

Texas Educator Certification Program 

TExES™ Bilingual Target Language Proficiency Test (BTLPT) – Spanish

Supplemental Guide



2009

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Introduction to the TExES™ Bilingual Target Language Proficiency Test (BTLPT) – Spanish

Supplemental Guide

The TExES™ Bilingual Target Language Proficiency Test (BTLPT) *Supplemental Guide* provides a preview of the actual screens used in the computerized tasks encountered in the test.

The first section of this guide shows the introductory screens that you will see when you first login to the computer at the testing center. These screens cover general regulations and policies.

The next section shows the screens that give general directions. These screens show how to check the hardware on the computer, how to adjust the headset, change the volume, adjust and check the microphone and use the testing tools provided.

The remainder of the guide shows what the actual test directions and questions screens look like on the computer. For each section of the test (Listening Comprehension, Reading Comprehension, Oral Expression and Written Expression) and each task type, you will see directions and sample test questions screens.

For complete information regarding the test itself, please refer to the preparation manual for the Bilingual Target Language Proficiency Test – Spanish. This preparation manual is available in the Preparation Materials section of the ETS TExES website at **www.texas.ets.org**. The manual includes details about how the test was developed, which topics are covered and how best to study and prepare for each section of the test.

Introductory Screens

Test Center Regulations

The Test Center Regulations screen shows the rules and policies you must adhere to during the test administration.

TExES 190 BTLPT - Spanish Continue

Test Center Regulations

You should have nothing on your computer table except scratch paper, a No. 2 pencil, and your identification; put everything else under the table. Cell phones are not allowed in the test center. Watch alarms must be turned off. You may not eat, drink, or use tobacco during the test. The official time will be kept by the computer. The test administrator is authorized to dismiss you from the test session and/or your scores may be canceled for actions such as, but not limited to, those listed below. The Office of Testing Integrity will be notified of any action taken.

- attempting to take the test for someone else or having someone take the test for you
- failing to provide acceptable identification
- obtaining improper access to the test, a part of the test, or information about the test
- using a telephone or having a cell phone in your possession in the test center
- using any aids in connection with the test, such as mechanical pencils, pens, pagers, beepers, calculators (except on tests where a calculator is permitted), watch calculators, books, pamphlets, notes, rulers, highlighter pens, stereos or radios with headphones, cell phones, watch alarms, stop watches, dictionaries, translators, compasses, protractors, and any hand-held electronic or photographic devices
- creating a disturbance
- attempting to give or receive assistance, or otherwise communicate, in any form, with another person about the test during the test session or during breaks
- tampering with the computer
- leaving the test room without permission or leaving the test center during a break
- taking excessive or extended unscheduled breaks during the test session
- failing to follow any of the test administrator's directions or instructions

I understand that by clicking on the "Continue" button above, I affirm that I have read these test center regulations and understand the consequences of failure to abide by them.

Click **Continue** to go on.

Administrator Assistance

This screen tells you what to do if you have a problem with your computer or if you need the test administrator during the test.

TExES 190 BTLPT - Spanish Continue

If You Need the Administrator


If at any time during the test session you think you have a problem with your computer or need the administrator for any reason, please raise your hand.

Click **Continue** to go on.

Confidentiality Agreement

You must read and consent to the Confidentiality Agreement before you can begin the test.

TE_xES 190 BTLPT - Spanish



[Continue](#)

Confidentiality Agreement

The contents of this test are confidential and the property of TEA. Unauthorized disclosure or reproduction in part or in whole of this test is prohibited. Violators of this policy will be banned from future testing and any scores earned will be canceled. Violators will also be prosecuted to the fullest extent of applicable laws.

I understand that by clicking on the “**Continue**” button above, I will be given access to this confidential material only for the purpose of taking the test. I agree that I will not disclose to any person or entity, reproduce or otherwise use, the test questions, instructions, or other material revealed to me in the course of taking the test.

Click **Continue** to go on.

General Test Directions Screens

General Directions

The General Directions screen provides information about the test including the test sections, the number of questions or tasks in each section and the approximate time allotted for each section of the test.

TEExES 190 BTLPT - Spanish Continue

General Directions

Test at a Glance

| Section | Number of Questions or Tasks | Approximate Time |
|-------------------------------|------------------------------|------------------|
| Listening | 36 Questions | 50 minutes |
| Speaking | 5 Tasks | 20 minutes |
| Reading | 48 Questions | 70 minutes |
| Writing Practice (not scored) | 1 Task | 5 minutes |
| Writing | 3 Tasks | 70 minutes |

Break
You may take an optional 10-minute break after the Speaking section.

General Information
You may use the scratch paper provided to work out your answers. **No credit will be given for any responses marked on scratch paper.** All scratch paper must be turned in to the administrator at the end of the testing session.

If you have a concern about the wording of a test question, note the question number on your scratch paper and continue the test. Report your concern to the administrator after you complete the test.

Click **Continue** to go on.

Hardware Check

You will need to check the headset and microphone volume before the test begins.

