
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

BILINGUAL EDUCATION ASSESSMENTS TEST DESIGN AND FRAMEWORK

July 2021

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

BILINGUAL EDUCATION ASSESSMENTS TEST DESIGN

This test consists of selected-response items measuring knowledge of content, knowledge of content-specific pedagogy, and proficiency in English (interpretive listening) and in the target language of instruction (interpretive listening and interpretive reading). In addition, the test contains three constructed-response items measuring speaking proficiency in English and in the target language of instruction, as well as writing proficiency in the target language of instruction. The constructed-response items consist of two prompts that require candidates to record a spoken response (one in English and one in the target language of instruction), and one prompt that requires candidates to respond in writing in the target language of instruction.

The selected-response items count for 66% of the total test score and the constructed-response items count for 34% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response items is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of a response time up to 135 minutes.
- The Presentational Writing constructed-response item in the target language of instruction is designed with the expectation of a response time up to 40 minutes.
- The Presentational Speaking constructed-response items are designed with the expectation of a response time up to 10 minutes each (one in English and one in the target language of instruction), including preparation time.

Further information regarding the content of each competency can be found in the test framework.

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**BILINGUAL EDUCATION ASSESSMENTS
TEST DESIGN**

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Bilingual Education: Knowledge of Content	18–20	18%	--	--
0002 Foundations of Bilingual Education: Knowledge of Pedagogy	13–15	14%	--	--
0003 Interpretive Listening: English	10–12	10%	--	--
0004 Interpretive Listening: Target Language	12–13	12%	--	--
0005 Interpretive Reading: Target Language	12–13	12%	--	--
0006 Presentational Writing: Target Language	--	--	1	12%
0007 Presentational Speaking: English	--	--	1	10%
0008 Presentational Speaking: Target Language	--	--	1	12%
Total	70	66%	3	34%

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

BILINGUAL EDUCATION ASSESSMENTS

TEST FRAMEWORK

Foundations of Bilingual Education: Knowledge of Content
Foundations of Bilingual Education: Knowledge of Pedagogy
Interpretive Listening: English
Interpretive Listening: Target Language
Interpretive Reading: Target Language
Presentational Writing: Target Language
Presentational Speaking: English
Presentational Speaking: Target Language

The New York State bilingual education teacher has the content knowledge and skills necessary to teach effectively in New York State public schools. The bilingual education teacher possesses the skills in listening, reading, writing, and speaking, in English and in the target language, that are the foundation for purposeful and creative expression in language. As a listener, reader, writer, and speaker of English and the target language, the bilingual education teacher serves as a fluent language model for bilingual education students.

In English and in the target language, the bilingual education teacher is an active listener and a confident speaker who interprets spoken messages thoughtfully and expresses ideas clearly while demonstrating awareness and mindfulness of audience, task, and social and cultural context. The bilingual education teacher is a proficient reader of both languages who actively engages with high-quality informational and literary texts in order to build knowledge, enlarge experiences, and broaden worldviews. The bilingual education teacher is a skilled writer who carefully considers task, purpose, audience, and social and cultural context when choosing words, information, structures, and formats to produce complex writing in both languages.

The bilingual education teacher possesses the pedagogical content knowledge—including knowledge of language acquisition theories and foundations of biliteracy, knowledge of students, knowledge of curricula, knowledge of successful culturally responsive-sustaining research- and evidence-based instructional strategies, and knowledge of assessment—necessary to provide effective instruction that promotes bilingual education students' bilingualism/biliteracy and their achievement of grade-level content-area learning standards.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving student outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to instructional methods and strategies derived from or informed by objective evidence, such as educational research, and findings from scholarly synthesis of studies on instruction empirically shown to improve student outcomes. The terms "teacher" and "educator" refer to all professionals who teach multilingual learners and English Language Learners directly or indirectly, including teachers, teacher assistants, school tutors, librarians, school specialists, and school administrators, as well as educational community workers and advocates, policy makers, teacher candidates, and teacher educators.

