
OREGON EDUCATOR LICENSURE ASSESSMENTS®

**ENGLISH TO SPEAKERS OF OTHER
LANGUAGES (ESOL) EXAMINATION**

TEST FRAMEWORK

June 2008

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Linguistic Foundations
Cultural Foundations
Professional Foundations
Planning and Managing Standards-Based ESOL Instruction
Standards-Based Assessment in ESOL
Standards-Based ESOL Instruction

SUBTEST I: FOUNDATIONS OF ESOL

LINGUISTIC FOUNDATIONS

0001 Understand language systems as they relate to the development of listening, speaking, reading, and writing in English for social and academic purposes.

For example:

- demonstrating knowledge of English phonology and how to apply this knowledge to promote English Language Learners' language and literacy development in English
- demonstrating knowledge of English morphology and how to apply this knowledge to promote English Language Learners' vocabulary and literacy development in English
- demonstrating knowledge of English syntax and how to apply this knowledge to promote English Language Learners' language and literacy development in English
- demonstrating knowledge of semantics and how to apply this knowledge to help English Language Learners acquire and productively use a wide range of English vocabulary
- demonstrating knowledge of pragmatics (i.e., the effect of context on language) and how to apply this knowledge to help English Language Learners respond appropriately and communicate effectively in English in a variety of social and academic contexts and for a variety of purposes and audiences
- demonstrating knowledge of discourse and how to apply this knowledge to help English Language Learners develop familiarity with a range of spoken and written, social and academic genres in English (e.g., conversation, lecture, prose, expository writing), including the rhetorical and discourse structures associated with these genres
- recognizing that communicative competence in English includes competence in the forms and functions of English as well as pragmatic (e.g., sociolinguistic), strategic (e.g., use of conversational repair strategies), and discourse competence

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- demonstrating knowledge of the nature and value of World Englishes and dialect variations
- recognizing that English Language Learners' oral and written English may reflect features of the primary language (e.g., phonemes, syntax) and/or features of a variety of English other than standard English, and demonstrating understanding of the importance of building on the language that students bring to the ESOL classroom in order to extend their language proficiency
- recognizing how to locate and use linguistic resources to learn about the structure of English and that of students' home languages in order to address students' needs

0002 Understand major concepts, theories, research, and practices related to primary-language acquisition and development of a new language.

For example:

- demonstrating knowledge of current theories and research in primary- and subsequent-language acquisition and literacy development
- demonstrating knowledge of processes and stages of primary- and subsequent-language acquisition and literacy development
- demonstrating knowledge of similarities and differences between social- and academic-language development and how to apply this knowledge to help English Language Learners develop both social- and academic-language skills in English
- analyzing the role of the primary language in acquiring English as a second language (including the process of transferring language and literacy skills from the primary language to English), and applying knowledge of strategies for building on students' primary-language skills as a foundation for learning English
- recognizing the nature and role of comprehensible input and output for second-language development, and demonstrating knowledge of strategies for providing English Language Learners with comprehensible input in English and opportunities for producing comprehensible output
- recognizing the role of meaningful interaction in the development of a new language, and demonstrating knowledge of strategies for providing English Language Learners with opportunities for meaningful, purposeful interactions in social and academic settings
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition) and how to promote English Language Learners' development of effective language-learning strategies to facilitate their language development
- recognizing the role of scaffolding in language development, and demonstrating knowledge of strategies for scaffolding language tasks to promote English Language Learners' English language development

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0003 Understand variables that affect the process of learning a new language and apply this knowledge to facilitate students' English language and literacy development.

For example:

- demonstrating knowledge of individual learner variables (e.g., age, level of primary-language proficiency, level of primary-language literacy, personality, motivation, self-esteem, preferred learning styles and modalities) that can affect the process of learning English, and applying knowledge of strategies for addressing individual students' needs
- demonstrating knowledge of sociocultural variables (e.g., familiarity with idioms and variations in register and dialect, factors related to the acculturation process, appreciation and support of students' primary language[s]) that can affect the process of learning English, and applying knowledge of strategies for addressing these variables to facilitate students' English language development
- demonstrating knowledge of sociopolitical variables (e.g., differential status of the primary language and English; factors related to socioeconomic and legal status, immigration, and prior educational background and opportunities) that can affect the process of learning English, and applying knowledge of strategies for addressing these variables to facilitate students' English language development
- demonstrating knowledge of cognitive variables (e.g., cognitive development, memory, planning and organizational skills) that can affect the process of learning English, and recognizing the importance of using instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address students' specific cognitive strengths, needs, and learning styles
- demonstrating knowledge of linguistic variables (e.g., difficulty level of language structures and vocabulary, complexity of the language task) that can affect the process of learning English, and applying knowledge of strategies for facilitating English Language Learners' understanding and use of academic language in English
- applying knowledge of orthographic, linguistic, and rhetorical influences of the primary language on English Language Learners' English literacy development (e.g., positive and negative transfer from the primary language)

