TEXAS EDUCATOR CERTIFICATION
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Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

Speech 7–12 (129)

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About The Test

Test Name	Speech 7–12
Test Code	129
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Speech 7–12 (129) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Speech 7–12 test framework and cover grades 7–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Communication Processes	31%	Speech 7–12: II–IV, XI–XII
II.	Speaking and Listening in Different Contexts	38%	Speech 7–12: V–X
III.	Speech Education	31%	Speech 7–12: I-XII

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The Standards

Speech 7–12 Standard I
The speech teacher knows how to design and implement effective instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech.

Speech 7–12 Standard II
The speech teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, speaking and listening; knows how to apply research skills and procedures to gather, analyze, evaluate and use information from a variety of sources; and teaches students to apply these skills and procedures in varied communication contexts.

Speech 7–12 Standard III
The speech teacher understands the communication process and related theories, knows the purposes and functions of communication and provides opportunities for students to apply this knowledge to make appropriate and effective choices as senders and receivers of messages in varied contexts.

Speech 7–12 Standard IV
The speech teacher understands and promotes students' understanding of the influence of self and culture in making communication choices that determine the effectiveness of communication in interpersonal, group, organizational and public contexts.

Speech 7–12 Standard V
The speech teacher understands oral language, listening and nonverbal communication skills; knows how to analyze communication interactions; and teaches students how to apply related knowledge and skills to become competent communicators in varied contexts.

Speech 7–12 Standard VI
The speech teacher understands interpersonal communication and teaches students to apply appropriate and effective verbal, nonverbal, listening and responding skills in interpersonal interactions in varied contexts.

Speech 7–12 Standard VII
The speech teacher understands group and organizational dynamics and skills for communicating in groups and organizations, and provides students with opportunities to develop and apply appropriate and effective communication skills for groups and organizations.

Speech 7–12 Standard VIII
The speech teacher understands concepts and principles of classical and contemporary rhetoric and teaches students how to plan, prepare, organize, deliver and evaluate speeches and presentations.

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Speech 7–12 Standard IX
The speech teacher understands argumentation and debate and provides students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.

Speech 7–12 Standard X
The speech teacher understands the art of oral interpretation and provides opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes and occasions.

Speech 7–12 Standard XI
The speech teacher knows how to interpret, analyze and produce various types of mass media messages and provides students with opportunities to develop skills as producers and critical consumers of media messages.

Speech 7–12 Standard XII
The speech teacher understands ethical standards and major legal issues relevant to varied communication contexts and teaches students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.

- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I — Communication Processes

Competency 001: *The teacher understands the communication process and related theories*.

The beginning teacher:

A. Understands and analyzes components of the communication process (e.g., sender, receiver, message, channel, feedback, encoding, decoding, barriers, noise, context) and their interrelatedness in various contexts.

B. Understands basic principles of communication and applies knowledge of communication theory to analyze the communication process.

C. Recognizes purposes and functions of communication (e.g., informing; persuading; expressing and responding to opinions, ideas and feelings; participating in social traditions; creating and imagining) and analyzes purposes and functions of communication in various contexts.

D. Recognizes the role of communication in creating meaning, influencing thought and making decisions.

E. Applies knowledge of factors that affect communication and distinguishes between appropriate and inappropriate communication and between effective and ineffective communication.

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Competency 002: *The teacher understands factors that influence communication choices*.

The beginning teacher:

A. Understands the importance of making appropriate communication choices and using effective communication strategies in interpersonal, group, organizational (e.g., professional, social) and public contexts.

B. Recognizes ways in which intrapersonal communication (e.g., self-esteem, self-concept, self-talk, personal perceptions) influences communication; the role of self-esteem and a positive self-concept in effective communication; and the importance of developing awareness of personal perceptions and using perception checks.

C. Recognizes the influence of personal attributes and cultural factors (e.g., age, gender, knowledge and experience base, ethnic identity, values, beliefs, disability, socioeconomic factors, nationality) in determining communication choices and behaviors and analyzes ways in which self and culture influence communication decisions in a variety of interpersonal, group, organizational and public contexts.

D. Understands the importance of poise, self-confidence and assertiveness in communication; strategies for developing poise, self-confidence and assertiveness; and the importance of exhibiting and modeling sensitivity to and respect for diversity (e.g., cultural, social, political) in various communication contexts.

Competency 003: *The teacher understands the importance of using accurate and complete information as a basis for critical thinking, reasoning, decision making, effective listening and speaking in interpersonal, group, organizational and public contexts*.

The beginning teacher:

A. Demonstrates knowledge of various types of information resources, including primary, print and electronic resources, and their uses.

B. Identifies and evaluates sources of information and applies criteria for evaluating source information (e.g., objectivity, source credibility, recency, accuracy) to meet various communication needs.

C. Understands principles and procedures for locating, gathering, analyzing, evaluating and using information from primary, secondary and electronic sources (e.g., interviews, surveys, questionnaires, written texts, technology and media sources).

D. Understands legal and ethical issues and guidelines related to the use of information from various sources, including avoidance of plagiarism and use of appropriate techniques for citing sources.

Competency 004: *The teacher understands how to interpret, analyze and produce various types of media messages*.

The beginning teacher:

A. Demonstrates knowledge of different types of mass media (e.g., radio, television, film, Internet) and the history and development of different media, including how the development of technologies has influenced each medium.

B. Recognizes the roles and functions of mass media as sources of information, entertainment, persuasion and education and recognizes strategies and types of programming used by media to inform, persuade, entertain and educate.

C. Demonstrates knowledge of media issues (e.g., censorship, violence, advertising, standards for information gathering and news dissemination), the role of government agencies in regulating media and the influence of mass media on media audiences (e.g., in relation to individual values, beliefs and perceptions; consumer behaviors; societal norms and standards; political ideas and policies).

D. Understands the roles and responsibilities of various media personnel (e.g., producers, directors, technicians, performers).

E. Demonstrates knowledge of skills and strategies used for planning, organizing, writing, designing, producing and communicating various types of media messages for a variety of audiences and purposes.

F. Demonstrates knowledge of skills and strategies for interpreting, analyzing and evaluating media messages; analyzes and evaluates media messages based on a variety of factors (e.g., content, nonverbal cues, objectivity); and analyzes the social and cultural contexts in which media content is produced and the relationships between audiences and media content.

Competency 005: *The teacher understands ethical standards and major legal issues relevant to various communication contexts*.

The beginning teacher:

A. Recognizes the importance of freedom of speech in a democratic society and the role of public speaking, debate and mass media in a free society.

B. Demonstrates knowledge of major legal and ethical issues related to communication and media (e.g., copyright infringement, fair use principle, use of various sources of information, propaganda).

C. Recognizes rights and responsibilities of communicators in interpersonal, group, organizational, public and mass communication contexts.

D. Analyzes how modern public address influences public opinion and policy in a democracy.

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Domain II — Speaking and Listening in Different Contexts

Competency 006: *The teacher understands oral language, listening and nonverbal communication skills*.

The beginning teacher:

A. Understands the conventions of oral language (e.g., meaning, vocabulary, syntax, grammar, phonation) and the skills needed to use oral language appropriately and effectively for diverse purposes, content, audiences and occasions.

B. Understands types of nonverbal communication and their characteristics, functions and effects; the relationships between verbal and nonverbal communication; and the use and significance of nonverbal cues (e.g., voice, body communication, facial and eye communication, use of space and touch, paralinguistic cues).

C. Analyzes the nature and purposes of listening, components of the listening process (e.g., focusing, decoding, interpreting) and barriers to listening and applies strategies for managing barriers to listening in various contexts.

D. Demonstrates knowledge of types of listening (e.g., critical, deliberative, empathic, appreciative); processes and requirements of active listening, including critical listening; and skills and procedures for analyzing context, self and others in communication interactions.

Competency 007: *The teacher understands concepts and principles of classical and contemporary rhetoric*.

The beginning teacher:

A. Recognizes principles of classical and contemporary rhetoric (e.g., invention, organization, style, memory, delivery) and the influence of classical rhetoric in shaping Western thought and of contemporary speeches in shaping personal decisions, political values and current events.

