps, housing facilities, transportation, and cultural and recreational activities

(D) Write and role-play sketches on asking and giving directions, getting lost, getting hungry, finding food and drinks, calling a taxi, and using the bus or metro
Section I
Part C

This section is designed to measure your knowledge of assessment of languages and cultures.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case and then fill in the corresponding lettered space on the answer sheet with a heavy, dark mark so that you cannot see the letter.

7. A foreign language teacher completes a thematic unit on the environment and the weather, but a few weeks later, students have trouble forming correct sentences when the teacher asks them to talk about the weather. Which of the following strategies would be most effective in addressing the students’ needs?

(A) Scheduling a written test on common weather expressions so that students will be motivated to review the material

(B) Correcting each student’s answer and asking each one to repeat the correct answer to avoid the fossilization of mistakes

(C) Discussing the daily weather in class to give students multiple opportunities to practice and refresh their memories

(D) Preparing additional handouts or study guides on the weather that focus on common student errors

8. Which of the following would be the best evidence to demonstrate to parents and administrators what students can do with the language?

(A) Scores on dictation tests

(B) Poems written by students

(C) Copies of national or state standards

(D) Lists of course goals and objectives
Answers

Section 1
Part A

1. This question asks for a basic understanding of learning styles among students. Auditory learners internalize information best by hearing it. The correct answer is (A).

2. This question presents a scenario that requires knowledge of appropriate instructional strategies to help students’ listening comprehension. Experiencing authentic materials would best help students acclimate to discourse by native speakers. The correct answer is (B).

3. The answer to this question is based in a knowledge of basic strategies to employ when teaching students with learning disabilities. Memorization is often difficult for these students. The correct answer is (D).

Part B

4. Questions in Part B ask the test taker to demonstrate knowledge of the Standards for Foreign Language Learning in the 21st Century. This question describes young students using songs and games (products) in the context (perspective) of the culture. The correct answer is (B).

5. While it is easy to imagine addressing all of the standards during this type of instructional unit, the question, as presented, asks about addressing standards through cross-disciplinary collaboration. The best answer is (C).

6. This question asks about acquiring information about the culture from the Connections standard. The other options best fit the Communications standard. The correct answer is (C).

Part C

7. When and how to assess student progress is vital knowledge all teachers need to apply appropriately. Giving the students a chance to review the material in class would provide information to the teacher about student difficulties. The other options might be appropriate once the teacher has determined a reason for the difficulties. Therefore, the correct answer is (C).

8. Presenting creative student work is direct evidence of a student’s level of internalization of and ability to utilize acquired language skills in an authentic environment. The correct answer is (B).
Assume that you are teaching a third-year, high school foreign language class. Your students are from 15 to 17 years of age. Most students are estimated to be in the intermediate range, as described in the ACTFL Proficiency Guidelines. Design an instructional unit on famous painters of the target culture. At the end of the unit, students will be familiar with several painters and discuss details of the painters’ personal and professional lives as well as their contributions to the target culture’s artistic production. Your unit will cover three class periods of 50 minutes each.

School Grade: Third year, high school
Student Profile: 15–17 years of age
Proficiency Level: Intermediate range in the ACTFL Proficiency Guidelines
Theme/Topic: Famous painters of the target culture
Objective: Students will be familiar with several painters and discuss details of the painters’ personal and professional lives as well as their contributions to the target culture’s artistic production
Length of Unit: 3 class periods of 50 minutes each

Vocabulary: 
Materials: 
Procedures/Activities: Make sure you include all the blank categories in your response.
Assessment: 

Make sure that you include the following information in your lesson:

- Vocabulary you will include in the lesson
- Materials you will use in the lesson
- Detailed description of procedures and activities that will be part of the lesson
- Informal or formal assessment or evaluation of students’ learning

Manage your time so that you allow enough time to plan, write, and revise your response. Typically, an effective response will contain a minimum of 200 words.
PART D
Sample Responses

Response A

Vocabulary: art terms in a handout (línea, el espacio, el valor, la textura, el equilibrio) review verbs in past tense and future as needed
Materials: 5 reproductions of different artworks from the target culture, poster question template, computer lab time, appropriate Web sources in target language, Planning form
Day 1: Students will divide themselves evenly among the 5 reproductions hanging on the class walls. Tell students they are going to work in teams to create one team poster about the artwork. Discuss with them what questions they need to ask about the art. Ask them to write down the questions using the target language (past tense): Ex: Who was the artist? What was the place of birth? Where did the artist work? Why is/was the artist famous? Do you admire the artist? Why or why not? For the rest of the period students will use the Planning form to plan the project. Ask them to write down the following questions using the target language(future tense): What will be needed, what you will know at the end, potential problems-like what new vocabulary is needed, how will I find answers. During group work, check comprehension by looking to see if they wrote the questions correctly you spoke.
Day 2: Using the computer lab, students will search appropriate Web sites in the target language for information to complete their poster. Teacher will check their Planning form to assess progress and ask questions about the artists.
Day 3: Each student of each team will take turns role-playing asking and answering questions from the poster. Their individual grade will be based on how tenses are used during their portion of the oral presentation and on a short paragraph about which art they liked best. A team grade will be given using a rubric based on the questions about each artist.

