

**Florida Teacher Certification Examination
Test Information Guide
for
French K-12**



FLORIDA DEPARTMENT OF EDUCATION

www.fdoe.org

Third Edition

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Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the French K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the Initial Teacher Subject Area Test in French K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**
Section 1 discusses the development of the test and test information guide.
Section 2 (this section) outlines test preparation steps.
Section 3 presents information about the content of the test.
Section 4 lists question formats and includes sample test items.
Section 5 offers strategies for taking the test.
Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**
Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

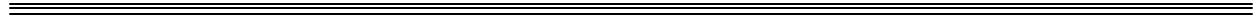
- **Study according to your needs.**
Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**
Section 4 describes types of questions you may find on the examination.
- **Answer sample test questions.**
Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**
Section 5 includes suggestions for improving your performance on the examination.



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Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the French K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%
1 Knowledge of communication (performance)	*
<ul style="list-style-type: none"> 1 Demonstrate proficiency in speaking French by orally responding to a speaker, providing and requesting information, and expressing feelings, emotions, and opinions. 2 Demonstrate proficiency in speaking French by orally presenting cultural information, concepts, and ideas on a variety of topics. 3 Demonstrate proficiency in writing French by presenting, in a written form, concepts, ideas, opinions, and cultural information on a variety of topics. 	
2 Knowledge of communication	33%
<ul style="list-style-type: none"> 1 Demonstrate proficiency in listening by understanding and interpreting spoken French (e.g., political speech, radio interview, conversation, recitation, lecture) on a variety of topics. 	
* The speaking section comprises 40% of the total score; the writing section comprises 10% of the total score.	

Competencies are areas of content knowledge.

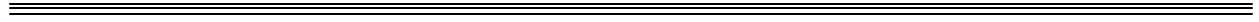
Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills and Percentages

Competency/Skill	%
1 Knowledge of communication (performance)	*
<ol style="list-style-type: none"> 1 Demonstrate proficiency in speaking French by orally responding to a speaker, providing and requesting information, and expressing feelings, emotions, and opinions. 2 Demonstrate proficiency in speaking French by orally presenting cultural information, concepts, and ideas on a variety of topics. 3 Demonstrate proficiency in writing French by presenting, in a written form, concepts, ideas, opinions, and cultural information on a variety of topics. 	
2 Knowledge of communication	33%
<ol style="list-style-type: none"> 1 Demonstrate proficiency in listening by understanding and interpreting spoken French (e.g., political speech, radio interview, conversation, recitation, lecture) on a variety of topics. 2 Demonstrate proficiency in reading by understanding and interpreting written French on a variety of topics. 	
3 Knowledge of cultures	21%
<ol style="list-style-type: none"> 1 Identify elements of contemporary cultures in the Francophone world. 2 Identify major figures and ideas and their significance in the visual and performing arts, literature, and music of the Francophone world. 3 Identify major historical, geographic, social, governmental, and economic features of Francophone societies. 4 Identify various viewpoints related to other disciplines as expressed in Francophone media. 	
4 Knowledge of sociolinguistic patterns through comparisons of English and French	5%
<ol style="list-style-type: none"> 1 Identify various sociolinguistic patterns. 2 Identify cultural differences or similarities in language usage. 	

Competency/Skill	%
5 Knowledge of linguistic patterns	14%
<ol style="list-style-type: none"> 1 Identify the meaning of idioms, cognates, word roots, and derivatives. 2 Identify linguistic features (e.g., spelling, capitalization, punctuation, accent marks). 3 Identify the correct use of linguistic structures. 	
6 Knowledge of pedagogy	27%
<ol style="list-style-type: none"> 1 Select appropriate methods and materials for teaching listening to, speaking, reading, and writing French. 2 Select appropriate assessment instruments to evaluate proficiency in listening to, speaking, reading, and writing French. 3 Select appropriate methods for teaching the cultures of the Francophone world. 4 Select appropriate assessment instruments to evaluate knowledge of Francophone cultures. 5 Select appropriate strategies and materials for teaching the French language and the literatures and cultures of the Francophone world to diverse populations with a wide range of learning styles and abilities. 6 Select appropriate assessment instruments to evaluate knowledge of the French language and the literatures and cultures of the Francophone world taught to diverse populations with a wide range of learning styles and abilities. 7 Select appropriate strategies for incorporating technology in teaching the French language and the literatures and cultures of the Francophone world. 	
<p>* The speaking section comprises 40% of the total score; the writing section comprises 10% of the total score.</p>	





Test Format and Sample Questions

The French K-12 subject area test consists of sections that test your speaking, listening, reading, and writing skills, as well as your knowledge of pedagogy and French linguistic structures, vocabulary, and culture. The test includes approximately ninety questions and you will have two-and-one-half hours to complete the entire test.