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

**COMPETENCY 0001—FOUNDATIONS OF BILINGUAL EDUCATION: KNOWLEDGE
OF CONTENT**

Performance Expectations

The New York State bilingual education teacher is grounded in the research foundations of the bilingual education field. The teacher understands various types of programs and models of bilingual education and their benefits and limitations. The teacher understands research-based theories of language and biliteracy development and processes involved in learning a home language and a new language. The teacher understands language systems and how features of a given language relate to features of other languages and recognizes how students' home-language knowledge and skills influence their language and literacy development in a new language. The teacher understands and appreciates the diversity among bilingual education students and applies knowledge of students' backgrounds (e.g., home-language knowledge and skills, educational background), prior experiences, cultures, assets and challenges, personal circumstances, and other funds of knowledge to facilitate their language development and academic achievement. The teacher is aware of how a variety of factors can influence learning and uses this knowledge to create effective differentiated learning experiences that meet students' individual learning goals. The teacher understands how interculturality affects bilingual education instruction and learning and uses this knowledge to create culturally responsive-sustaining instruction, classrooms, and learning environments. The teacher is aware of the role of family/caregivers and community involvement in bilingual education students' education and is able and willing to serve as a professional resource and advocate for students and their families/caregivers as well as to contribute to the professional learning of colleagues. The teacher is committed to continued learning through reflective practice and professional learning.

Performance Indicators

- a. demonstrates knowledge of characteristics of, goals of, and research on the effectiveness of various types of bilingual education models and programs (e.g., transitional bilingual education, structured immersion, dual-language bilingual education, developmental/maintenance) and knowledge of key legislation and important federal and state policies affecting bilingual education and bilingual education students (e.g., Title VII of the Elementary and Secondary Education Act of 1968 [Bilingual Education Act], New York State Commissioner's Regulations Part 154)
- b. demonstrates knowledge of current theories and research in home-language and new-language acquisition, including the importance of promoting bilingual education students' receptive and productive oracy and literacy development, the role and impact of crosslinguistic influence in/on new-language acquisition, the nature of bilingualism/multilingualism, and the importance of affirming bilingualism/biliteracy as an asset and goal for all students
- c. demonstrates knowledge of differences between social, general-academic, and discipline-specific language and the importance of promoting bilingual education students' development of language for academic purposes at the same time as they are developing basic communication skills

**BILINGUAL EDUCATION ASSESSMENTS
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- d. demonstrates knowledge of the role and importance of transference in new-language acquisition and literacy development; the influence of bilingual education students' home-language literacy and target-language oracy proficiency on their target-language literacy development; the importance of building on and developing students' background knowledge, including schemata related to specific texts, to support text comprehension; the reciprocity between decoding and encoding; and the roles of phonemic awareness, phonics, fluency, vocabulary, and text comprehension in literacy development
- e. applies knowledge of language systems (i.e., phonetics, phonology, morphology, syntax, semantics, discourse, and pragmatics) in order to identify challenging aspects of English or the target language and support bilingual education students' oracy and literacy development
- f. demonstrates knowledge of cognitive, metacognitive, and metalinguistic processes and strategies involved in learning a new language (e.g., use of generalization, self-monitoring, reflection, formulaic expressions, circumlocution, code-switching)
- g. demonstrates knowledge of bilingual education students' diverse linguistic abilities, learning strengths, challenges, interests, and experiences and the importance of considering these factors when planning instruction (i.e., instruction should be linguistically and culturally responsive-sustaining and based on an individual student's assessed strengths and learning goals, prior educational experiences, and proficiency in the language of instruction)
- h. demonstrates knowledge of English Language Learner populations as defined in New York State Commissioner's Regulations Part 154 (e.g., Newcomers, Developing English Language Learners, Long-term English Language Learners, Students with Inconsistent/Interrupted Formal Education [SIFE], English Language Learners with Disabilities, Former English Language Learners), as well as other groups of English Language Learners (e.g., heritage language speakers; gifted English Language Learners; English Language Learners with strong schooling in their home language; English Language Learners who may be multilingual, multiliterate, and multicultural), the characteristics of bilingual education students at different language and content proficiency levels, and the characteristics of bilingual education students in the process of new-language acquisition
- i. demonstrates knowledge of how to create a culturally responsive-sustaining classroom and learning environment that supports students' cultures and linguistic identities and makes use of students' funds of knowledge, including appropriate use of the home language(s), as valuable resources for teaching and learning
- j. applies knowledge of cultural differences in communication styles and effective intercultural communication techniques, including communicating in a culturally respectful and linguistically appropriate manner with students and their families/caregivers