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CULTURAL FOUNDATIONS

0004 Understand major concepts, principles, theories, and research related to culture.

For example:

- demonstrating knowledge of cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, acculturation, assimilation, accommodation, biculturalism, multiculturalism)
- demonstrating knowledge of the content of culture (e.g., values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems) and the effects of cultural differences on learning and cross-cultural interactions
- demonstrating knowledge of the process of cultural contact, including characteristics of various stages/phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance)

0005 Understand world cultures and how cultural identity affects language development and learning.

For example:

- recognizing how to use a variety of resources (print and nonprint) to learn about world cultures and the cultures of students in the ESOL classroom
- recognizing the impact of world events on English Language Learners and their families (e.g., U.S. immigration history, patterns, and policies; events in students' home countries)
- demonstrating knowledge of the characteristics of different immigrant populations (e.g., different causes of migration and immigration), and analyzing how these differences may affect the acculturation process and/or language learning
- recognizing the interrelationship between language and culture and the effects of this interrelationship on English Language Learners' language development and learning
- recognizing how the cultural identity of individuals affects their language development and learning and that levels of cultural identity will vary among students
- analyzing the effects of racism, stereotyping, and discrimination on English Language Learners, and demonstrating knowledge of how to address these issues purposefully in the ESOL classroom and the school community (e.g., by promoting inclusive classroom and school climates, designing ESOL instruction that reflects antibias approaches, recognizing students' language rights)

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0006 Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.

For example:

- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' home cultures and the school culture), including demonstrating knowledge of culturally influenced differences in approaches to learning (e.g., cooperative versus competitive, visual/holistic versus verbal/linear-sequential, individual versus group)
- demonstrating knowledge of cultural differences in communication styles and strategies for applying this knowledge to enhance ESOL teaching and support student learning
- demonstrating knowledge of strategies for providing students with opportunities to use their cultural perspectives to promote learning

PROFESSIONAL FOUNDATIONS

0007 Understand the historical and research foundations of ESOL, professional development in the field of ESOL, and the role of the teacher of English Language Learners as a professional resource in the learning community.

For example:

- demonstrating knowledge of the historical evolution of laws and policy in the field of ESOL, including the effects of significant federal and state legislation, court cases, and demographic changes on the evolution of ESOL programs
- demonstrating knowledge of the historical evolution and research bases of ESOL teaching approaches and methodologies, both past and current, and applying this information to reflect on and improve instructional practices
- demonstrating knowledge of characteristics, goals, and research on the effectiveness of various models and types of ESOL programs
- demonstrating knowledge of strategies for pursuing professional growth opportunities in the field of ESOL (e.g., formulating a professional development plan, taking advantage of professional associations and other academic organizations, engaging in a continuous cycle of professional reflection and analysis of instruction)
- demonstrating knowledge of strategies for serving as a language and education resource to English Language Learners and their families
- demonstrating knowledge of strategies for serving as a professional ESOL resource in the school community (e.g., modeling effective ESOL teaching practices, helping other teachers and school administrators work effectively with English Language Learners, planning and implementing professional ESOL workshops for colleagues, conducting family outreach)

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0008 Understand how to support English Language Learners' learning and achievement through effective advocacy in the learning community, strong partnerships with students' families and community members, and collaboration with colleagues.

For example:

- recognizing the important roles that families play in their children's development, and applying knowledge of culturally responsive strategies for communicating and building partnerships with English Language Learners' families
- demonstrating knowledge of school and community resources available to English Language Learners and their families, and applying knowledge of strategies for helping students and their families access these resources
- demonstrating knowledge of advocacy skills and how to advocate for English Language Learners and their families in various school contexts, including how to support students and their families in making decisions and advocating for themselves in the school community
- applying knowledge of strategies for establishing an educational environment that supports, develops, and encourages the social, academic, and political involvement of English Language Learners' families in the school community
- identifying the benefits of, and strategies for, creating effective partnerships between the school and various community resources to support English Language Learners' language development and academic achievement
- applying knowledge of strategies for working with colleagues to provide comprehensive, challenging educational opportunities for English Language Learners and for ensuring their full access to school resources, including educational technology
- demonstrating knowledge of a variety of collaborative teaching models (e.g., parallel teaching, alternative teaching, team teaching) and ways to work with colleagues to assist English Language Learners as they transition into general education and content-area classrooms

