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Bilingualism and bilingual education in New Mexico:

A context for test development in Spanish -- La prueba de español para la certificación bilingüe:

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Introduction

The world of the 21st century rapidly approaches carrying with it greater global interdependence. It is important to reflect on the impact the international global marketplace has brought society. As a child, I remember using products in our home that were produced locally—by that I mean that the milk we drank came from the local dairy which was delivered to the doorstep of our home every other day by the "milkman." Nearby farms gave us our produce, and packaged goods and canned vegetables came from factories in regional areas of the USA, transported through trucking firms. I was raised at the time television became commonplace in the homes of America. Once my family acquired one, my knowledge of the world broadened considerably from what was presented in the newspapers. It goes without saying that the world is a different place today.

Many of the people of the world carry out their lives today in the concept of an open market. Multi-national companies operate their plants all over the world, and the people of the developed countries have unprecedented access to goods and services. The European Community (EC) and various international trade agreements such as NAFTA have opened borders and markets, offering the continuous flow of goods and services to the benefit of a nation's peoples, as well as its economic base. As we enter this new place in time, we recognize that the term society is not solely restricted to the confines of a given nation. Rather, society may be viewed in a more expansive way, encompassing humankind.

It is the nature of mankind to advance itself in terms of its material, cultural, and human resources. While the nations of the world have distinct ideologies and systems to manage these resources, we have long known that our educational institutions provide the fundamental mechanism for advancement. As such, it becomes incumbent upon our institutions to craft their vision for society.

The common market of goods and services force us to recognize that a common academic market is necessary to advance the skills and knowledge base of the children in our schools today. The process of teaching and learning can no longer rely solely on one language medium nor can we afford to build linguistic and academic strengths in only one language. The individual with a command of two or more languages has a significant advantage over those who only have one language domain. The development of bilingualism through the process of education gives the child twice the power to learn

while in school, and twice the power to earn when they enter the work force and interact in an ever-expanding global marketplace as an adult. In most countries of the world, bilingualism is recognized as a sign of a well-educated individual, an individual who can function in two linguistic and cultural frameworks.

The Development of Bilingualism

The countries of Europe have certainly recognized the how important it is to develop students linguistic abilities in more than their mother tongue. Many of the schools of Spain introduce another language in Kindergarten and first grade, and begin teaching a third language in the equivalent of the 7th grade of the US curriculum. Students at the university have many opportunities to study in other countries—the Erasmus scholarships offered by the European Community (EC), for example, provide for study in any country in Europe. The Ministry of Education and Culture of Spain's Visiting Teacher and Post-to-Post programs offer teachers opportunities to teach not only in the USA for Spanish-English bilingual instruction and Spanish as a foreign language, but also in some EC and Eastern European countries. Since 1959, the Escuelas Europeas *have provided an international curriculum in schools in Belgium, France, Germany, etc.*

In the United States, two-way dual language programs of bilingual education show the most promise toward the goal of developing bilingualism for all in schools with populations of language minority and language majority students. In these programs, English speakers and speakers of the target language work together to become bilingual and biliterate. They receive half of their instruction in their mother tongue and half in the other language with both languages separated for instruction for an average of 50 percent of the day. Other models of bilingual education such as maintenance and enrichment also aim to achieve this goal. Some bilingual education models, however, aim to move students into English and then discontinue linguistic and intellectual development in the mother tongue. Bilingual multicultural education in the state of New Mexico aims to maintain, preserve, and develop the richness of languages and cultures of the state.

By virtue of the Memoranda of Understanding signed between the Ministry of Education and Culture of Spain and State Departments of Education of the United States and school districts, we are here this week to examine and exchange information on the teaching of the Spanish language in the United States. I will be sharing with you information about a new exam that the New Mexico Department of Education has developed to measure Spanish proficiency of teachers for an endorsement to their teaching license in bilingual education. But before we get to that topic, it is important to understand a bit about bilingualism and bilingual education in New Mexico because it sets the context for test development in Spanish.

Bilingualism and Bilingual Education in New Mexico

In New Mexico, bilingualism is not a new idea. When the Spanish came to the area in the 1500's, the land we know of as New Mexico was multilingual, as it continues to be today. Spanish was added to the Indian languages of Navajo, Zuni, Keres, Apache, Tewa, Tiwa, Towa, and others, which have since been lost. The exploration of New Mexico by Francisco Vazquez de Coronado in 1538 was bilingual—the two principal languages involved were Nahuatl and Spanish. Nahuatl was the language of the Tlxascaltecas and Aztecas, many of whom accompanied Coronado in his long pilgrimage from Mexico City through the southwest. Even today, it is as natural to hear another language spoken in New Mexico as it is to hear the water from the melted snow trickling through the arroyos in the spring.

New Mexico is a state where several languages and cultures are part of a population mosaic that includes American Indian, Hispanic, Anglo and other ethnic groups. It is perhaps the only state whose constitution has provisions to maintain a bilingual citizenry and also where the Spanish language has

been used continuously since the early Spanish settlements were established after 1598. The seven Native American languages spoken in New Mexico continue to be integral to government, religion, and aspects of daily life for each tribe, and a command of the native language is generally expected and valued by the members of each tribe.

