

**Florida Teacher Certification Examinations
Test Information Guide
for
Spanish K–12**



FLORIDA DEPARTMENT OF EDUCATION
www.fdoe.org

Fourth 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 Examinations (FTCE), which 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 Spanish K–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. 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 assist examinees in preparing for the subject area test in Spanish K–12 and identifying areas in need of further study. 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. An annotated bibliography of related subject matter materials is available at the end of the test information guide to provide further guidance in identifying additional areas in need of study.

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 questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. 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.

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Preparation for the Test

The following outline may help you 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 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



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 for your comfort.
- 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 work through the questions that require more thought.
 - When you are not certain of the correct 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.

4

Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Spanish 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 can serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover each specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

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

The following excerpt illustrates the components of the table.

<i>Competency</i>	<i>Approximate percentage of total test questions (test blueprint)</i>	
Competency/Skill	Approx. %	
1 Proficiency in presentational and interpersonal modes of communication (Speaking)	*	
1 Give a series of classroom instructions. 2 Narrate, describe, or explain using a variety of moods and tenses. 3 Express and defend an opinion. 4 Communicate on topics relating to personal interests, academic disciplines, or global issues. 5 Respond to situations of everyday life (e.g., make requests, obtain information, seek assistance).		

Skills 1–5

* The speaking section comprises 25% of the total score; the writing section comprises 15% of the total score.

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Proficiency in presentational and interpersonal modes of communication (Speaking)	*
<ol style="list-style-type: none"> 1 Give a series of classroom instructions. 2 Narrate, describe, or explain using a variety of moods and tenses. 3 Express and defend an opinion. 4 Communicate on topics relating to personal interests, academic disciplines, or global issues. 5 Respond to situations of everyday life (e.g., make requests, obtain information, seek assistance). 	
2 Proficiency in presentational and interpersonal modes of communication (Writing)	*
<ol style="list-style-type: none"> 1 Demonstrate the ability to write in an organized and logical manner on a specific topic (e.g., global issues, family, travel) using details and examples to support ideas. 2 Use appropriate register, vocabulary choice, tone, and idiomatic expressions for a specified audience and purpose. 3 Demonstrate mastery of spelling, structure, and punctuation. 	
3 Proficiency in interpretive listening	25%
<ol style="list-style-type: none"> 1 Demonstrate comprehension of authentic broadcasts on everyday topics and current events. 2 Demonstrate comprehension of authentic conversations of a routine social nature concerning everyday topics and current events. 3 Demonstrate comprehension of the essential points of a discussion or speech on a topic in a specific field of interest. 4 Demonstrate comprehension of verbal instructions. 	
4 Proficiency in interpretive reading	25%
<ol style="list-style-type: none"> 1 Demonstrate comprehension of written material on a familiar topic (e.g., sports, travel, movies, theatre, food, music). 2 Demonstrate comprehension of authentic articles on current topics and official documents. 3 Identify main ideas and key details in written sources. 4 Make inferences and predictions from written sources. 	

* The speaking section comprises 25% of the total score; the writing section comprises 15% of the total score.

Competency/Skill	Approx. %
5 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	12%
<ol style="list-style-type: none"> 1 Demonstrate general knowledge of practices of Spanish-speaking cultures (e.g., social behavior, customs, traditions), including how they are influenced by geography and history. 2 Demonstrate general knowledge of products of Spanish-speaking cultures (e.g., social, political, and economic systems), including how they are influenced by geography and history. 3 Demonstrate general knowledge of perspectives of Spanish-speaking cultures (e.g., beliefs, values), including how they are influenced by geography and history. 	
6 Knowledge of language structure	13%
<ol style="list-style-type: none"> 1 Determine the correct usage of verb conjugations and tense or mood selection. 2 Determine the correct usage of interrogatives (e.g., <i>qué</i> vs. <i>cuál</i>, <i>cómo</i> vs. <i>qué</i>, <i>dónde</i> vs. <i>adónde</i>). 3 Determine the correct usage of prepositions (e.g., <i>por</i>, <i>para</i>, <i>en</i>, <i>a</i>). 4 Determine the correct usage of verb pairs that have similar meanings in English (e.g., <i>ser</i> vs. <i>estar</i>, <i>saber</i> vs. <i>conocer</i>, <i>pedir</i> vs. <i>preguntar</i>, <i>tocar</i> vs. <i>jugar</i>). 5 Determine correct agreement (e.g., gender, number, subject-verb). 6 Determine the correct usage of pronouns (e.g., subject, object, reflexive). 7 Determine the correct usage of adjectives (e.g., shortened, position, comparative, superlative, demonstrative). 8 Determine the correct usage of definite and indefinite articles. 9 Determine correct word usage and syntax. 	

