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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
## About the Assessment

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<thead>
<tr>
<th>Assessment Name</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>P–12</td>
</tr>
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</table>
| Test Code             | Test I: 141  
                        | Test II: 142  
                        | Combined Test I and Test II: 641 |
| Testing Time          | Test I: 1 hour and 35 minutes  
                        | Test II: 1 hour  
                        | Combined Test I and Test II: 2 hours and 35 minutes |
| Test Duration         | Test I: 2.5 hours  
                        | Test II: 2.5 hours  
                        | Combined Test I and Test II: 5 hours |
| Test Format           | Computer delivered |
| Number of Selected-response Questions | Test I: 38  
                        | Test II: 36  
                        | Combined Test I and Test II: 74 |
| Question Format       | The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*. |
| Number of Constructed-response Questions | Test I: 2  
                        | Test II: 2  
                        | Combined Test I and Test II: 4 |

The GACE Spanish assessment is designed to measure the professional knowledge of prospective teachers of Spanish in the state of Georgia.
This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

**Content Specifications**

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

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**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Test I Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reading</td>
<td>40%</td>
</tr>
<tr>
<td>II. Writing*</td>
<td>40%</td>
</tr>
<tr>
<td>III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary</td>
<td>20%</td>
</tr>
</tbody>
</table>

* This section contains two constructed-response questions.

Test I Objectives

Subarea I: Reading

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret reading materials

The beginning Spanish Language teacher:

A. Comprehends main ideas and supporting details of authentic printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode

B. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s intent

Subarea II: Writing

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal writing

The beginning Spanish Language teacher:

A. Communicates in the interpersonal mode in written exchanges on daily topics in the appropriate register

B. Negotiates meaning in order to sustain an interaction, such as in interpersonal correspondence

C. Communicates in Spanish with native speakers unaccustomed to dealing with nonnative speakers with sufficient linguistic accuracy, clarity, and precision to convey the intended message

D. Communicates in the presentational mode by writing routine social correspondence as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English

The beginning Spanish Language teacher:

A. Understands the rules of the sound system of the Spanish language, such as recognizing phonemes and allophones
B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
D. Applies the rules that govern the formation of words and sentences in Spanish
E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
G. Identifies similarities and differences between Spanish and English
H. Contrasts syntactical patterns of simple sentences and questions with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of Spanish culture

The beginning Spanish Language teacher:

A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
C. Recognizes products, such as tools, foods, laws, and music
D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of the Spanish culture
E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language
Test II Subareas

<table>
<thead>
<tr>
<th>Subarea</th>
<th>Approx. Percentage of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Listening</td>
<td>40%</td>
</tr>
<tr>
<td>II. Speaking*</td>
<td>40%</td>
</tr>
<tr>
<td>III. Linguistics, Comparisons, and Cultures/Cross-Disciplinary</td>
<td>20%</td>
</tr>
</tbody>
</table>

* This section contains two constructed-response questions.

Test II Objectives

Subarea I: Listening

Objective 1: Understands the receptive skills and cultural linguistic knowledge needed to interpret information aurally

The beginning Spanish Language teacher:

A. Understands natural conversational speech on a variety of topics
B. Comprehends main ideas and supporting details of authentic audio and/or video stimuli such as interviews, short lectures, news items, short stories, social notices, and reports on familiar topics that deal with factual information in the interpretive mode
C. Moves beyond literal comprehension by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s/speaker’s intent, and offering a personal interpretation of the message in the interpretive mode

Subarea II: Speaking

Objective 1: Displays the productive skills needed to communicate effectively via presentational and interpersonal speaking

The beginning Spanish Language teacher:

A. Responds appropriately to natural conversational speech on a variety of topics
B. Communicates actively in the interpersonal mode by participating in formal and informal conversations on topics such as home, school, leisure activities, and current events
C. Negotiates meaning in order to sustain an interaction
D. Communicates orally in the presentational mode by delivering presentations about familiar literary or cultural topics and incorporating additional linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read
Subarea III: Linguistics, Comparisons, and Cultures/Cross-Disciplinary

Objective 1: Understands the linguistic features of Spanish and how to compare Spanish to English

The beginning Spanish Language teacher:

A. Understands the rules of the sound system of Spanish, such as recognizing phonemes and allophones
B. Recognizes and employs linguistic devices used in connected discourse, such as conjunctions and adverbs
C. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
D. Applies the rules that govern the formation of words and sentences in Spanish
E. Demonstrates knowledge of the rules with examples in Spanish, such as the verbal system, pronouns, agreement, word order, and interrogatives, both in terms of regularities and irregularities
F. Identifies and employs the pragmatic and sociolinguistic conventions and register, such as formal and informal forms of address
G. Identifies similarities and differences between Spanish and English
H. Contrasts syntactical patterns of simple sentences and questions with those of English

Objective 2: Understands the connections between the perspectives and the practices and products of Spanish culture

The beginning Spanish Language teacher:

A. Conveys an awareness of perspectives, such as attitudes, ideas, and values
B. Understands practices, patterns of behavior, and social interactions, such as greetings, turn taking, and rites of passage
C. Recognizes products, such as tools, foods, laws, and music
D. Uses literary and cultural texts — such as songs, poems, rhymes and chants, children’s books, narrative texts, and novels — to interpret and reflect on the perspectives of Spanish culture
E. Integrates knowledge from other disciplines into the interpretation of audio and/or visual stimuli in the Spanish language and identifies distinctive viewpoints accessible only through the Spanish language

Note: After clicking on a link, right click and select “Previous View” to go back to original text.
Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.
Section 1: Listening with Linguistics and Cultural Knowledge

Directions: This section is designed to measure how well you understand spoken Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

You may now begin.
Las preguntas 1-6 están basadas en la siguiente entrevista.

**Interviewer:** Buenos días. Nació en la Gran Manzana. Criado en Puerto Rico. De vuelta con nosotros está: ¡Lefty Pérez! Hola, ¿qué tal amigo?

**Lefty Pérez:** ¡Un gusto!

**Interviewer:** El gusto es mío.

**Lefty Pérez:** Hola, ¿qué tal? ¿Cómo estás papi? ¿Bien? Contento de estar aquí una vez más trayéndote mucha salsa.

**Interviewer:** Oye, mucho tiempo sin verte desde Calle 8. Te veo más delgado... pero... estás por todos lados: en canales de TV, promocionando tu nuevo disco, Salseros unidos y en muchas presentaciones por Nueva York, Puerto Rico, San Francisco... ¡Cuéntanos, cuéntanos!

**Lefty Pérez:** Exactamente, el Carnaval de San Francisco fue un exitazo grandísimo: como 4.000 personas a quienes les encanta la salsa.

**Interviewer:** De cierta forma estás como retomando tu carrera.

**Lefty Pérez:** Sí, sí... pero yo siempre he estado ocupado, activo, trabajando en otros países. Y, pues, este nuevo proyecto que he comenzado es titulado Salseros unidos.

**Interviewer:** Háblanos de este disco porque no hemos tenido mucho tiempo de hablar de la producción completa.

**Lefty Pérez:** Sí, bueno, esta producción es muy especial para mí. Este... Salseros unidos sale de la muerte de un compañero nuestro. Llamo a unificar a los salseros del mundo y vengo y les escribo junto con Pedro Jesús. Colaboraron conmigo varios artistas en el video y menciono la mayoría de ellos en la canción.

**Interviewer:** Hagamos un pequeño flashback del comienzo de tu carrera. ¿Qué recuerdas?

**Lefty Pérez:** Bueno, yo comencé a los 13 años oyendo los temas de Héctor Lavoe, y los cantaba en el baño, escuchando a Cheche Colé, “Abuelita tu refrán me hace reír”.

**Interviewer:** ¿Pero, pero lo cantabas igualito?

**Lefty Pérez:** Yo canto bastante bien. Como Héctor, porque para llenar esos zapatos se necesita...

**Interviewer:** A propósito de Héctor: ¿ya viste la película El cantante?

**Lefty Pérez:** ¡Excelente! Y exhorto al público que la vaya a ver. Lo que hicieron Marc Anthony y su esposa Jennifer es traer a esta leyenda a la pantalla gigante para que el mundo, el mundo, el mundo entero conozca quién fue este señor.

**Interviewer:** ¿Lo que más te ha gustado de la película?

**Lefty Pérez:** Son los chistes que decía Héctor Lavoe. Como era él.

**Interviewer:** Gracias, Lefty Pérez. Bendiciones. Éxitos.

**Lefty Pérez:** Te quiero. Salúdame a Panamá....
Interviewer: ¿Cómo no? Con gusto.
Lefty Pérez: Chévere. Un abrazo.
Interviewer: Un abrazo y gracias.

