

# PLACE<sup>®</sup>

## STUDY GUIDE

11 Italian



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for Colorado Educators<sup>®</sup>**

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## **PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION**

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

## PART 2: FIELD-SPECIFIC INFORMATION

### TEST FIELD 11: ITALIAN

#### INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

**TEST OBJECTIVES.** As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

**PRACTICE MULTIPLE-CHOICE QUESTIONS.** The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

**PRACTICE PERFORMANCE ASSIGNMENTS.** Because this test area includes a performance assessment, two practice performance assignments are also included in this section. A sample response is provided immediately following the written performance assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

**NOTE:** This test includes recorded components. Examinees who arrive late will **not** be admitted.

# OBJECTIVES



## TEST FIELD 11: ITALIAN

Listening Comprehension  
Reading and Vocabulary  
Language Structures  
Cultural Understanding  
Written Expression  
Oral Expression

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

### LISTENING COMPREHENSION

**Understand spoken questions or other oral messages.**

Includes understanding a question or comment likely to be encountered in a social situation; and understanding a request for information.

**Derive essential information from oral messages in real-life situations.**

Includes understanding the main idea or details in a spoken passage; understanding a telephone message or public address announcement; understanding a sequence of steps described in a set of oral directions; and understanding a stated cause or effect of a situation described in an oral message.

**Infer meaning from oral communications.**

Includes characterizing the tone, mood, or point of view of one or more speakers; analyzing a relationship (e.g., cause-and-effect) implied but not stated in an oral communication; and analyzing the social context of a spoken exchange or the relationship between speakers.

### READING AND VOCABULARY

**Understand the literal content of a variety of authentic materials.**

Includes analyzing a passage to determine the stated main idea or an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

**Apply skills of inference and interpretation in a variety of authentic materials.**

Includes making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relations in a passage; inferring an author's assumptions, purpose, or point of view in a passage; and interpreting figurative language (e.g., metaphors, similes) in a literary passage.

**Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.**

Includes determining appropriate language for travel situations (e.g., arranging for lodging; booking tickets for a group); determining appropriate language for social situations (e.g., canceling an appointment, expressing a compliment); determining appropriate language for everyday transactions (e.g., shopping, dining); and determining appropriate language for expressing attitudes, opinions, and judgments.

**LANGUAGE STRUCTURES****Transform sentences or passages in context according to given instructions.**

Includes transforming a positive statement, question, or command to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; transforming a sentence or passage from direct to indirect discourse, or vice versa; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

**Analyze sentences to determine grammatically correct words or phrases to complete them.**

Includes using the correct noun or pronoun form or particle for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

**Revise written passages to correct errors in structure and syntax that interfere with accurate communication.**

Includes selecting revisions to correct inappropriate use of tenses, forms, or constructions.

**CULTURAL UNDERSTANDING****Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.**

Includes analyzing the role of major historical events and figures in the development of cultures associated with the target language; understanding major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language and analyzing their historical and contemporary significance; and analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures.

**Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.**

Includes relating natural geographic features (e.g., climate, location, natural resources) of nations using the target language to the economies of these nations (e.g., mineral and agricultural products, commercial relations with other nations); analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning); understanding key features and processes associated with governmental institutions of nations using the target language and their historical or cultural significance; and understanding characteristic features of daily life in nations in which the target language is the major vehicle of communication.

**Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.**

Includes associating major movements, writers, and works in the literature of the target language and understanding their cultural significance; understanding characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance; and recognizing scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance.

**WRITTEN EXPRESSION**

**Write a well-organized passage of several paragraphs (approximately 300–500 words) that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.**

Passages may include, for example, a letter to a professor requesting a recommendation for a particular job or program of study, including the writer's reasons for being interested in the job or academic program; an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision; or a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student).

