Study Guide for the 
Chinese (Mandarin): 
World Language Test
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Study Guide for the *Chinese (Mandarin): World Language Test*
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Chapter 1
Introduction to the Chinese (Mandarin): World Language Test and Suggestions for Using This Study Guide
Introduction to the *Chinese (Mandarin): World Language* Test

The *Praxis Chinese (Mandarin): World Language* test assesses beginning teachers’ understanding of the essential knowledge, skills, and abilities necessary for teaching Chinese. Educational Testing Service (ETS) has selected the content of this test using resources such as the Standards For Foreign Language Learning. ETS also refers to current practices as specified by American Council on the Teaching of Foreign Language such as *National Standards for Foreign Language Education*, and *CLASS Professional Standards for K-12 Chinese Language Teachers* (2007). In developing assessment material for this test, ETS collaborated with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

The *Chinese (Mandarin): World Language* test (5665) consists of 75 multiple-choice questions, 4 written responses, and 4 spoken responses and covers 5 major areas, in the following proportions:

<table>
<thead>
<tr>
<th>Categories that will appear on your score report</th>
<th>Approximate Number of Questions</th>
<th>Approximate Percentage of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Interpretive Mode: LISTENING Including embedded linguistic content</td>
<td>30 multiple-choice</td>
<td>26%</td>
</tr>
<tr>
<td>II. Interpretive Mode: READING Including embedded linguistic content</td>
<td>30 multiple-choice</td>
<td>26%</td>
</tr>
<tr>
<td>III. Cultural Knowledge (Tested in Sections 1 and 2)</td>
<td>15 multiple-choice</td>
<td>12%</td>
</tr>
<tr>
<td>IV. Interpersonal and Presentational WRITING</td>
<td>4 written responses</td>
<td>18%</td>
</tr>
<tr>
<td>V. Presentational and Interpersonal SPEAKING</td>
<td>4 spoken responses</td>
<td>18%</td>
</tr>
</tbody>
</table>

Test takers have 3 hours to complete the test.

The test is not intended to assess teaching skills but rather fundamental knowledge in the major areas of Chinese. Dictionaries and electronic devices are NOT allowed.
CHAPTER 1

Suggestions for using this study guide

This test is different from a final exam or other tests you may have taken for other courses because it is comprehensive—that is, it covers material you may have learned in several courses at the undergraduate or graduate level. The test is not intended to assess teaching skills but rather your competence in various language skills and your knowledge of the cultures of China and Chinese-speaking societies.

Therefore, you should review and prepare for it, and also familiarize yourself with the question formats. Given the comprehensive nature of this test, a thorough reading of this study guide will help you be better prepared for the test.

We recommend the following approach for using the study guide to prepare for the test.

**Become familiar with the test content.** Learn what will be assessed in the test, covered in chapter 4 and chapter 7.

**Assess your skills in each area.** After you learn the format of the test, you should assess your skills in each area. How well do you understand written and spoken Chinese? Which areas do you need to improve more before you take the test?

**Develop a study plan.** Assess what you need to study and create a realistic plan for studying. You can develop your study plan in any way that works best for you. Remember that this is a licensure test that covers a great deal of material. Plan to review carefully. You will need to allow time to find resources and strategies to practice your language skills.

**Identify study materials.** Most of the material covered by the test is contained in textbooks ranging from introductory to advanced levels. Use standard school and college textbooks and other reliable, professionally prepared materials. You may also want to obtain a copy of the Standards for Foreign Language Learning which can be found here: [http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf)

**Work through your study plan.** You may want to work alone, or you may find it more helpful to work with a group or with a mentor. In either case, follow your plan.

**Proceed to the practice questions.** Once you have completed your review and familiarize yourself with the format of the test, you should work through the practice questions found in chapters 5 and 8.

**Answer the practice questions.** Work on the practice questions in a quiet place without distractions. Remember that the practice questions are only examples of the areas covered in the test. The test will have different questions.

**Score the practice questions.** If you have answered the multiple-choice practice questions, go through the detailed answers in chapter 6, and mark the questions you answered correctly and the ones you missed. Look over the explanations for the correct answers to the questions you missed and see if you understand them. If you have answered the constructed-response practice questions, look in chapter 9 to see sample responses at various levels. By examining these samples, you can focus on the aspects of your own practice response that were successful and unsuccessful. This knowledge will help you plan any additional studying you might need.
Decide whether you need more review. After you have looked at your results, decide whether there are areas that you need to brush up on before taking the actual test. You might want to go back to your textbooks and reference materials and to go over your questions with a friend or teacher.

