

English as a Second Language Supplemental (ESL) (154)

Purpose

The purpose of the English as a Second Language Supplemental (ESL) test is to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The test is a requirement for candidates seeking an English as a Second Language Supplemental (ESL) certificate.

Test Characteristics

Number of test items: 70 multiple-choice questions. Typically, 60 multiple-choice questions are scorable and 10 multiple-choice questions are used for pilot testing purposes and are nonscorable (i.e., they do not contribute to the examinee's score).

Score scale: The English as a Second Language Supplemental (ESL) test is scored on a 100–300 scale, with a passing score of 240.

Test Structure

The English as a Second Language Supplemental (ESL) test contains the following domain and test item structure:

Domain No.	Domain Title	Approx. Percent of Test	Typical Number of Scorable Multiple-Choice Items
I.	Language Concepts and Language Acquisition	25%	15
II.	ESL Instruction and Assessment	45%	27
III.	Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement	30%	18

Test Administration

On each test date, the English as a Second Language Supplemental (ESL) test is administered as a half-session test during the morning and afternoon test sessions. Each session is five hours long.

Scoring

Results are reported as scaled scores in a range from 100 to 300, with a passing score of 240. The total test score is based on an examinee's performance on the entire test. Domain and competency performance information, which is provided on the Examinee Score Report, is based on an examinee's performance on each domain and each competency.

Please note:

- Domain and competency performance information presents the number of questions answered correctly out of the total number of scorable questions appearing on the test.
- Domain and competency performance information is included to help assess an examinee's areas of relative strength and need.
- Domain and competency performance information may be based on comparatively few test questions and may be less reliable than total test information.

Test Framework

The complete test framework for this field, containing the competencies and descriptive statements for each domain, appears on the following pages.

Score Report Instructions

A section of the Examinee Score Report entitled "How to Read Your TExES Score Report" appears on the page following the test framework.

Preparation Manual

The preparation manual for this field may be viewed or downloaded from the TExES Web site at <http://www.texas.ets.org>.

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TEST FRAMEWORK

TE_xES Texas Examinations of Educator Standards

Field 154: English as a Second Language Supplemental (ESL) Test Framework

Domain	Range of Competencies
I. Language Concepts and Language Acquisition	001–002
II. ESL Instruction and Assessment	003–007
III. Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement	008–010

TEST FRAMEWORK FOR FIELD 154: ENGLISH AS A SECOND LANGUAGE SUPPLEMENTAL (ESL)

**Domain I Language Concepts and Language Acquisition
(approximately 25% of the test)**

Standards Assessed:

English as a Second Language Standard I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Standard III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

**Domain II ESL Instruction and Assessment
(approximately 45% of the test)**

Standards Assessed:

English as a Second Language Standard I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Standard III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

English as a Second Language Standard IV:

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

English as a Second Language Standard V:

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

English as a Second Language Standard VI:

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Domain III Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement
(approximately 30% of the test)**

Standards Assessed:

English as a Second Language Standard II:

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

English as a Second Language Standard VII:

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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Field 154: English as a Second Language Supplemental (ESL)
Test Framework

DOMAIN I—LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The beginning ESL teacher:

- Knows theories, concepts, and research related to L1 and L2 acquisition.
- Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.
- Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

DOMAIN II—ESL INSTRUCTION AND ASSESSMENT

Competency 003

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).
- Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.
- Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004**The ESL teacher understands how to promote students' communicative language development in English.**

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.
- Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.
- Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
- Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005

The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.
- Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006

The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.

The beginning ESL teacher:

- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.
- Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

The beginning ESL teacher:

- Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
- Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
- Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

DOMAIN III—FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS, AND FAMILY AND COMMUNITY INVOLVEMENT

Competency 008

The ESL teacher understands the foundations of ESL education and types of ESL programs.

The beginning ESL teacher:

- Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
- Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
- Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The beginning ESL teacher:

- Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

The beginning ESL teacher:

- Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
- Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

HOW TO READ YOUR TEXES SCORE REPORT

Your score report has three sections: 1) Total Test Performance, 2) Performance by Domain, and 3) Performance by Competency. These results have been forwarded to the TEA and State Board for Educator Certification (SBEC) and, based on the information you provided, to your recommending Texas educator preparation program (college, university, or alternative certification program). Scores for one test are reported on each score report. Keep all score reports for your records. Once you've passed your required tests, you must apply for certification - please see last section for details on how to apply.

TOTAL TEST PERFORMANCE

Your **total scaled score** shows how you performed on the test as a whole and whether you passed the test. For TExMAT and TExES the score range is 100 to 300 with a **minimum passing score of 240**. For ExCET, the score range is 1 to 100 with a **minimum passing score of 70**. TOPT score range is 2 to 8 with a **minimum passing score of 6**. TASC and TASC-ASL scores are levels A, B, C, D, E with a **minimum passing level of C** (levels A, B and C are passing). A score of U indicates the test was unscorable. Minimum passing standards for the tests were established by the SBEC with input from committees of Texas educators. The passing score is designed to reflect the minimum level of knowledge required for effective performance by a beginning educator in Texas public schools.

Total test results are reported in terms of a **scaled** score. The scale score allows comparison among any version of the same test. The raw scores that are reported are not comparable from one version of a test to another.

You receive one point for each correct response and zero points for each incorrect response. Note that the scaled score **is not** determined by averaging the number of questions correct within each domain (or competency). Further information about scoring is available at www.texas.ets.org.

PERFORMANCE BY DOMAIN

In this section, data are reported by the major content areas, called domains. For each domain, the number of questions on the test and the number you answered correctly are indicated. This information is descriptive only. Individual domains do not have passing scores. Passing status is based only on the total test score. Note that the domains with the greater numbers of competencies have a greater number of questions on the test.

Nonscorable Questions. The total number of questions reported on your score report is typically less than the total number of questions on the test. Nonscorable questions are usually included on each test. These nonscorable questions are not used in calculating your score.

PERFORMANCE BY COMPETENCY

In this section, data are reported by competencies within the domains. For each competency, the number of questions on the test and the number you answered correctly are indicated.

It is important to use caution when interpreting data reported by competency. Evaluating your performance based on a small number of test questions should be done carefully. To understand more fully your performance on each portion of the test, refer to the list of competencies that is provided in the preparation manual for the test you took.

Registering for Future Administrations

Tests may be retaken, if necessary. **Reminder**, you may be required to obtain approval to test from your educator preparation program. Consult the current *Registration Bulletin* for the test dates and registration procedures. *Registration Bulletins* are available for download on the TExES Web site at www.texas.ets.org. You can also obtain a copy of the *Registration Bulletin* from the certification offices at Texas educator preparation programs. You can also register online at www.texas.ets.org.

Applying for Texas Certification

You must apply online and pay the appropriate fee if you have met all requirements for a Standard Certificate. Please refer to the State Board of Educator Certification web site at www.sbec.state.tx.us for application procedures.