**ORAL EXPRESSION**

**In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.**

Responses may include, for example, describing events or actions in tenses appropriate to the task; discussing advantages and disadvantages of an idea or proposed course of action; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

The PLACE Italian test consists of four sections: 1) a listening section with multiple-choice questions, 2) a reading section with multiple-choice questions, 3) a written assignment section, and 4) a speaking section. The first three sections will be administered in a regular examination room. The speaking section (Section Four) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before that section.

## PRACTICE QUESTIONS AND PERFORMANCE ASSIGNMENTS: ITALIAN



### **DIRECTIONS FOR SECTION ONE**

The first section of the test contains selected-response questions that involve listening to an audiotape. Each listening passage will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. Ample time is provided between questions for your response. Unless otherwise indicated, each listening passage will be read twice.

The tape cannot be stopped nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

1. Listen carefully to the following conversation between a professor and a student.

(You will hear:)

[male voice] Buongiorno, professoressa. Come sta?

[female voice] Bene, Nino, ma devo correre. Mi dispiace. Sono molto indaffarata.

Now answer the question.

(You will read in the test booklet:)

Scegliere la risposta dello studente che sarebbe più appropriata:

- A. È meglio se ritorno dopo allora. ArrivederLa!
- B. Dove ha fatto colazione stamane, professoressa?
- C. Mi dispiace che non ho fatto meglio. Lo riscriverò.
- D. Mi potrebbe dare un passaggio al centro, professoressa?

2. Listen carefully to the following telephone message left for a school secretary by a student's mother.

(You will hear:)

Mia figlia Laura è a lezione dalla professoressa Rossi, nell'aula no. 8. So che oggi c'è una gita, e Laura stamane era così emozionata all'idea che ha dimenticato la borsa con il pranzo. L'ha lasciata sul tavolo. Non ricordo a che ora partira' la scolaresca, però credo alle 10:00. Lei sa, per caso, a che ora vanno via? Perché pensavo che, se fossi ancora in tempo, potrei portarle la borsa del pranzo a scuola.

Now answer the question.

(You will read in the test booklet:)

Qual è il contenuto del brano appena ascoltato?

- A. Laura non può andare in gita.
- B. Laura ha dimenticato a che ora si parte.
- C. La madre di Laura vuole portarle il pranzo dimenticato a casa.
- D. La madre di Laura vuole sapere la destinazione della gita.

3. Listen carefully to the following conversation between two people.

(You will hear:)

[female voice 1] Ce la fai a portare quella valigia?

[female voice 2] Scherzi? Pesa più di trenta chili!

[female voice 1] Non esageri di certo, Caterina. Però dobbiamo ancora metterci questo vassoio.

[female voice 2] Ma come fa a entrarci? 'E enorme! Lascialo qui!

[female voice 1] Non posso; è un regalo della famiglia che mi ha ospitata a Palermo.

Now answer the question.

(You will read in the test booklet:)

Quale rapporto esiste fra i due personaggi del dialogo?

- A. due studentesse
- B. madre e figlia
- C. professoressa e studentessa
- D. due insegnanti

4. Listen carefully to the passage below, adapted from *La coscienza di Zeno* by Italo Svevo.

Il desiderio di novità che c'era nel mio animo veniva soddisfatto da Giovanni Malfenti, che era tanto diverso da me e da tutte le persone di cui io fino ad allora avevo ricercato la compagnia e l'amicizia. Io ero abbastanza colto, essendo passato attraverso due facoltà universitarie, e poi anche per la mia lunga inerzia, che io credo molto istruttiva. Lui, invece, era un grande negoziante, ignorante ed attivo. Ma dalla sua ignoranza gli risultava forza e serenità, ed io m'incantavo a guardarlo, invidiandolo.

Now answer the question.

(You will read in the test booklet:)

Chi era Giovanni Malfenti?