B. Understands the importance of analyzing speaker (e.g., qualifications, credibility, personal image), audience (e.g., demographics, attitudes, values) and occasion (e.g., purpose, time, place) as a basis for planning, presenting and responding to speeches.

C. Demonstrates knowledge of types and purposes of speeches (e.g., to inform, to persuade, to promote social unity) and elements of speech form (e.g., introduction, body, conclusion).

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D. Demonstrates knowledge of patterns of organization for informative speeches (e.g., chronological, topical, spatial) and their characteristics and uses; types of persuasive speeches (e.g., propositions of fact, value, policy, problem) and patterns of organization for types of persuasive speeches (e.g., cause-effect, problem-solution); and methods for analyzing and evaluating the organization and effectiveness of oral and written speeches.

E. Understands the use of a systematic process to prepare speeches (e.g., select and limit topic and purpose, conduct and analyze research, determine logical and appropriate patterns of organization, construct an outline, prepare manuscripts and notes, rehearse), skills and strategies associated with steps in the preparation process and types of speech delivery (e.g., memorized, manuscript, impromptu, extemporaneous).

F. Demonstrates knowledge of rhetorical strategies (e.g., previews, summaries, rhetorical questions, transitions) used to enhance clarity and interest in speeches; stylistic devices and figures of speech used to develop tone, clarity, interest and appeal in speeches; types of proof used to support points in speeches (e.g., testimony, statistics, logic, personal experience and observation); and types of audiovisual communication aids, their characteristics and their uses in speeches and presentations.

G. Recognizes noise and barriers in the public speaking process (e.g., speaker's failure to project and speak clearly, environmental distractions, listeners' past experiences and attitudes, cultural differences between speaker and audience), types of communication apprehension and effective strategies for coping with communication apprehension.

Competency 008: *The teacher understands concepts and principles of argumentation and debate*.

The beginning teacher:

A. Recognizes the goals and uses of persuasive speaking, types of persuasive appeals (e.g., ethos, pathos, logos) and strategies for evaluating persuasive messages.

B. Understands the role of argumentation and debate in a free society and the historical and contemporary uses of argumentation and debate in various contexts (e.g., political, social).

C. Recognizes ethical issues relating to the use of persuasion, elements of formal debate (e.g., propositions, contentions, presumptions), rules and principles of formal debate and types of debate formats (e.g., policy, value, parliamentary).

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D. Understands types of propositions used in debates (e.g., fact, value, policy), forms of support used in debate (e.g., expert opinion, statistics, logic), types of reasoning (e.g., inductive, deductive, syllogisms, cause-effect), the use of affirmative and negative strategies and stock issues in debate and guidelines for effective cross-examination in debates.

E. Understands traditional judging paradigms (e.g., tabula rasa, stock issues, policy, hypothesis tester) for evaluating debate.

Competency 009: *The teacher understands concepts and principles of oral interpretation*.

The beginning teacher:

A. Understands oral interpretation as a communication art; the role of the interpreter; and ethical responsibilities of the interpreter to the author, the literary text and the audience.

B. Understands types and characteristics of literature suitable for oral interpretation, including fiction and nonfiction prose, poetry and drama; standards for selecting literature for performance (e.g., appropriateness for reader, audience and occasion; literary merit); and skills and strategies for adapting literature for performance (e.g., lifting scenes, cutting, writing introductions and transitions).

C. Demonstrates knowledge of skills and strategies for conducting research for oral interpretation, including research on the author and the author's body of work, literary criticism and references, allusions and terms in the text; skills and strategies for analyzing literary texts as a basis for making performance choices; and the use of research, analysis, personal experience, insight and imagination to justify performance choices (e.g., use or nonuse of manuscript, use of voice, use of body, use or nonuse of props).

D. Analyzes the use of various vocal strategies (e.g., rate, pitch, inflection, volume, pauses, dialect, pronunciation, articulation) to enhance performance and analyzes rehearsal techniques used to develop confidence, promote internalization of the literature and enhance visualization and imagination.

E. Demonstrates knowledge of group decision-making skills and processes for preparing and presenting group performances.

F. Recognizes the empathic, appreciative and critical-listening skills used to evaluate and critique performances of literature.

Competency 010: *The teacher understands interpersonal communication skills as they are applied in a variety of contexts*.

The beginning teacher:

A. Recognizes the importance of various types of interpersonal relationships (e.g., personal, professional, social) for individual well-being and success, the importance of interpersonal communication skills in developing and maintaining productive interpersonal relationships and the purposes and goals of interpersonal relationships and interpersonal communication in various contexts.

B. Demonstrates knowledge of skills for participating in conversation in a variety of interpersonal contexts and for a variety of purposes (e.g., engaging in interpersonal rituals such as greetings and introductions, sharing experiences and ideas, conducting business).

C. Understands verbal, nonverbal, listening and responding skills for developing and maintaining productive relationships (e.g., using courtesy and tact, engaging in empathic listening, providing appropriate feedback) and verbal, nonverbal, listening, responding and critical-thinking skills for analyzing and managing interpersonal conflicts and problems in relationships.

D. Recognizes the importance of social etiquette, norms and conventions in interpersonal communication and how these are influenced by factors such as self-concept, self-talk, perception of others and culture.

Competency 011: *The teacher understands group and organizational dynamics and skills for communicating in groups and organizations*.

The beginning teacher:

A. Recognizes the roles and importance of groups and organizations in a democratic society; types of groups (e.g., social groups, task groups, teams, professional groups) and their characteristics and functions (e.g., developing friendships, accomplishing goals, making and implementing plans, solving problems); types of professional and social organizations and their purposes (e.g., providing employment, providing professional development, meeting individual and social needs); and characteristics of organizations (e.g., structure, hierarchy, culture) and their effects on employees and members.

B. Understands principles of group dynamics and factors that influence group effectiveness (e.g., group size, group norms, environment, group composition, roles assumed by group members) and applies knowledge of skills and strategies for building effective groups, teams, and organizations in various contexts.

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C. Recognizes roles and responsibilities of individuals in groups and the effects of individual behavior on group dynamics and communication; leadership styles and their potential for effectiveness in various group and organizational situations; and effective communication skills and strategies used by leaders in various contexts.

D. Applies skills for analyzing the participation and contributions of group members and for evaluating group effectiveness, identifies and analyzes effective leadership styles and provides students with opportunities to be effective leaders and participants in various group contexts.

E. Understands types of group discussions (e.g., panel, symposium, forum) and their characteristics and functions; verbal, nonverbal, listening, responding, research and critical-thinking skills needed to participate effectively in group discussions for various purposes (e.g., presenting ideas, promoting group cohesion, questioning, agreeing or disagreeing, brainstorming); and techniques for conducting formal meetings (e.g., use of agendas, parliamentary procedure).

F. Recognizes the nature of power and conflict and strategies used in groups and organizations for conflict diagnosis, analysis, management and resolution (e.g., compromise, negotiation, collaboration, accommodation, coercion) in various contexts and procedures for group problem solving (e.g., identify problem, propose alternative solutions, test alternatives, implement solutions).

G. Demonstrates knowledge of communication skills for developing positive relationships, networking, participating in groups and teams, making professional presentations and the importance of professional and social etiquette, protocol and ethics in group and organizational contexts.

Domain III — Speech Education

Competency 012: *The teacher understands instruction that is appropriate for all students and reflects the Texas Essential Knowledge and Skills (TEKS) in speech*.

The beginning teacher:

A. Knows strategies for designing and providing speech instruction that integrates all components of the speech curriculum, actively involves and engages students in the learning process and promotes all students' achievement of the content and skills in the speech TEKS.

B. Knows how to use assessment methods, strategies and knowledge of TEKS to plan, adjust instruction and monitor student progress in order to evaluate student learning of concepts and skills in speech.

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C. Knows how to model and teach the appropriate and effective use of oral and written language, nonverbal communication and listening skills and how to apply principles and strategies for communicating effectively with students in various instructional contexts.

D. Understands the significance of student diversity for instructional planning and devises strategies for making speech content and skills relevant to students with diverse backgrounds and needs.

E. Knows how to maintain an appropriate balance of breadth and depth in implementing the speech curriculum and how to select and use appropriate materials and technologies to prepare and implement effective, engaging instruction.