Narrator: Now you will have 60 seconds to preview the questions you will need to answer.

• ¿Qué es “Salseros unidos”?
• Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?
• ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?
• ¿Cómo se dirige Lefty Pérez al entrevistador?
• Al final de la entrevista, el entrevistador dice: “¿Cómo no? Con gusto”. ¿Cuál de las siguientes expresiones sería equivalente?
• La palabra “exitazo” en el contexto de la frase “Exactamente, el Carnaval de San Francisco fue un exitazo” es sinónimo de

Narrator: Now listen again.

[ENTIRE INTERVIEW IS REPEATED]

Narrator: Now answer the questions for this selection.
1. ¿Qué es Salseros unidos?
   A. Una película sobre la música puertorriqueña
   B. Una agrupación de cocineros
   C. Un carnaval en San Francisco
   D. Un proyecto de Lefty Pérez

**Answer and Rationale**

2. Según la entrevista, ¿cuándo empezó a cantar Lefty Pérez?
   A. Cuando apenas tenía tres años
   B. A los trece años, cantando en el baño
   C. A los ocho años en la radio de Puerto Rico
   D. Siendo ya adulto en San Francisco

**Answer and Rationale**

3. ¿Por qué se menciona a Marc Anthony y su esposa Jennifer en la entrevista?
   A. Porque son los mejores amigos de Lefty Pérez
   B. Porque van a hacer una gira con Lefty Pérez
   C. Porque han hecho una película sobre Héctor Lavoe
   D. Porque compusieron una canción sobre Héctor Lavoe

**Answer and Rationale**
4. ¿Cómo se dirige Lefty Pérez al entrevistador?
   A. Con ironía
   B. Con amabilidad
   C. Con formalidad
   D. Con timidez

Answer and Rationale

5. Al final de la entrevista, el entrevistador dice: “¿Cómo no? Con gusto”. ¿Cuál de las siguientes expresiones sería equivalente?
   A. Claro que sí.
   B. Permítame.
   C. Pase usted.
   D. ¡Qué se va a hacer!

Answer and Rationale

6. La palabra “exitazo” en el contexto de la frase “Exactamente, el Carnaval de San Francisco fue un exitazo” es sinónimo de
   A. éxito muy corto.
   B. éxito enorme.
   C. decepción inesperada.
   D. decepción pequeña.

Answer and Rationale
Section 2: Reading with Cultural Knowledge

Directions: This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking countries.

You will read several selections in Spanish. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with three visual stimuli (e.g., photographs or works of art); each is accompanied by a single Cultural Knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking “Next.” You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click “Back.”

For later review you can mark a question by clicking “Mark,” which will place a check mark next to the question on the Review screen. Clicking “Mark” again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click “Review” at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Las preguntas 7-12 están basadas en el siguiente fragmento.

Hablar un mismo idioma no equivale a utilizar las mismas palabras para todo. A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos y se nos muestran como soluciones lógicas, pero diferentes, para nuestras propias ideas; y definen además con exactitud nuestras propias ideas; aunque de un modo distinto. Supongo que lo mismo le ocurre a un latinoamericano al escuchar a un español o a cualquier otro hispanohablante de un país distinto al suyo. Eso es la unidad del idioma, el genio profundo que da vigor a todo el sistema lingüístico, la sima que podemos compartir veintiún países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura. Que no es ya la cultura que impusieron los españoles a partir de 1492, sino la que todos los pueblos hispanohablantes han ido creando conjuntamente durante estos siglos.

La unidad del idioma no se altera en absoluto por el hecho de que un español buceee en la “piscina” mientras un mexicano nada en la “alberca” y un argentino se baña en la “pileta”, estando todos ellos en el mismo lugar. Las tres — precisas, hermosas — parten de lo más profundo de nuestro ser intelectual colectivo. Podemos ver el ADN de “piscina” en “piscis”, y en “piscifactoría”, y hasta saber que la palabra procede de aquellos estanques de los jardines que se adornaban con peces; y relacionar su significado con un lugar donde se almacena agua y donde, como peces en el agua, podemos aumentar la velocidad mediante unas aletas como las del pez, y también nadar al estilo rana. Y la “alberca” mexicana (del árabe al birka, estanque) nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirla, y donde los mozos del campo se remojaban para combatir el calor. Y a la “pileta” podemos asociarla con “pila” y con “pilón”, que es un receptáculo de piedra que se construye en las fuentes para que, cayendo el agua en él, sirva para dar de beber al ganado, de lavadero o para otros usos y que aún se puede hallar en algunos pueblos de España.