**BILINGUAL EDUCATION ASSESSMENTS
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- k. applies knowledge of individual learner variables (e.g., age, personality, motivation, learning style); educational variables (e.g., educational background, teacher expectations, classroom environment); and social, emotional, and political variables (e.g., family/caregiver expectations, community influences, socioeconomic status, potential differential status between the languages of instruction) that may influence bilingual education students' language development and academic achievement
- l. demonstrates knowledge of how to serve as a professional resource in the school community (e.g., facilitating cooperation between school and district personnel, bilingual education students and their families/caregivers, administrators, community members, and policy makers; building the capacity of colleagues by sharing and modeling effective bilingual education techniques/practices and resources, co-teaching, and advocating for bilingual education students' full and equitable access to school resources)
- m. demonstrates knowledge of how to use self-reflection and stakeholders' feedback to inform and adjust instructional practices and professional behavior (e.g., recognizing the effects of a bilingual education teacher's prior experiences and possible biases on instructional practices, using professional reflection to identify personal strengths and challenges, demonstrating a willingness to give and receive constructive feedback to improve professional practice, conducting action research)
- n. demonstrates knowledge of how to set goals for and engage in ongoing professional learning (e.g., setting goals to enhance personal strengths and address areas for growth, formulating a professional learning plan based on recognized areas for growth, participating in professional learning opportunities, accessing and using resources of local and national professional organizations, networking with other bilingual education educators)

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

**COMPETENCY 0002—FOUNDATIONS OF BILINGUAL EDUCATION: KNOWLEDGE
OF PEDAGOGY**

Performance Expectations

The New York State bilingual education teacher is knowledgeable about and can apply the theoretical and evidential data-driven bases for instruction in the receptive and productive modalities of bilingual oracy (listening and speaking), biliteracy (reading and writing), and visual communication (viewing and visually representing). The teacher understands research- and evidence-based practices in bilingual education instruction and how to implement developmentally appropriate standards-driven differentiated instruction, with appropriate scaffolding, that engages bilingual education students at various proficiency levels in language and content learning. The teacher understands and uses a variety of culturally responsive-sustaining assessments, scaffolds, and instructional resources that are appropriate for the teaching and learning process of bilingual education students. The teacher understands the characteristics of an effective, culturally responsive-sustaining learning environment that supports bilingual education students' achievement and growth.

Performance Indicators

- a. demonstrates knowledge of how to establish goals and expectations for bilingual education students that are aligned with relevant learning standards for language development and content learning and allow for multiple pathways to achievement
- b. applies knowledge of culturally responsive-sustaining research- and evidence-based principles of effective literacy instruction, including the role of ongoing formative assessment in planning literacy instruction for bilingual education students; the importance of providing explicit, data-driven instruction in key components of reading (i.e., comprehension, phonemic awareness, phonics, fluency, and vocabulary development), as appropriate, to promote bilingual education students' beginning and ongoing reading development; and the importance of integrating receptive and productive oracy and literacy instructional activities to support bilingual education students' comprehension of academic texts
- c. demonstrates knowledge of New York State academic learning standards and applies knowledge of culturally responsive-sustaining research- and evidence-based methods and resources for developing bilingual education students' general-academic and discipline-specific language and literacy skills in language arts, mathematics, social studies, science, and technical subjects and for scaffolding bilingual education students' content-area learning at various grade levels and levels of language proficiency
- d. applies knowledge of the interdependence of language learning and content learning and of culturally responsive-sustaining research- and evidence-based methods and resources for integrating language and content objectives in instruction for bilingual education students
- e. demonstrates knowledge of discipline-specific and interdisciplinary features of academic discourse and academic language (e.g., discourse complexity, language forms and conventions, vocabulary usage) used within and across various content areas (e.g., language arts, mathematics, science, social studies, technical subjects)