Competency 013: *The teacher understands methods for designing and implementing speech instruction related to communication processes and choices, ethics, mass media and the evaluation and use of information*.

The beginning teacher:

A. Knows how to teach students to apply knowledge of the communication process to make appropriate and effective communication choices as senders and receivers of messages and to analyze and evaluate the appropriateness and effectiveness of their own and others' communication.

B. Knows how to teach students that attitudes and perceptions regarding self and others affect communication choices, ways in which diversity (e.g., social, cultural, political) influences communication, ways to exhibit sensitivity to and respect for diversity, ways to communicate effectively in diverse contexts and how to help students use communication skills in various contexts, including intrapersonal, interpersonal, group and public contexts.

C. Knows how to teach students to use perception checks to interpret, analyze and evaluate communication in various contexts; to analyze the appropriateness and effectiveness of their communication skills; to develop assertiveness and self-confidence; and to reduce communication apprehension.

D. Knows how to teach students to select and use appropriate verbal, nonverbal, listening and responding skills and strategies in interpersonal, group, public, professional and social contexts; to use appropriate nonverbal communication and distinguish between intentional and unintentional nonverbal messages; and to apply skills for different types of listening in various situations and settings.

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E. Knows how to promote students' understanding of the development of different types of mass media and the roles and functions of mass media as sources of information, entertainment, persuasion and education and how to provide students with opportunities to view (or listen to) and analyze different types of media and different types of programming (e.g., news program, comedy, drama, commercial, infomercial).

F. Knows how to teach students about production strategies used by the media (e.g., visual effects, verbal and nonverbal communication strategies, propaganda and appeals); ways mass media influences individuals, consumers, society, political ideas and policies; the role of government agencies in regulating media; and ways to explore and evaluate media issues.

G. Knows how to promote students' understanding of media personnel and development of skills for planning, organizing, writing, designing and communicating in media productions; how to promote students' ability to analyze and evaluate their own program choices and those of media audiences; and how to promote students' ability to become critical consumers of mass media.

H. Knows ways to help students understand the importance of freedom of speech and the rights and responsibilities of communicators in interpersonal, group, public, professional and social contexts; to help students apply appropriate ethical standards when constructing and delivering messages; and to teach students the importance of assuming responsibility for their own communication decisions.

Competency 014: *The teacher understands methods for designing and implementing speech instruction related to information and oral interpretation*.

The beginning teacher:

A. Knows how to teach students to apply systematic strategies for selecting topics to research; to locate, gather, analyze, evaluate and use information from a variety of texts and technological resources; and to apply critical-thinking, reasoning and decision-making skills in rhetorical contexts.

B. Knows how to teach students to use a systematic process to organize speeches for various purposes; use logical, emotional and ethical proofs and appeals to support claims in speeches; use effective devices for introductions and conclusions; and use rhetorical strategies for clarity (e.g., previews, signposts, transition statements, summaries).

C. Knows how to teach students to use oral language appropriately and effectively to promote clarity, establish tone and develop style to add interest and appeal to speeches.

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D. Knows how to teach students to apply strategies and skills for rehearsing and presenting speeches (e.g., promoting memory, selecting and polishing delivery, using language and nonverbal communication effectively, using audiovisual communication aids appropriately, responding to audience feedback) and for overcoming communication apprehension and building self-confidence with regard to public speaking.

E. Knows how to provide students with opportunities to plan and conduct research relevant to a variety of speech activities; to apply criteria for evaluating the quality and credibility of information from various sources, including the Internet; to develop an understanding of legal and ethical issues related to the use of information from various sources; and to apply knowledge of legal and ethical guidelines in using and presenting information.

F. Knows ways of promoting students' understanding of classical and contemporary speeches and their influence on individuals and society; ability to analyze speaker, audience and occasion as a basis for decision making in planning, presenting and responding to speeches; ability to use critical, deliberative, empathic and appreciative listening skills and knowledge of rhetoric to analyze and evaluate oral and written speeches; ability to use language effectively, employing rhetorical and stylistic devices to achieve a desired effect; and ability to use technology to enhance the effectiveness of speeches.

G. Knows ways of promoting students' understanding of the art of interpretation, the role of the interpreter and the interpreter's relationship and responsibilities to author, text and audience; types and characteristics of literature for oral interpretation and how to apply appropriate standards to select literary texts to perform for a variety of audiences, purposes and occasions; methods for conducting research for oral interpretation and using research as a basis for analyzing, adapting, interpreting and performing text; and ways of analyzing various aspects of a literary text (e.g., literary form or genre, structural elements, narrative voice, emotional progression, literal and symbolic meanings, imagery, characterization).

H. Knows how to teach students strategies for adapting literature for individual and group performance for a variety of audiences, purposes and occasions; using text analysis, research, personal response and imagination to make and justify performance choices; and using effective vocal and physical strategies and rehearsal techniques to enhance performance and achieve performance goals.

I. Knows how to teach students to use effective decision-making skills and processes to prepare and present group performances and to use knowledge of interpretation theory and critical, empathic and appreciative listening skills to evaluate and critique individual and group performances.

Competency 015: *The teacher understands methods for designing and implementing speech instruction related to rhetoric and debate*.

The beginning teacher:

A. Knows how to teach students about the value of debate for developing skills in a variety of areas (e.g., research, public speaking, refutation); the use of persuasive skills and strategies in informal and formal argumentation; and ways to analyze and respond to persuasive communications (e.g., ethos, pathos, logos).

B. Knows how to teach students ways to analyze, phrase and define propositions, ways to use various debate formats to support propositions and strategies for debating value and policy propositions (e.g., construct cases, use valid proofs, evaluate implications of stock issues).

C. Knows ways of promoting students' use of critical thinking, logic and reasoning in debate (e.g., by formulating logical arguments, choosing appropriate proofs, applying standard tests of evidence, identifying fallacies in reasoning), application of ethical guidelines for debate research and use of evidence and ability to demonstrate ethical behavior and courtesy during debate.

D. Knows ways of promoting students' ability to construct affirmative and negative cases and present a prima facie case; to apply skills and strategies for refuting, rebutting and defending arguments and for effective cross-examination; to apply effective communication skills in debating and in the development of extemporaneous speaking skills; to use critical-listening skills and note-taking skills in debating contexts; and to apply knowledge of debate principles to analyze and evaluate debates.

Competency 016: *The teacher understands methods for designing and implementing speech instruction related to interpersonal and group communication.*

The beginning teacher:

A. Knows how to promote students' awareness of the importance of productive interpersonal relationships in personal, group, organizational and public contexts; ability to recognize and analyze the influence of verbal, nonverbal, listening and responding skills and strategies on the quality of interpersonal relationships; and ability to apply strategies for making appropriate and effective communication decisions in interpersonal relationships in various situations, including situations involving problem solving and conflict resolution.

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B. Knows how to promote students' ability to analyze the influence of intrapersonal communication (e.g., self-concept, self-esteem, self-talk, personal perception) and cultural factors on interpersonal relationships; to make appropriate and effective communication choices in response to personal and cultural differences; and to apply appropriate and effective listening skills (e.g., empathic, critical, deliberative) and responding skills (e.g., interpreting, providing feedback) in interpersonal communication in a variety of contexts.

C. Knows how to teach students to apply appropriate and effective verbal skills to achieve clarity and to demonstrate tact, courtesy and assertiveness for various communication purposes (e.g., to inform; to persuade; to express and respond to opinions, ideas and feelings; to express agreement and disagreement) and to apply appropriate and effective nonverbal skills (e.g., space, touch, voice) in interpersonal conversations in various contexts).

D. Knows how to teach students to apply appropriate social etiquette, norms and conventions in interpersonal communication; to use appropriate and effective verbal, nonverbal, listening and responding skills to participate in social traditions and to initiate, maintain and conclude interpersonal conversations; and to use appropriate and effective research, verbal, nonverbal, listening and responding skills to prepare for and participate in interviews (e.g., gathering and responding to information, asking and answering questions).