- A. un uomo molto istruito con due lauree
- B. un amico d'infanzia del narratore
- C. un commerciante stimato e operoso
- D. un ignorante che il narratore disprezza

### DIRECTIONS FOR SECTION TWO

Section Two of this test is a reading section with selected-response questions. Read each question and record your answer on the answer sheet in the space that corresponds to the question number.

5. Read the passage below, the final lines of Leopardi's "L'infinito"; then answer the question that follows.

E come il vento  
Odo stormir tra queste piante, io quello  
Infinito silenzio a questa voce  
Vo comparando: e mi sovvien l'eterno,  
E le morte stagioni, e la presente  
E viva, e il suon di lei. Così tra questa  
Immensità s'annega il pensier mio:  
E il naufragar m'è dolce in questo  
mare.

Quale delle seguenti frasi esprime meglio il senso di questi versi?

- A. Rivelano il terrore del poeta quando contempla il "naufragio" della propria identità.
- B. Esprimono un accanito individualismo eroico che cerca di sormontare l'indifferenza della natura.
- C. Riflettono il dialogismo fra la voce poetica e la natura che, in questo caso, viene considerata l'oggetto amato in cui ci si può perdere.
- D. Dimostrano come il poeta soffre per la mancanza di silenzio e aspetta che il vento cessi di stormire per poter annegarsi nell'immensità delle morte stagioni.

6. Scegliere l'espressione che completa correttamente la seguente frase.

Domani Luigi e Anna verranno a cena da me. Ora devo fare \_\_\_\_\_.

- A. una domanda
- B. la spesa
- C. sciopero
- D. un sogno

7. Use the sentence below to answer the question that follows.

Carlo ha sempre qualcosa da dire a tutti.

Qual è la forma negativa corretta della seguente frase?

- A. Carlo non ha mai niente da dire a nessuno.
- B. Carlo non ha mai qualcosa da dire a nessuno.
- C. Carlo non ha mai qualcosa da dire a tutti.
- D. Carlo non ha sempre qualcosa da dire a nessuno.

8. Completare correttamente la seguente frase.

Sembra che \_\_\_\_\_ americani studino raramente \_\_\_\_\_.

- A. studenti . . . le lingue
- B. studenti . . . lingue
- C. gli studenti . . . lingue
- D. gli studenti . . . le lingue

9. Scegliere la frase che corregge l'espressione sottolineata.

Ho comprato questo libro ieri e domani lo leggero.

- A. leggo
- B. leggerò
- C. leggerei
- D. legga

10. Quali delle seguenti illustrano la diversità geografica della storia italiana?

- I. Un sistema feudale fu introdotto nel sud alla fine dell'undicesimo secolo dai Normanni.
- II. Il nord e il centro d'Italia, dall'anno mille, furono caratterizzati dalla dominanza di città che si governavano da sè.
- III. Un periodo di indipendenza politica avvenne sia al nord che al sud alla fine del 16° secolo, proprio quando il Rinascimento giunse la sua massima magnificenza.
- IV. Alla fine del cinquecento, il sud si frantumò in comuni simili a quelli che erano già presenti nel nord e nel centro d'Italia.

- A. I e II
- B. I, III, e IV
- C. II e IV
- D. I, II, e III

11. Il Giro d'Italia, la popolare manifestazione sportiva che si tiene ogni anno in Italia, riguarda quale dei seguenti sport?
- A. le corse di cavalli
  - B. il ciclismo
  - C. la corsa automobilistica
  - D. la corsa podistica
12. Qual è stata l'importanza fondamentale di Francesco Petrarca nella tradizione poetica occidentale?
- A. l'introduzione del tema amoroso nella poesia lirica
  - B. la ripresa dell'epica classica in lingua italiana
  - C. la reintroduzione in poesia di temi personali dopo il formalismo medioevale
  - D. l'invenzione della forma poetica chiamata "sonetto"