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SUBTEST II: ESOL ASSESSMENT AND INSTRUCTION

PLANNING AND MANAGING STANDARDS-BASED ESOL INSTRUCTION

0009 Understand concepts and research related to planning, managing, and delivering standards-based ESOL instruction.

For example:

- demonstrating knowledge of how to plan ESOL instruction based on state standards (e.g., Oregon English/Language Arts Grade-Level Foundations; Oregon English Language Proficiency Standards, Kindergarten–Grade 12) and students' assessed strengths and needs with respect to those standards
- demonstrating knowledge of historical (e.g., grammar-translation method, direct method) and current (e.g., content-based approaches, sheltered instruction) instructional approaches, methods, and practices in the field of ESOL, and applying this knowledge to plan and manage ESOL instruction that uses current standards-based strategies and techniques
- demonstrating knowledge of characteristic features of the five English language proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced)
- demonstrating ability to analyze student errors and recognize when an English Language Learner's performance falls outside the expected range of performance for his/her English proficiency level, and recognizing the importance of using this information to plan and implement instruction (e.g., differentiated instruction, classroom interventions) that addresses individual students' needs
- applying knowledge of strategies for planning and managing differentiated standards-based instruction to address students' varying educational backgrounds (e.g., students with limited formal schooling, students with alternative schooling, students with limited literacy in the primary language) and varying levels of English language proficiency

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0010 Understand how to locate, develop, adapt, and use resources effectively in standards-based ESOL instruction.

For example:

- recognizing how to select materials, resources, and technologies to support standards-based ESOL instruction
- recognizing the importance of using an appropriate variety of instructional resources to support English Language Learners' language development and content-area learning, including books and other print materials, visual aids, props, games, realia, and technology
- demonstrating knowledge of how to locate, develop, and use various materials and resources to promote students' English language development
- demonstrating knowledge of strategies for adapting and scaffolding materials and other resources in the ESOL classroom to ensure that instructional resources are appropriate for English Language Learners' assessed language and content-area skills and abilities
- recognizing how to locate, develop, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials, including primary-language materials, to promote students' English language development
- applying knowledge of strategies for helping English Language Learners select and use a variety of resources for different social and academic purposes (e.g., independent reading, research)

0011 Understand how to use technology to enhance student learning, professional productivity, and professional development in ESOL.

For example:

- demonstrating knowledge of current technologies (e.g., computers and related devices, software, the Internet and other media) and their application in ESOL planning and instruction
- applying knowledge of technology to design, develop, and implement student learning activities that integrate technology to enhance ESOL instruction for English Language Learners
- recognizing the importance of evaluating the effectiveness of technology in ESOL lessons or units (e.g., evaluating the appropriateness of a particular technology based on students' level[s] of English language proficiency, determining whether the use of technology in a given lesson enhances English Language Learners' achievement of specific language goals)
- applying knowledge of technology to enhance professional productivity and professional development in ESOL, including communicating with colleagues and locating ESOL resources (e.g., Internet search techniques and strategies as applied to the field of ESOL, use of ESOL databases and e-mail management software)

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STANDARDS-BASED ASSESSMENT IN ESOL

0012 Understand issues and concepts related to standards-based assessment in ESOL.

For example:

- recognizing the role of assessment in standards-based ESOL instruction and the importance of, and strategies for, aligning assessment with state standards and curriculum
- demonstrating knowledge of various purposes of assessment in ESOL (e.g., diagnosis, placement, evaluation of content-area achievement, evaluation of language proficiency, evaluation of instruction, program evaluation), including the difference between formative and summative assessment, and applying knowledge of strategies for selecting assessment(s) appropriate for an identified purpose
- demonstrating knowledge of the challenges associated with assessing English Language Learners, including identifying psychological issues (e.g., test anxiety, limited testing experiences) and issues related to cultural bias (e.g., unfamiliar images or references) and linguistic bias (e.g., unfamiliar test language or formats) that may affect their assessment results, and identifying appropriate testing accommodations for English Language Learners
- demonstrating knowledge of different types of assessments used in ESOL programs and classrooms (e.g., norm-referenced, criterion-referenced), including differences between performance-based and traditional assessments
- recognizing the importance of conducting ongoing classroom assessment and using a variety of different assessment strategies (e.g., observation, portfolio, student self-assessment, formal assessment) to monitor English Language Learners' progress in the acquisition of English
- demonstrating knowledge of assessment issues related to English Language Learners who have special needs and/or are gifted and talented
- demonstrating knowledge of national and state requirements for identifying, placing, and exiting English Language Learners from language support programs, and recognizing how to apply this knowledge to make informed decisions regarding placement and reclassification of students in ESOL programs
- demonstrating knowledge of technical aspects of assessment (e.g., validity, reliability) and ways to apply this knowledge to select valid, reliable assessments

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0013 Understand how to select and use various language and content-area assessments, analyze and interpret assessment results, and use this information to inform, evaluate, and modify instruction for English Language Learners.