Competency/Skill	Approx. %
7 Knowledge of effective teaching and learning strategies based on second language acquisition principles	25%
<ol style="list-style-type: none"> 1 Identify and apply research-based theories and practices of language acquisition instruction (e.g., immersion, affective filter, comprehensible input). 2 Determine effective instructional strategies (e.g., cooperative learning, use of realia, interdisciplinary approaches, total physical response, project-based teaching, scaffolding) for promoting student proficiency in interpersonal, interpretive, and presentational modes of communication. 3 Determine effective strategies for actively promoting cultural competency through Spanish-language instruction. 4 Determine effective strategies for meeting the needs of diverse Spanish-language learners. 5 Determine effective applications of technology and resources to facilitate Spanish-language acquisition. 6 Determine a variety of assessment tools for monitoring student progress, achievement, and learning gains in the three modes of communication (i.e., interpersonal, interpretive, and presentational). 7 Interpret learning outcomes and assessment results to adjust instruction and facilitate the learning process. 	

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Test Format and Sample Questions

The Spanish K–12 subject area test consists of sections that test your speaking, listening, reading, and writing skills; your knowledge of Spanish-speaking cultures; of Spanish language structure and vocabulary; and of effective teaching and learning strategies based on second language acquisition principles. The test includes approximately ninety questions, and you will have two-and-one-half hours to complete the entire test.

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. These questions have three response options, and you will indicate your answer by selecting **A**, **B**, or **C**. All other multiple-choice questions have four response options. You will choose among the response options and indicate your answer by selecting **A**, **B**, **C**, or **D**.

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 17 through 32.

Speaking Skills

In this section of the test you will perform speaking tasks *in Spanish* when presented with an example, a scenario, a situation, or statement recorded *in English or Spanish*. 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.

Question Type	Sample items
Speaking section	
Classroom instructions Record <i>in Spanish</i> your response to a classroom situation. You will hear a prompt in English that also appears on the screen. You will have fifteen seconds to prepare your response and twenty seconds to record <i>in Spanish</i> the directions you would give to students.	Item I, page 17
Express and defend an opinion Record <i>in Spanish</i> your opinion on a specified issue or topic. For each item, two prompts will be presented in Spanish on the screen and on the recording. You will have twenty seconds to select one of the prompts and prepare your response. You will then have sixty seconds to record your response.	Item IV, page 18

Scoring Guidelines: Speaking

- 6 Grammatical usage consistently serves as a prescriptive model. Vocabulary sufficiently accurate, extensive, and nuanced to serve as a prescriptive model. Polished pronunciation; consistently serves as a prescriptive model. Speech is effortless and smooth, presenting a prescriptive model.
- 5 Few performance errors, with competence evident in all patterns. Choice of words almost always accurate; evidence of ability to distinguish registers. Rare mispronunciations; close to prescriptive model. Speech usually effortless, with rare repetitions and pauses.
- 4 Occasional errors showing imperfect control of some minor but no major patterns. Choice of words usually accurate; general vocabulary permits discussion (with some circumlocutions) of a wide range of topics, or without significant interference from English. Noticeable “foreign accent”, stigmatized regional variations, and/or occasional mispronunciations which do not interfere with understanding. Speech is occasionally hesitant with some unevenness caused by repetitive groping for words.
- 3 Frequent errors showing some major patterns uncontrolled. Choice of words frequently inaccurate; limitations of vocabulary prevent discussion of some common topics. Strong “foreign accent” requires concentrated listening; mispronunciations may lead to occasional misunderstanding. Speech frequently hesitant and jerky; may be characterized by non-Spanish phatic expressions; sentences may be left uncompleted.
- 2 Constant errors showing control of very few major patterns; errors frequently obscure communication. Vocabulary limited to survival needs. Frequent gross errors and/or a very heavy accent making understanding difficult. Speech is slow and uneven except for short sentences and stock phrases.
- 1 Grammar almost entirely inaccurate except in stock phrases. Vocabulary inadequate for even the simplest conversation. Pronunciation usually unintelligible. Speech is so halting and fragmentary that conversation is virtually impossible.

Listening Skills

Recorded passages, of approximately one minute in length each, are used to test your listening skills. After each passage is played, one question is presented on the recording *in Spanish*. Neither the passage nor the question appears on the screen. The multiple-choice response options for each question are presented on the screen *in Spanish*. You will select the best answer and indicate your choice by selecting **A**, **B**, or **C**.