**DIRECTIONS FOR SECTION THREE**

This section of the test consists of a written assignment. **The assignment can be found on the next page.** You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use any blank space in the test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written in the Written Response Booklet.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the written assignment will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *communication*: effectiveness of communication, including sociocultural appropriateness
- *coherence*: coherence and flow of language
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *mechanics*: accuracy of spelling or character formation, diacritical marks, and punctuation

Your response must be written in Italian. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

### Practice Written Performance Assignment

Imagine that you have a warm relationship with a family with whom you lived during a year of study in Italy. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. Write a letter in Italian to reestablish contact with them. You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

## Sample Written Performance Assignment Response: Score Point 4

*Cari Lorenzo e Giulia,*

*Prima di tutto devo chiedervi scusa se non ho scritto prima, ma di recente sono stato molto impegnato con gli ultimi esami in università e con alcuni colloqui di lavoro (spero sempre di trovare l'occupazione dei miei sogni!) Devo ammettere, però, che siete sempre nei miei pensieri e, anzi, proprio la scorsa settimana parlavo di voi ai miei amici della squadra di pallacanestro. Ho raccontato loro di quella volta che siamo andati in campeggio in Emilia e delle ottime tagliatelle e del prosciutto crudo che abbiamo mangiato insieme nel parco. Ho mostrato loro le foto e adesso tutti vorrebbero andare in vacanza in Italia. Anch'io vorrei tonarci!*

*Mi mancate molto e anche se qui vicino ho scoperto una splendida gastronomia di prodotti italiani (mi consolo al pensiero di poter gustare qualcosa di tipicamente italiano!), purtroppo non è la stessa cosa che essere lì con voi.*

*Ho una sorpresa, però! Forse, se riesco a terminare la tesi, mi laureo il prossimo luglio e così i miei genitori vorrebbero regalarmi un viaggio. Pensavo che sarebbe bellissimo se potessi venire a trovarvi e trascorrere un po' di tempo a Roma. Che ne dite?*

*Adesso parliamo di voi. Come state? Avete finito con i lavori in giardino? Sono sicuro che adesso la casa sarà bellissima e che i fiori saranno già tutti sbocciati. Speriamo che Arf, il cane dei vicini, non li mangi anche quest'anno!*

*E tu, Lorenzo, sei sempre in viaggio per l'Italia? Sai, mi farebbe piacere ricevere qualche cartolina dei vari luoghi pittoreschi che visiti. Ti dispiacerebbe inviarmene qualcuna? Te ne sarei davvero molto grato.*

*Ora devo concludere questa lettera perchè la mamma vuole che l'accompagni al supermercato a fare la spesa. Certo che mi mancano tanto i mercatini di Roma, con la frutta e la verdura per le strade e il profumo e le grida che si espandono...*

*Spero di ricevere presto vostre notizie. Lo so che il telefono è troppo caro, però proviamo a tenerci in contatto almeno per posta. Promesso?*

*Un forte abbraccio a nonna Luisa e un caro saluto a tutti voi.*

### Italian Written Performance Assignment Scoring Scale (Test Field 11)

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. A message is clearly and effectively communicated in a socioculturally appropriate manner. The candidate's ideas are coherently presented, and the flow of language is smooth and varied in well-constructed sentences. The vocabulary used reflects a broad command of the language and the use of appropriate idiomatic expressions. There is control of grammar with only minor syntax errors that do not interrupt communication. There is accuracy in spelling or character formation and accuracy in the use of diacritical marks and punctuation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of specific points. The message is generally clear, but command of sociocultural aspects of the language may be uncertain. The candidate exhibits some awkwardness in phrasing of ideas. The vocabulary used is appropriate but limited in expression and word choice. There is good command of simple linguistic constructions and grammar but uneven command of more complex constructions. The writer makes few errors in spelling or character formation and few errors in the use of diacritical marks and punctuation.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate fails to communicate a fully understandable message. The candidate's ideas are presented in a disconnected manner that makes comprehension difficult. The vocabulary is very simple, lacking some key words and expressions. The use of grammar and syntax is so elementary that either little information is conveyed or, though the information may be advanced, its grammatical presentation is seriously flawed. The candidate makes frequent errors in spelling or character formation and punctuation.
<b>1</b>	The candidate ineffectively addresses the assigned topic, without elaborating any points. The candidate makes only a few statements, which may be unconnected. There is an inadequate command of vocabulary to communicate a complete message. The errors made in the use of grammar, syntax, spelling, and punctuation are so frequent that communication is generally very difficult to understand.
<b>U</b>	The response is "Unscorable" because the candidate provides only a few words or phrases or an illegible sample, provides no written response whatsoever, writes on a different topic, or does not use the target language.

