



### To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Spanish 3A. This test gives you the opportunity to demonstrate your mastery of the Texas Essential Knowledge and Skills as outlined by the Texas Education Agency.

### WHAT TO BRING

- You need to bring several sharpened No. 2 pencils.
- You must bring a recording device for audiocassette tape or digital sound media. **Please contact your proctor for the correct device needed.** For digital recordings, your device must have sound-recording software already installed and able to record in **.wav** or **.mp3** format.
- You must also bring one blank audiocassette tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive (depending on the proctor's requirements) on which to save your recording.

### ABOUT THE EXAM

The examination consists of four parts. **Part I** tests knowledge of grammar and vocabulary, with 100 multiple-choice questions covering culture, vocabulary, grammar, and reading comprehension. **Part II** tests listening comprehension. In **Part III**, "Writing," you will analyze two poems from the review list below and answer questions about them. In **Part IV**, "Speaking," you will read and record two selections and an original dialogue based on a picture provided with the exam.

Review the concepts and vocabulary covered by the practice exam that accompanies this document. Information concerning the grammar concepts can be found in any of the advanced-level Spanish textbooks on the Texas State Adopted Texts list. The culture, vocabulary, and literature questions come from Chapters 1-4 of the textbook *¡Buen viaje!*, Level 3. You will need to review the vocabulary lists, the culture sections, the newspaper articles, and the literature for each of the chapters. This information is also available in other textbooks, encyclopedias, libraries, and the Internet.

Good luck on your examination!

## Spanish 3A CBE Overview

Here is a checklist of concepts that you will want to review as you prepare for the CBE. **These will be covered on the CBE.**

### Vocabulary

- financial matters—bank cards, checkbooks, etc.
- articles of clothing

### Grammar

Instruction in these grammar concepts can be found in any of the third-year level textbooks on the Texas state adopted textbook list. The concepts included on the exam are:

- preterite tense
- imperfect tense
- choosing preterite or imperfect
- article adjectives with nouns beginning with *-a* and *-ha*
- demonstrative adjectives and pronouns
- possessive adjectives and pronouns
- present subjunctive verbs
- direct and indirect object pronouns
- imperfect subjunctive
- choosing indicative or subjunctive

Be sure to complete every part of the exam. We will give you as much credit as possible for each response; partial credit is given for responses that may not be totally correct but which show some knowledge and understanding of Spanish. When you leave a portion blank, we have no choice but to give zero credit. We want you to do well on this exam!

Good luck! We wish you the best.

**Texas Essential Knowledge and Skills**  
**SPAN 3 – Spanish, Level III**  
***Languages Other Than English (High School)***

**§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.**

(a) General requirements.

(1) Level III can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level II, achieving a Novice High to Intermediate Low proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-

way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(B) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.

(C) By the end of Level III, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;

(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;

(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;

(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;

(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and

(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;

(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;

(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and

(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;

(B) narrate situations and events orally and in writing using connected sentences with details and elaboration; and

(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

*Source: The provisions of this §114.41 adopted to be effective July 15, 2014, 39 TexReg 5385.*