Question format	Sample Items
Listening skills section	
Listening passage Listen to a recorded passage in informal or formal Spanish, such as a dialogue, interview, news item, short lecture on a familiar topic, or an informational report. After each recorded question, choose one of the response options by selecting A , B , or C .	Item 1, page 19

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
Interpretive Reading Read a passage and select the response option that correctly identifies the main idea or a key detail in the passage or that states a logical inference or prediction that can be made based on a passage.	Item 8, page 24
Spanish-speaking Cultures Select the response option that correctly identifies or describes practices, products, or perspectives of Spanish-speaking cultures, such as arts and literature; social behavior and customs; social, economic, and political institutions; and beliefs and values. Identify relationships among the perspectives, products, and practices of Spanish-speaking cultures and how they are influenced by history and geography.	Item 10, page 26
Language Structure Decide whether a given sentence is grammatically correct and select the response option that accurately describes why the sentence is correct or incorrect. Or, select the response option that corrects a grammatical error in a given text or that preserves the grammatical correctness of a given text.	Item 20, page 29
Second Language Acquisition Principles and Pedagogy Select the response option that accurately identifies or describes research-based theories and practices of Spanish-language instruction, including methods, materials, and technologies.	Item 23, page 30

Writing Skills

Question Format	
Writing Sample Write a 150-word letter or passage in Spanish presenting cultural information, concepts, or ideas on familiar topics. Cues for the writing task will be given in English.	Page 32

Scoring Guidelines: Writing

The essay will be scored by two raters. The personal views you express will not affect your score; however, your use of vocabulary, grammar, syntax, and idiomatic Spanish 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 imperfect and preterit), subject-verb and noun-adjective agreement, word order, and gender.

- 5 Superior control of the language: Excellent proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with very few errors. The writer presents material in an organized and logical manner using details and examples to support ideas. Overall presentation is fluid and coherent, with a native-like style appropriate to the topic.
- 4 Competent control of the language: Good proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with occasional errors that do not weaken the effectiveness of communication. The writer presents material in an organized and logical manner. Although the style is not always smooth or native-like, the overall presentation is generally coherent.
- 3 Adequate control of the language: Moderate proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with few major errors, but numerous minor ones. The writer presents materials in an organized and logical manner but incorporates a number of false cognates and calques (literal translation of idioms) to present ideas. Overall presentation may be stilted and highly marked by regional or nonstandard forms and expressions.
- 2 Limited control of the language: Very little proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with many errors. The writer lacks ability to communicate ideas effectively. Although the writer's ideas may address the topic and are presented in an organized manner, numerous mechanical errors and heavy use of anglicisms force the reader to work at interpretation.
- 1 Inadequate control of the language: Completely lacking proficiency and variety in vocabulary, punctuation, spelling, and grammatical structure. Significant mechanical errors and lack of vocabulary resources interfere with the writer's presentation. The writer lacks ability to communicate ideas or does not address the topic. Overall presentation is incoherent.

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: On the exam, you will record your response to items I–V in Spanish according to the instructions provided on the recording.

ITEM ROMAN NUMERAL I. You will be asked to give classroom instructions to students **in Spanish**. Please give these instructions in the appropriate form. You will have approximately 15 seconds after the statement has been read **in English** to prepare your response **in Spanish**. You will have 20 seconds to record your response.

- I. In Spanish, tell your students to work within their groups to write a list of four facts they learned from the assigned reading and to choose a student who will report the information to the class.

ITEM ROMAN NUMERAL II. You will be asked to address a situation in Spanish. Two prompts will be presented **in Spanish**. Select one of these prompts. You will have 15 seconds to make your selection and prepare your response **in Spanish**. Please note that the personal views you express will not be an issue in the scoring process. You will have 20 seconds to record your response. It is expected that you will use all or most of this time to speak.

- II. Discúlpese con un familiar o con un amigo o amiga por no haber podido asistir a la ceremonia de graduación.

O

Pídale ayuda al dependiente o dependienta de una tienda de ropa para devolver un artículo.

ITEMS ROMAN NUMERALS III–V. You will be asked to discuss a topic or address a situation in Spanish. For each item, two prompts will be presented **in Spanish**. Select one of these prompts. You will have 20 seconds to make your selection and prepare your response **in Spanish**. Please note that the personal views you express will not be an issue in the scoring process. You will have 60 seconds to record your response. It is expected that you will use all or most of this time when you speak.

III. ¿A qué nueva tecnología tendrán acceso los consumidores dentro de los próximos 10 años?

Describe de qué forma ha influido en su vida un maestro o una maestra de la escuela.

IV. ¿Cómo se podría mejorar la calidad de la enseñanza en las escuelas de la Florida?

¿Qué papel deberían tener los medios sociales en nuestras vidas diarias?

V. Describa su pasatiempo favorito y por qué se interesó en él.

Describe un problema global acerca del cual ha leído o escuchado en las noticias.

LISTENING SKILLS SECTION

DIRECTIONS: On the exam, you will hear a question in Spanish followed by a short passage or segment of dialogue in Spanish. Then the question will be repeated. The passage and the question will not be presented on the screen. For each question, you will choose the best response option and indicate your choice by selecting A, B, or C. You will have 10 seconds to indicate your response before you are automatically advanced to the next item and the next question is presented. A countdown clock will be displayed on the screen directly below the audio player so you know how much time remains for you to select your answer.

1. [Question in Spanish on audio recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Cuál es el propósito principal del informe?