For each multiple-choice question, you will choose among four response options and indicate your answer by selecting **A**, **B**, **C**, or **D**. Test questions in the speaking section require recording a spoken response. Test questions in the listening section are based on recorded passages presented on audio.

The following pages explain procedures for each section of the test and direct you to examples of each type of question among the sample items on pages 15 through 24.

Speaking Skills

In this section of the test you will perform speaking tasks *in French* when presented with an example, a scenario, a situation, or statement recorded *in French*. The speaking tasks will consist of responding appropriately to a variety of test items that measure the ability to satisfy the demands of school, work, and everyday situations.

You will also be expected to present cultural information, concepts, and ideas on a variety of topics.

Scoring Guidelines: Speaking

- 1 Pronunciation usually unintelligible. Grammar almost entirely inaccurate except in stock phrases. Vocabulary inadequate for even the simplest conversation. Content inappropriate for the situation. Speech is so halting and fragmentary that conversation is virtually impossible.
- 2 Frequent gross errors and/or a very heavy accent making understanding difficult. Constant errors showing control of very few major patterns; errors frequently obscure communication. Vocabulary limited to survival needs. Content mostly inappropriate for the situation. Speech is slow and uneven except for short sentences and stock phrases.
- 3 Strong “foreign accent” requires concentrated listening; mispronunciations may lead to occasional misunderstanding. Frequent errors showing some major patterns uncontrolled. Choice of words frequently inaccurate; limitations of vocabulary prevent discussion of some common topics. Content partially inappropriate for the situation and/or length of response less than 50% of allotted time. Speech is frequently hesitant and jerky, may be characterized by non-French phatic expressions; sentences may be left uncompleted.
- 4 Noticeable “foreign accent” and/or occasional mispronunciations that do not interfere with understanding. Choice of words usually accurate; general vocabulary permits discussion (with some circumlocutions) of a wide range of topics. Content appropriate with minimal interpretative detail. Length of response at least 50% of allotted time. Speech is occasionally hesitant with some unevenness caused by repetitive groping for words.
- 5 Rare mispronunciations and/or noticeable regional accent; close to prescriptive model. Few performance errors, with competence evident in all patterns. Choice of words almost always accurate; evidence of ability to distinguish registers. Content appropriate with more extensive interpretative detail. Speech is usually effortless and smooth, but with rare repetitions and pauses.
- 6 Polished pronunciation; consistently serves as prescriptive model of standard French. Grammatical usage consistently serves as prescriptive model. Vocabulary sufficiently accurate, extensive, and nuanced to serve as prescriptive model. Content sufficiently appropriate and detailed to serve as a prescriptive model. Speech is effortless and smooth, presenting a prescriptive model.

Listening Skills

Recorded passages, no more than three minutes in length, are used to test your listening skills. After each passage is played, two to four questions are presented on the recording *in French*. The passage and the questions are then played a second time. Neither the passage nor the questions appear on the screen. However, the multiple-choice response options for each question are presented *in French*. You will select the best answer and indicate your choice by selecting **A, B, C, or D**.

Question format
<p>Listening passage Listen to a recorded passage in informal or formal French, such as a dialogue, interview, news item, short lecture on familiar topics, or a report dealing with factual information. After each recorded question, choose one of the response options by selecting A, B, C, or D.</p>

Multiple Choice

This section of the test consists of multiple-choice items. Read the question, select the best answer, and indicate your choice by selecting **A**, **B**, **C**, or **D**.

Question format	Sample items
Reading comprehension and vocabulary Select the response option that best identifies, summarizes, or translates a short passage.	Item 2, page 17
Culture Choose the response option that identifies features of the culture, arts and literature, history, geography, and socioeconomic and political institutions of France and the Francophone world. Identify the relationships among the perspectives, products, and practices of the culture studied.	Item 3, page 18
Language structures and linguistics Choose the response option that best completes a sentence or identifies a feature of French linguistic structures.	Item 13, page 20
Pedagogy Choose the response option that best identifies methods, materials, and technologies used for teaching French or provides the best recommendation for a specific teaching situation.	Item 20, page 21

Writing Skills

Question format	
Writing sample Write a 150-word letter or passage in French presenting cultural information, concepts, or ideas on familiar topics. Cues for the writing task will be given in English.	Page 24

Scoring Guidelines: Writing

The essay will be scored by two judges. The personal views you express will not be an issue; however, your use of vocabulary, grammar, syntax, and idiomatic French will be very important to the scoring. Scoring criteria include, but are not limited to, verb tense (with demonstration of mastery of several past tenses, including at least the *imparfait* and the *passé composé*), subject-verb and noun-adjective agreement, word order, and gender.