Defensa apasionada del idioma español, by Álex Grijelmo, © 1998 by Taurus. Used by permission.
7. Según el texto, ¿de qué origen es el autor del artículo?
   A. Argentino
   B. Español
   C. Mexicano
   D. Árabe

**Answer and Rationale**

8. En Argentina, ¿cuál de las siguientes palabras se usa para referirse al lugar donde las personas nadan por deporte y diversión?
   A. Alberca
   B. Piscina
   C. Pileta
   D. Piscis

**Answer and Rationale**

9. Desde el punto de vista histórico, la palabra “alberca” era utilizada en el contexto de
   A. ciertas prácticas agrícolas de almacenamiento de agua.
   B. algunas fiestas populares comunes a varios países.
   C. competencias de natación para trabajadores del campo.
   D. decoraciones de grandes jardines con estanques llenos de peces.

**Answer and Rationale**
10. ¿Cuál es la idea central del artículo?

   A. Todos los hispanohablantes usan las mismas palabras para expresarse.
   B. El español hablado en Latinoamérica es muy preciso y hermoso.
   C. El español que rige actualmente ha variado muy poco desde 1492.
   D. La unidad del español actual se encuentra en su pasado cultural común.

**Answer and Rationale**

11. Según sus conocimientos culturales y el contexto del pasaje, ¿quiénes tuvieron una gran influencia en el idioma español durante la Edad Media?

   A. Los eslavos
   B. Los griegos
   C. Los árabes
   D. Los ingleses

**Answer and Rationale**

12. ¿A qué se refiere el pronombre “la” de la frase “se hacía preciso almacenar el agua para luego esparcirla” al final del texto?

   A. Al agua
   B. Al estanque
   C. A la genética
   D. A la historia

**Answer and Rationale**
La siguiente pregunta está basada en esta imagen.

![Image of mural](image)

13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?

A. Impresionismo  
B. Muralismo  
C. Cubismo  
D. Surrealismo

**Answer and Rationale**
# Answer Key and Rationales

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The interviewer says that Lefty is traveling all over the place promoting his latest album, “Salseros unidos.”</td>
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<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Lefty says he started singing in the bathroom when he was 13 years old.</td>
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<td>Back to Question</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td><strong>Option C is correct.</strong> Marc Anthony and his wife Jennifer acted in a movie about Héctor Lavoe’s life.</td>
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<td>Back to Question</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td><strong>Option B is correct.</strong> Lefty addresses the interviewer kindly. The word choice and the affectionate exchanges between interviewee and interviewer translate into a kind and friendly interview.</td>
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<td>Back to Question</td>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Both terms can be used interchangeably in the same sentence.</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td><strong>Option B is correct.</strong> It says that it is an enormous success.</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td><strong>Option B is correct.</strong> At the beginning of the article the author identifies himself as Spanish when he says, “A los españoles nos suenan hermosísimas muchas expresiones de América Latina porque se hunden en lo más profundo de nosotros mismos....”</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The second paragraph of the text clearly states that Argentineans use the word “pileta” to refer to a swimming pool.</td>
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</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
<table>
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<th>Question Number</th>
<th>Correct Answer</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A</td>
<td><strong>Option A is correct.</strong> The second paragraph states “… la ‘alberca’ […] nos llevará por la genética y la historia a terrenos de regadío rurales donde se hacía preciso almacenar el agua para luego esparcirlo….”</td>
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<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>10</td>
<td>D</td>
<td><strong>Option D is correct.</strong> The text talks about the unity of the Spanish language despite regional differences. The text also highlights the idea that despite these regional differences, people who speak Spanish can understand each other because they all share the same cultural background. “Eso es la unidad del idioma, […] la sima que podemos compartir veintiún países y que arroja hacia la superficie criaturas identificables porque proceden de la misma cultura.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>11</td>
<td>C</td>
<td><strong>Option C is correct.</strong> The Arabic influence on the Spanish language has been significant because of the Islamic presence in the Iberian peninsula between A.D. 711 and A.D. 1492.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer</td>
<td>Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td><strong>Option A is correct.</strong> Water is the only thing that can be stored in the “alberca” to be used later, which is what the sentence is saying.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
<tr>
<td>13</td>
<td>B</td>
<td><strong>Option B is correct.</strong> The photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Back to Question</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Constructed-response Questions