¿Le gusta viajar para conocer otras culturas? ¿Le gustaría hospedarse en una aldea indígena? ¿aprender sobre tradiciones ancestrales? ¿comprar artesanía directamente del artesano? ¡Lo invitamos a hacer etnoturismo en Panamá!

Panamá cuenta con siete etnias indígenas. . . . Estos pueblos indígenas representan el 10% de la población nacional. Muchos viven en comarcas—territorios autónomos donde mantienen su propia forma de autogobierno—y se dedican a la pesca, la caza o la agricultura.

La comarca de Kuna Yala, en el archipiélago de San Blas, es la pionera del etnoturismo. Desde hace décadas recibe a miles de turistas, generando de esta actividad unos 80 mil dólares al año. Según el reglamento de la comarca, cada visitante debe pagar dos dólares al desembarcar y también debe comportarse según el reglamento: no puede andar en traje de baño por las áreas habitadas y no puede sacar fotos sin el permiso de los habitantes.

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¿Cuál es el propósito principal del informe?

- A. explicar las normas de las comarcas de Panamá
- B. describir las etnias indígenas de Panamá
- C. informar sobre el etnoturismo en Panamá

-
2. [Question in Spanish on audio recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Por qué está tan preocupada Rosa?

Rosa: ¡Hola, Antonio! ¿Qué tal?

Antonio: ¡Hola, Rosa! Estoy bien, ¿y tú?

Rosa: Pues, si te digo la verdad, estoy muy preocupada. Toda la familia viene a casa el domingo a celebrar el cumpleaños de mi hijo, pero llevo toda la semana trabajando sin parar y no he tenido tiempo de hacer la compra. Y le prometí a mi hijo que le haría su plato favorito: empanadas. ¡No sé qué hacer!

Antonio: ¡Qué apuro, Rosa! ¿Quieres que te ayude? No tengo nada que hacer el sábado y me encanta hacer empanadas.

Rosa: ¡Ay, Antonio! ¡Cuánto te lo agradezco! Ahora me siento mucho mejor. Te doy dinero y haces la compra. ¿De acuerdo?

Antonio: De acuerdo. Voy al supermercado ahora mismo. Te veo en tu casa dentro de dos horas.

Rosa: Mil gracias, Antonio. ¡Hasta pronto!

¿Por qué está tan preocupada Rosa?

- A. Quiere cumplir con lo prometido a su hijo.
- B. Teme tener que trabajar el sábado.
- C. Es la primera vez que hace empanadas.

-
3. [Question in Spanish on audio recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Cuál es el propósito principal de este comentario?

El ejercicio físico es muy importante para la persona que quiere mantenerse en forma. Además, la dieta tiene mucho que ver con la salud. Por lo tanto hay que ser consciente no sólo de lo que uno come, sino también de lo que uno hace.

¿Cuál es el propósito principal de este comentario?

- A. informar sobre cómo perder peso
- B. describir cómo hacer actividad física
- C. aconsejar cómo mantenerse saludable

-
4. [Question in Spanish on the recording, followed by recorded discourse or speech, then the question repeated in Spanish.]

¿Qué se necesita para hacer esta receta?

Aquí hay una idea de cocinar sin estufa cuando hace mucho calor.

Se necesita:

una lechuga

un tomate

un pepino

una cebolla

aceite y vinagre al gusto

Corte la lechuga, el tomate, el pepino y la cebolla. Mezcle todos los ingredientes. Coloque en el bol. Añádale aceite y vinagre al gusto.

¿Qué se necesita para hacer esta receta?

A. una sartén

B. un horno

C. un cuchillo

MULTIPLE-CHOICE SECTION

DIRECTIONS: For items 5–9, read the passage and then select the best response option.

Lea atentamente el pasaje que sigue; luego conteste las preguntas a continuación.

El Greco

Domenicos Theotocópoulos, a quien se conoce como El Greco, es uno de los pintores más importantes de España y del mundo. Como se notará por el apellido y el apodo, no nació el artista en España. Nació en la isla de Creta. No se sabe mucho de los primeros años de su vida. De joven fue a Italia, donde se cuenta que fue alumno de Tiziano y que conoció a Miguel Ángel. Allí para el año 1577 se trasladó a España, estableciéndose por fin en Toledo, donde murió en 1614.

No hay muchos datos disponibles sobre la vida personal del artista. Lo poco que se sabe ha sido averiguado a través de cartas escritas por sus contemporáneos, o se ha deducido del testamento que dejó. No obstante, leyendo entre líneas los documentos que nos quedan, sabemos que el gran pintor español era un hombre muy apasionado, de temperamento independiente, genio chistoso y gustos lujosos.

