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**NEW YORK STATE TEACHER  
CERTIFICATION EXAMINATIONS™**

**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK**

**June 2003**

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**New York State Teacher  
Certification Examinations™**

**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK  
June 2003**

**Subarea  
(Spanish)**

	<b>Range of Objectives</b>
<b>Selected-Response</b>	
I. Foundations of Bilingual Education	0001–0005
II. Listening Comprehension in English	0006–0008
III. Listening Comprehension in the Target Language	0009–0011
IV. Reading Comprehension in the Target Language	0012–0014
<b>Constructed-Response</b>	
V. Written Expression in the Target Language	0015
VI. Oral Expression in English	0016
VII. Oral Expression in the Target Language	0017

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**Subarea  
(Languages Other Than Spanish)**

	<b>Range of Objectives</b>
<b>Selected-Response</b>	
I. Foundations of Bilingual Education	0001–0005
II. Listening Comprehension in English	0006–0008
<b>Constructed-Response</b>	
III. Listening Comprehension in the Target Language	0009–0011
IV. Reading Comprehension in the Target Language	0012–0014
V. Written Expression in the Target Language	0015
VI. Oral Expression in English	0016
VII. Oral Expression in the Target Language	0017

**NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK**

Foundations of Bilingual Education  
Listening Comprehension in English  
Listening Comprehension in the Target Language  
Reading Comprehension in the Target Language  
Written Expression in the Target Language  
Oral Expression in English  
Oral Expression in the Target Language

The New York State bilingual educator has the knowledge and skills necessary to teach effectively in English and the target language of instruction in New York State public schools. The bilingual teacher understands the foundations of bilingual education, including the processes of first- and second-language acquisition and learning, models/methodologies of bilingual education, and the legal requirements and professional expectations related to bilingual education. The bilingual teacher understands that language reflects a body of shared values and assumptions that constitutes a distinctive culture. Finally, the bilingual teacher is proficient in the target language and in English, using both languages to interpret a variety of spoken messages and written texts and to communicate effectively in speech and in writing.

**BILINGUAL EDUCATION ASSESSMENTS  
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**SUBAREA I—FOUNDATIONS OF BILINGUAL EDUCATION**

**0001 Understand the foundations of bilingual education and current requirements and expectations associated with teaching students in bilingual education programs in New York.**

For example:

- demonstrating knowledge of the philosophical, theoretical, and research bases for bilingual education; the roles of bilingual teachers; and the expectations of students, families, schools, and communities
- analyzing the historical background of bilingual education in the United States (e.g., historical, demographic, and political contexts that have influenced and shaped the development of bilingual education; federal legislation and court cases that have affected bilingual education and bilingual education programs)
- demonstrating knowledge of the characteristics, goals, benefits, and limitations of various types of bilingual education models/programs (e.g., submersion, dual-language/two-way bilingual, structured immersion, transitional, developmental, maintenance, early-exit, late-exit); research findings of the effectiveness of various models of bilingual education; and features that distinguish additive vs. subtractive bilingual education programs
- identifying current requirements, laws, and guidelines related to bilingual education programs (e.g., the New York State Learning Standards for students in native-language and English language arts, ESL, and other content areas; requirements for bilingual education program entry and exit; No Child Left Behind Act, Title III; CR Part 154)
- demonstrating an understanding of effective methods for providing school staff, parents or guardians, and community members with information related to bilingual education programs (e.g., the rationale for bilingual education programs, aspects and benefits of bilingualism)

**BILINGUAL EDUCATION ASSESSMENTS  
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**0002 Understand theories, stages, concepts, and processes of first- and second-language acquisition and learning.**

For example:

- demonstrating knowledge of theories/models of first- and second-language acquisition (e.g., behaviorist, cognitive, interactionist) and milestones/characteristics associated with various stages of first- and second-language acquisition (e.g., pre-production stage, early production stage, speech emergence stage, intermediate fluency stage)
- demonstrating knowledge of concepts related to second-language acquisition and learning (e.g., interlanguage, comprehensible input, interference, meaningful contexts for communication, fossilization, immersion) and recognizing cognitive effects of different types of bilingualism (e.g., threshold level of bilingual proficiency)
- demonstrating an understanding of language and literacy development as an integrated process (e.g., the oral foundations of reading, the reading/writing connection), the interrelatedness and interdependence of first- and second-language acquisition, and concepts and processes related to the transfer of language and literacy skills from the first language to a second language

