



California
Subject
Examinations for
Teachers®

TEST GUIDE

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT SUBTEST III

Subtest Description

This document contains the World Languages: English Language Development subject matter requirements arranged according to the domains covered by Subtest III of CSET: English Language Development. In parentheses after each named domain is the domain code from the World Languages: English Language Development subject matter requirements.

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California Subject Examinations for Teachers® (CSET®)

**World Languages: English Language Development
Subtest III: Principles of ELD Instruction and Assessment to
Promote Receptive and Productive Language Proficiency**

PRINCIPLES OF ELD INSTRUCTION AND ASSESSMENT TO PROMOTE RECEPTIVE AND PRODUCTIVE LANGUAGE PROFICIENCY (SMR Domain 5)

0001 Principles of English Aural Language Instruction and Assessment for English Learners (SMR 5.1)

- a. Demonstrate understanding of the role and importance of aural language development for English learners across the curriculum.
- b. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the aural language (receptive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- c. Demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, for promoting English learners' aural language development.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' aural language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews).

0002 Principles of English Oral Language Instruction and Assessment for English Learners (SMR 5.2)

- a. Demonstrate understanding of the role and importance of oral language development for English learners across the curriculum.
- b. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- c. Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English learners' oral language development.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping).

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0003 Principles of English Reading Instruction and Assessment for English Learners (SMR 5.3)

- a. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English learners' reading development in English.
- c. Demonstrate knowledge of types of assessments commonly used to assess English learners' reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).

0004 Principles of English Composition, Writing Instruction, and Assessment for English Learners (SMR 5.4)

- a. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English learners' writing development in English.
- c. Demonstrate understanding of the importance of providing English learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' writing development (e.g., state English language proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).

0005 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum (SMR 5.5)

- a. Demonstrate knowledge of state K-12 core curriculum standards and frameworks (e.g., English, Reading/Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts) and how these standards and frameworks relate to the content area needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English learners' access to the core curriculum across disciplines and grade levels.

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- c. Demonstrate knowledge of strategies commonly used to scaffold content across the core curriculum and to make content more comprehensible to enable English learners to successfully complete tasks that require academic language proficiency, including reading and writing across the content areas.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' content learning (e.g., state standardized achievement assessments, textbook assessments, teacher-created tests, performance assessments) and issues related to the use of content assessment with English learners.