**BILINGUAL EDUCATION ASSESSMENTS
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- f. applies knowledge of culturally responsive-sustaining research- and evidence-based methods and resources for making subject matter accessible and comprehensible to bilingual education students (e.g., using realia and visuals, providing comprehensible input, modifying language without simplifying content, checking student comprehension frequently, creating opportunities for students to use their home and target languages and self-directed learning)
- g. applies knowledge of culturally responsive-sustaining research- and evidence-based methods and resources for designing inclusive instruction and learning environments that connect bilingual education students' prior understanding and experiences to new knowledge
- h. applies knowledge of culturally responsive-sustaining research- and evidence-based methods and resources for supporting bilingual education students' content-area learning through scaffolding, such as verbal scaffolding (e.g., prompting, questioning, elaborating), procedural scaffolding (e.g., explicit teaching, modeling, providing opportunities for independent practice and application), metacognitive scaffolding (e.g., planning, regulating, evaluating), visual scaffolding, and instructional scaffolding (e.g., using graphic organizers)
- i. applies knowledge of culturally responsive-sustaining research- and evidence-based methods and resources for connecting concepts across disciplines and engaging bilingual education students in critical and innovative thinking and collaborative problem solving related to real-world contexts
- j. demonstrates knowledge of principles of assessment, including types of assessments (e.g., entry, formative, and summative assessments; norm- and criterion-referenced assessments; language proficiency assessments; curriculum-based and standardized assessments; authentic assessments; performance-based assessments such as portfolios; self- and peer-assessments) and purposes of assessments (e.g., evaluation of language proficiency, evaluation of academic achievement, screening for possible giftedness or disability, program evaluation) as used in bilingual education programs and classrooms in New York State and applies such knowledge appropriately in the teaching and learning process
- k. applies knowledge of assessment instruments and techniques for assessing bilingual education students' discipline-specific language and literacy development and content-area learning (e.g., pre-assessments, formative assessments, assessments in the language of instruction, bilingual education teacher-created assessments, summative assessments, performance-based assessments, and project-based assessments; standardized achievement tests), including test adaptation techniques and testing accommodations (e.g., providing time extension, allowing bilingual dictionaries and/or glossaries), to plan instruction and interventions that support bilingual education students' language development and content-area achievement

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

COMPETENCY 0003—INTERPRETIVE LISTENING: ENGLISH

Performance Expectations

The New York State bilingual education teacher applies literal and inferential comprehension and critical listening skills and knowledge of the linguistic structures and sociolinguistic conventions of English to understand and obtain information from a variety of spoken messages in authentic social, educational, or professional contexts or situations (e.g., conversations, interviews, news, telephone messages, classroom exchanges, announcements, lectures, radio broadcasts, videos, podcasts). In interpreting spoken messages, the teacher demonstrates understanding of the perspectives that underlie the products and practices of English-speaking cultures. The teacher demonstrates listening skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea, sequence of steps, stated cause and effect, significant social or cultural details) in a spoken message
- b. demonstrates understanding of the use of register and sociolinguistic conventions in a variety of formal and informal contexts or situations
- c. determines the meaning and nuances of words and phrases as they are used in spoken messages, including commonly used idiomatic expressions, figurative language, and common colloquial and culturally authentic expressions
- d. recognizes greetings, questions, exchanges, or commands likely to be used in a social, educational, or professional context or situation
- e. chooses an appropriate response to a question or comment likely to be encountered in a social, educational, or professional context or situation
- f. demonstrates the ability to discern and summarize a speaker's key ideas in a spoken message and evaluate the speaker's use of reasoning and evidence in presenting these ideas
- g. makes inferences or draws conclusions based on the context, situation, and information given in a spoken message (e.g., infers the relationship between speakers, infers the tone of a speaker or spoken message, determines the audience of a spoken message, predicts the outcome of a situation described in a spoken message)
- h. determines an assumption, an intent, a perspective, or a point of view by analyzing the communicative strategies and social and cultural contexts of a spoken message