TEExES 190 BTLPT - Spanish Continue

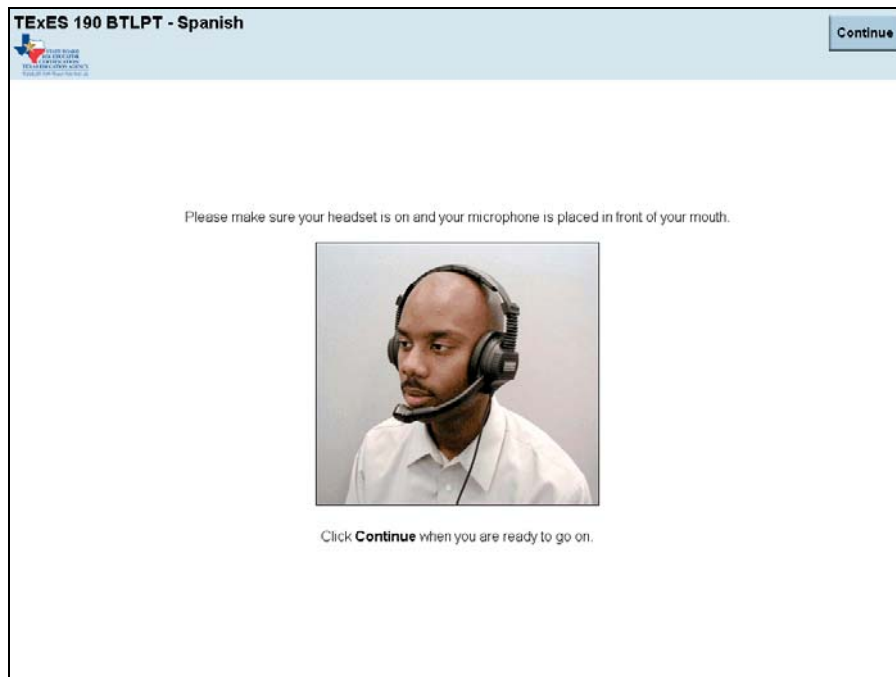
Hardware Check

Before the exam begins, we will check the microphone and headset volume.

Click **Continue** to go on.

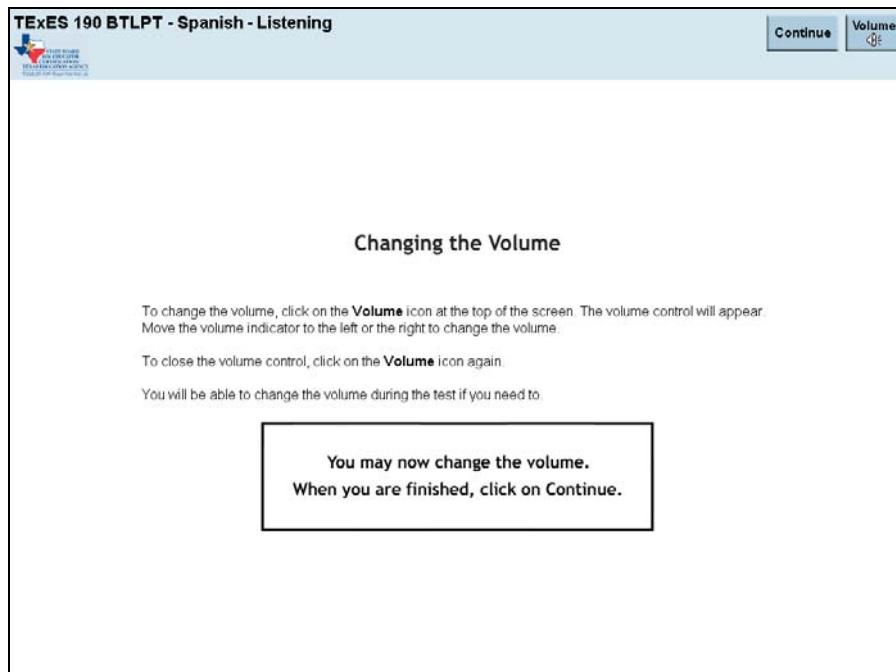
Headset

This screen shows how to wear the headset appropriately.



Changing the Volume

This screen tells you how to change the volume on the headset.



Adjusting the Microphone

This screen tells you how to adjust the microphone volume.



The screenshot shows a software interface for the TExES 190 BTLPT - Spanish - Listening section. At the top left, there is a logo for the Texas State Board of Examiners and the text "TExES 190 BTLPT - Spanish - Listening". At the top right, there is a "Volume" icon. The main content area is white and contains the following text:

Adjusting the Microphone

To adjust your microphone volume, answer the practice question below, using your normal tone and volume. The microphone volume will adjust automatically as you speak.

Begin speaking after the tone. Continue speaking until a message appears.

"Describe the city you live in."

It is important for you to maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness – not too soft, not too loud.

Microphone Check

The computer will indicate whether or not the microphone volume has been successfully adjusted.

Unsuccessful

The microphone check was unsuccessful.
Please raise your hand for assistance.

Try Again **Stop Test**

Successful

Your microphone volume has been successfully adjusted.
Click on **Continue** to go on.

Continue








Testing Tools Information

You will be provided with an overview of the testing tools and buttons that will be available to you during the test.

TEXES 190 BTLPT - Spanish Continue

Testing Tools Information

Below is an overview of the tools and buttons available to you during the test. These buttons and tools will help you navigate through your test.