E. Knows how to promote students' understanding of types, characteristics and functions of groups; group dynamics and norms; roles assumed by group members; verbal, nonverbal, listening, responding, research and critical-thinking skills; strategies needed to communicate appropriately and effectively in various group contexts and knows how to promote students' ability to identify and apply strategies for making decisions, solving problems, resolving conflicts and reaching consensus in groups and teams.

F. Knows how to provide students with opportunities to plan, organize and participate in group discussions and to make group presentations for a variety of purposes, audiences and occasions and how to promote students' ability to use research, problem-solving, interpersonal, verbal, nonverbal, listening and responding skills to be effective leaders and participants in groups and teams.

G. Knows how to provide students with opportunities to apply techniques for conducting formal meetings; how to promote students' understanding of types of professional and social organizations, their functions and their characteristics; and how to promote students' ability to recognize and analyze factors that affect successful participation and leadership in organizations.

H. Knows how to provide students with opportunities to develop and apply verbal, nonverbal, listening, decision-making, problem-solving and conflict-management skills to communicate appropriately and effectively for a variety of purposes in various organizational contexts (including making and responding to professional presentations); how to identify norms for professional and social etiquette, protocol and ethics; and how to teach students to apply these norms and rules in group and organizational contexts.

Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Speech 7–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Speech 7–12 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, and compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Speech 7–12 test is designed to include a total of 100 multiple-choice questions, out of which 90 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting <u>all</u> that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer choices into "targets" on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Format

You may see the following types of multiple-choice questions on the test:

— Single Questions
— Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

The following two questions are examples of the single-question format. The first question tests knowledge of Speech 7–12 Competency 002: *The teacher understands factors that influence communication choices*.

Example 1

1. The concept of regional dialect is predicated on the assumption that people make communication choices based on their

   A. genetic predisposition.
   B. religious beliefs.
   C. cultural conditioning.
   D. socioeconomic status.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

Note that this question uses regional dialects as a means of considering how human beings use language. Now look at the response options and consider which of them accurately describes fundamental assumptions about how people communicate through speech.

Option A suggests that communication choice is a hereditary trait passed along in families. While family members typically share at least one language, they may later acquire others in response to changing needs, interests or location. In such cases, these new languages may be completely unfamiliar to an individual's family members or place of origin. Similarly, those who move away from a childhood home may lose their facility with the language or dialect spoken there, an unlikely situation if language use were programmed in one's genes. Option A can be eliminated as the best response to this question.

Option B suggests that communication choice is the result of shared religious beliefs. While some languages are deeply associated with a given religion (e.g., Arabic and Islam, Hebrew and Judaism, Latin and Catholicism), use of those languages is not limited only to practitioners of those religions. Furthermore, option B does not account for the fact that so many languages exist independent of a connection to a specific religion (e.g., English, Japanese, Farsi). Option B is not the best response to this question.

Option C suggests that communication choice is the result of repeated cultural and social interactions. This explanation accounts for the many different influences on language use (e.g., familial speech patterns, educational environment, worship communities) and for a speaker's acquisition and use of new languages. Option C may be the best response to this question.

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

Option D suggests that communication choice is the result of socioeconomic status. In some cases, language choice can be associated generally with wealth or poverty; however, further investigation typically reveals important influences that are not strictly and exclusively determined by social class (e.g., familial, social and educational environment). Option D, like options A and B, offers a fixed notion of the speaker's identity and does not adequately account for the degree to which speakers can and do modify the way they communicate with others. Option D can be eliminated as the best response to this question.

Of the alternatives offered, only the one that identifies the concept of cultural conditioning takes into account the fact that people are always making communications choices as a result of many different influences. Therefore, **the correct response is option C**.

Example 2

The following question tests knowledge of Speech 7–12 Competency 009: *The teacher understands concepts and principles of oral interpretation*.

2. Which of the following best describes the ethical responsibilities of the oral interpreter to the literary text and to the audience?

    A. The interpreter augments the text with improvised elements in response to audience cues
    B. The interpreter offers the text exactly or nearly exactly as written
    C. The interpreter edits the text to suit his presentation skills
    D. The interpreter rearranges elements of the text to fit his understanding of the audience's expectations

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this case, the question tests knowledge of the role of oral interpretation and its ethical obligations in practical terms. Now look at the response options and consider which of them accurately describes how ethical concerns should influence an oral interpreter's performance decisions.

Option A suggests that the interpreter add material of his own in response to audience reaction. This approach does the audience a disservice, since they may not be able to tell new, improvised text from the original. This approach also misrepresents the intentions of the author of the original text and dilutes the quality of that author's work. Option A can be eliminated as the best response to this question.

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

Option B suggests that the interpreter present the text faithfully. The primary aim in oral interpretation is to bring an author's text to life. By presenting the text as written (or very close to it), the interpreter gives the audience the opportunity to appreciate the text as the author intended. Option B describes an ethical way to present the material and may be the best response to this question.

Option C suggests that the interpreter edit the text to suit his performing skills. Whenever an interpreter removes substantive parts of the text, even to make a more entertaining presentation, he gives a distorted impression of the original. The audience cannot determine where the cuts have been made or how these changes alter the author's intention. Option C is not the best response to this question.

Option D suggests that the interpreter rearrange the text to meet his audience's expectations. Like substantive editing, rearranging text creates a misleading impression of the author's intentions. This approach is especially problematic when it is taken to meet the audience's expectations, since the audience will not realize how much the original text may challenge their views. Option D can be eliminated as the best response to this question.

Of the alternatives offered, only the one that specifies presenting an author's text exactly or nearly exactly as written describes an ethical approach to interpreting text orally. Therefore, **the correct response is option B**.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2 Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

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

Strategy 3 Use a combination of both strategies. Apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the questions first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example 1

The following question contains a description of a woman's preparations for an upcoming speech as stimulus material. The question measures knowledge of Speech 7–12, Competency 001: *The teacher understands the communications process and related theories*.

Use the information below to answer the question that follows.

Wanda is preparing a speech about the Alamo. She has researched and drafted the speech and is now in the process of rehearsing in front of her colleagues. To improve her speech, she will make changes based on their feedback.

In the preceding scenario, which of the following functions as a channel in the communication process?

A. Wanda
B. The colleagues
C. The research
D. The rehearsal

Suggested Approach

Consider carefully the information presented in the stimulus about how Wanda prepares for an upcoming speech and then read the question, which asks you to identify which aspect of that scenario can be described as a channel in the communications process. Typically, the communications process is described as a sender transmitting a message by means of a channel to a receiver. Keep in mind that questions like this one test both knowledge of basic communications theory and understanding of how that theory applies to a realistic situation. Now look at

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

the response options and consider which one offers the best understanding of communications process and terms.

Option A names Wanda as the channel. In the communications process, Wanda qualifies as a sender, since she is writing and delivering the speech. Option A is not the best response to this question.

Option B names the colleagues who listen to the rehearsal as the channel. The colleagues constitute an audience for the speech, so they can best be described as receivers in the communications process. Option B is not the best response to the question.

Option C names the research as the channel. As the material used to prepare the speech, the research is a component of the message that Wanda is trying to send. Option C can be eliminated as the best response to the question.

Option D names the rehearsal as the channel. The rehearsal is the vehicle that Wanda uses to present her message to the audience. In the communications process, channels are the means by which the message reaches an audience. Option D accurately identifies the channel in the communications process.

Of the alternatives offered, **option D is the correct response.**

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

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is at least one correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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

COMPETENCY 001

1. Connie is attending a lecture by a well-known speaker. However, Connie is having trouble focusing on the lecture because she keeps thinking about an exam for which she must study. From the perspective of communication theory, which of the following best describes what Connie is experiencing?

   A. Imagination
   B. Noise
   C. Belonging needs
   D. Concentration

Answer and Rationale

COMPETENCY 001

2. Bill has accepted an engagement to speak at a local service organization. He searches the local newspaper's archives for articles about the organization in order to better understand its beliefs and goals. Bill is engaging in which of the following?

   A. Internal preview
   B. Feedback
   C. Peer testimony
   D. Audience analysis

Answer and Rationale

COMPETENCY 001

3. Carlos is listening to Sally explain why she is upset about an exam she has just taken. Carlos wants to provide emotional support for Sally. In which of the following is Carlos engaged?

