

PLACE[®]

STUDY GUIDE

14 Russian



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for Colorado Educators[®]**

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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 14: RUSSIAN

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice performance assignments. This test area does not include any multiple-choice questions.

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 PERFORMANCE ASSIGNMENTS. The practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice assignments represent the various types of performance assignments 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.

Sample responses to five of the six practice assignments are provided immediately following each of those assignments. The sample responses in this guide are for illustrative purposes only. Your written responses 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 14: RUSSIAN

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 Russian test consists of six sections: 1) a listening section, 2) a reading section, 3) a section on grammar and language structures, 4) a section on cultural understanding, 5) a writing assignment, and 6) a speaking assignment. The first five sections will be administered in a regular examination room. The speaking section (Section Six) 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.

Read each question carefully and record your responses in the test booklet in the space provided. *Use only a No. 2 lead pencil.* You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper. **However, you will be scored only on the responses written in the appropriate spaces in your test booklet.**

PRACTICE PERFORMANCE ASSIGNMENTS: RUSSIAN



DIRECTIONS FOR SECTION ONE

The first section of this test contains a question that involves listening to an audiotape. The question 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. The listening passage will be read twice. You will then be asked to respond in writing to the assignment on the lined page in the test booklet.

Your response will be evaluated based on the following criteria.

- *listening comprehension*: accuracy and completeness in comprehending spoken language
- *listening inference*: demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Your response may be written in either English or Russian. 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.

Once the tape has begun, it cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

Practice Listening Performance Assignment

(You will hear:)

The first question is a listening comprehension exercise. You will hear a dialogue. After you have heard the dialogue twice, you will respond in writing to the assignment in your booklet. Before you hear the dialogue, you will be given thirty seconds to study the assignment. Begin studying the assignment now.

(You will see in the test booklet:)

Write a response of a few sentences in which you:

- identify the speakers;
- explain the relationship among them; and
- describe as fully as possible the background of the main speaker.

Write your response on the following page. It may be written in either Russian or English.

(continued on next page)

Practice Listening Performance Assignment (*continued*)

(You will hear:)

Г: Дорогие гости нашей столицы! Наша экскурсия подошла к концу, но у нас осталось несколько минут на вопросы. Я вас слушаю.

ЗТ: Можно ли задать вопрос лично Вам?

Г: Да, если вас что-то интересует, то пожалуйста.

ЗТ: Сколько лет Вы работаете гидом?

Г: Пять лет.

ЗТ: Вы удивительно свободно владеете материалом для человека с таким небольшим опытом.

Г: Поверьте, пять лет это немало, если ты любишь свою работу. К тому же я постоянно читаю историческую и справочную литературу, хожу на экскурсии к своим коллегам.

ЗТ: А какой институт Вы закончили?

Г: Институт иностранных языков и специальные курсы для гидов.

ЗТ: Простите за назойливость, но мы впервые в Вашей стране и нам всё интересно. Расскажите нам о своём образовании.

Г: Пожалуйста. В большинстве ВУЗов (высших учебных заведениях) страны образование длится 5 лет. После окончания вы получаете диплом.

1Т: И кто Вы по профессии?

Г: Как вы, наверное, уже догадались, я переводчик.

1Т: Вы владеете каким-либо иностранными языками?

Г: В институте я изучала французский и испанский, но свободно не владею ими. Прошу прощения, но у нас не осталось времени. Желаю вам прекрасно провести время и увидеть как можно больше интересного. До свидания.

Т-ы хором: Спасибо за всё.

Sample Listening Performance Assignment Response: Score Point 4

The speakers are participants in an excursion in Russia. The main speaker is the guide, who is answering the questions of one of the tourists, who is interested in her education and background. She tells him that she graduated from a five-year college program which trained her as a translator, and she tells him the other things which she does to prepare her to know Russian culture in such a way as to function effectively in her field, which is very important to her. The fact that she brings the question session to such a decisive end suggests the possibility that she may have felt that she had answered more than enough personal questions.