Assess your readiness. Do you feel confident about your level of understanding in each of the areas? If not, where do you need more work? If you feel ready, complete the checklist in chapter 10 (“Are You Ready? Last-Minute Tips”) to double-check that you have thought through the details.

Note: Every effort is made to provide the most recent information in this study guide. However, The Praxis Series tests are continually evaluated and updated. You will always find the most recent information about this test, including the topics covered, number of questions, time allotted, and scoring criteria, in the Test at a Glance booklet available online at http://www.ets.org/s/praxis/pdf/5665.pdf.
Chapter 2
Background Information on The Praxis Series™ Assessments
Background Information on The Praxis Series Assessments

What Are The Praxis Series™ Subject Assessments?

The Praxis Series Subject Assessments are designed by ETS to assess your knowledge, skills, and abilities for teaching Chinese. They are a part of the licensing procedure in many states. This study guide covers an assessment that tests your knowledge of the actual content you will be expected to teach once you are licensed. Your state has adopted The Praxis Series tests because it wants to confirm that you have achieved a specified level of mastery in Chinese before it grants you a license to teach in a classroom.

The Praxis Series tests are part of a national testing program, meaning that the test covered in this study guide is required in more than one state for licensure. The advantage of a national program is that if you want to move to another state, you can transfer your scores from one state to another. However, each state has specific test requirements and passing scores. If you are applying for a license in another state, you will want to verify the appropriate test and passing score requirements. This information is available online at www.ets.org/praxis/prxstate.html or by calling ETS at 800-772-9476 or 609-771-7395.

What Is Licensure?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met pre-defined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation: some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because it assesses the entire body of knowledge for the field you are entering, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why Does My State Require The Praxis Series Assessments?

Your state chose The Praxis Series Assessments because the tests assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.
CHAPTER 2

What Do the Tests Measure?

*The Praxis Series* Subject Assessments are tests of content knowledge. They measure your understanding and skills in a particular subject area. Multiple-choice tests measure a broad range of knowledge across your content area. Constructed-response tests measure your ability to provide in-depth explanations of a few essential topics in a given subject area. Content-specific pedagogy tests, most of which are constructed-response, measure your understanding of how to teach certain fundamental concepts in a subject area. The tests do not measure your actual teaching ability, however. They measure your knowledge of a subject and of how to teach it. The teachers in your field who help us design and write these tests, and the states that require them, do so in the belief that knowledge of your subject area is the first requirement for licensing. Teaching combines many complex skills, only some of which can be measured by a single test. While the test covered in this study guide measures content knowledge, your teaching ability is a skill that is typically measured in other ways; for example, through observation, videotaped practice, or portfolios.

How Were These Tests Developed?

ETS began the development of *The Praxis Series* Subject Assessments with a survey. For each subject, teachers around the country in various teaching situations were asked to judge which knowledge and skills a beginning teacher in that subject needs to possess. Professors in schools of education who prepare teachers were asked the same questions. These responses were ranked in order of importance and sent out to hundreds of teachers for review. All of the responses to these surveys (called “job analysis surveys”) were analyzed to summarize the judgments of these professionals. From their consensus, we developed guidelines, or specifications, for the multiple-choice and constructed-response tests. Each subject area had a committee of practicing teachers and teacher educators who wrote the specifications, which were reviewed and eventually approved by teachers. From the test specifications, groups of teachers and professional test developers created test questions that met content requirements and satisfied the *ETS Standards for Quality and Fairness.*

When your state adopted *The Praxis Series* Subject Assessments, local panels of practicing teachers and teacher educators in each subject area met to examine the tests and to evaluate each question for its relevance to beginning teachers in your state. This is called a “validity study” because local practicing teachers validate that the test content is relevant to the job. For the test to be adopted in your state, teachers in your state must judge that it is valid. During the validity study, the panel also provides a passing-score recommendation. This process includes a rigorous review to determine how many of the test questions a beginning teacher in that state would be able to answer correctly. Your state’s licensing agency then reviewed the panel’s recommendations and made a final determination of the passing-score requirement.

Throughout the development process, practitioners in the teaching field—teachers and teacher educators—participated in defining what *The Praxis Series* Subject Assessments would cover, which test would be used for licensure in your subject area, and what score would be needed to achieve licensure. This practice is consistent with how professional licensure works in most fields: those who are already licensed oversee the licensing of new practitioners. When you pass *The Praxis Series* Subject Assessments, you and the practitioners in your state will have evidence that you have the knowledge and skills required for beginning teaching practice.

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