- 1 Demonstrates incompetence. Clearly unacceptable from most points of view. Almost total lack of vocabulary resources, little or no sense of idiom and/or style. Essentially gallicized English or nearly incoherent French.
- 2 Suggests incompetence. Weak use of language with little control of grammatical structures. Limited vocabulary. Frequent use of anglicisms that forces interpretations on the part of the reader. Occasional redeeming features.
- 3 Suggests competence. Fair ability to express ideas in French. Correct use of simple grammatical structures or use of more complex structures without numerous serious errors. Some apt vocabulary and idioms. Occasional signs of fluency and sense of style.
- 4 Demonstrates competence. Good general control of grammatical structures despite some errors and/or awkwardness of style. Good use of idioms and vocabulary. Reads smoothly overall.
- 5 Demonstrates superiority. Strong control of the language. Proficiency and variety in grammatical usage with few significant errors. Broad command of vocabulary and of idiomatic French.

An essay of clearly insufficient length (less than half the suggested length) or with excessive repetitions will be rated a 3 or lower. An essay that fails to treat the topic will automatically be rated a 1. The coherence, organization, or inventiveness and creativity of the essay may be the deciding factor in the case of a borderline rating.

RECORDED PORTION

SPEAKING SECTION

DIRECTIONS: For items I-II, record your response in French according to the instructions provided on the recording.

- I. **Madame Duclos fait marche arrière en sortant de son garage. Monsieur Brière arrive de la droite et heurte l'arrière de la voiture de Mme Duclos. Les dommages ne sont pas graves. Ils vont donc régler la situation à l'aimable. Vous êtes M. Brière. Comment allez-vous résoudre le problème?**

The examinee will respond in French.

- II. **Vous venez de retourner d'un pays francophone et maintenant vous êtes rentré(e) chez vous en Floride. Lors de la prochaine réunion de l'Alliance Française, Madame la Présidente vous demande de parler de vos expériences. Quelle région particulière vous a impressionné et pourquoi? Vous pouvez parler, par exemple, de la cuisine, du paysage, des arts, des loisirs, et cetera.**

The examinee will respond in French.

LISTENING SKILLS SECTION

DIRECTIONS: On the exam, each of the listening questions will include a passage and a set of questions presented twice on the recording but not presented on the screen. For each question, you will choose the best response option and indicate your choice by selecting A, B, C, or D.

36-15: le Sésame de la France câblée

Jean-Marc Victor

Il est sur toutes les bouches, il s'étale sur toutes les affiches, il résonne dans tous les foyers de l'hexagone. Son nom de code: 36-15, le sésame qui vous ouvre toutes les portes d'une France révolutionnée par une nouvelle ère de communication.

La radio nous faisait déjà entendre la voix du monde, la télévision nous montrait le visage des hommes qui le peuplent et le déroulement des événements qui l'agitent. À présent, le minitel met en contact l'individu avec l'individu, et l'individu avec la société, comme dans une nouvelle version des <<Français parlent aux Français>>. Mais quel est donc ce mystérieux engin qui a commencé à envahir les chaumières?

Regardez-le bien. Oh! bien sûr, il a l'air banal. Apparemment, ce n'est qu'une petite boîte marron posée à côté du téléphone. Fourre-tout? Boîte à ouvrage? Pas du tout! Appuyez sur ce petit bouton et la boîte s'ouvre sur un monde magique, révélant un écran-miniature et un clavier aux touches attirantes. Le minitel, invention française, est à votre disposition pour vous faire entrer à votre tour dans l'univers fascinant de la communication <<made in France>>.

Il s'agit en fait d'une sorte de mini-terminal d'ordinateur, directement relié au téléphone, qui à la fois sert d'annuaire, remplaçant le vieux Bottin devenu obsolète, et donne accès à une multitude de services offerts par des entreprises publiques ou privées.

From R. Matilde Mésavage, *En cours de route* (Boston, MA: Heinle & Heinle. 1992), p.60.

1. Le minitel est

- A. une télévision qui nous montre le visage des hommes.
- B. une radio qui nous fait entendre la voix du monde.
- C. un mini-terminal d'ordinateur qui est relié au téléphone.
- D. un hexagone qui a révolutionné la France.

MULTIPLE-CHOICE SECTION

DIRECTIONS: For item 2, read the following passage and select the correct response.