The purpose of this section is to describe the constructed-response questions that appear on the GACE Spanish assessment and to explain the criteria used to score each constructed-response question. The Spanish assessment includes four constructed-response questions:

- Test I: two writing questions
- Test II: two speaking questions

Unlike the selected-response questions, the constructed-response questions require you to demonstrate your knowledge in a subject area by providing either written or spoken in-depth responses.
**Constructed-response Questions: Writing**

**Preparing for the Writing Questions**

When preparing for the writing questions, read the sample questions and scoring guides carefully. You may wish to draft a response to each sample question by reading the question and planning, writing, and revising your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the Spanish language, be sure to write in Spanish. Also, because no reference materials will be available during the test, it is recommended that you refrain from using a dictionary, a thesaurus, or textbooks while writing your practice responses.

Once you have written your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

**General Directions**

**Directions:** The Writing section includes two tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 30 minutes to complete both tasks. A clock at the top of the screen will indicate how much time is remaining.
Alternate Character Toolbar

Test I of the GACE Spanish test requires the test taker to enter written responses on the computer. An alternate character toolbar for inputting Spanish accents and characters (e.g., ň, ó, ñ) is built into the test. Just before the Written Expression section, you will be presented with one unscored question to use for practicing with the toolbar. You may take up to five minutes on this practice question; your response will not be graded nor will it affect your grade in any way.

A tutorial for using the toolbar is on the GACE website at www.gace.ets.org. If you are taking Test I of the Spanish assessment, you are strongly urged to view this tutorial and practice using the toolbar before the day of your test.

Upon launching the tutorial, you will be presented with a blank area to practice typing in Spanish and inserting Spanish characters and accents. You may type anything you like; your response will not be saved. For example, you may answer the question “Why are you taking the GACE Spanish test?” The alternate character toolbar may be repositioned anywhere on the screen. When you are finished, choose “Exit” to close the tutorial.

Note: To execute the tutorial, you will need to have the Java software installed on your computer. If you do not have Java, a free download available from the Java website at www.java.com/en/download/manual.jsp will install it on your computer. Simply choose the correct download for your operating system. You may have to reboot your computer after the installation.

If you are unsure if your computer has the latest Java software, the Java website also provides FAQs and basic troubleshooting tips.
**Interpersonal and Presentational Writing**

**Task 1: Response to an Email, Memo, or Letter**

Suggested time: 15 minutes

**Directions:** For this question, you will be given an email, a memo, or a letter to which you will write an appropriate response in Spanish. First, read the entire email, memo, or letter. Then write your response.

Manage your time so that you have enough time to plan, write, and revise your response. Your response should be a **minimum of 60 words**.

**Prompt:**

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

---

**De:** Gabriela Marinero  
**Fecha:** 15 de septiembre de 2012  
**Para:** Profesores de español  
**Asunto:** Nuevo profesor de español

**Estimado/a colega:**

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero  
Directora  
Departamento de Lenguas Modernas

---

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Task 2: Opinion/Position Essay

Suggested time: 15 minutes

**Directions:**
You will be asked to write an essay in Spanish on a specific topic. First, read the topic. Then, write your response in the space provided.

Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you have enough time to plan, write, and revise your response. Typically, an effective essay will contain a **minimum of 120 words**.

**Prompt:**
En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?

Explique y defienda su opinión.
### Scoring Guide for Interpersonal and Presentational Writing