Russian Listening Performance Assignment Scoring Scale (Test Field 14)

Score	Score Point Description
4	The candidate demonstrates thorough comprehension of literal content of a sample of spoken language. The candidate accurately infers information implied in a sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension.
3	The candidate demonstrates good overall comprehension of literal content of a sample of spoken language, though some details may be misunderstood or missed. The candidate shows some ability to infer information implied in a sample of spoken language, though some subtleties may be misinterpreted or missed.
2	The candidate shows partial comprehension of a sample of spoken language, discerning some main ideas but failing to understand other major ideas and details. The candidate generally fails to infer information or discern tone in a sample of spoken language.
1	The candidate fails to demonstrate understanding of major points in a sample of spoken language, showing comprehension only of isolated words and phrases. The candidate fails to infer information or discern tone in a sample of spoken language.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION TWO

In this section of the test, you will read a passage and answer a question that will require you to prepare a written response regarding the passage.

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

- *literal comprehension*: accuracy and completeness in comprehending literal content of written language
- *inferential comprehension*: demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Your response may be written in either English or Russian. 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 Reading Performance Assignment

Read the following excerpt from a story by Anton Chekhov. Then respond to the assignment below.

Было двенадцать часов ночи. Митя Кулдаров, возбужденный, взъерошенный, влетел в квартиру своих родителей и быстро заходил по комнатам. Родители уже ложились спать. Сестра лежала в постели и дочитывала последнюю страничку романа. Братья-гимназисты спали.

- Откуда ты? - удивились родители. - Что с тобой?

- Ох, не спрашивайте! Я никак не ожидал! Это... это невероятно!

Митя захохотал и сел в кресло, будучи не в силах держаться на ногах от счастья.

- Это невероятно! Вы не можете себе представить! Поглядите!

Сестра прыгнула с постели и, накинув на себя одеяло, подошла к брату. Гимназисты проснулись.

- Что с тобой? На тебе лица нет!

- Это я от радости, мамаша! Ведь теперь меня знает вся Россия! Вся! Раньше только вы одни знали, что на свете существует Дмитрий Кулдаров, а теперь вся Россия знает об этом! Мамаша! О, господи!

Митя вскочил, побегал по комнатам и опять сел.

- Да что случилось? Говори толком!

- Вы живете, как дикие звери, газет не читаете, а в газетах так много замечательного! Как я счастлив! О, господи! Ведь только про знаменитых людей в газетах печатают, а тут про меня напечатали!

- Что ты? Где?

Папаша побледнел. Мамаша взглянула на образ и перекрестилась.

Write a few sentences in which you:

- describe the actions of the main character;
- analyze what his dialogue and actions reveal about his mental state; and
- explain the other characters' reactions to his behavior.

Your response may be written in either Russian or English.

Sample Reading Performance Assignment Response: Score Point 4

Dmitry Kuldarov returns home late in the evening in a very excited state. His parents and brothers and sisters learn from him that he is excited because something has just been printed about him in the newspapers. The fact that they know nothing of it yet merely shows how lacking in intellectual curiosity they are, he tells them. They, on the other hand, do not seem to share his joy at whatever may have been written. In fact they react with something like trepidation, since his mother crosses herself before the icon, and his father turns pale.

Russian Reading Performance Assignment Scoring Scale (Test Field 14)

Score	Score Point Description
4	The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text.
3	The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. The candidate shows some ability to infer information from the text, but may misinterpret some subtleties.
2	The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text.
1	The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words and phrases. The candidate fails to make inferences from written text.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION THREE

This section of the test consists of three exercises that require you to demonstrate your command of the grammatical structure of Russian. Directions are provided before each exercise. Write your responses to the exercises in the spaces provided in the test booklet. Your responses will be scored on the basis of grammatical correctness.

Practice Grammar and Language Structure Performance Assignment

Follow the directions for each of the three exercises below.

A. Complete the passage by writing in each blank the appropriate form of the word or words in parentheses.

A. И. Солженицын (родиться) в 1918 году. Его
 отец рано (умереть) и мальчик жил с (мать)
 в (Ростов) «Один день Ивана
 Денисовича» – повесть о (жизнь) в
 (концентрационный лагерь).....
 Солженицын написал ещё много (рассказы, повести)
 Всё, что написал
 Солженицын, он написал с (большая любовь)
 к (Россия), к (русская природа)
 и к (простой человек)

B. Rewrite the short passage below in the *past* tense. Be sure to make all changes necessary for consistency and correctness.