Response B

Day 1
I would present information in an engaging way by displaying 3 paintings with an autobiographical sketch next to each artwork. I would talk about each artist’s contributions without saying the name. Students will match what I say to the correct painting through discussion.
Day 2
Students will use colored markers to recreate the 3 pictures using paint-by-numbers books written in the target language. Students will label the colors used and parts of the paintings in the target language (blue, red, tree, sky, boat, castle, river, etc.). They will also orally describe which of the paintings they like best and why.
Day 3
Students will write a poem describing how they feel about one of the displayed paintings after brainstorming adjectives to use to further define the parts of the artwork (tall green tree, old wooden boat, etc.). They will take a multiple choice quiz about that artist.

Response C

I will expose the students to the painters art from the culture. I will compare them with some painters from other cultures. I will divide students by groups. The students will look for the style and similar characteristics and differences. The students can also gather the information on the painters’ lives and prepare a presentation to discuss in class. Students will take a quiz about the artists.

Response D

Day 1
I would place paintings in different parts of the room and would share some common ideas about how to look at and discuss paintings, and would expect students to abide by common courtesies while discussing the paintings. It is important for students to know about art and how people understand culture through art.
Day 2-3
Students would then debate which of the paintings has the most value in today’s culture. Grade would be on participation in the debate and observance of etiquette during class.
Scoring the Lesson Plan Responses

Holistic scoring of test taker responses is done by content experts who have been through a rigorous training and qualifying process. Each response is independently scored by two raters using the rubric shown below. Scoring explanations for the Lesson Plan sample responses A, B, C, and D follow.

PRAXIS World Languages Pedagogy Rubric – Lesson Plan

3 High
A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.
- Fully addresses and fully elaborates all categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a high degree of content understanding and all or almost all content information is accurate and well developed
- All teaching techniques described are appropriate for age, grade, and proficiency level
- All materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits appropriate information on targeted learning objective
- Response is well organized and generally coherent

2 Mid-High
A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.
- Addresses all categories (vocabulary, materials, procedures, and assessment), but some points are not fully elaborated
- Demonstrates a moderate degree of content understanding and most content information is accurate
- Most teaching techniques described are appropriate for age, grade, and proficiency level
- Most materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument described elicits moderate amount of information related to learning objective
- Response is organized, but some parts are not fully developed

1 Mid-Low
A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.
- Addresses only some of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a low degree of content understanding and only some content information is accurate
- Some of the teaching techniques described are appropriate for age, grade, and proficiency level
- Some materials and activities discussed are appropriate for age, grade, and proficiency level
- Assessment instrument elicits minimal information related to learning objective
- Response is inadequately organized or not sequenced correctly

0 Low
A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.
- Addresses almost none of the categories (vocabulary, materials, procedures, and assessment)
- Demonstrates a poor understanding of content, and content information is inaccurate
- Teaching techniques described are not appropriate for age, grade, and proficiency level
- Materials are not connected to procedures, and activities are not appropriate for age, grade, and proficiency level
- Assessment instrument is not described and/or the instrument described does not relate to learning objective
- Response is disorganized
PART D
Explanations for Sample Scores

Response A
This lesson plan contains detailed elements and content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and formative and summative assessment. All techniques and materials are appropriate and combine to support the learning objective. Overall, the response provides evidence of a **high degree of competence** in response to the assignment. Therefore, the score is a 3.

Response B
This lesson plan contains the elements and content of a good lesson; input by the teacher, student activities to process the information, student output after processing, and some form of assessment. All techniques and materials are appropriate except for the paint-by-numbers activity and simplistic vocabulary, which are inappropriate for intermediate proficiency and age. The assessment lacks detail but, overall, the response provides evidence of **competence** in response to the assignment. Therefore, the score is a 2.

Response C
This lesson plan contains procedures, activities, and assessment but they lack detail as required by the prompt. Evidence of content is minimal. Vocabulary and materials are missing. Therefore, this response indicates evidence of **limited competence** in response to the assignment. Therefore, the score is a 1.

Response D
This lesson plan lacks essential elements of an effective plan; vocabulary is missing; teacher input is only about how to critique art and observe common courtesies during discussion. The debate activity is inappropriate for intermediate proficiencies; the assessment is unrelated to the objective. Therefore, this response indicates evidence of **little or no competence** in response to the assignment. Therefore, the score is 0.
Section II

PART E
(Suggested time—20 minutes)

Directions: You will be asked to write an essay in English on a specific topic. Write your response in the space provided in the response book.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write, and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

Imagine that your school awards funds to teachers for professional development. Write an essay to the selection committee describing your professional development plans for the coming year. Be specific about professional conferences or meetings you would like to attend or professional organizations you would like to join, and tell how you and your students would benefit from your activities.