5. ¿De qué trata el texto?
- A. Explica la obra maestra de un gran pintor.
 - B. Analiza el estilo pictórico que utilizaba El Greco.
 - C. Presenta a los grandes artistas de España e Italia.
 - D. Resume la vida personal y profesional de El Greco.
6. La mayoría de lo que se sabe de la vida de El Greco se ha aprendido por
- A. los libros escritos por otros artistas.
 - B. los documentos personales suyos.
 - C. las críticas escritas durante su vida.
 - D. las obras de arte que el pintor creó.

Lea atentamente el pasaje que sigue; luego conteste las preguntas a continuación.

Cada año en los Estados Unidos se observa El Mes Nacional de la Herencia Hispana desde el 15 de septiembre hasta el 15 de octubre. Durante este tiempo se celebran las historias, culturas, y contribuciones de los estadounidenses cuyos antepasados procedían de España, de México, del Caribe, de Centroamérica y de Sudamérica. La Semana de la Herencia Hispana se celebró por primera vez en 1968. Veinte años más tarde el presidente Ronald Reagan extendió el período a treinta días. Se promulgó como ley el 17 de agosto de 1988.

El día 15 de septiembre es el aniversario del día de la independencia de muchos países latinoamericanos, entre ellos Costa Rica, El Salvador, Guatemala, Honduras y Nicaragua. México y Chile celebran la independencia el 16 y 18 de septiembre, respectivamente. Además, el Día de la Raza se celebra el 12 de octubre.

7. ¿Cuál es el enfoque del pasaje?
- A. una ley aprobada por el presidente Ronald Reagan
 - B. la celebración de la herencia hispana en los Estados Unidos
 - C. unas costumbres tradicionales de Latinoamérica
 - D. los días de independencia de varios países hispanos
8. De acuerdo con el pasaje, se puede deducir que
- A. los países hispanos ganaron la independencia durante el mismo año.
 - B. los mexicanos valoran la independencia tanto como los estadounidenses.
 - C. el Día de la Raza se celebra en los Estados Unidos y en los países hispanos.
 - D. los hispanos han influido mucho en la historia de los Estados Unidos.

Lea atentamente el pasaje que sigue; luego conteste la pregunta a continuación.

La gaita es un instrumento de viento muy antiguo que consiste en uno o más tubos insertados en una bolsa llamada odre. Hay muchos tipos de gaitas pero todas comparten un sonido particular, continuo y melódico. Aunque el origen de la gaita no se ha podido establecer, este instrumento es sin duda alguna el instrumento emblemático de la cultura celta.

La cultura celta se asocia con partes de las Islas Británicas, la Bretaña en Francia y las regiones del noroeste de España como Galicia y Asturias. Estudiosos debaten «el celtismo» de algunas regiones, y muchos creen que el término «música celta» es una etiqueta comercial. Sin embargo, la mayoría de los gallegos y los asturianos se identifican con la cultura celta; el celtismo forma parte esencial de su identidad cultural. Y la música celta se exhibe en importantes festivales, entre ellos, el Festival del Mundo Celta de Ortigueira en Galicia, España.

From "La Gaita" *Conversación y repaso* © 2013 Heinle/ELT, a part of Cengage Learning, Inc. Reproduced by permission. www.cengage.com/permissions

9. Según el pasaje, la gaita se reconoce como símbolo
- A. de la música antigua.
 - B. de las etiquetas comerciales.
 - C. del mundo celta.
 - D. de los instrumentos de viento.

DIRECTIONS: For items 10–14, select the best response as it applies to Spanish-speaking cultures.

10. Which of the following gestures would typically be used as part of a greeting in Spain between a teenage girl and a teenage boy?
- A. a handshake
 - B. an embrace
 - C. a kiss on both cheeks
 - D. a pat on the shoulder
11. Which of the following statements about a traditional *quinceañera* celebration would most likely be true in most Spanish-speaking cultures?
- A. The quinceañera sets aside the first dance for her father or a close male relative.
 - B. The quinceañera's mother presents her daughter with a prayer book during a religious service.
 - C. The parents or guardians of many quinceañeras pay for a family vacation instead of hosting an expensive party.
 - D. The quinceañera preserves the top layer of the cake for a year and serves it to her family.
12. Diego Rivera is best known for his contributions to which of the following areas of the arts?
- A. music
 - B. literature
 - C. painting
 - D. theatre
13. Which of the following works of art was created as a critical response to a tragic event that occurred during the Spanish Civil War?
- A. Salvador Dalí's painting *La persistencia de la memoria*
 - B. Ana María Matute's novel *Olvidado Rey Gudú*
 - C. Pablo Picasso's painting *Guernica*
 - D. Emilia Pardo Bazán's novel *Los pazos de Ulloa*

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14. The custom of playing dominoes in Caribbean countries and some Spanish-speaking communities in the United States primarily reflects a belief in the importance of
- A. mental acuity.
 - B. artistic expression.
 - C. interpersonal relationships.
 - D. professional achievements.

DIRECTIONS: For items 15–22, select the best response.