   A. Empathic listening
   B. Critical listening
   C. Critical analysis
   D. Textual analysis

Answer and Rationale

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

COMPETENCY 002

4. Which of the following is an effective nonverbal communication technique that a group leader can use to indicate a desire to share authority within the group?

   A. Sitting at the head of the table
   B. Sitting in the center of a circle
   C. Sitting in a circle with the group
   D. Sitting in front of the group

Answer and Rationale

COMPETENCY 002

5. Henry believes that foul language is used only by people who have little or no education. He is surprised that a classmate in his graduate class, Marla, often uses profanity in casual speech. Henry's interpretation of Marla is influenced by Henry's

   A. world view.
   B. self-esteem.
   C. semantic focus.
   D. self-actualization.

Answer and Rationale

COMPETENCY 002

6. A political candidate is speaking to an organization that represents a specific group within the society. The candidate does not know that a certain phrase has been used by the majority population in a derogatory manner about the group. In the speech the candidate uses the phrase without realizing its offensive nature. In which of the following areas has the candidate failed to be thorough?

   A. Reaction to feedback
   B. Topic selection
   C. Nonverbal communication
   D. Audience analysis

Answer and Rationale

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

COMPETENCY 002

7. Which of the following aspects of credibility is most directly related to a speaker's expertise in the subject matter of a speech?

    A. Competence
    B. Dynamism
    C. Integrity
    D. Motivation

Answer and Rationale

COMPETENCY 003

8. A student who is searching Internet sources while preparing a speech chooses to use only blogs that support the student's predetermined view of the topic. This approach fails to provide which of the following in the student's research?

    A. Honesty
    B. Objectivity
    C. Quantity
    D. Enthusiasm

Answer and Rationale

COMPETENCY 003

9. A student is giving a speech on the Jurassic period and uses a real fossilized bone to illustrate some traits of the dinosaurs that lived at the time. The student is using which of the following types of sources?

    A. Secondary
    B. Indirect
    C. Primary
    D. Preliminary

Answer and Rationale

COMPETENCY 004

10. When visiting a television station in a large city, the students in a communications class meet an employee who is responsible for the performance of everyone working in the news department. This employee also coordinates all of the technical and nontechnical elements of the newscast. The employee is most likely the

    A. director.
    B. producer.
    C. chief engineer.
    D. on-air talent.

Answer and Rationale

COMPETENCY 004

11. The strong-effects view of media in the 1920s and 1930s is also known as

    A. the magic bullet effect.
    B. the barbell effect.
    C. the halo effect.
    D. the straw man effect.

Answer and Rationale

COMPETENCY 004

12. Beginning in the mid-1990s, news presentations began providing a context in which issues would be perceived according to the stance taken by the media. Such a context is called

    A. invalidation.
    B. streamlining.
    C. schema.
    D. framing.

Answer and Rationale

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

COMPETENCY 005

13. The famous saying about freedom of speech, "You cannot (falsely) shout fire in a crowded theater," paraphrases which of the following?

    A. Oliver Wendell Holmes, Jr., in the unanimous opinion in *Schenck v. United States* (1919)
    B. Edward J. Hart during the hearings of the House Un-American Activities Committee (HUAC) in 1945
    C. A reporter for the *Chicago Tribune* while summarizing investigations after the Great Chicago Fire of 1871
    D. The United States Supreme Court, in *Gravel v. United* States (1972), regarding the leaker of the Pentagon Papers

Answer and Rationale

COMPETENCY 006

14. At the beginning of a speech to an audience of dentists, a speaker smiles and then makes a joke about teeth. Which TWO of the following communication techniques are being used?

    A. Nonverbal communication
    B. Outlining
    C. Alliteration
    D. Audience adaptation
    E. Vocal variety

Answer and Rationale

COMPETENCY 006

15. Which TWO of the following should be stressed when providing instruction about the listening process?

    A. The words "hearing" and "listening" are interchangeable.
    B. Listening is a skill that develops naturally.
    C. Listening to a message means that the message has been understood.
    D. A person's attitude can impact his or her listening.
    E. People can comprehend faster than they can speak.

Answer and Rationale

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

COMPETENCY 006

16. Acquiring, understanding, and attending and responding to messages from others is an accurate description of

    A. the nonverbal language process.
    B. an interpersonal relationship.
    C. the speech-building process.
    D. the listening process.

Answer and Rationale

COMPETENCY 007

17. A student is writing an informative speech about the process of recycling. Which of the following organizational methods is most appropriate for the student to use?

    A. Topical
    B. Problem-solution
    C. Sequential
    D. Cause-effect

Answer and Rationale

COMPETENCY 007

18. When offering a student suggestions on how to clarify the main ideas of a speech, a teacher should encourage the development of strong

    A. delivery.
    B. signposts.
    C. metaphors.
    D. rhetorical questions.

Answer and Rationale

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

COMPETENCY 007

19. Which of the following purpose statements is the most appropriate for a speech about a chess team's winning of the state championship?

    A. Informing the audience about the team's success in order to inspire pride in the team's achievements
    B. Informing the community members who are in the audience about chess as a worthwhile hobby
    C. Informing the audience about the successful efforts of the chess team's coach
    D. Informing the audience that the speaker is a member of the winning chess team

Answer and Rationale

COMPETENCY 007

20. A speaker begins a speech by saying, "Today, I'm going to talk to you about how to weave a rug." The statement is an illustration of which of the following?

    A. The speaker's conclusion
    B. A preview of the speech
    C. The body of the speech
    D. An introduction to the topic of the speech

Answer and Rationale

COMPETENCY 008

21. A student makes a persuasive claim in a debate round by saying that the judge's ballot "has the power to influence change in a decaying world."
    The student is making an appeal to which of the following?

    A. Logos
    B. Ethos
    C. Pathos
    D. Bathos

Answer and Rationale

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

COMPETENCY 008

22. In which of the following styles of formal debate does the negative team have back-to-back speeches?

    A. Cross-examination
    B. Lincoln-Douglas
    C. Public forum
    D. Congressional

Answer and Rationale

COMPETENCY 008

23. A member of an audience recalling the speaker's final argument rather than the speaker's previous arguments is an example of which of the following?

    A. Primacy effect
    B. Halo effect
    C. Recency effect
    D. Motivated sequence

Answer and Rationale

COMPETENCY 009

24. Which of the following is a true statement describing oral interpreters?

    A. They perform extemporaneously.
    B. They use limited movement.
    C. They use the same techniques that actors do.
    D. They play only one role in each performance.

Answer and Rationale

COMPETENCY 009

25. The major differences between staged drama and group oral interpretation include which THREE of the following?

    A. Performers in a group oral interpretation choose literary works and bring them to life, while actors in a staged drama use a playwright's dramatic script.
    B. Performers in a group oral interpretation make eye contact with each other, while actors in a staged drama focus slightly above and beyond the audience.
    C. Performers in a group oral interpretation are more likely than actors in a staged drama to use a lectern.
    D. Performers in a group oral interpretation represent characters, while actors in a staged drama act out characters.
    E. Performers in a group oral interpretation may participate in choral speaking, while actors may not.

Answer and Rationale

COMPETENCY 010

26. A firefighter visits schools regularly to talk about fire safety. Although the messages are always the same, the firefighter selects different words, gestures, and examples to suit the grade level of the students hearing the presentation. The firefighter's selection process is called

    A. encoding.
    B. decoding.
    C. receiving.
    D. interfering.

Answer and Rationale

COMPETENCY 011

27. Which of the following best describes a group that is organized around a hobby or interest?

    A. Task group
    B. Social group
    C. Committee
    D. Delegation

Answer and Rationale

COMPETENCY 011

28. A leader is most likely to assign someone to play the role of devil's advocate within a group to avoid which of the following?

    A. Conflict
    B. Group tension
    C. Group cohesion
    D. Groupthink

Answer and Rationale

COMPETENCY 012

29. When evaluating a student's oral presentation, a teacher should do which of the following?

    A. Point out the student's weaknesses that tend to recur over time
    B. Focus only on the areas of the presentation that need improvement
    C. Focus only on the positive aspects of the presentation
    D. Point out the student's strengths and the areas that need improvement

Answer and Rationale

COMPETENCY 012

30. A teacher's lesson plan for a class session is to have a discussion of the First Amendment to the United States Constitution and what the amendment means to United States citizens today. Which of the following steps is most likely to inhibit a successful discussion?