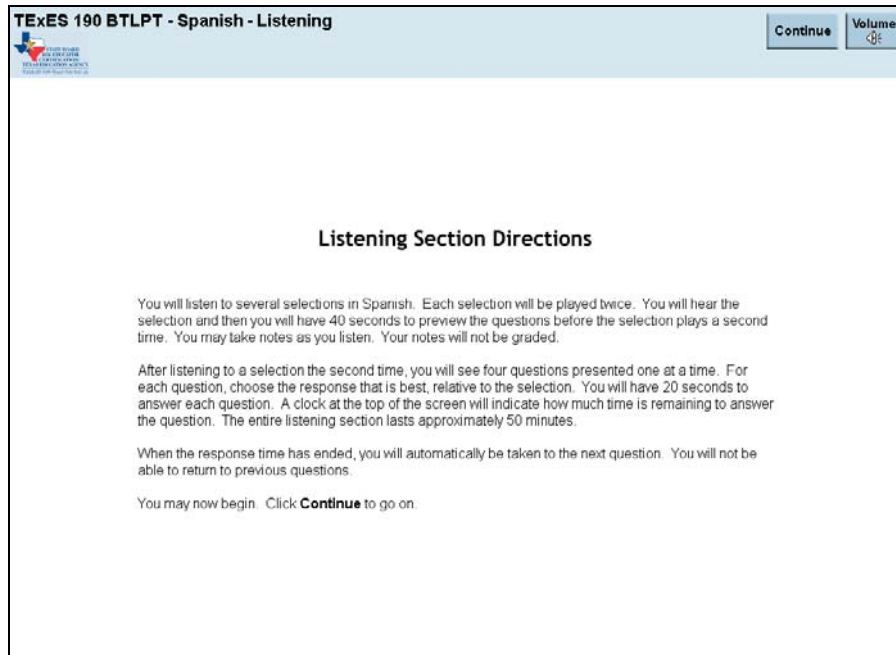
| | | |
|---------------|---|--|
| NEXT |  | After you answer a question, click on Next . You may still change the answer after clicking on Next . |
| BACK |  | Clicking on Back will take you to the previous screen or question. |
| EXIT |  | Clicking on Exit will allow you to exit the section. Once you exit the section you cannot return to it. |
| HELP |  | Clicking on Help will bring you to Help . From Help you can get information on different topics by clicking on one of the tabs above. You are now in Help . |
| MARK |  | Clicking on Mark will place a check mark next to the questions you may want to look at on the Review screen. Clicking on Mark again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer. |
| REVIEW |  | Clicking on Review will display the Review screen. The Review screen lists all of the questions in the test and their status. The Status column shows if a question has been answered, not answered, or not yet seen. The Mark column shows all questions you have marked for review. The question you were looking at last is highlighted when you enter the Review screen. |
| VOLUME |  | Clicking on Volume will open the Volume control. To change the volume, move the volume indicator to the left or to the right. To close the Volume control, click on Volume again. |

Click **Continue** to go on

Listening Comprehension Section Screens

Listening Section Directions

This screen shows the directions for the Listening Comprehension section. In the test, all directions will be given only in English. The entire Listening Comprehension section lasts approximately 50 minutes.



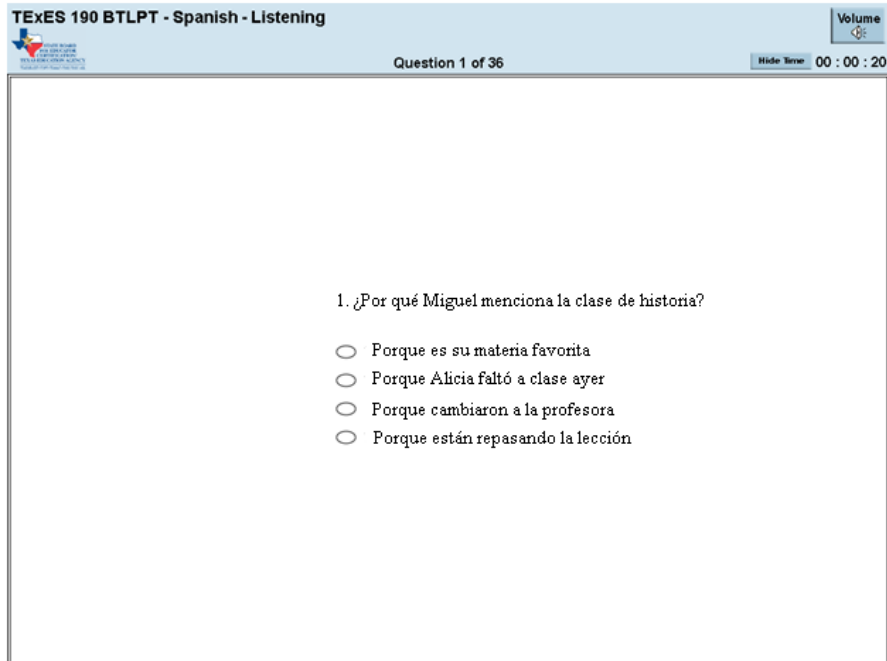
Sample Listening Comprehension Selection

This screen shows what a typical selection in the Listening Comprehension section looks like. Each selection will be played twice. You will hear the selection and have 40 seconds to preview the questions before the selection plays a second time.



Sample Listening Comprehension Question

This screen shows what a typical question in the Listening Comprehension section looks like. You will see this screen after listening to the audio twice and previewing the questions. As you can see at the top of the screen, you will have 20 seconds to answer the question.



The screenshot displays the interface for the TE xES 190 BTLPT - Spanish - Listening section. At the top left, there is a logo for the State of Texas and the text "TE xES 190 BTLPT - Spanish - Listening". At the top right, there is a "Volume" control icon. In the center, it says "Question 1 of 36". On the right side, there is a "Hide Time" button and a timer showing "00 : 00 : 20". The main content area contains a single question in Spanish: "1. ¿Por qué Miguel menciona la clase de historia?". Below the question are four radio button options:

- Porque es su materia favorita
- Porque Alicia faltó a clase ayer
- Porque cambiaron a la profesora
- Porque están repasando la lección

Reading Comprehension Section Screens

Reading Section Directions

This screen shows the directions for the Reading Comprehension section. In the test, all directions are given only in English. In this section, you will read several selections in Spanish. Each selection is accompanied by a number of questions in Spanish. You will have 70 minutes to answer all of the questions. A clock at the top of the screen will indicate how much time is remaining.