L' amitié

Ce que nous appelons ordinairement amis et amitiés, ce ne sont qu'accointances et familiarités nouées par quelque occasion ou commodité, par le moyen de laquelle nos âmes s'entretiennent. En l'amitié de quoi je parle, elles se mêlent et confondent l'une en l'autre, d'un mélange si universel qu'elles effacent et ne retrouvent plus la couture qui les a jointes. Si on me presse de dire pourquoi je l'aimais, je sens que cela ne se peut exprimer qu'en répondant : "Parce que c'était lui, parce que c'était moi".

Il y a, au delà de tout mon discours et de ce que j'en puis dire particulièrement, ne sais quelle force inexplicable et fatale, médiatrice de cette union. Nous nous cherchions avant que de nous être vus, et par des rapports que nous voyions l'un de l'autre, qui faisaient en notre affection plus d'effort que ne porte la raison des rapports; je crois, par quelque ordonnance du ciel. Nous nous embrassions par nos noms; et à notre première rencontre, qui fut par hasard en une grande fête et compagnie de ville, nous nous trouvâmes si pris, si connus, si obligés entre nous, que rien dès lors ne nous fut si proche que l'un à l'autre. (...)

From M. Montaigne, L'amitié. In A. Lagarde and L. Michard (eds), *XVI^e Siècle les grands auteurs français du programme anthologie et histoire littéraire* [Great French authors of the 16th century anthology and literary history program]. (Paris: Bordas, 1985).

2. Sur quoi est basée l'affection de Montaigne pour cette personne?

- A. la recherche de son copain
- B. l'obligation et la reconnaissance de son copain
- C. un mélange universel de familiarité
- D. une force inexplicable et fatale qui les attire

DIRECTIONS: For items 3-26, select the correct response.

3. *Tagine* is a regional dish of

- A. Belgium.
- B. Morocco.
- C. Quebec.
- D. Martinique.

4. Hector Hypolite is a representative of which of the following artistic movements?

- A. impressionist
- B. abstract
- C. surrealist
- D. naïve

5. Who was the architect of the liberation of Haiti from France?

- A. Jean-Bertrand Aristide
- B. Toussaint-Louverture
- C. Léopold Senghor
- D. Papa Doc Duvalier

6. At the beginning of July, which sports activity would receive the most media coverage in France?

- A. Le Championnat de Rugby
- B. Le Championnat de tennis Roland Garros
- C. Le Tour de France
- D. La Course de Voile d'Oléron

7. Which major French print medium would express the most liberal viewpoint?

- A. *France-Soir*
- B. *Le Monde*
- C. *Le Nouvel Observateur*
- D. *Le Canard Enchaîné*

-
8. **A French family has invited friends to dinner at 7:00 p.m. The latest culturally acceptable time for their friends to arrive would be approximately**
- A. 6:50 p.m.
 - B. 7:00 p.m.
 - C. 7:20 p.m.
 - D. 7:45 p.m.
9. **A man is seated on a bench at a busy train station in France. Choose the culturally acceptable question to ask in order to share the bench.**
- A. On permet?
 - B. Je vous permets?
 - C. Tu permets?
 - D. Vous permettez?
10. **Which of the following expressions would French-speaking people use to say that they were feeling down or blue?**
- A. J'ai le trac.
 - B. J'ai de la chance.
 - C. J'ai du pain sur la planche.
 - D. J'ai le cafard.
11. **In which occupation or discipline would the French vocabulary items *logiciel*, *ordinateur*, *clavier*, and *souris* be of most use?**
- A. la physique
 - B. la psychologie
 - C. l'informatique
 - D. la musique
12. **A teacher asks a student, "What is the capital of France?" The student answers, "Paris." What is the teacher's correct response?**
- A. L'élève a tort.
 - B. L'élève a soif.
 - C. L'élève a besoin d'étudier.
 - D. L'élève a raison.

13. Which of the following English statements corresponds to the French expression

<< J'en ai ras le bol? >>

- A. My cup runneth over.
- B. My glass is filled to the brim.
- C. I'm in a dilemma.
- D. I'm fed up with it.

14. Which sentence correctly observes the French convention for capitalization?

- A. Le premier janvier, c'est mon anniversaire!
- B. Le premier Janvier, c'est Mon anniversaire!
- C. Le premier Janvier, c'est mon anniversaire!
- D. Le Premier Janvier, c'est mon anniversaire!

15. Which of the following sentences correctly observes the French convention for capitalization?

- A. C'est le mardi, premier Juillet.
- B. C'est le Mardi, premier Juillet.
- C. C'est le mardi, premier juillet.
- D. C'est le Mardi, Juillet.