    A. Planning ahead by reviewing content already covered and goals to be reached during the discussion
    B. Encouraging students to respond to one another's comments
    C. Allowing the entire class to discuss the issue before providing instruction on effective discussion techniques
    D. Asking open-ended questions that allow students to apply concepts learned to various situations

Answer and Rationale

COMPETENCY 013

31. Which of the following is the best way for a teacher to help reduce the communication apprehension of students who are assigned an extemporaneous speech?

    A. Have students practice their speeches in front of small groups before the actual presentations
    B. Have students write out their entire speeches to read from while speaking
    C. Have students memorize their speeches verbatim
    D. Have students watch their classmates' speeches to identify moments of discomfort

Answer and Rationale

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

COMPETENCY 013

32. Of the following, the most effective way to teach students to understand the impact that the media has on society is to have students

    A. watch the news and analyze the stories that are reported.
    B. analyze presidential popularity polls as presented on national news broadcasts.
    C. observe audience responses to the ways the conservative media and liberal media cover the same story.
    D. discuss the different types of programs currently being broadcast on television, including news, scripted programming, and reality shows.

Answer and Rationale

COMPETENCY 014

33. Which of the following theories of persuasion proposes that individuals seek balance in their lives, become uncomfortable when things are out of balance, and seek to restore balance?

    A. Elaboration-likelihood model
    B. Cognitive dissonance theory
    C. Narrative paradigm
    D. Social judgment theory

Answer and Rationale

COMPETENCY 014

34. A class listens to recordings of speeches by three famous people. The students determine the strengths and weaknesses of the speeches. Which of the following types of listening are the students engaged in?

    A. Listening for enjoyment
    B. Empathetic listening
    C. Reflective listening
    D. Critical listening

Answer and Rationale

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

35. When a speech teacher is instructing students in the effective use of persuasive skills and strategies, it is most appropriate to have students do which of the following?

    A. Use only pathos in formal argumentation
    B. Focus on logos and ethos alone in formal argumentation
    C. Use logos, pathos, and ethos in every formal and informal argument
    D. Use logos, pathos, and ethos only when appropriate in formal and informal arguments

Answer and Rationale

COMPETENCY 015

36. Which of the following should a speech teacher tell students to look for first when they are analyzing a proposition of value to construct a case?

    A. Ideas for a plan
    B. Values and criteria
    C. Descriptive term and evaluative term
    D. Arguments on each side

Answer and Rationale

COMPETENCY 015

37. Which of the following is the most appropriate advice for a teacher to give students when discussing ethical guidelines for debate research and the use of evidence during a debate round?

    A. Have complete source information ready for the judge and opponents for any evidence they present in the round
    B. Read aloud complete source information for each piece of evidence they present in the round
    C. Read aloud full source information only for evidence they present in the affirmative case
    D. Present only those parts of a piece of evidence that are favorable to their side and to leave out words that hurt their argument

Answer and Rationale

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

COMPETENCY 015

38. In a debate round, the most widely endorsed strategy is to flow, or take notes, during which of the following speeches?

   A. Rebuttals only
   B. Constructives only
   C. Constructives and rebuttals
   D. The other team's speeches only

Answer and Rationale

COMPETENCY 016

39. In a one-on-one conversation, a teacher gives a student a set of directions to follow for an assignment. Which of the following is the most appropriate way for the student to respond to the teacher's directions?

   A. Paraphrasing the directions
   B. Listening for further directions
   C. Focusing solely on the minor details
   D. Refraining from asking questions

Answer and Rationale

COMPETENCY 016

40. A parent wants to address the school board on an issue involving math tutorials and have the board discuss the matter. The school board follows parliamentary procedure. Which of the following should the parent do to ensure that the school board will address his or her concerns?

   A. Contact the board secretary at least three days before the meeting and ask to have the issue put on the agenda
   B. Attend the meeting and speak about the issue during the open-discussion period
   C. Wait for the new-business portion of the agenda to be announced and rise to speak about the issue
   D. Contact a school board member directly and ask for time to speak about the issue at the meeting