The screenshot displays the 'TExES 190 BTLPT - Spanish - Reading' interface. At the top, there is a navigation bar with buttons for 'Continue', 'Exit', 'Review', 'Mark', 'Help', 'Back', and 'Next'. The main content area is titled 'Reading Section Directions' and contains the following text:

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 a number of questions in Spanish. For each question, choose the response that is best, relative to the selection.

You will have 70 minutes to answer all of the questions. 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. Click **Continue** to go on.

Sample Reading Comprehension Question

This screen shows what a typical question in the Reading Comprehension section looks like. The passage is viewable on the left-hand side of the screen, and the questions are viewable on the right. As you read the passage, you can scroll through it. You may also click on the words underlined in blue to see any footnotes related to that word.

The screenshot displays the TEEXES 190 BTLPT - Spanish - Reading interface. At the top, there is a navigation bar with buttons for Exit, Review, Mark, Help, Back, and Next. Below this, the text "Question 5 of 48" and "Hide Time 01 : 08 : 53" are visible. The main content area is divided into two sections: a reading passage on the left and a question on the right.

Reading Passage:

Lea este pasaje.

Tomás Rivera nació en Crystal City, Texas, el 22 de diciembre de 1935. A pesar de las desventajas socio-económicas y de tener que alternar el estudio con el trabajo migratorio, Rivera logró terminar sus estudios secundarios en ese mismo pueblo del sur de Texas en 1954. Las experiencias de su nomadismo laboral las documentaría años más tarde en su aclamada novela, ... y *no se lo tragó la tierra* (1971). Mientras tanto, el gran afecto que Tomás Rivera tenía por su gente y su preocupación por la poca educación que había para los mexicanoamericanos lo movieron a seguir la carrera de la enseñanza. Después de licenciarse en Pedagogía en la Universidad de Southwest Texas State en 1958, enseñó inglés y español en las escuelas secundarias de San Antonio, Crystal City y League City. Volvió a la universidad para seguir estudios de posgrado, recibiendo la maestría en Educación en 1964. Continuó sus estudios en la Universidad de Oklahoma, donde se doctoró en Literatura Española en 1969. [...]

Con la publicación de ... y *no se lo tragó la tierra*, Tomás Rivera se destacó como uno de los mejores escritores de la literatura chicana. Su novela alienta los esfuerzos de escritores chicanos y le presta mayor reconocimiento a la presencia creativa hispana en los Estados Unidos. Mientras la novela cuenta las experiencias de los obreros migratorios chicanos, el tema es la búsqueda de la identidad por parte de un adolescente. Funcionando como la conciencia central de la obra -ora protagonista, ora narrador protagonista, ora narrador testigo o personaje que escucha pero no narra- el joven recupera su pasado, descubre su historia y llega a encontrar su propio ser y afirmar su identidad como persona colectiva. Al descubrir quién es, se una con su pueblo. Mediante su búsqueda, el joven encarna y expresa la conciencia y experiencia colectivas de su sociedad.

Hablando sobre lo que le motivó a escribir *tierra*, Rivera dijo: "Escribí *tierra* porque era chicano y soy chicano. Esto nunca podrá ser negado, olvidado, renegado de ahora en adelante. Escogí crear y, sin embargo, no tenía idea del efecto de esa creación". Con estas escuetas y profundas palabras de Tomás Rivera podemos entrever casi todas las razones que llevan a la creación de la

Question:

1. ¿Qué le preocupaba a Tomás Rivera?

- La escasa educación que recibían los mexicano americanos
- La desfavorable situación económica de los chicanos
- El nomadismo existente en la comunidad mexicano americana
- El cariño que los chicanos sentían por él

Oral Expression Section Screens

Section Directions

There are several types of tasks that you will be asked to complete in the Oral Expression section of the test. On the pages that follow, you can see the directions for each task type, along with sample questions.

Simulated Conversation Directions

This screen shows the directions for the Simulated Conversation task.

The screenshot shows the top of the test interface with the title "TExES 190 BTLPT - Spanish - Speaking" and buttons for "Continue" and "Volume". The main content area is titled "Questions 1-4: Simulated Conversation".

Directions: You will participate in a simulated conversation. First, you will have 30 seconds to read the outline of the conversation. The shaded lines reflect the gist of what you will hear during the conversation, while the other lines reflect the gist of what you will be expected to say.

You will have four turns to participate in the conversation. A tone will indicate when you should begin speaking. Each time it is your turn, you will have 20 seconds to respond. You should participate in the conversation as fully and as appropriately as possible. A clock at the bottom of the screen will indicate how much time is remaining to answer the question.

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.

Click **Continue** to go on.

Sample Simulated Conversation Task

This screen shows what a typical Simulated Conversation task looks like. You will have 30 seconds to read the outline of the conversation. The shaded lines indicate what you will hear, while the other lines reflect the basic idea of what you are expected to say. You will have 20 seconds to respond to each part of the conversation. A tone will indicate when you should begin speaking.

The screenshot shows the test interface for "Question 5 of 8". The title is "TExES 190 BTLPT - Spanish BTLPT - Speaking" with "INFO EXIT NEXT" buttons. A "Volume" button is also present.


Directions: You will be asked two questions related to the information provided. Each time it is your turn to speak, first you will hear the question and have 60 seconds to prepare your response. Afterward, you will hear the question again and have 60 seconds to record your response. A tone will indicate when you should begin and end speaking. You should respond as fully and as appropriately as possible.