15. Which change to an underlined word in the paragraph would correct an error?

Eran las dos de la mañana cuando el tren llegó al pueblo y nadie me esperaba en la estación. No hubo ni un gato en el andén.

- A. change *Eran* to *Fueron*
 - B. change *llegó* to *llegaba*
 - C. change *esperaba* to *esperó*
 - D. change *hubo* to *había*
16. **Decide whether the statement is correct or incorrect. Then select the appropriate grammatical rule or explanation.**

Tomás estudiará para una hora.

STATEMENT	GRAMMAR RULE
A. Incorrect.	<i>Por</i> , rather than <i>para</i> , should be used to indicate future time in the future.
B. Incorrect.	<i>Por</i> , rather than <i>para</i> , should be used to indicate duration of time.
C. Correct.	<i>Para</i> is used to express certainty that an action will be performed.
D. Correct.	<i>Para</i> is used to express doubt that an action will be performed.

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17. **Decide whether the statement is correct or incorrect. Then select the appropriate grammatical rule or explanation.**

¿Dónde es la fiesta?

STATEMENT	GRAMMAR RULE
A. Correct.	<i>Ser</i> is used for permanent conditions.
B. Incorrect.	<i>Estar</i> is used to express location.
C. Correct.	<i>Ser</i> is used for the location of an event.
D. Incorrect.	<i>Estar</i> is used for a temporary event.

18. Which change to an underlined word in the sentence would correct an error?

El verano que pasamos en las islas griegas fue uno de las más felices de mi vida.

- A. change *griegas* to *griegos*
- B. change *fue* to *fueron*
- C. change *las* to *los*
- D. change *felices* to *feliz*

19. Which set of pronouns should be used in the blanks in the sentence?

David dejó el libro de matemáticas en casa. _____ voy a prestar el _____ .

- A. Se / suyo
- B. Me / nuestro
- C. Te / tuyo
- D. Le / mío

-
20. **Decide whether the statement is correct or incorrect. Then select the appropriate grammatical rule or explanation.**

El señor Gómez tiene un bueno trabajo.

STATEMENT	GRAMMAR RULE
A. Correct.	Descriptive adjectives regularly follow the noun they modify.
B. Incorrect.	Certain singular adjectives are shortened when they precede a masculine noun.
C. Incorrect.	Certain adjectives change meaning when they precede the noun.
D. Correct.	Singular adjectives are always shortened when they precede a masculine noun.

21. **Decide whether the statement is correct or incorrect. Then select the appropriate grammatical rule or explanation.**

El pobre Juan está enfermo.

STATEMENT	GRAMMAR RULE
A. Correct.	The definite article is used when a proper noun is modified.
B. Correct.	The definite article is used with parts of the body.
C. Incorrect.	The indefinite article should be used to indicate that a person is unknown to the speaker.
D. Incorrect.	The indefinite article should be used before an adjective that does not modify a noun.

22. Which verb should be used in the blank in the sentence?

En mi casa siempre _____ muchos animales.

- A. son
- B. había
- C. era
- D. habían

DIRECTIONS: For items 23–30, select the best response.

23. Which of the following instructional strategies would most likely lower students' affective filter in a Spanish-language classroom?
- A. placing clear limits on students' response time
 - B. encouraging students to speak in full sentences
 - C. providing ample opportunities for work in pairs and small groups
 - D. modeling correct pronunciation and intonation of vocabulary
24. A teacher of a multilevel class wants to promote students' interpersonal communication skills. Which of the following instructional strategies would be most appropriate for the teacher to use for this purpose?
- A. using pattern drills to reinforce instruction
 - B. giving students access to language-learning computer programs
 - C. pairing direct instruction with video instruction
 - D. having students work in pairs in cooperative learning groups
25. Which of the following student activities would most effectively promote cultural competency in the Spanish classroom?
- A. viewing a documentary about changing attitudes toward bullfighting in Spanish-speaking cultures and then discussing the issues explored in the film
 - B. role-playing typical formal and informal oral greetings between a variety of individuals from a specific Spanish-speaking culture
 - C. listening to traditional music from several Spanish-speaking cultures while viewing photographs of musicians and their instruments
 - D. reading an article in a Spanish-language magazine about similarities and differences in cuisines from Spanish-speaking cultures
26. Which of the following instructional approaches would most likely promote vocabulary development in students who depend on visual information to learn?
- A. posting new vocabulary on a classroom bulletin board
 - B. preparing cloze exercises that feature new vocabulary
 - C. using photographs and illustrations to introduce new vocabulary
 - D. having the class identify newly learned vocabulary in a written text