Answer and Rationale

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

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	**Option B is correct** because noise describes anything that interferes with the effective reception of a message by a receiver, including the internal noise that is causing Connie to be distracted. **Option A is incorrect** because although Connie may be imagining her performance on the upcoming exam, imagination does not describe what is happening in the scenario in terms of communication theory. **Option C is incorrect** because the scenario does not address Connie's need to belong and how this might be a barrier to communication. **Option D is incorrect** because Connie is not concentrating but is suffering from a deficit in concentration brought about by internal noise. Back to Question
2	001	D	**Option D is correct** because Bill is using research to analyze the audience and adapt his message to that audience. **Option A is incorrect** because an internal preview is part of the structure of a speech. **Option B is incorrect** because feedback is part of the interaction model of communication, not part of speech construction. **Option C is incorrect** because the scenario does not describe Bill's peers or a situation in which they provide evidence. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
3	001	A	**Option A is correct** because empathic listening is based in part on adopting an appropriate emotional position to support a speaker. **Options B, C and D** are incorrect because the scenario does not suggest that Carlos is evaluating or analyzing Sally's explanation. Back to Question
4	002	C	**Option C is correct** because by positioning himself or herself in a circle formed by the group, the group leader demonstrates through nonverbal communication a shared authority with, and mutual respect for, team members. **Options A, B and D are incorrect** because a leader who sits at the head, in the center, or in front of the group demonstrates to team members a desire to be in control and a need for individual authority. Back to Question
5	002	A	**Option A is correct** because Henry's system of beliefs, including who might use foul language, is a part of his world view, which is commonly defined as the way someone sees and interprets the world. **Option B is incorrect** because the situation does not refer to Henry's assessment of his own value. **Option C is incorrect** because semantic focus describes how a person understands the use of metaphors in language, not what he or she believes about the use of language. **Option D is incorrect** because Henry's interpretation does not relate to any of the elements of Abraham Maslow's theory of self-actualization. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
6	002	D	**Option D is correct** because the speaker has not sufficiently analyzed the audience to help adapt the message to ensure a positive response. **Option A is incorrect** because the speaker was able to confirm that the audience interpreted the message incorrectly. **Option B is incorrect** because a particular phrase was derogatory, not the speaker's topic selection. **Option C is incorrect** because the offensive message was a verbal phrase, not part of the speaker's nonverbal communication. Back to Question
7	002	A	**Option A is correct** because competence refers in large part to the extent of a speaker's expertise in the topic of a speech. **Option B is incorrect** because dynamism refers to the energy and enthusiasm a speaker projects during a speech; a speaker does not necessarily need to have subject-matter competence to project a dynamic persona. **Option C is incorrect** because integrity is an aspect of ethics and morality; it refers to the quality of being honest and of being guided by strong principles. **Option D is incorrect** because the motivation a speaker has for giving a speech may not necessarily involve his or her expertise in the subject matter; there may be an intrinsic or extrinsic reward for the act of making the speech. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
8	003	B	**Option B is correct** because the student is not taking into account all of the possible points of view that are likely to be discovered in the process of conducting more comprehensive research. Blogs in particular do not adhere to the more objective review standards of academic and professional research. **Option A is incorrect** because neither the student's research agenda nor the blog post is necessarily untrue or dishonest. **Option C is incorrect** because the scenario does not address the number of sources that the student uses or should use; more blogs that support the student's view will not make up for a lack of objectivity. **Option D is incorrect** because the scenario does not address the student's emotional attitude about the research. Back to Question
9	003	C	**Option C is correct** because a primary source is an original source, one that was created or written during the time under study, and is not itself a historical account; archaeological artifacts are often used as a primary source material. **Options A and B are incorrect** because secondary (or indirect) sources interpret primary sources, something a fossilized bone cannot do. **Option D is incorrect** because preliminary sources are what a student may compile before narrowing a topic, and the student in the scenario has already written the speech. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
10	004	B	**Option B is correct** because a producer is responsible for all elements of a newscast and those working in the news department. **Option A is incorrect** because a director oversees the technical aspects of a newscast, including angles and number of cameras, but is not responsible for everyone working in the news department. **Option C is incorrect** because a chief engineer focuses on the maintenance and proper functioning of the equipment involved in television production. **Option D is incorrect** because on-air talent refers to the people in front of the camera, such as newscasters. Back to Question
11	004	A	**Option A is correct** because the magic bullet effect directly refers to a theory substantiating the strong effects of the media during the referenced time period. **Option B is incorrect** because the barbell effect refers to a phenomenon in the business world. **Option C is incorrect** because the halo effect refers to a theory surrounding consumer bias. **Option D is incorrect** because the straw man effect refers to a specific strategy of argumentation that is often considered a logical fallacy. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
12	004	D	**Option D is correct** because the concept of framing refers to the manner in which the media focuses on specific news items and shapes their coverage of those items accordingly. **Option A is incorrect** because invalidation refers to how a news outlet discounts a position or a news story within its coverage. **Option B is incorrect** because streamlining refers to the editing or omission of certain details in order to simplify a topic for broadcast. **Option C is incorrect** because a schema refers to how an audience perceives a message, which is not the same as the stance taken by the media on a news story or the steps taken by the media to shape a message in a particular way. Back to Question
13	005	A	**Option A is correct** because Justice Holmes, writing for the unanimous United States Supreme Court in the case, asserted that "the most stringent protection of free speech would not protect a man falsely shouting fire in a theater and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger. . . ." **Options B, C and D are incorrect** because the saying does not originate from these. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
14	006	A, D	**Options A and D are correct** because the act of smiling is a form of nonverbal communication, and the speaker is adapting to the audience of dentists with the joke about teeth. **Option B is incorrect** because outlining occurs during the writing process, before the performance takes place. **Option C is incorrect** because the scenario does not describe the speaker's repetition of an initial sound in a series of words. **Option E is incorrect** because vocal variety is achieved by varying the voice pitch, tone, pace and volume while speaking. Back to Question
15	006	D, E	**Options D and E are correct** because people should acknowledge that they filter all messages through their own experiences and that those experiences affect their ability to listen effectively. Listeners can and should use the additional time the process of comprehension grants them to ensure that they achieve as full an understanding as possible of the sender's message. **Option A is incorrect** because hearing is a physical process and listening is a mental process. **Option B is incorrect** because people must work to develop appropriate listening strategies. **Option C is incorrect** because listening is a mental process whereby listeners must provide feedback through verbal or nonverbal actions to demonstrate that they have understood a message. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
16	006	D	**Option D is the correct** answer because listening is an interactive meaning-making process that requires all four of the listed behaviors in order to be effective. **Option A is incorrect** because it does not account for the verbal component in the listed behaviors. **Option B is incorrect** because the behaviors listed constitute only a small part of an interpersonal relationship and thus are not a fully accurate depiction of one. **Option C is incorrect** because acquiring messages from an audience is not necessarily part of the speech-building process. Back to Question
17	007	C	**Option C is correct** because a process implies a temporal description, which a sequential organization will provide. **Option A is incorrect** because topical organization does not imply a particular order; it only discusses different aspects of recycling. **Option B is incorrect** because problem-solution organization is unique to persuasive speeches. **Option D is incorrect** because the description of a process only includes a set of steps; it does not argue why an action causes a particular response. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
18	007	C	**Option C is correct** because speakers use metaphors to clarify the meaning of ideas since metaphors help make abstract concepts more accessible by appealing to the senses. **Option A is incorrect** because although delivery may support the emphasis of a main idea, it cannot clarify a main idea. **Option B is incorrect** because signposts signal transitions between main ideas instead of clarifying them. **Option D is incorrect** because rhetorical questions usually serve as introductions or transitions instead of enhancing the clarity of main ideas. Back to Question
19	007	A	**Option A is correct** because the goal of inspiring the audience provides a specific purpose and hoped-for outcome for the speech. **Option B is incorrect** because focusing on chess as a worthwhile hobby excludes the winning of a state championship from the speech's context. **Options C and D are incorrect** because they focus on specific elements of a team's success rather than on the team itself. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
20	007	D	**Option D is correct** because the speaker is indicating what the topic or general subject matter of the speech will be. **Option A is incorrect** because the speaker has not revealed any specific ideas, just the topic of the speech. **Option B is incorrect** because the speaker is not outlining the approach that will be taken regarding the subject matter of the speech. **Option C is incorrect** because the speaker is not presenting in detail the principal contents of the speech, which would most likely include the steps that need to be taken in order to weave a rug. Back to Question
21	008	C	**Option C is correct** because pathos is an emotional appeal; in this case, the student is using emotion-laden language—"a decaying world"—in an attempt to arouse the judge's emotions and affect his or her decision. **Option A is incorrect** because the argument does not contain inartistic proofs (e.g., facts, examples, statistics) to appeal to the judge's sense of logic. **Option B is incorrect** because neither the scenario nor the debater's words suggest that the credibility, expertise, or authority of the debater is at stake. **Option D is incorrect** because the student is not moving from a serious argument to a trivial one. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
22	008	A	**Option A is correct** because in a cross-examination debate, the second negative constructive speech is followed by the first negative rebuttal speech. **Option B is incorrect** because a Lincoln-Douglas debate consists of a single person on each side of the resolution, and each debater takes turns. **Option C is incorrect** because in a public forum debate, the pro and con sides take turns throughout the round. **Option D is incorrect** because after the authorship speech, a congressional debate alternates speeches in support of and in negation of the proposition. Back to Question
23	008	C	**Option C is correct** because the recency effect, a type of serial position effect, describes a situation in which items at the end of a list of information, such as the arguments presented in a speech, are more likely to be recalled than those in the middle. **Option A is incorrect** because although the primacy effect is also a kind of serial position effect, it describes the same situation with respect to the beginning, not the end, of a list. **Option B is incorrect** because a halo effect describes a cognitive bias in which an observer has a positive disposition toward something based on liking one aspect of it. **Option D is incorrect** because motivated sequence describes a technique for organizing persuasive speeches but does not concern the serial position effect described. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
24	009	B	**Option B is correct** because oral interpreters use symbolic movements to communicate physical actions that would be more elaborate in a theater performance. **Option A is incorrect** because interpreters use specific texts that they have prepared instead of creating scenes without preparation. **Option C is incorrect** because interpreters combine elements of acting and public speaking. **Option D is incorrect** because interpreters may play a number of different characters in the same performance according to the demands of the text. Back to Question
25	009	A, C, D	**Options A, C and D are correct** because oral interpretation is based on limited movement with few or no costumes or hand props; the interpretation can bring many different forms of literature to life and can be read from a lectern. However, stage actors become their characters based on a playwright's dramatic script and do not generally use a lectern. **Option B is incorrect** because nothing theoretically keeps either stage actors or oral interpreters from focusing on each other or on audience members (i.e., both groups can use all of the various kinds of focus). **Option E is incorrect** because both actors and group oral interpreters may participate in choral speaking according to a playwright's stage directions or a director's interpretation of the text. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
26	010	A	**Option A is correct** because during encoding, a person may choose from a wide variety of verbal, paraverbal, and nonverbal symbols to create a message. **Option B is incorrect** because decoding occurs when a person receives a message; the firefighter in the scenario is sending a message. **Option C is incorrect** because the firefighter is encoding and sending a message, not receiving a message. **Option D is incorrect** because the firefighter is attempting to enhance communication, and interference implies a decrease in communication. Back to Question
27	011	B	**Option B is correct** because social groups are often formed through a sense of unity derived from the mutual interests of their members. **Options A and C are incorrect** because task groups and committees are formed — often by a leader — to achieve an organizational goal. **Option D is incorrect** because a delegation's primary goal is to reach out to another person or group. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
28	011	D	**Option D is correct** because groupthink is caused by members underestimating the group's task and reaching consensus without an appropriate amount of discussion. A devil's advocate pushes the group to address issues that may need to be resolved but that have not been raised or that have not been discussed thoroughly enough from a variety of perspectives. **Option A is incorrect** because a devil's advocate deliberately causes conflict in a group. **Option B is incorrect** because a devil's advocate may increase tension in a group. **Option C is incorrect** because group cohesion is a positive social process that must occur before groupthink; a devil's advocate's goal is not to decrease group cohesion but rather to question the group's final decisions. Back to Question
29	012	D	**Option D is correct** because an evaluation as an educational tool should be balanced, incorporating both positive and negative comments. **Option A is incorrect** because focusing only on recurring weaknesses does not provide a balanced assessment. **Option B is incorrect** because focusing only on weaknesses may decrease the student's self-esteem and does not advance the goal of providing balanced criticism. **Option C is incorrect** because focusing only on student strengths gives the student a false sense of accomplishment and skews the student's perception of the performance. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
30	012	C	**Option C is correct** because training in effective and respectful discussion practices should always precede a discussion of a controversial subject like the one described here; without such practices and techniques, the discussion will likely be ineffective and counterproductive. **Option A is incorrect** because planning ahead and providing goals help students succeed. **Options B and D are incorrect** because effective group discussions thrive on student responses to questions, open-ended questions, and the application of learned concepts to various situations. Back to Question
31	013	A	**Option A is correct** because practicing before an audience assists students in familiarizing themselves with an actual speaking situation and thus decreases performance anxiety. **Option B is incorrect** because extemporaneous speeches are based on outlines, so reading an entire speech does not replicate the performance situation. **Option C is incorrect** because extemporaneous speeches are based on outlines instead of memorization, so a memorized speech would not replicate the performance situation. **Option D is incorrect** because audience members cannot accurately identify times when speakers are uncomfortable, and this information would not serve to decrease a student's own anxiety. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
32	013	C	**Option C is correct** because the focus on audience responses will illuminate the media's impact on society, especially within the context of conservative versus liberal media coverage. **Option A is incorrect** because merely watching the news and analyzing reported stories will not reveal the media's impact on society. **Option B is incorrect** because presidential popularity polls are influenced by sources other than the media. **Option D is incorrect** because broadcast programming decisions are determined by viewership and popularity rather than by the impact of the media on society. Back to Question
33	014	B	**Option B is correct** because cognitive dissonance theory outlines ways of creating emotional tension and then giving audience members strategies to decrease that tension. **Option A is incorrect** because the elaboration-likelihood model emphasizes changes in attitudes toward objects or people, not seeking balance. **Option C is incorrect** because the narrative paradigm views persuasion through a descriptive lens based on storytelling, not through the restoration of balance. **Option D is incorrect** because social judgment theory describes persuasion as depending on the receiver's preexisting attitudes rather than his or her desire to restore balance. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
34	014	D	**Option D is correct** because critical listening involves the analysis of arguments. **Option A is incorrect** because listening for enjoyment entails listening that supports or changes emotions. **Option B is incorrect** because the student listeners are not necessarily expected to become emotionally affected by the speakers' messages. **Option C is incorrect** because the student listeners are not instructed to summarize the arguments and repeat them to the speakers. Back to Question
35	015	D	**Option D is correct** because a speaker should choose the best available means to form an argument regardless of its formality. **Option A is incorrect** because any argument may use pathos, not just a formal argument; also, using only pathos may not be appropriate when other means are available and suitable. **Option B is incorrect** because pathos may also be important in formal argument. **Option C is incorrect** because speakers should not simply use all three persuasive modes uncritically. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
36	015	C	**Option C is correct** because all research extends from the understanding, analysis, and definition of descriptive terms and objects of evaluation in the proposition. **Option A is incorrect** because value debate does not advocate a plan; policy debate advocates a plan. **Option B is incorrect** because the choice of values and criteria extends from a discussion of terms in the resolution. **Option D is incorrect** because arguments on each side are circumscribed by the discussion of terms in the resolution. Back to Question
37	015	A	**Option A is correct** because debaters are expected to be able to provide all information required, including full MLA or APA citations as well as the qualifications of the author, for all evidence they introduce in a debate. **Option B is incorrect** because debaters are expected to deliver orally only the author's last name, source, and year of publication when they present evidence in a round. **Option C is incorrect** because in all debate events, debaters are expected to deliver source information orally. **Option D is incorrect** because if a meaningful piece of evidence is left out, it does not constitute evidence. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
38	015	C	**Option C is correct** because all topics, issues, and arguments must be flowed from the first part of the debate round and from the second part of the debate round, when it is vitally important that no new arguments are brought up. **Option A is incorrect** because if debaters do not begin taking flow until the rebuttals, it is more likely for them to allow opponents' arguments to be dropped. **Option B is incorrect** because while it is important to begin flow during the constructive speeches, flow needs to continue throughout the debate. **Option D is incorrect** because failure to flow their own arguments can result in having debaters drop some quality arguments. Back to Question
39	016	A	**Option A is correct** because paraphrasing is a particularly important and appropriate response to show that the receiver understood the message. **Option B is incorrect** because listening for further directions does not clarify the student's understanding of the teacher's message. **Option C is incorrect** because focusing solely on the minor details does not clarify the student's understanding of the directions and may not enable the student to understand the larger context of the directions. **Option D is incorrect** because if the student does not ask any questions, he or she may misunderstand the directions. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
40	016	A	**Option A is correct** because an item must be on the agenda in order to be discussed by the school board. **Option B is incorrect** because board members cannot discuss an item during the open-discussion part of the meeting. **Option C is incorrect** because members of the audience (visitors) who are not on the agenda may not speak during the regular part of the meeting. **Option D is incorrect** because individual board members cannot set the agenda without taking due process steps, such as contacting the secretary in advance to request a topic's inclusion on the agenda. Back to Question

