

**Praxis® Spanish: World Language (5195)
Curriculum Crosswalk**

| Test Content Categories | Required Course Numbers | | | | | | | | | | |
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| | | | | | | | | | | | |
| I. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%) | | | | | | | | | | | |
| A. Demonstrating language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines) | | | | | | | | | | | |
| 1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message | | | | | | | | | | | |
| 2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events | | | | | | | | | | | |
| 3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics | | | | | | | | | | | |
| 4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information | | | | | | | | | | | |
| 5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information | | | | | | | | | | | |

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| 6. Knows how to negotiate meaning in order to sustain an interaction | | | | | | | | | | | |
| 7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s intent, and offering a personal interpretation of the message | | | | | | | | | | | |
| 8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author’s intent, and offering a personal interpretation of the message | | | | | | | | | | | |
| 9. Understands the gist of normal conversational speech on a variety of topics | | | | | | | | | | | |
| 10. Knows how to communicate in the presentational mode (writing) 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 tense | | | | | | | | | | | |
| 11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read | | | | | | | | | | | |
| B. Understanding linguistics—linguistic features of the target language | | | | | | | | | | | |

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| 1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones) | | | | | | | | | | | |
| 2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse | | | | | | | | | | | |
| 3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences | | | | | | | | | | | |
| 4. Knows how to explain the rules that govern the formation of words and sentences in the target language | | | | | | | | | | | |
| 5. Knows how to exemplify the rules with examples from the target language, such as the verbal system, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities | | | | | | | | | | | |
| 6. Knows how to identify and use the pragmatic and sociolinguistic conventions and register (formal and informal forms of address) | | | | | | | | | | | |
| C. Comparing the target language with English | | | | | | | | | | | |
| 1. Knows how to identify similarities and differences between the target language and English | | | | | | | | | | | |
| 2. Knows how to contrast syntactical patterns of simple sentences and questions in the target language with those of English | | | | | | | | | | | |
| II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%) | | | | | | | | | | | |

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| A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products | | | | | | | | | | | | |
| 1. Knows the three Ps: | | | | | | | | | | | | |
| <ul style="list-style-type: none"> a. perspectives (such as attitudes, ideas, and values) b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) c. products (such as foods, architecture, literature, art, and music) | | | | | | | | | | | | |
| 2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children’s books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target culture | | | | | | | | | | | | |
| <p>Test Sections</p> <p>The Listening Practice section, Section 1 (Listening), and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.</p> | | | | | | | | | | | | |
| <p>Listening Practice Section - Interpretive Mode: Listening with Cultural Knowledge</p> | | | | | | | | | | | | |
| <p>This section allows you to listen to an audio selection in Spanish and to practice answering questions based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that follows, and the time you spend practicing will</p> | | | | | | | | | | | | |

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| not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way. | | | | | | | | | | | |
| Section 1 - Interpretive Mode: Listening with Cultural Knowledge | | | | | | | | | | | |
| <p>The selections in Section 1 are recorded. In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions. 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.</p> <p>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.</p> <p>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.</p> | | | | | | | | | | | |

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| <p>Section 2 - Interpretive Mode: Reading with Cultural Knowledge</p> <p>In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question.</p> <p>You may take notes as you read, but only on the scratch paper that will be provided. Your notes will not be graded.</p> <p>Each of the questions is followed by four suggested answers. Select the one that is best in each case.</p> | | | | | | | | | | | | |
| <p>Cultural Knowledge</p> <ul style="list-style-type: none"> •The culture questions are in Spanish and are part of Section 1 (Listening) and Section 2 (Reading). •Questions focus on connections among the perspectives of the target culture and its practices and products. | | | | | | | | | | | | |
| <p>Section 3 - Interpersonal and Presentational Writing</p> <p>There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.</p> <p>Type your answers in Spanish in the space</p> | | | | | | | | | | | | |

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| <p>Page 7</p> <p>provided. For Spanish-specific characters (e.g., ñ, é, í, ç, etc.), use the built-in character toolbar. You should give as complete a response as possible. Your written Spanish should be acceptable to a wide range of native speakers.</p> <p>You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.</p> <p>Your writing will be evaluated on the following:</p> <ul style="list-style-type: none"> •Overall comprehensibility to a native speaker of Spanish who is not accustomed to the writing of nonnative learners •Accuracy and appropriateness of content •Presentation of ideas in a related and logical manner •Appropriateness of vocabulary •Accuracy of grammar and mechanics (including spelling and diacritical marks) •Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate) | | | | | | | | | | |