**0003 Understand cognitive, affective, and social factors that affect second-language acquisition and learning.**

For example:

- recognizing cognitive processes (e.g., memorization, categorization, generalization, self-monitoring) involved in synthesizing and internalizing language rules for second-language acquisition, the roles of problem solving and adaptive behaviors in language development, issues and concepts related to a student's age (e.g., cognitive development, critical period, lateralization), and the influence of cognitive styles and prior learning on second-language acquisition
- analyzing the influence of affective factors (e.g., motivation, attitudes, anxiety, self-esteem, inhibition, family and peer attitudes) and personality factors (e.g., individual learning style, emotional filters) on second-language acquisition and learning
- demonstrating knowledge of issues and concepts related to socio-linguistics (e.g., language registers, dialects, code switching, Creole languages, features of speech communities), concepts related to language contact (e.g., language maintenance, language shift, language loss, language diffusion), and other social factors affecting language acquisition (e.g., a student's academic background and home/school/community environment; status of a student's home language and dialect)

**BILINGUAL EDUCATION ASSESSMENTS  
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**0004 Understand issues and concepts related to culture and cultural diversity, and the influence of culture on language learning.**

For example:

- demonstrating knowledge of terms, definitions, and concepts associated with culture and cultural diversity (e.g., cultural relativism, transmission, and universalism; cross-cultural interactions; intragroup vs. intergroup similarities and differences) and an understanding of the benefits of multilingualism and multiculturalism in a global society
- demonstrating an understanding of the characteristics of various processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism, multiculturalism) and the role these processes play in various models of bilingual education (e.g., by promoting additive or subtractive bilingualism/biculturalism)
- recognizing the influence of culture on learning style and perceptions of space, distance, and time; cultural differences in nonverbal communication and discourse structures (e.g., greetings, conversation, jokes); characteristics and effects of culture shock; and ways these and other sociocultural factors may affect second-language acquisition and may facilitate or impede cross-cultural communication
- analyzing issues and practices related to the provision of culturally responsive instruction in the bilingual classroom (e.g., respecting the home language/dialect, using students' first language and culture to promote language and literacy development and content-area learning) and recognizing factors that promote biliteracy

**BILINGUAL EDUCATION ASSESSMENTS  
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**0005 Understand issues, concepts, and methods related to language development, content-area learning, and language assessment in the bilingual education classroom.**

For example:

- demonstrating knowledge of the theoretical bases for and characteristics, benefits, and limitations of various methods or techniques used to promote students' first- and second-language (ESL) development (e.g., Natural Approach, Communicative Approach, Total Physical Response, constructivist approaches, content-based approaches, thematic approaches)
- demonstrating knowledge of issues and concepts related to the integration of language development and content-area learning in the bilingual classroom (e.g., basic interpersonal communication skills vs. cognitive-academic language proficiency, development of cognitive-academic language in the native language and English, native language use, English language use, language modification without simplification, cultural/multicultural perspectives)
- identifying features of methods and strategies used to promote bilingual students' literacy development in the native language and in English (e.g., language experience approach; strategies for developing students' phonemic awareness skills, decoding skills, and comprehension strategies; whole language approach)
- identifying features of methods, strategies, and materials used to promote bilingual students' language development and content-area learning in the native language and English (e.g., preview-review; scaffolding; contextualization; language modification; paraphrase and repetition; use of media, realia, manipulatives, graphic organizers, and other modalities; appropriate questioning techniques for English language learners; use of an additive cultural approach; other ESL methodologies)
- demonstrating an understanding of issues surrounding late-entry students and students with interrupted or non-equivalent formal schooling and how to modify the curriculum for these students to maximize the learning experience
- demonstrating knowledge of issues and concepts related to language assessment (e.g., procedures related to initial identification, assessment, placement, and eventual redesignation/reclassification of bilingual students; levels of and interrelationships among a student's language proficiency, literacy development, and academic development in the native language and English; consideration of bias issues)