Study Plan Sheet

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test 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 to obtain information on specific topics for study and review.

JOURNALS

Communication Education, National Communication Association. http://www.tandfonline.com/toc/rced20/current

Quarterly Journal of Speech, National Communication Association. http://www.tandfonline.com/toc/rqjs20/current

OTHER RESOURCES

Baxter, L. A. (2010). *Voicing Relationships: A Dialogic Perspective*. Thousand Oaks, Calif.: Sage.

Braithwaite, D. O., and Schrodt, P. (Eds.) (2015). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*, Second Edition. Thousand Oaks, Calif.: Sage.

Beebe, S. A., and Beebe, S. J. (2014). *Public Speaking: An Audience-Centered Approach*, Ninth Edition. New York, N.Y.: Pearson.

Beebe, S., and Masterson, J. T. (2014). *Communicating in Small Groups: Principles and Practices*, Eleventh Edition. New York, N.Y.: Pearson.

Biagi, S. (2015) *Media/Impact: An Introduction to Mass Media*. Eleventh Edition. Belmont, Calif.: Wadsworth.

DeVito, J. (2015). *The Interpersonal Communication Book*, Fourteenth Edition. New York, N.Y.: Pearson.

Dixon, N. (2010). *Readers Theatre: A Secondary Approach*. Winnipeg, Canada: Portage & Main Press.

Duck, S., and McMahan, D. T. (2015). *Communication in Everyday Life*, Second Edition. Thousand Oaks, Calif.: Sage.

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Palmer, E. (2011). *Well Spoken: Teaching Speaking to All Students.* Portland, Maine: Stenhouse.

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Simonds, C. J., and Cooper, P. J. (2010). *Communication for the Classroom Teacher*, Ninth Edition. Boston, Mass.: Allyn and Bacon.

Trenholm, S. (2014). *Thinking Through Communication*, Seventh Edition. Boston, Mass.: Allyn and Bacon.

Vangelisti, A., Daly, J., and Friedrich, G. (Eds.) (2013). *Teaching Communication: Theory, Research, and Methods*, Second Edition. New York, N.Y.: Routledge.

Wood, J. T. (2015). *Gendered Lives: Communication, Gender, and Culture*, Eleventh Edition. Boston, Mass.: Wadsworth/Cengage.

Zarefsky, D. (2014). *Public Speaking: Strategies for Success*, Seventh Edition. Boston, Mass.: Pearson.

ONLINE RESOURCES

National Communication Association — www.natcom.org

National Speech and Debate Association — www.speechanddebate.org

Texas Speech Communication Association — www.etsca.com