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Writing Skills Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td></td>
<td>• Response is well organized and generally coherent&lt;br&gt;• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns&lt;br&gt;• Varied vocabulary appropriate for the content and used with precision&lt;br&gt;• Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)&lt;br&gt;• Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task&lt;br&gt;• Directly relates to the topic; topic well developed&lt;br&gt;• All or almost all supporting details or examples are appropriate and effective</td>
<td>• Response is organized, but some parts are not fully developed&lt;br&gt;• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur&lt;br&gt;• Appropriate vocabulary with occasional errors such as making up words or code-switching&lt;br&gt;• Some errors in conventions of the written language (orthography: spelling, accent marks and punctuation; sentence structure), but they do not impede communication&lt;br&gt;• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task&lt;br&gt;• Most supporting details or examples are well-defined</td>
<td>• Response is inadequately organized/not sequenced correctly&lt;br&gt;• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur&lt;br&gt;• Limited vocabulary; frequent errors such as making up words or code-switching&lt;br&gt;• Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure)&lt;br&gt;• Register is inappropriate (inaccurate social and/or cultural references are included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task&lt;br&gt;• Minimally relates to the topic&lt;br&gt;• Most supporting details or examples are irrelevant or not effective</td>
<td>• Response is disorganized&lt;br&gt;• Demonstrates a lack of control of most structures; numerous grammatical errors impede communication&lt;br&gt;• Insufficient vocabulary; constant interference from another language&lt;br&gt;• Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication&lt;br&gt;• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View” to go back to original text.
Constructed-response Questions: Speaking

Preparing for the Speaking Questions

In Test II of the GACE Spanish assessment, you will be asked to speak in the target language (i.e., Spanish). Be sure to speak naturally and appropriately. When preparing for the speaking questions, read the sample questions and scoring guides carefully. You may wish to record a response to each sample question. Before recording your response, read the question and then plan your response. Try to simulate actual testing time by using the amount of time allotted for each question. Because you will be demonstrating your proficiency in the Spanish language, be sure to speak in Spanish.

Once you have recorded your practice responses, reread the scoring guide, and review your own responses in light of the score point descriptions. You may also wish to review your responses and the score scale with staff in your preparation program.

During the actual test, you will have time to consider and prepare for all of the speaking tasks. Following the preparation time, you will be prompted to speak. You may choose to make notes to prepare your response on the scratch paper provided. However, you will be scored only on your recorded oral response. There are no prescribed answers to these questions; however, each response needs to follow all the task directions to be appropriate. Say as much as you can until the response time is over or until you feel you have provided a thorough response.

General Directions

Directions: The Speaking section includes two tasks that measure different aspects of your speaking ability. This section lasts approximately 10 minutes.

For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).
**Interpersonal and Presentational Speaking**

**Task 1: Express an Opinion or Make an Oral Presentation**

Approximate time: 5 minutes

**Directions:** You will be asked to speak and give your opinion on a specific topic. First, you will have 15 seconds to review the information provided. After the pause, you will hear the question. You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response in Spanish.

A tone will indicate when you should begin speaking. A clock at the bottom of the screen will indicate how much time is remaining to plan your answer and to record your response. You should respond as fully and as appropriately as possible.

When the response time has ended, you will automatically be taken to the next task. You will not be able to return to the previous task.

Now read the following topic. (On the exam, you will also hear the topic.)

**Sample Question**

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.

¿Qué opina usted sobre este tema?
<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Language Use Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task</td>
<td>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Directly relates to the topic; well-developed treatment of topic</td>
<td>• Varied vocabulary appropriate for the content and used with precision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• All or almost all supporting details or examples are appropriate and effective</td>
<td>• High level of fluency</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns</td>
<td>• Very good pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Well-organized, generally coherent response</td>
<td>• Well-organized, generally coherent response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Register is appropriate (accurate social and/or cultural references included)</td>
<td>• Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Relates to the topic</td>
<td>• Appropriate vocabulary with occasional errors such as making up words or code-switching</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Most supporting details or examples are well-defined</td>
<td>• Moderate level of fluency with occasional hesitance; some successful self-correction</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Good pronunciation</td>
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<td></td>
<td></td>
<td></td>
<td>• Organized response with some coherence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Moderately relates to the topic</td>
<td>• Limited vocabulary; frequent errors such as making up words or code-switching</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Some supporting details or examples are vague or not well-defined</td>
<td>• Low level of fluency with frequent hesitance</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Fair pronunciation with interference from another language</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Disorganized response with little coherence</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Minimally relates to the topic</td>
<td>• Insufficient vocabulary; constant interference from another language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Most supporting details or examples are irrelevant or not effective</td>
<td>• Poor fluency with labored expression</td>
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<td></td>
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<td></td>
<td>• Poor pronunciation, which affects comprehension</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Disorganized response with no coherence</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>
Task 2: Simulated Conversation

Approximate time: 5 minutes

**Directions:** You will participate in a simulated conversation in Spanish.

First, you will have 30 seconds to read an outline of the conversation. The shaded lines of the outline give you an idea of what you will hear during the conversation, while the other lines give you an idea of what you will be expected to say.