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

COMPETENCY 0004—INTERPRETIVE LISTENING: TARGET LANGUAGE

Performance Expectations

The New York State bilingual education teacher applies literal and inferential comprehension and critical listening skills and knowledge of the linguistic structures and sociolinguistic conventions of the target language to understand and obtain information from a variety of spoken messages in authentic social, educational, or professional contexts or situations (e.g., conversations, interviews, news, telephone messages, classroom exchanges, announcements, lectures, radio broadcasts, videos, podcasts). In interpreting spoken messages, the teacher demonstrates understanding of the perspectives that underlie the products and practices of target-language-speaking cultures. The teacher demonstrates listening skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea, sequence of steps, stated cause and effect, significant social or cultural details) in a spoken message
- b. demonstrates understanding of the use of register and sociolinguistic conventions in a variety of formal and informal contexts or situations
- c. determines the meaning and nuances of words and phrases as they are used in spoken messages, including commonly used idiomatic expressions, figurative language, and common colloquial and culturally authentic expressions
- d. recognizes greetings, questions, exchanges, or commands likely to be used in a social, educational, or professional context or situation
- e. chooses an appropriate response to a question or comment likely to be encountered in a social, educational, or professional context or situation
- f. demonstrates the ability to discern and summarize a speaker's key ideas in a spoken message and evaluate the speaker's use of reasoning and evidence in presenting these ideas
- g. makes inferences or draws conclusions based on the context, situation, and information given in a spoken message (e.g., infers the relationship between speakers, infers the tone of a speaker or spoken message, determines the audience of a spoken message, predicts the outcome of a situation described in a spoken message)
- h. determines an assumption, an intent, a perspective, or a point of view by analyzing the communicative strategies and social and cultural contexts of a spoken message

**BILINGUAL EDUCATION ASSESSMENTS
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COMPETENCY 0005—INTERPRETIVE READING: TARGET LANGUAGE

Performance Expectations

The New York State bilingual education teacher applies literal and inferential comprehension and critical reading skills and knowledge of the linguistic structures and sociolinguistic conventions of the target language to understand and obtain information from a variety of authentic texts (e.g., e-mails, letters, text messages, brochures, newspaper articles, essays, informational and literary texts, textbooks, websites). In interpreting texts, the teacher demonstrates understanding of the perspectives that underlie the products and practices of target-language-speaking cultures. The teacher demonstrates reading skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea, sequence of steps, stated cause and effect, significant social or cultural details) in a text
- b. determines the meaning of words and phrases as they are used in texts, including distinguishing between nuances of meaning, understanding idiomatic expressions and commonly used figurative language, and understanding key terms and domain-specific words and phrases within the context of the text
- c. summarizes or paraphrases the theme(s) or central idea(s) in a text
- d. draws logical inferences or conclusions based on the context, situation, and information given in a text (e.g., infers the tone an author uses in a text, determines the audience of a text, predicts the outcome of a situation described in a text) and identifies evidence to support inferences drawn from the text
- e. analyzes the communicative strategies and the social and cultural contexts of a text to determine an assumption, an intent, a perspective, or a point of view in the text, including how the author's point of view or purpose shapes the content and style of a text
- f. analyzes the structure of an argument, the validity of reasoning, and the sufficiency and reliability of evidence presented in support of an argument in a text