Imagínesse que es la hora del almuerzo en la nueva escuela donde usted ha empezado a trabajar, y está comiendo en la sala de maestros. Acaba de conocer a una maestra, la Srta. Rubio, con la que comienza un diálogo.

| | |
|--------------|--|
| Srta. Rubio: | • Le saluda y le hace una pregunta. |
| Usted: | • Responda a la pregunta dando un ejemplo. |
| Srta. Rubio: | • Le hace una pregunta sobre su clase. |
| Usted: | • Ofrezca una explicación con detalles. |
| Srta. Rubio: | • Le hace otra pregunta sobre actividades extracurriculares. |
| Usted: | • Exprese sus ideas sobre el tema. |
| Srta. Rubio: | • Le propone una idea. |
| Usted: | • Ofrezca una fecha disponible y despídase. |

Question and Answer Directions

This screen shows the directions for the Question and Answer task.



TEExES 190 BTLPT - Spanish - Speaking

Continue Volume

Questions 5-6: Question and Answer

Directions: You will be asked two different questions related to the information provided. Each time it is your turn to speak, first you will hear the question and have 60 seconds to prepare your response. Afterward, you will hear the question again and have 60 seconds to record your response. You should respond as fully and as appropriately as possible.


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 to each question.

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.

Click **Continue** to go on.

Sample Question and Answer Task

This screen shows what a typical Question and Answer task looks like. You will have to answer two questions related to the information provided. For each question, you will hear the question and then have 60 seconds to prepare your response. You will then hear the question again and have 60 seconds to record your response. A tone will indicate when to begin speaking.



File

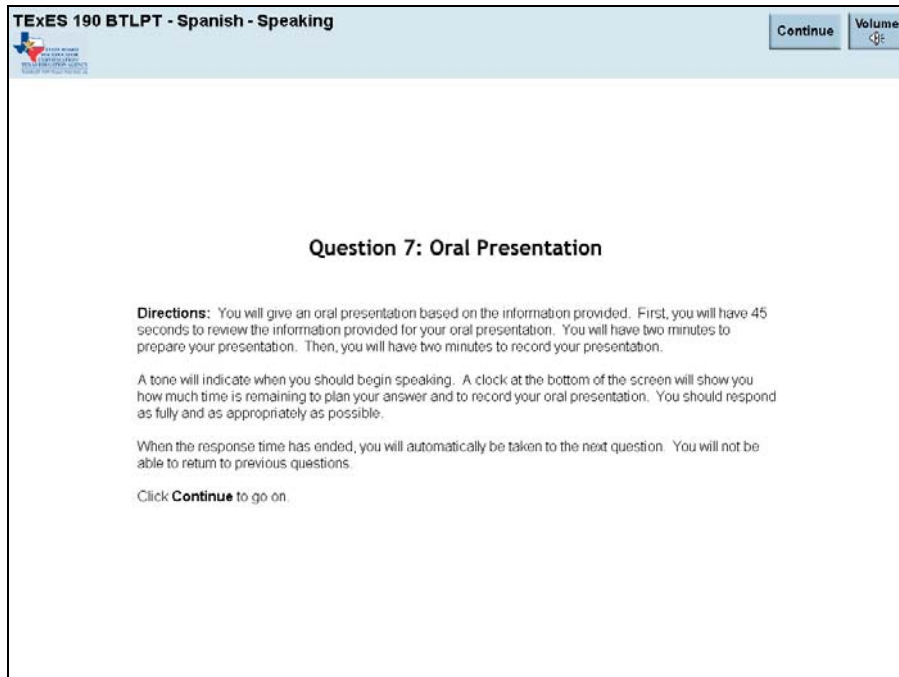
Open Print Next Score VE055391 1 of 1

Directions: You will be asked two questions related to the information provided. Each time it is your turn to speak, first you will hear the question and have 60 seconds to prepare your response. Afterward, you will hear the question again and have 60 seconds to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

Imagínese que Ud. va a hacer una presentación para sus colegas sobre la importancia del desarrollo del pensamiento crítico en los alumnos. Después de la presentación, sus colegas le harán preguntas sobre la información.

Oral Presentation Directions

This screen shows the directions for the Oral Presentation task.



TEExES 190 BTLPT - Spanish - Speaking

Continue Volume

Question 7: Oral Presentation

Directions: You will give an oral presentation based on the information provided. First, you will have 45 seconds to review the information provided for your oral presentation. You will have two minutes to prepare your presentation. Then, you will have two minutes to record your presentation.

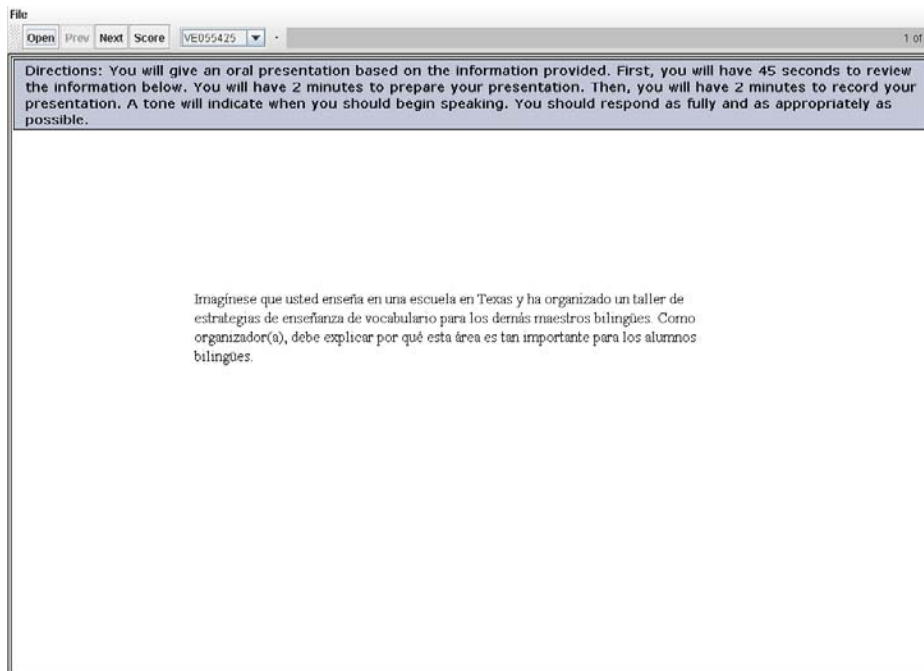
A tone will indicate when you should begin speaking. A clock at the bottom of the screen will show you how much time is remaining to plan your answer and to record your oral presentation. You should respond as fully and as appropriately as possible.

