I. Course Proficiency Purpose:
The purpose of this study guide is to aid the students who wish to take the proficiency assessment for the credit flex option. Items that the student will be required to know for proficiency will be administered in two portions. The first part of the assessment is a two hour written exam. The second part is a two hour lab.

II. Description of the Assessment Format:
   a. The written exam has 200 questions totaling 200 points.
   b. The lab portion consists of: essay writing and speaking.
      i. Essay writing: You will respond to 3 out of the 6 writing prompts offered. You will be assessed based on the attached “writing”. Each prompt is worth 20 points for a total of 60 writing points.
      ii. Speaking: You will verbally respond to 6 speaking prompts. You will be assessed based on the attached “speaking” rubric. Each prompt is worth 10 points for a total of 60 speaking points.

See the writing rubric on pages 3 and 4 and the speaking rubric on page 5 of this study guide.

III. Proficiency Content:
   a. The written assessment consists of:
      i. Reading – Answer approximately 50 questions based off of reading prompts and individual reading selections.
      ii. Listening – Answer approximately 35 multiple choice questions related to listening sections provided.
      iii. Grammar and Vocabulary – Answer approximately 85 multiple choice questions related to but not limited to the following topics.
          1. Expressing interest, indifference and displeasure (presente tense stem-changing verbs, preterite)
          2. Asking for information (“saber” and “conocer”, e instead of y, u instead of o)
          3. Asking for and giving advice (informal commands)
          4. Talking about taking care of yourself (reflexive verbs, imperfect)
          5. Talking about what has happened (present perfect)
          6. Expressing and supporting a point of view (use of lo que)
          7. Using conversational fillers
          8. Talking about future events (future tense)
          9. Talking about responsibilities (review of vamos a + infinitive)
          10. Talking how food tastes (use of -ísimo)
11. Talking about unintentional events (use of se + indirect object pronoun + verb)
12. Asking for help and requesting favors (por and para)
13. Double objet pronouns
14. Use of pronouns with command forms
15. Expressing qualified agreement and disagreement
16. Reporting what others say and think (use of se as an indefinite subject)
17. Talking about hopes and wishes (subjunctive to express hopes and wishes; ir, estar, ser and dar in the subjunctive)
18. Introducing and changing a topic of conversation (gender of certain nouns)
19. Expressing what needs to be done (subjunctive vs. infinitive after expressions of need)
20. Expressing an opinion
21. Making suggestions and recommendations (subjunctive)
22. Turning down an invitation (nosotros commands)
23. Expressing happiness and unhappiness (subjunctive with feelings, using reflexive verbs for reciprocal actions, present perfect subjunctive)
24. Comforting someone, making an apology
25. Describing an ideal relationship (subjunctive with the unknown or nonexistent)

b. The lab consists of:
   i. Writing - Respond to 3 prompts to include grammar and vocabulary from chapters 1-7 (present progressive, present perfect, commands (tú and usted), future, imperfect, preterite, subjunctive) Respond to additional questions that use the above grammar.
   ii. Speaking - Respond orally to 7 prompts that include grammar and vocabulary from Chapters 1-7 (present progressive, present perfect, commands (tú and usted), future, imperfect, preterite, subjunctive)

IV. Suggested Resources:
   - The course textbook (Ven Conmigo)
   - www.go.hrw.com
Credit Flexibility Exam - Writing Rubric

20 Points: COMPLETE FLUENCY
Excellent command of the language
Well organized: ideas presented clearly and logically
No grammatical or spelling errors
Wide variety of grammar, vocabulary, and sentence structures
Thorough response to the question
No word-order errors

18-19 Points: DEMONSTRATES HIGH PROFICIENCY
Excellent command of the language:
Well organized; ideas presented clearly and logically
Few grammatical or spelling errors
Wide variety of grammar, vocabulary, and sentence structures
Few word-order errors
Writing is appropriate to current level
Thorough response to the question

16-17 Points: CLEARLY DEMONSTRATES PROFICIENCY
Good command of the language:
Loosely organized, but main ideas present
Some grammatical or spelling errors
Some variety of grammar, vocabulary, and sentence structures
Some word-order errors
Most of the writing is appropriate to current level
Generally thorough response to the question
14-15 Points: DEMONSTRATES PROGRESS TOWARD PROFICIENCY

Comprehensible expression:

Some attempts at organization, but with confused sequencing.
Many grammatical or spelling errors
Limited variety of grammar, vocabulary, and sentence structures
Many word-order errors
Writing is below current level
Partial response to the question

12-13 Points: DEMONSTRATES STRONG NEED FOR INTERVENTION

Limited command of the language:
Lack of organization
Significant and serious grammatical and spelling errors
Lack of variety of grammar, vocabulary, and sentence structures
Excessive word-order errors
Writing is well below current level
Insufficient response to the question

11-0 Points: UNACCEPTABLE

Response falls below the above descriptions or is inappropriate
Spanish 3
Credit Flexibility Exam – Speaking Rubric

10  Complete Fluency
    Demonstrates command of the language similar to a native speaker of the language
    No grammatical errors
    Complicated language structures
    Extensive use of vocabulary including idiomatic expressions
    Good intonation and accurate pronunciation with quality accent
    Thorough response with interesting and pertinent detail

9-8  Demonstrates High Proficiency
    Excellent command of the language
    Strong attempts at more complicated structures
    Extensive use of vocabulary including idiomatic expressions
    Articulate flowing speech
    Good intonation and largely accurate pronunciation with slight accent
    Thorough response with interesting and pertinent detail

7-6  Clearly demonstrates proficiency
    Good Command of the language
    Minor grammatical errors
    Some attempts at more complicated structures
    Adequate use of vocabulary and idiomatic expressions
    Some gaps in fluency
    Acceptable intonation and pronunciation with distinctive accent
    Through response with sufficient detail

5-4 Demonstrates Progress Toward Proficiency
    Comprehensible expression
    Some serious grammatical errors
    Reliance on simple structures
    Limited vocabulary marked with some anglicisms
    Unnatural hesitations
    Errors in intonation and pronunciation with heavy accent
    Some detail, but not sufficient

3-2 Demonstrates Strong Need For Intervention
    Limited Command of the language
    Serious grammatical errors
    Limited grammatical structures
    Limited vocabulary marked by frequent anglicisms that force interpretation by the listener
    Errors in intonation and pronunciation that interfere with listener’s comprehension
    General, narrow response

1  Unacceptable
    Response falls below the above description or is inappropriate