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27. A teacher wants to create a multidisciplinary unit in which students will be able to identify specific Mexican artists and describe their works. Which of the following types of technology would best support instruction during the unit?
- A. a secure class wiki to which students can post information about the artists
 - B. the website of a commercial distributor of reproductions of the artists' works
 - C. virtual tours of museums around the world that exhibit the artists' works
 - D. computer software that students use to create infographics about the artists
28. Which of the following types of assessment is designed to measure a learner's performance against that of others in a specific population?
- A. criterion referenced
 - B. anecdotal
 - C. norm referenced
 - D. proficiency
29. A teacher of an intermediate-level Spanish class has each student read aloud a passage from a novel with which they are unfamiliar. This activity is an effective way for the teacher to informally assess students' ability to
- A. comprehend the meaning of the passage.
 - B. interpret figurative language and idioms.
 - C. recognize and pronounce individual words.
 - D. determine the main idea of the passage.
30. A teacher of an advanced-level Spanish class plans to have students construct portfolios that include samples of their written work and audio recordings of their oral production. The purpose of the portfolios is for students to receive feedback that will facilitate the learning process.
- Which of the following types of feedback would be most effective for the teacher to use for this purpose?
- A. a letter grade based on writing and speaking rubrics
 - B. completed checklists of writing and speaking skills
 - C. a numerical score based on rating scales for written and spoken work
 - D. written or spoken comments addressing strengths and needs

WRITING SECTION

DIRECTIONS: Write an essay in Spanish of at least 150 words (4,000 characters maximum) on ONE and only one of the two topics presented.

You must write an original essay that specifically and directly responds to the topic you select. Pre-prepared essays that are discovered or essays that are discovered to contain memorized sentences or passages will be scored accordingly. For example, if the essay evaluators discover passages that appear in two or more essays, the essays and the violation will be brought to the attention of the Florida Department of Education and may result in the invalidation of your scores.

The essay will be scored by two evaluators. The personal views you express will not affect your score; however, your ability to communicate effectively, using vocabulary and style appropriate to the topic, will be very important to the scoring.

Scoring criteria will include, but will not be limited to, the following: the appropriate use of verb tenses and moods; subject-verb and noun-adjective agreement; correct word order (syntax); and the use of correct spelling and idiomatic expressions.

Take a few minutes to organize your thoughts and plan your essay. Leave time for editing and revising after you have completed your essay. At the testing site, you will be provided with an erasable noteboard that can be used for planning, outlining, and making notes.

This portion of the test is not timed separately. Twenty minutes is the recommended time to complete your essay.

Select ONE of the topics below as the basis for your essay.

A. State and support your opinion about the role of the arts in contemporary society.

OR

B. Describe how one particular experience changed your perspective or attitude.

Answer Key

Question Number	Correct Response	Competency
1.	C	03
2.	A	03
3.	C	03
4.	C	03
5.	D	04
6.	B	04
7.	B	04
8.	D	04
9.	C	04
10.	C	05
11.	A	05
12.	C	05
13.	C	05
14.	C	05
15.	D	06
16.	B	06
17.	C	06
18.	C	06
19.	D	06
20.	B	06
21.	A	06
22.	B	06
23.	C	07
24.	D	07
25.	B	07
26.	C	07
27.	C	07
28.	C	07
29.	C	07
30.	D	07



Annotated Bibliography

The annotated bibliography in this section includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills for Spanish. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Azevedo, M. M. (2009). *Introducción a la lingüística española* [Introduction to Spanish linguistics] (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
A systematic overview of Spanish linguistics, including phonology, morphology, and syntax; and the development of the Spanish language and its social, regional, and contextual variations. Useful for review of competencies 1, 2, 3, 4, and 6.
2. Brandl, K. (2008). *Communicative language teaching in action: Putting principles to work*. Upper Saddle River, NJ: Pearson Education, Inc.
Designed to introduce language teachers-in-training and novice language teachers to principles and practices of communicative language teaching and task-based instruction. Provides a conceptual foundation that draws on a range of theoretical and empirical research in second language acquisition, cognitive psychology, and brain research. Describes highly effective instructional practices and assessment techniques. Useful for review of competency 7.
3. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). New York, NY: Pearson Education, Inc.
Designed to help prospective and new teachers of English as a second or other language build a repertoire of research-based instructional techniques based on principles of second language acquisition. Useful for review of competency 7.
4. Burns, E. B., & Charlip, J. A. (2007). *Latin America: An interpretive history* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
A concise narrative of Latin American history and culture from the colonial period through the early twenty-first century. Includes color plates of Latin American art, maps, statistical tables, and an annotated literary bibliography. Useful for review of competency 5.