For example:

- demonstrating knowledge of how to select assessments, including technology-based assessments and student self- and peer-assessments, that are appropriate for English Language Learners at varying levels of English language proficiency and literacy development
- demonstrating knowledge of how to select and use a variety of oral-language assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to English Language Learners' oral-language development and communicative competence
- demonstrating knowledge of how to select and use a variety of reading assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to English Language Learners' reading development
- demonstrating knowledge of how to select and use a variety of writing assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to English Language Learners' writing development and written communication skills
- demonstrating knowledge of how to select and use a variety of content-area assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to English Language Learners' development of content-area knowledge and skills

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STANDARDS-BASED ESOL INSTRUCTION

0014 Understand research-based best practices in standards-based ESOL instruction.

For example:

- applying knowledge of strategies for creating a secure, positive, and motivating language-learning environment for English Language Learners that encourages them to be actively involved in learning, to take risks, and to extend their learning inside and outside the classroom
- applying knowledge of strategies for modeling proficient language for English Language Learners and for providing opportunities for exposure to a variety of proficient English speakers
- recognizing how to incorporate a variety of activities in instruction that develop authentic uses of language and explore content-area topics in order to maximize English Language Learners' academic-language and concept development
- demonstrating knowledge of scaffolding techniques, and applying this knowledge to plan instruction that scaffolds oral and written language tasks to promote English Language Learners' comprehension and development of academic language
- recognizing the role of oral language in supporting literacy development and conceptual understanding, and applying strategies for using English Language Learners' oral language skills to support their academic development
- applying knowledge of activities and strategies that build and expand on English Language Learners' oral language and literacy experiences, situations, and interactions both inside and outside the classroom
- recognizing how to create learning opportunities that integrate listening, speaking, reading, writing, and comprehension for a variety of academic and social purposes
- recognizing how to use a variety of meaningful, purposeful activities for developing English Language Learners' communicative competence (e.g., paired and small-group conversations, creative drama, role-play)

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0015 Understand the Oregon English Language Proficiency Standards, Kindergarten–Grade 12, and how to promote English Language Learners' achievement of these standards.

For example:

- demonstrating knowledge of English language forms (e.g., sentence structure, parts of speech, verb forms and tenses, indirect/direct objects, prepositional phrases, comparatives, relative clauses) as described in the state standards
- demonstrating knowledge of English language functions (e.g., expressing needs and likes, describing, retelling, defining, explaining, asking questions, summarizing, expressing and supporting opinions, comparing and contrasting, persuading, generalizing, drawing conclusions, interpreting and evaluating, hypothesizing and speculating) as described in the state standards
- recognizing the relationship between language forms and functions in English and the importance of providing English Language Learners with explicit instruction in English language forms and functions
- demonstrating knowledge of explicit strategies for promoting English Language Learners' achievement of state standards in language forms and functions that are appropriate to their levels of English language proficiency
- demonstrating knowledge of student standards related to oral language development and explicit strategies for promoting English Language Learners' achievement of state standards in listening and speaking that are appropriate to their level of English language proficiency
- demonstrating knowledge of state standards related to literacy development and explicit strategies for promoting English Language Learners' achievement of state standards in reading and writing that are appropriate to their level of English language proficiency

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0016 Understand how to promote English Language Learners' content-area learning in English and their achievement of the Oregon Academic Standards in the content areas.

For example:

- applying strategies for activating English Language Learners' prior knowledge related to content-area standards, including using knowledge of students' home cultures to enhance learning
- identifying strategies for integrating both language and content objectives in instruction (e.g., through the use of thematic units)
- applying knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations, illustrations, graphic organizers) and modifying language (e.g., repeating key concepts, breaking up long sentences, paraphrasing) to make content-area lessons accessible to English Language Learners
- demonstrating knowledge of ESOL instructional methods that are effective in developing English Language Learners' academic language skills and building their academic vocabularies (e.g., content-based English language development)
- demonstrating knowledge of sheltered instruction methods that are effective in developing English Language Learners' content knowledge and skills (e.g., Specially Designed Academic Instruction in English [SDAIE], Guided Language Acquisition Design [GLAD], sheltered instruction methods as described in the Sheltered Instruction Observation Protocol [SIOP])
- applying knowledge of cognitive learning strategies (e.g., organizational skills, study skills, test-taking skills) and metacognitive learning strategies (e.g., self-monitoring) that support English Language Learners' development of content-related language and learning skills
- applying knowledge of strategies for promoting English Language Learners' use of reference materials and development of research skills