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.

Click **Continue** to go on.

Sample Oral Presentation Task

This screen shows what a typical Oral Presentation task looks like. You will have 45 seconds to review the information shown. You will then have two minutes to prepare the presentation. Then you will have two minutes to record the presentation. A tone will indicate when to begin speaking.



File

Open Prev Next Score VE055425 1 of 1

Directions: You will give an oral presentation based on the information provided. First, you will have 45 seconds to review the information below. You will have 2 minutes to prepare your presentation. Then, you will have 2 minutes to record your presentation. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

Imagínese que usted enseña en una escuela en Texas y ha organizado un taller de estrategias de enseñanza de vocabulario para los demás maestros bilingües. Como organizador(a), debe explicar por qué esta área es tan importante para los alumnos bilingües.

Situation to Express an Opinion or Propose a Solution Directions

This screen shows the directions for the Situation to Express an Opinion or Propose a Solution task.

TEExES 190 BTLPT - Spanish - Speaking

Continue Volume

Question 8: Situation to Express an Opinion or Propose a Solution

Directions: You will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 60 seconds to review the situation. You will have two minutes to prepare your response. Then you will have two minutes to record your response.

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 question. You will not be able to return to previous questions.

Click **Continue** to go on.

Sample Situation to Express an Opinion or Propose a Solution Task

This screen shows what a typical Situation to Express an Opinion or Propose a Solution task looks like. You will be asked to give your opinion or propose a solution. You will have 60 seconds to review the situation shown. Then you will have 2 minutes to prepare your response. Finally, you will have 2 minutes to record your response. A tone will indicate when to begin speaking.

Directions: You will be presented with a situation and asked to give your opinion or propose a solution. First, you will have 60 seconds to review the situation below. You will have 2 minutes to prepare your response. Then, you will have 2 minutes to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

Durante una reunión de varios maestros para planear la incrementación del uso de la tecnología en el salón de clase, dos maestros, los señores Camarillo y Santos, tienen dudas sobre las repercusiones que esto tendrá en sus horarios. Ellos comentan que van a perder demasiado tiempo conectando e instalando el equipo, buscando materiales, seleccionando lo que necesitan, etc. Otros colegas les aseguran que no es así. El uso de la tecnología es menos complicado de lo que parece. Si el señor Santos le preguntara a usted su opinión acerca de este asunto, ¿qué le aconsejaría? Proporcione razones válidas y convincentes que justifiquen su preferencia.

Written Expression Section Screens

Writing Section Directions

This screen shows the general directions for the Written Expression section. There are several types of tasks that you will be asked to complete in the Written Expression section of the test. On the following pages, you can see the directions for each task type, along with sample questions.

The screenshot shows the 'Writing Section Directions' screen. At the top, there is a navigation bar with buttons for 'Continue', 'Exit', 'Review', 'Mark', 'Help', 'Back', and 'Next'. The main content area is titled 'Writing Section Directions' and contains the following text:

The Writing section includes three tasks that measure different aspects of your writing ability.

| Question | Task |
|----------|------------------------------------|
| 1 | Response to Letter, Memo or E-mail |
| 2 | Lesson Plan |
| 3 | Opinion/Position Essay |

For each type of question, you will be given specific directions.

You will have 70 minutes to answer all of the questions. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next 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**.

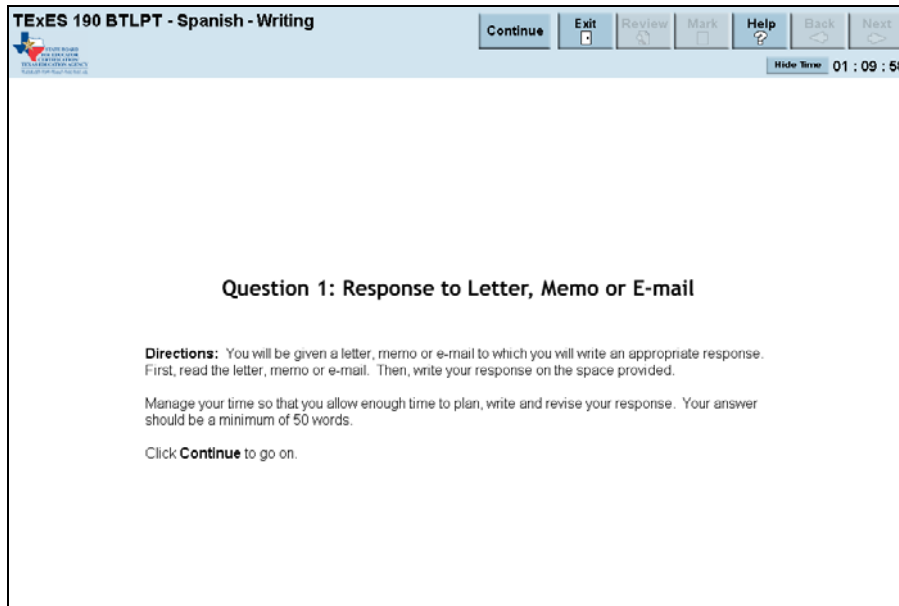
For later review, you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

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. Click **Continue** to go on.