#### DIRECTIONS FOR SECTION FOUR

For this section of the test, your spoken response to an assignment presented in your test booklet will be recorded on tape. You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak.

Listen to the assignment carefully. Think about how you will organize your response. You may NOT write or take notes in the test booklet. **Your score will be based solely on the response you provide on the audiotape after the announcer instructs you to begin speaking.**

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

Your response to the question in this section will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *coherence*: clarity and coherence of message
- *fluency*: fluency and ease of expression
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *pronunciation*: pronunciation and intonation

Your response must be spoken in Italian. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

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

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

### Practice Oral Performance Assignment

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in Italian. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet.)

Imagine that you are the faculty advisor to a student from Italy who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in Italian, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation, and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.

**Italian Oral Performance Assignment Scoring Scale (Test Field 11)**

Score	Score Point Description
<b>4</b>	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker's vocabulary displays mastery of a broad vocabulary, including appropriate idiomatic expressions. The speaker handles simple and complex linguistic constructions, making only minor grammatical errors that do not interfere with communication. The speaker exhibits good to excellent pronunciation and intonation.
<b>3</b>	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate speaks with some hesitation, using a limited variety of sentence structures. The speaker uses appropriate but limited idiomatic expressions and vocabulary. The speaker shows good command of simple linguistic constructions, with some errors in more complex statements, and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in pronunciation and intonation that do not interfere with communication.
<b>2</b>	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate speaks with frequent hesitation, using simple and repetitive sentence structures. The speaker uses very simple vocabulary, lacking some key words and expressions. The speaker handles only simple linguistic constructions, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Pronunciation and intonation are sufficiently faulty to make comprehension sometimes difficult.
<b>1</b>	The candidate inadequately addresses the assigned topic, without elaborating any points. The candidate generally fails to communicate a clear message. The speaker hesitates frequently, making speech sound fragmented and choppy. The speaker exhibits inadequate command of vocabulary to communicate a complete message. The speaker shows little command of basic elements of sentence structure, grammar, and syntax. Frequent errors are made in pronunciation and intonation, making speech generally very difficult to understand.
<b>U</b>	The oral response is "Unscorable" because the candidate is not heard to speak at all, speaks only one or two unconnected utterances, speaks on a different topic, or does not use the target language.

## ANSWER KEY: ITALIAN



<b>Question Number</b>	<b>Correct Response</b>	<b>Objective</b>
1.	<b>A</b>	Understand spoken questions or other oral messages.
2.	<b>C</b>	Derive essential information from oral messages in real-life situations.
3.	<b>A</b>	Infer meaning from oral communications.
4.	<b>C</b>	Understand the literal content of a variety of authentic materials.
5.	<b>C</b>	Apply skills of inference and interpretation in a variety of authentic materials.
6.	<b>B</b>	Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.
7.	<b>A</b>	Transform sentences or passages in context according to given instructions.
8.	<b>D</b>	Analyze sentences to determine grammatically correct words or phrases to complete them.
9.	<b>B</b>	Revise written passages to correct errors in structure and syntax that interfere with accurate communication.
10.	<b>A</b>	Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.
11.	<b>B</b>	Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.
12.	<b>C</b>	Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.