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5. Crow, J. A. (2005). *Spain: The root and the flower: An interpretation of Spain and the Spanish people* (3rd ed.). Berkeley, CA: The University of California Press.
A historical interpretation of Spanish civilization from its beginning through the late twentieth century. Includes chapters on Roman Spain, medieval Spain, the Golden Age, and post-Franco Spain. Useful for review of competency 5.
 6. Hadley, A. O. (2001). *Teaching language in context* (3rd ed.). Independence, KY: Heinle & Heinle/Cengage Learning.
Explores theoretical and practical insights into the nature of communicative competence and language proficiency. Includes chapters on how language learners develop proficiency and hypothesized principles for classroom teaching. Provides a review of research in first- and second-language learning and guidelines for contextualizing practice in speaking and writing and guidelines for integrative activities involving listening, speaking, reading, writing, and culture. Also reviews the teaching of language and culture and proficiency-oriented classroom assessment. Useful for review of competency 7.
 7. Haley, M. H., & Austin, T. Y. (2013). *Content-based second language teaching and learning: An interactive approach* (2nd ed.). Boston, MA: Pearson Education, Inc.
A methodological resource for pre- and in-service teachers of K–12 classes in English as a Second Language (ESL), bilingual education, and foreign and second languages. Useful for review of competency 7.
 8. Hammond, R. M. (2001). *The sounds of Spanish: Analysis and application (with special reference to American English)*. Somerville, MA: Cascadilla Press.
A comprehensive description of Spanish as it is spoken by native speakers from the majority of dialect zones. Includes a general introduction to Spanish phonetics and phonology; a complete analysis of consonants and vowels in Spanish; and stress, intonation, and vowel combinations. Also includes brief introductions to the historical development of the Spanish language and to the general characteristics of Spanish dialects around the world. Useful for review of competency 1.
 9. Jiménez, A, Kanellos, N., & Esteva-Fabregat, C. (Eds.). (1993). *Handbook of Hispanic cultures in the United States: History*. Houston, TX: Arte Público Press.
A collection of scholarly essays on the ethnography of Native America; the history of Spain through the fifteenth century; Spanish colonial history and culture in the United States; and the history of Mexican Americans, Puerto Ricans, and Cubans in the United States. Useful for review of competency 5.

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10. Kattán-Ibarra, J., & Pountain, C. J. (2003). *Modern Spanish grammar: A practical guide* (2nd ed.). New York, NY: Routledge/Taylor & Francis Group.
A concise guide to modern Spanish language structures and functions. Useful for review of competencies 1, 2, 4, and 6.
 11. Lightbown, P., & Spada, N. (2013). *How languages are learned*. (4th ed.). Oxford, England: Oxford University Press.
Relates language acquisition theory and research to teaching and learning in the language classroom. Useful for review of competency 7.
 12. Lomelí, F. (Ed.) (1993). *Handbook of Hispanic cultures in the United States: Literature and art*. Houston, TX: Arte Público Press.
A collection of scholarly essays on the history and development of Puerto Rican, Cuban, and Chicano art and literature; the Hispanic oral tradition and Hispanic drama; Hispanic music; Latino cinema; and the Spanish-language and Latino press in the United States. Useful for review of competency 5.
 13. MacLachlan, C. M. & Beezley, W.H. (2004). *El gran pueblo: A history of greater Mexico* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
A concise history of the Mexican people from the post-colonial era through the twentieth century. Useful for review of competency 5.
 14. Madrigal, M. (2001). *Madrigal's magic key to Spanish: A creative and proven approach*. New York, NY: Broadway Books.
A concise practical guide to Spanish vocabulary and grammar, with an emphasis on regular and irregular verb conjugations. Includes written exercises. Useful for review of competencies 1, 2, and 6.
 15. Rodríguez, R. T. (2004). *Momentos cumbres de las literaturas hispánicas: Introducción al análisis literario* [High points of Hispanic literature: Introduction to literary analysis]. Upper Saddle River, NJ: Prentice Hall.
Representative selections from Spanish and Spanish American literature from the medieval through the contemporary periods. Provides historical context and guidelines for literary analysis. Companion website offers background information on literary movements and authors, as well as links to reference tools. Useful for review of competencies 4 and 5.
 16. Salaberry, R., & Lafford, B. A. (Eds.). (2006). *The art of teaching Spanish: Second language acquisition from research to praxis*. Washington, DC: Georgetown University Press.
A representative collection of studies on language acquisition research as it applies to classroom practice and curriculum design, including heritage language instruction. Useful for review of competency 7.

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17. Virgillo, C., Friedman, E. H., & Valdivieso, L. T. (2011). *Aproximaciones al estudio de la literatura hispánica* [Approaches to the study of Hispanic literature] (7th ed.). Boston, MA: McGraw Hill.

A comprehensive introduction to literary analysis of Spanish and Spanish American literature from a range of historical periods, cultures, and genres. Includes information about each genre's origins and developments, expanded author biographies, and exercises that assess comprehension and facilitate analysis. Useful for review of competencies 4 and 5.

Dictionaries

The Oxford Spanish Dictionary/Gran diccionario Oxford. (2008). New York, NY: Oxford University Press.

Real Academia Española. (2005). *Diccionario panhispánico de dudas* [Pan-Hispanic Dictionary of Doubts] (Spanish edition). Madrid, Spain: Santillana Ediciones Generales, S.L.



Additional Information

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

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>