Response to Letter, Memo or E-mail Directions

This screen shows the directions for the Response to Letter, Memo or E-mail task.



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Continue Exit Review Mark Help Back Next

Hide Time 01 : 09 : 58

Question 1: Response to Letter, Memo or E-mail

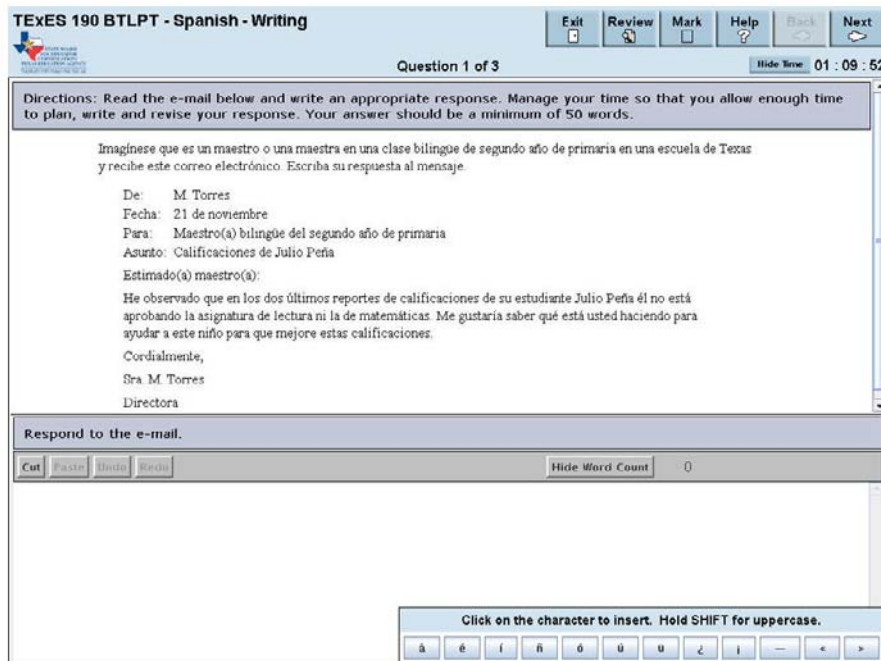
Directions: You will be given a letter, memo or e-mail to which you will write an appropriate response. First, read the letter, memo or e-mail. Then, write your response on the space provided.

Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 50 words.

Click **Continue** to go on.

Sample Response to Letter, Memo or E-mail Task

This screen shows what a typical Response to Letter, Memo or E-mail task looks like. You will read the e-mail (or letter or memo) shown and provide an appropriate response. The response should be a minimum of 50 words. You will have access to the alternate character toolbar while writing your essay in case you need to use any Spanish-language specific characters. A tutorial that will let you practice using the alternate character toolbar prior to the day of the test is available in the TExES/ExCET section of the ETS TExES website at www.texas.ets.org.



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Question 1 of 3

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Directions: Read the e-mail below and write an appropriate response. Manage your time so that you allow enough time to plan, write and revise your response. Your answer should be a minimum of 50 words.

Imagínes que es un maestro o una maestra en una clase bilingüe de segundo año de primaria en una escuela de Texas y recibe este correo electrónico. Escriba su respuesta al mensaje.

De: M. Torres
Fecha: 21 de noviembre
Para: Maestro(a) bilingüe del segundo año de primaria
Asunto: Calificaciones de Julio Peña
Estimado(a) maestro(a):
He observado que en los dos últimos reportes de calificaciones de su estudiante Julio Peña él no está aprobando la asignatura de lectura ni la de matemáticas. Me gustaría saber qué está usted haciendo para ayudar a este niño para que mejore estas calificaciones.

Cordialmente,
Sra. M. Torres
Directora

Respond to the e-mail.

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Lesson Plan Directions

This screen shows the directions for the Lesson Plan task.

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Hide Time: 01 : 09 : 10

Question 2: Lesson Plan

Directions: You will be given a topic and an objective to write a lesson plan for a specific content area.

Make sure that you include the following information in your lesson plan:

- School grade
- Vocabulary you will include in the lesson
- Materials that you will use in the lesson
- Detailed description of procedures and activities that will be part of the lesson
- Informal or formal assessment or evaluation of students' learning

Write your lesson plan on the space provided and indicate all categories in your response.

Manage your time so that you allow enough time to plan, write and revise your lesson plan. Typically, an effective lesson plan will contain a minimum of 150 words.

Click **Continue** to go on.

Sample Lesson Plan Task

This screen shows what a typical Lesson Plan task looks like. You will read the directions on the left-hand side of the screen and write the lesson plan on the right. You will have access to the alternate character toolbar while writing your essay in case you need to use any Spanish-language specific characters. A tutorial that will let you practice using the alternate character toolbar prior to the day of the test is available in the TExES/ExCET section of the ETS TExES website at www.texas.ets.org.

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Question 2 of 3

Hide Time: 01 : 09 : 02

Directions: Imagine that you are a bilingual education teacher. You will write a lesson plan for a science lesson.

Make sure that you include the following information in your lesson plan:

- School grade
- Vocabulary you will include in the lesson
- Materials that you will use in the lesson
- Detailed description of procedures and activities that will be part of the lesson
- Informal or formal assessment or evaluation of students' learning

Manage your time so that you allow enough time to plan, write and revise your lesson plan. Typically, an effective lesson plan will contain a minimum of 150 words.