PART E
Sample Responses

Response E

I plan on attending many conferences this year to improve myself as a teacher. There is a conferences over fall break on integrating multiple intelligences into your high school classroom. It is a two day conference that has many wonderful speakers scheduled to attend. I feel like I would benefit from this conference by learning new ways to reach all of my students in the way that best helps them learn. The second conference I plan to attend is over spring break and it is on incorporating culture in your language classroom. I feel there are so many ways for my students to get involved in the target language community but they're not interested. I believe this conference will help me boost their interest.

There is a target language teachers organization that meets once a month that I am interested in joining. It is just a group of teachers that meet and give each other advice and ideas on how to teach our classes better. My choices for professional development will boost student interest and provide me with several new avenues to reach all of my students. Thank you for considering me for this opportunity.

Response F

I am grateful for the opportunities I have to better my teaching and further benefit the students at our school. This year affords many exceptional venues for learning that will allow me to develop my classroom techniques and, consequently, increase the quality of our institution.

There are a number of conferences this year which will greatly benefit our language program. The Southwest Regional Language Fair should be a remarkable opportunity to improve my skills in promoting integrated skills, which will improve our reputation (and help our students). I will also apply for the Foreign Language Teachers Association which will provide a wide variety of ideas which can be incorporated into the classroom. These conferences and organizations offer unique materials for use in the classroom, and help keep ideas fresh, innovative, and in touch with current academic trends. They also put teachers in contact with each other so that they can share ideas and integrate them into the classroom.
As a teacher, it is crucial to continue learning and adapting in order to maintain a healthy environment of development and progression. These programs will benefit our school and encourage continual academic improvement in the classroom.

Response G

While planning for the upcoming academic year, I plan to implement new strategies to help my students excel scholastically. By attending teacher’s conventions and school board meetings, along with keeping up to date on current events and pop culture, I can develop teaching methods that will capture students’ interest.

By attending these enhancement courses and attending meetings, I think that I can capture those students that perhaps are not learning from traditional teaching methods.

Response H

Thank you for reviewing my application. I would like to inform you about my professional development plans for the coming year.

I am writing a research article on the importance of diversity in pedagogy. I am going to present my article at the annual convention of Across the Disciplines: Interdisciplinary Perspectives on Language, Learning, and Academic Writing. Furthermore, I am also going to chair a program that holds contests among school students and raises awareness. I will be grateful if I get the funding for my plans.
Scoring the Essay Responses

Here is the rubric for the essay. Scoring explanations for the essay sample responses E, F, G, and H, follow.

PRAXIS World Languages Pedagogy
Rubric - Essay

3 High
A response at this level demonstrates evidence of a high degree of competence in response to the assignment, but it may have a few minor errors.
- Fully addresses and completes the task
- Clearly demonstrates a high degree of understanding of the content required by the question
- All content information is accurate and well developed
- All or almost all supporting details or examples are appropriate and effective
- Response is well organized and generally coherent

2 Mid-High
A response at this level demonstrates evidence of competence in response to the assignment, but it has minor errors.
- Addresses and completes the task
- Demonstrates a moderate degree of understanding of the content required by the question
- Most content information is accurate
- Most supporting details or examples are appropriate and effective
- Response is organized, but some parts are not fully developed

1 Mid-Low
A response at this level demonstrates evidence of limited competence in response to the assignment and it has one or more major errors.
- Addresses and completes the task
- Demonstrates a low degree of understanding of the content required by the question
- Some content information is accurate
- Some supporting details or examples are vague, not well defined, not appropriate, or not effective
- Response is inadequately organized or not sequenced correctly

0 Low
A response at this level demonstrates evidence of little or no competence in response to the assignment and it is obviously flawed.
- Partially addresses and/or partially completes the task
- Demonstrates a poor understanding of the content required by the question
- Most content information is inaccurate
- Most supporting details or examples are irrelevant, not effective, or missing
- Response is disorganized
PART E
Explanations for Sample Scores

Response E
This response contains the elements of a good essay: thesis statement, specific requests (description of conferences), and supporting details. Professional development plans, specific conferences, logical reasons, and how the teacher and students will benefit are evident in the response. This essay demonstrates evidence of a high degree of competence in response to the assignment. Therefore, the score is a 3.

Response F
This response contains the elements of a good essay: thesis statement, specific description of conferences, and some specific details. Although professional development plans, reasons for attending, and benefits for the teacher and students are evident in the response, some are less developed than others. Overall, this essay demonstrates evidence of competence in response to the assignment. Therefore, the score is a 2.

Response G
This response contains some of the elements of an essay: thesis statement, description of conferences, but no specific details. Professional development plans are valid but general. School board meetings are not an appropriate venue for developing teaching strategies. Reasons for using current events and pop culture is a valid technique but undeveloped. Overall, this essay demonstrates evidence of limited competence in response to the assignment. Therefore, the score is a 1.

Response H
This response is missing the supportive elements of a good essay. Professional development plans are described but no reasons, examples, student or teacher benefits are evident as required by the prompt. Overall, this essay demonstrates evidence of little or no competence in response to the assignment. Therefore, the score is 0.