16. If someone is asked to explain how long he has been living in Florida, which is the correct response?

- A. J'ai habité en Floride pendant trois ans.
- B. Il y a trois ans, j'ai habité en Floride.
- C. J'habitais en Florida depuis trois ans.
- D. Cela fait trois ans que j'habite en Floride.

17. Select the correct type of agreement between the two underlined words in the following sentence.

La jeune file conduisait trop vite.

- A. verb-direct object
- B. pronoun-past participle
- C. adjective-noun
- D. subject-verb

18. Select the correct article used with the noun in the following sentence.

Elle préfère _____ romans écrits au dix-neuvième siècle.

- A. des
- B. aux
- C. de
- D. les

19. In French, the correct translation of "He is very influential" is

- A. Il a beaucoup d'argent.
- B. Il a les cheveux gris.
- C. Il a le bras long.
- D. Il a des amis importants.

20. Ms. Redmond's French III class will begin reading the first chapter of *L'Étranger* next week. The most appropriate prereading activity for Ms. Redmond to use to prepare her students for this assignment is

- A. organizing paired interviews prior to reading.
- B. signaling for reading comprehension checks.
- C. discussing advance organizers.
- D. providing initial opportunities for peer editing.

21. During the second week of his French IV course, Mr. Walsh administers a diagnostic speaking test to his students. Mr. Walsh uses the ACTFL Oral Proficiency Interview (OPI) to evaluate his students' level of proficiency. Mr. Walsh will follow four procedural steps, in the order presented below:

- I. warm-up**
- II. level check**
- III.**
- IV. wind-down**

What is the third step?

- A. preparation
 - B. probe
 - C. placement
 - D. practice
- 22. Ms. Shelton's 3rd-grade French class is studying the culture of French Canada. A festival that the children learn to appreciate is << le carnaval du Québec>>. To impart an understanding of this festival, Ms. Shelton should have the children create a**
- A. bonhomme de neige.
 - B. poisson d'avril.
 - C. loup-garou.
 - D. crèche.
- 23. Tactile and kinesthetic instructional modalities should be emphasized especially in teaching reading to which kind of learners?**
- A. heritage language learners
 - B. students with learning disabilities
 - C. bilingual students
 - D. gifted students
- 24. To teach Madame de Lafayette's *La Princesse de Clèves* most effectively in an advanced placement French course, an instructor should ask students to**
- A. read selections aloud together.
 - B. analyze the controversial ending and write their own version.
 - C. do a dictée based on the most relevant passages of the story.
 - D. perform the major roles of the novel.

25. An alternative to traditional listening comprehension tests that is particularly suited to dyslexic learners is a(an)

- A. choice of correct picture.
- B. dictation in French.
- C. written short-answer response.
- D. spelling bee.

26. The most effective use of the Internet to motivate students to improve their writing skills in French is to have students

- A. research a city of a Francophone country in order to lead the class on a virtual tour of the city.
- B. participate in an electronic mail exchange with a class in a Francophone country.
- C. select a Francophone region or province to research in order to familiarize the class with its distinctive characteristics.
- D. access Web sites on Francophone cuisine to select a recipe to prepare for the class.

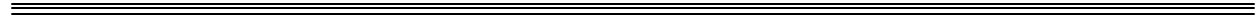
WRITING SECTION

DIRECTIONS: Your writing sample should be about one page (about 150 words). *On the actual test, you will choose one of two topics as the subject of your writing sample.*

Assume that you are a French major in college and have just returned from a homestay in a Francophone region. Write a letter to your high school French teacher in which you discuss your cultural experiences and what you learned during your stay.

Take a few minutes to organize your thoughts and plan your writing sample. Leave time for editing and revision after you complete your writing sample. Use the bottom of this page for planning, outlining, and making notes. This portion of the test is not timed separately. Twenty minutes is the recommended time.

The examinee will provide a written response in French.



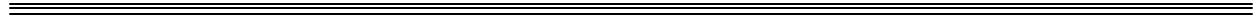
Answer Key

I. Examinee provides a recorded response.		
II. Examinee provides a recorded response.		
1. C	10. D	19. C
2. D	11. C	20. C
3. B	12. D	21. B
4. D	13. D	22. A
5. B	14. A	23. D
6. C	15. C	24. B
7. D	16. D	25. B
8. C	17. D	26. A
9. D	18. D	



Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in “Identification Policy”
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered. For examinations with speaking or listening items or an essay section, you will not be able to return to these items after initial completion, but all other test items can be reviewed.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/