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

COMPETENCY 0006—PRESENTATIONAL WRITING: TARGET LANGUAGE

Performance Expectations

The New York State bilingual education teacher applies effective writing techniques and knowledge of target-language structures, mechanical conventions, narrative time frames, register, and culturally and contextually appropriate vocabulary and idioms to compose a coherent, well-organized response to a prompt about an educational context or situation. In composing the response, the teacher carefully considers task, purpose, audience, and context or situation and, as appropriate, demonstrates understanding of the perspectives that underlie the products and practices of target-language-speaking cultures. The teacher demonstrates presentational writing skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. composes a logically sequenced, coherent, and effective written response to a prompt about an educational context or situation
- b. evaluates the given task, purpose, audience, context, or situation to determine appropriate language, style, and social and cultural writing conventions
- c. introduces and supports ideas and opinions with relevant details and examples
- d. develops a conclusion that follows from and supports ideas presented in the composition
- e. uses a range of narrative time frames, sentence structures, cohesive devices, and precise and accurate academic and domain-specific vocabulary and idioms to effectively express ideas in the target language
- f. applies knowledge of the conventions of grammar, orthography, punctuation, and other mechanics of the target language

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

COMPETENCY 0007—PRESENTATIONAL SPEAKING: ENGLISH

Performance Expectations

The New York State bilingual education teacher applies effective speaking skills and knowledge of English-language structures, narrative time frames, culturally and contextually appropriate vocabulary and idioms, and sociolinguistic conventions to deliver a spoken response to a prompt about an educational context or situation. In preparing the oral response, the teacher carefully considers task, purpose, audience, and context or situation and, as appropriate, demonstrates understanding of the perspectives that underlie the products and practices of English-speaking cultures. The teacher demonstrates presentational speaking skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. delivers a logically sequenced, coherent, and effective spoken response to a prompt about an educational context or situation
- b. evaluates the given task, purpose, audience, context, or situation to determine appropriate language, style, and sociolinguistic speaking conventions
- c. integrates new ideas, information, personal experience, and knowledge of language and culture to address problems and support ideas and opinions with relevant details and examples
- d. uses a range of narrative time frames, sentence structures, cohesive devices, and accurate social and academic vocabulary and idioms to effectively express ideas in English as appropriate
- e. maintains a flow of speech, with few nonproductive hesitations or pauses
- f. demonstrates intelligible and clear pronunciation and intonation as appropriate

**BILINGUAL EDUCATION ASSESSMENTS
TEST FRAMEWORK**

COMPETENCY 0008—PRESENTATIONAL SPEAKING: TARGET LANGUAGE

Performance Expectations

The New York State bilingual education teacher applies effective speaking skills and knowledge of target-language structures, narrative time frames, culturally and contextually appropriate vocabulary and idioms, and sociolinguistic conventions to deliver a spoken response to a prompt about an educational context or situation. In preparing the oral response, the teacher carefully considers task, purpose, audience, and context or situation and, as appropriate, demonstrates understanding of the perspectives that underlie the products and practices of target-language-speaking cultures. The teacher demonstrates presentational speaking skills at the "Advanced Low" level or higher according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

Performance Indicators

- a. delivers a logically sequenced, coherent, and effective spoken response to a prompt about an educational context or situation
- b. evaluates the given task, purpose, audience, context, or situation to determine appropriate language, style, and sociolinguistic speaking conventions
- c. integrates new ideas, information, personal experience, and knowledge of language and culture to address problems and support ideas and opinions with relevant details and examples
- d. uses a range of narrative time frames, sentence structures, cohesive devices, and accurate social and academic vocabulary and idioms to effectively express ideas in the target language as appropriate
- e. maintains a flow of speech, with few nonproductive hesitations or pauses
- f. demonstrates intelligible and clear pronunciation and intonation as appropriate