B. 1953 году Солженицына освобождают, и в 1957 году полностью реабилитируют. Он поселяется в Рязани и женится.

C. Rewrite the sentence below, correcting all errors but retaining the original meaning.

С. 1941 года Солженицын был на фронту, где он три лет командовала батареей и дважды был награждены за храбрость.

Sample Grammar and Language Structure Performance Assignment Response
(Section A): Score Point 4

А. И. Солженицын (родиться) родился¹..... в 1918 году. Его отец рано (умереть) ...умер²..... и мальчик жил с (мать) ..матерью³... в (Ростов)Ростове⁴... «Один день Ивана Денисовича» – повесть о (жизнь)жизни⁵..... в (концентрационный лагерь)....концентрационном⁶..... ..лагере⁷..... Солженицын написал ещё много (рассказы, повести)рассказов⁸...и...повестей⁹..... Всё, что написал Солженицын, он написал с (большая любовь)большой¹⁰..... ..любовью¹¹..... к (Россия)России¹²....., к (русская природа) ..русской¹³.....природе¹⁴..... и к (простой человек) ...простому¹⁵...человеку¹⁶...

Sample Grammar and Language Structure Performance Assignment Response
(Section B): Score Point 4

В. 1953 году Солженицына освобождают, и в 1957 году полностью реабилитируют. Он поселяется в Рязани и женится.

В. 1953 году Солженицына освободили, и в 1957 году полностью реабилитировали. Он поселился в Рязани и женился.

Sample Grammar and Language Structure Performance Assignment Response
(Section C): Score Point 4

С. 1941 года Солженицын был на фронту, где он три лет командовала батареей и дважды был награждены за храбрость.

С.1941 года Солженицын был на фронте, где он три года командовал батареей и дважды был награжден за храбрость.

**Russian Grammar and Language Structure Performance Assignment Scoring Scale
(Test Field 14)**

The "C" notation (denoting "Correct" response) will be assigned to an item if, and only if, the candidate's response for that item is described by one of the following:

	Notation	Notation Description
Section A	C	Correct—the candidate's response is grammatically correct and appropriate within the context of the presented statement, i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement.
Section B	C	Correct—the candidate's response correctly transforms the sentence or passage as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.
Section C	C	Correct—the candidate's response acceptably corrects the syntactic or linguistic errors found in the passage, i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning.

For each item where the response is not correct, **one** of the following notations will be assigned:

	Notation	Notation Description
Sections A, B, C	NC	Not correct—the candidate's response does not accurately follow the target language's rules of grammar, or the response is incomplete.
Sections A, B, C	U	Unscorable—the candidate's response is illegible or is not in the target language, or the candidate provides no response whatsoever.

DIRECTIONS FOR SECTION FOUR

In this section of the test, you will respond to an assignment in which you will be asked to write about a specific aspect of the culture(s) of the people(s) who speak Russian.

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

- *identification*: accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
- *cultural context*: ability to place the topic in the appropriate cultural context (e.g., historical period, geographic location)
- *cultural issues*: clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

This assignment is intended to assess your cultural knowledge, not your writing ability. However, your response must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers.

Your response may be written in either English or Russian. 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 Cultural Understanding Performance Assignment

In the history of every culture, there are figures whose actions or character significantly influenced the course of subsequent events. In Russian culture, Peter the Great is such a figure. In an essay of approximately 100 to 200 words, describe the role of Peter the Great in the history of the Russian nation. Your response may be written in either Russian or English and will be evaluated on the basis of your cultural knowledge, not your writing ability. However, your ideas must be communicated clearly enough to permit an assessment.