**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK**

**SUBAREA II—LISTENING COMPREHENSION IN ENGLISH**

**0006 Demonstrate literal comprehension of oral messages in English.**

For example:

- identifying the main idea or recalling details in a variety of listening situations (e.g., dialogue, monologue, school announcement)
- identifying the sequence of steps described in a set of oral directions
- choosing an appropriate response to a question or comment likely to be encountered in a social or professional situation

**0007 Infer meaning from oral communications in English.**

For example:

- interpreting a commonly used idiomatic expression in context
- paraphrasing an oral message
- drawing conclusions from stated facts
- determining the intent of an oral message

**0008 Apply skills of critical analysis to oral communications in English.**

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing the social context of a spoken exchange (e.g., a meeting of school staff) or the relationship between speakers
- assessing the sufficiency of information in an oral message

**SUBAREA III—LISTENING COMPREHENSION IN THE TARGET LANGUAGE**

**0009 Demonstrate literal comprehension of oral messages in the target language.**

For example:

- identifying the main idea or recalling details in a variety of listening situations (e.g., dialogue, monologue, school announcement)
- identifying the sequence of steps described in a set of oral directions
- choosing an appropriate response to a question or comment likely to be encountered in a social or professional situation

**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK**

**0010 Infer meaning from oral communications in the target language.**

For example:

- interpreting a commonly used idiomatic expression in context
- paraphrasing an oral message
- drawing conclusions from stated facts
- determining the intent of an oral message

**0011 Apply skills of critical analysis to oral communications in the target language.**

For example:

- characterizing the tone, mood, or point of view of one or more speakers
- analyzing the social context of a spoken exchange (e.g., a meeting of school staff) or the relationship between speakers
- assessing the sufficiency of information in an oral message

**SUBAREA IV—READING COMPREHENSION IN THE TARGET LANGUAGE**

**0012 Understand the literal content of a variety of materials written in the target language.**

For example:

- determining the stated main idea or an accurate summary of a letter from a parent
- following directions required to complete a questionnaire or application form
- establishing the sequence of events from a newspaper account
- determining the meaning of selected vocabulary embedded in text

**0013 Apply skills of inference and interpretation to a variety of materials written in the target language.**

For example:

- discerning implied cause-and-effect relationships in a passage from text
- inferring a writer's assumptions, purpose, or point of view in an editorial
- drawing conclusions or making generalizations based on stated facts or rhetorical devices
- utilizing information presented in a passage to predict outcomes

**BILINGUAL EDUCATION ASSESSMENTS  
TEST FRAMEWORK**

**0014 Apply skills of critical analysis to a variety of materials written in the target language.**

For example:

- characterizing the tone, mood, or point of view in a passage
- interpreting figurative language (e.g., metaphors, similes) in a literary passage
- interpreting an analogy
- analyzing two conflicting points of view on a given issue

**SUBAREA V—WRITTEN EXPRESSION IN THE TARGET LANGUAGE**

**0015 Write a well-organized passage of moderate length (appropriate to the language) that is syntactically correct and appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively.**

For example:

- writing a letter to parents or guardians explaining an important goal of bilingual education
- writing an account to a prospective employer describing the reasoning behind a professional or educational decision
- writing a letter of thanks to a volunteer from the target language community who has made a presentation to a class

**SUBAREA VI—ORAL EXPRESSION IN ENGLISH**

**0016 In response to a prompt, construct connected oral discourse in English that communicates a message effectively and demonstrates a command of vocabulary and syntax appropriate to an educational setting.**

For example:

- narrating an event
- discussing advantages and disadvantages of an idea or proposed course of action (e.g., a change in the school schedule or curriculum)
- responding to a hypothetical situation (e.g., a parent's need for help in communicating with the school administration) by describing events or circumstances or proposing a solution to a problem

**BILINGUAL EDUCATION ASSESSMENTS  
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**SUBAREA VII—ORAL EXPRESSION IN THE TARGET LANGUAGE**

**0017** In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates a command of vocabulary and syntax appropriate to an educational setting.

For example:

- narrating an event
- discussing advantages and disadvantages of an idea or proposed course of action (e.g., deciding whether to pursue postgraduate education)
- responding to a hypothetical situation (e.g., a student's becoming ill during the school day) by describing events or circumstances or by proposing a solution to a problem