Materia : Ciencias
Tema : El ciclo del agua
Objetivo : Los estudiantes podrán explicar el ciclo del agua usando vocabulario científico

Grado escolar : -
Vocabulario : -
Materiales : -
Procedimientos : -
Evaluación : -

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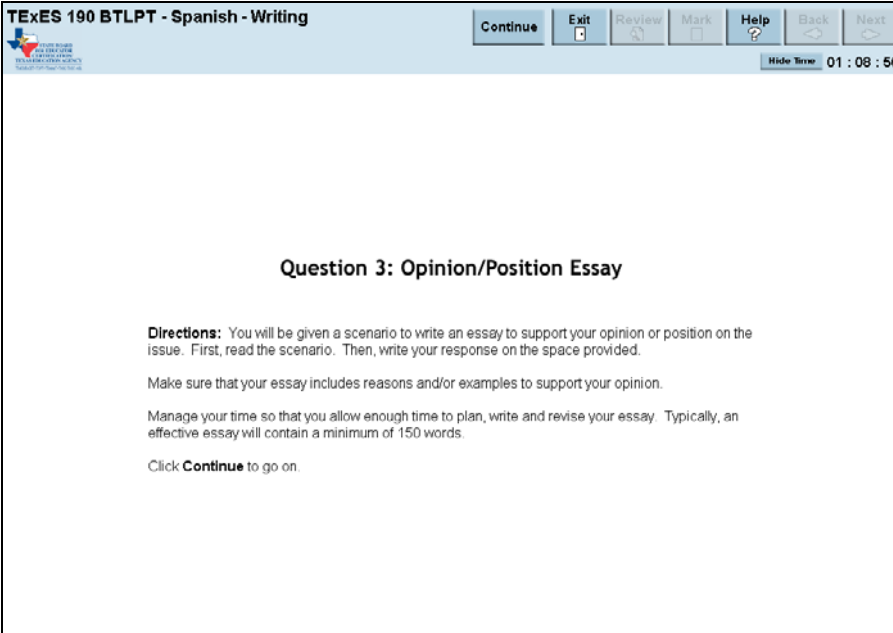
Make sure you include all the categories in your response.

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Opinion/Position Essay Directions

This screen shows the directions for the Opinion/Position Essay task.



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Question 3: Opinion/Position Essay

Directions: You will be given a scenario to write an essay to support your opinion or position on the issue. First, read the scenario. Then, write your response on the space provided.

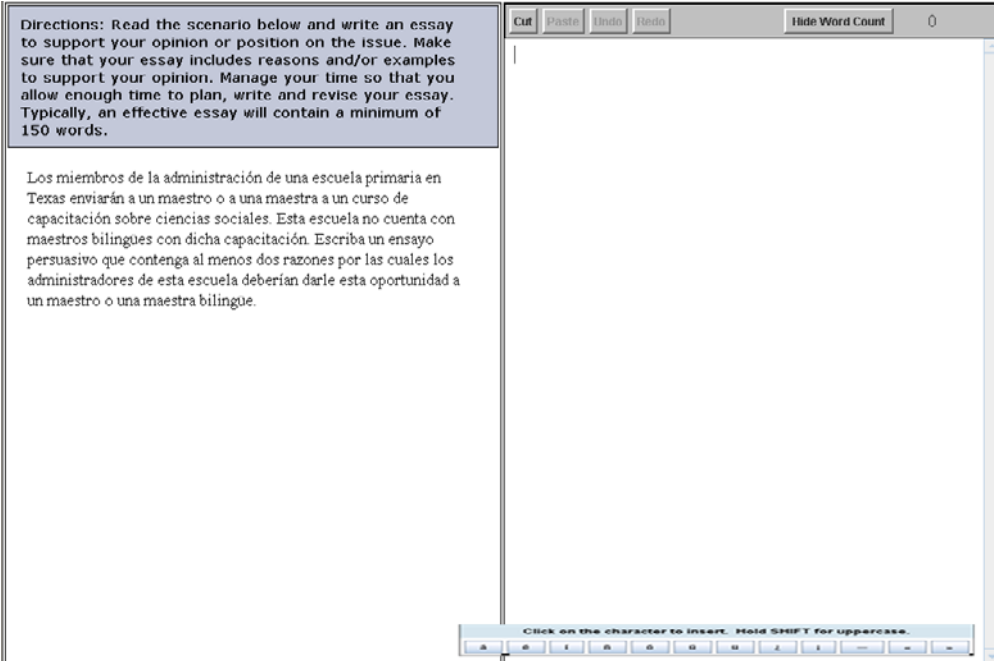
Make sure that your essay includes reasons and/or examples to support your opinion.

Manage your time so that you allow enough time to plan, write and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

Click **Continue** to go on.

Sample Opinion/Position Essay Task

This screen shows what a typical Opinion/Position Essay task looks like. You will read the scenario on the left-hand side of the screen and write an essay in support of your opinion or position on the issue in the space on the right. You will have access to the alternate character toolbar while writing your essay in case you need to use any Spanish-language specific characters. A tutorial that will let you practice using the alternate character toolbar prior to the day of the test is available in the TExES/ExCET section of the ETS TExES website at www.texas.ets.org.



Directions: Read the scenario below and write an essay to support your opinion or position on the issue. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time so that you allow enough time to plan, write and revise your essay. Typically, an effective essay will contain a minimum of 150 words.

Los miembros de la administración de una escuela primaria en Texas enviarán a un maestro o a una maestra a un curso de capacitación sobre ciencias sociales. Esta escuela no cuenta con maestros bilingües con dicha capacitación. Escriba un ensayo persuasivo que contenga al menos dos razones por las cuales los administradores de esta escuela deberían darle esta oportunidad a un maestro o una maestra bilingüe.

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