You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and Appropriately as possible.

Now begin reading the outline.

| • Amigo: Le saluda y le dice por qué le está llamando. |
| • Usted: Reaccione a la noticia y responda a la pregunta. |
| • Amigo: Continúa la conversación y le hace una pregunta. |
| • Usted: Haga varias recomendaciones. |
| • Amigo: Continúa la conversación y le hace otra pregunta. |
| • Usted: Ofrezca detalles. |
| • Amigo: Continúa la conversación y le hace otra pregunta. |
| • Usted: Responda dando detalles. |
| • Amigo: Continúa la conversación y le hace otra pregunta. |
| • Usted: Responda a la pregunta |

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Sample Question

Prompt

Imagínese Ud. que recibe una llamada telefónica de un amigo de España. El amigo tiene una noticia que contarle.

Script for the Simulated Conversation

Amigo: Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

TONE (25 seconds to respond)

Amigo: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

TONE (25 seconds to respond)

Amigo: Uuuuy... ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

TONE (25 seconds to respond)

Amigo: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

TONE (25 seconds to respond)

Amigo: Bueno, y por último, ¿qué te gustaría que te llevara de regalo desde España?

TONE (25 seconds to respond)
### Scoring Guide for Speaking: Simulated Conversation

<table>
<thead>
<tr>
<th>Score</th>
<th>General Description</th>
<th>Task Completion Features/Dimensions</th>
<th>Topic Development Features/Dimensions</th>
<th>Language Use Features/Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Fully addresses and completes the task • Responds fully to all or almost all of the parts/prompts of the conversation</td>
<td>• Demonstrates mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent responses • Register is appropriate (accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>2</td>
<td>Mid-High</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes the task • Responds to all or almost all of the parts/prompts of the conversation</td>
<td>• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)</td>
</tr>
<tr>
<td>1</td>
<td>Mid-Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Addresses and completes some parts of the task • Responds to most parts/prompts of the conversation</td>
<td>• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary, frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized responses with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)</td>
</tr>
<tr>
<td>0</td>
<td>Low</td>
<td>A response at this level is characterized by most of the following features/dimensions:</td>
<td>• Partially addresses and/or partially completes the task • Responds inappropriately to some parts/prompts of the conversation</td>
<td>• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized responses with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references are included)</td>
</tr>
</tbody>
</table>

**Note:** After clicking on a link, right click and select "Previous View" to go back to original text.
Preparation Resources

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of Spanish language and culture. You must show the ability to comprehend written and spoken Spanish and to produce comprehensible and proficient oral or written responses to each question. It must be obvious that your ability in all four language skills (reading, listening, speaking, and writing) in Spanish is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the Spanish language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

- Familiarize yourself with the test content and format as presented in this Study Companion.
- Review the selected-response sample questions and suggested approaches in this Study Companion.
- Review the sample constructed responses and explanations in the scoring rubrics for how the responses will be scored.

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Journals

Foreign Language Annals, American Council on the Teaching of Foreign Languages (ACTFL)

Language Educator, American Council on the Teaching of Foreign Languages (ACTFL)

Bilingual Research Journal, National Association for Bilingual Education and Arizona State University

Hispania, American Association of Teachers of Spanish and Portuguese (AATSP)

Lectura y vida, International Reading Association

TESOL Quarterly, Teachers of English to Speakers of Other Languages

Textos en contexto, International Reading Association

Other Resources


Online Resources

The list below represents only a fraction of the websites where you can learn about Spanish, practice grammar and vocabulary, read Spanish magazines and newspapers, listen to Spanish radio programs, view Spanish television programs, or even practice speaking Spanish. Using these websites can provide you with extensive experience in reading and listening to Spanish, and can also help with preparing for the speaking and writing segments of the exam.

ABC — www.abc.es

ACTFL Proficiency Guidelines — www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm

BBC Mundo — www.bbc.co.uk/mundo

Note: After clicking on a link, right click and select "Previous View" to go back to original text.
Center for Applied Linguistics (CAL) — www.cal.org
Centro Virtual Cervantes — http://cvc.cervantes.es
Education Resources Information Center (ERIC) — www.eric.ed.gov
Texas Education Agency (TEA) — www.tea.state.tx.us
El Mundo — www.elmundo.es
Radio de las Naciones Unidas — www.unmultimedia.org/radio/spanish

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