Sample Cultural Understanding Performance Assignment Response: Score Point 4

Peter the Great was a giant, in his physical stature and in his stature in the history of his people. His was a clearly defined mission: he wished to bring Russia into what he considered the modern world, which was the world of European culture. This put him squarely into conflict with those who treasured instead Russia's own culture, inherited from Byzantium. This dichotomy between the "native" Russian traditional culture, and that of Europe, identified with progress, became and remains to this day the fundamental opposition in Russian culture and intellectual life—that of the Westernizers, opposed to the Slavophiles. Peter himself brooked no opposition, and by the force of his office and personality dragged Russia into Europe willy-nilly. This is true, for example, of dress, where traditional Russian garb was replaced by European clothes, so that today the names of clothing in Russia are of discernibly non-Russian origin. Men shaved their beards, or by not doing so made a statement of opposition to the Petrine policies—a statement that was implicit, for example, in the fact that the Russian clergy did not shave their beards. The most concrete example is, of course, Peter's city, St. Petersburg, built to give the country a window on the West, and built on the model of the great European cities. And as with all of Peter's reforms, as with all of Russia's adopting of Western ways, what is striking in his great city is the specifically Russian application, the Russian slant as the Western model is placed in the Russian context.

**Russian Cultural Understanding Performance Assignment Scoring Scale
(Test Field 14)**

Score	Score Point Description
4	The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate places the topic in the appropriate cultural context (e.g., historical period, geographic location). The candidate provides a thorough and accurate explanation of the relationship of the topic to the development of the target culture.
3	The candidate accurately identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate provides limited but generally accurate information regarding cultural context (e.g., historical period, geographic location). The candidate provides some explanation of the relationship of the topic to the development of the target culture, with only minor factual errors, if any.
2	The candidate provides minimal information to identify the topic named in the assignment. The candidate provides little additional information, and may err in placing the topic in cultural context. The candidate fails to address the significance of the topic, or reveals misunderstanding of cultural trends and issues.
1	The candidate fails to identify accurately the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate's response generally reveals inadequate grasp of both specific facts and broader cultural trends and issues.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION FIVE

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 the blank space on the unlined pages following the writing assignment 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 on the lined pages in the test 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 Russian. 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 Russia. 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 Russian 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

Милые друзья!

Пишет из Америки ваш друг, который якобы пропал без вести, но который все же не переставал думать о Вас, и который вспоминает о Вас и о Москве очень, очень часто и нежно.

Как Вы все там живете? Валентин уже женился? Кажется, что да, так что я желаю ему и его жене всего самого лучшего и счастливого на свете. Они наверно обвенчались в той красивой церкви, где мы с вами были на литургии. Я представляю себе красоту православной службы, и ваших молодоженов. Жаль только, что я мог присутствовать только мыслями.

Все у меня идет по-прежнему, то есть работаю, хожу на занятия в университете, на повышение качества, как говорится у вас. Я был дома у родителей в Калифорнии всего один раз, во время зимних университетских каникул. Это, конечно, не потому, что не хотел, а потому, что не было ни времени, ни денег. Я всем тогда рассказывал, конечно, о Москве и о всех подробностях вашей - идеальной, по-моему - семейной жизни. Я так мечтаю вернуться домой в Калифорнию, когда окончу учебу. Придется сначала найти там работу, но кажется, что будет мне легче найти хорошее постоянное место там, чем здесь, в Новой Англии.

Письмо это короткое, но тороплюсь отправить его, чтобы тем быстрее получить ответное письмо со всеми вашими новостями. Пишите скорей!

Russian Written Performance Assignment Scoring Scale (Test Field 14)

Score	Score Point Description
4	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.
3	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.
2	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.
1	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.
U	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 an unrelated topic, or does not use the target language.

DIRECTIONS FOR SECTION SIX

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 Russian. 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 Russian. 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 Russia 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 Russian, 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.

Russian Oral Performance Assignment Scoring Scale (Test Field 14)

Score	Score Point Description
4	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.
3	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.
2	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.
1	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.
U	The oral response is "Unscorable" because the candidate is not heard to speak at all, speaks only one or two unconnected utterances, speaks on an unrelated topic, or does not use the target language.

ANSWER KEY: RUSSIAN



There are no multiple-choice questions for the **Russian** field. Sample responses for the **Russian** performance assignments are provided in the practice assignments section of this guide.