English was added to the multicultural mix officially in 1848 when the state was incorporated as a territory into the national framework of the United States. As early as 1780, however, many people began to learn English in order to trade with merchants in places like New Orleans where many English-speaking people were setting up trading houses. Also, merchants in Missouri were beginning to trade with Mexican territories in Texas and New Mexico in the early 1800's, and people from Santa Fe began to establish commerce with these merchants. By 1891, when the public schools of the territory were established[10], the teaching and learning of English had become both a personal as well as an institutional need in New Mexico.

It is also important to note that the 1891 law did not bar instruction in Spanish--"in school districts where the only language spoken is Spanish, the teacher shall have a knowledge of both Spanish and English."[11] In fact, the Spanish press at the time devoted numerous articles on the need for bilingual education. Reasons cited are similar to those presented among colleagues here at this meeting as well as among bilingual educators and researchers in the Unites States: (1) To advance economic opportunity in the US through international trade; (2) To preserve the Spanish cultural heritage; (3) To be proficient in one language helps one learn in and through another. A full 75 years before the issue of bilingual education became a topic on national interest, the Spanish speaking population of New Mexico recognized its advantages and advocated for it.[12] The Legislature of the state of New Mexico replicated these very principles in its English Plus Memorial in 1989, which supports language rights in the United States.

It was in this context that the framers of New Mexico's state constitution expressed the value for education and educational equality for all, as well as the value in being bilingual and in maintaining the traditions of the Spanish language and heritage. In 1910 when the constitutional convention was held, and because of the Treaty of Guadalupe Hidalgo, Spanish and English were declared the official languages of the state.[13] For the first twenty years, all official documents were to be published in Spanish as well as English. Article XIX, Section 8 of the Constitution states:

> The legislature of the state shall provide for the training of teachers . . . so that they may become proficient in both in both the English and Spanish languages, to qualify them to teach Spanish-speaking pupils and students in the public schools and educational institutions of the State and shall also provide the proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students.

In New Mexico, with its large Hispanic and Indian populations, legislators, policymakers, educators and the people of the state have long held the view that bilingualism and bilingual education provide rich avenues for the intellectual development for the children of the state. In 1944, the public school code was revised to require the teaching of Spanish in the grades 4-6 to all students in schools having three or more teachers or 90 pupils or more. There were concerns at that time that Spanish was fast

[10] See "The issue of Language in Education in Territorial New Mexico", by Robert Milk in the 1977 Revista Bilingue/Bilingual Review for a thorough discussion of the subject.
[11] Compilation of the School Laws of the Territory of NM (SF: El Boletin Popular Printing Company, 1903), p.5
[12] See "The Language Issue in New Mexico" by Doris Meyer, pp. 102-103.
[13] See the Constitution of New Mexico, adopted 1910 and amended 1912.

disappearing from the schools[14]. This law was taken off the books in 1964 when the state began experimenting with the concept of bilingual education.[15] In 1969, New Mexico passed its first statute for bilingual education, which also was the first such law in the United States. In 1973, the legislature attached funding to a more precise statute, emphasizing equal educational opportunity and language and culture enrichment for the students in the state in the elementary schools. It was expanded to the 12th grade by 1991 and is open to all students. The intent of the state law is for literacy in Spanish and Native American languages with a commensurate program that matches full literacy expectations in English. For Native American languages that are not written, literacy is understood through the oral tradition, communicating the universal values of the people in oral form.

The policies and actions of the New Mexico State Board of Education have historically shown that bilingual instruction is a viable instructional avenue for the education of children whose mother tongue is a language other than English. The State Board of Education adopted its first policy statement in support of bilingual education in 1968 along with certification requirements for teaching English as a second language. It adopted certification requirements for an endorsement in bilingual education in 1979 and for the teaching of Navajo in 1987. In 1996, the State Board of Education's Standards for Excellence regulation set expectations for New Mexico students in the public schools. Section 8.2 of that regulation, "Expectations for Successful New Mexico Students", states:

Knowledge and skills – Through student competencies, instruction and other experiences, New Mexico High school graduates will become successful, productive members of their communities, the nation and the world by acquiring the knowledge and skills to:

- Demonstrate proficiency in the English language; and
- Develop an understanding of other cultures, and become competent in at least one language in addition to English.

This year, the board adopted a legislative proposal that expands the current statute to include two-way dual language immersion programs in the state. As an amendment to the Bilingual Multicultural Education Act, the appropriation provides start up support for a number of schools in the state for the 1999-2000 school year.

As one can see, New Mexico is clearly different from other states in the nation in that bilingualism is generally viewed as an asset worth cultivating. It is important that students maintain and develop their bilingual abilities as an enrichment to their lives.

Quality Teachers

The success or failure of education depends to a great extent on the quality of its teachers. For bilingual education, it is critical that the teacher be academically proficient in the two languages of the program to deliver core content instruction in the both languages. Recent investigations on the effectiveness of bilingual education, beginning with Ramirez in 1991, tie long-term academic

[14] In effect, SB 3 was introduced to help insure retainment and development of the Spanish language and by extension the culture and identity of the Spanish-speaking people of the state. English was rapidly becoming the primary language used for commerce and government.

[15] The New Mexico State Department of Education secured a Ford Foundation Grant to initiate a program that taught Spanish to the Spanish-speaking; language arts and social studies were taught in Spanish. In 1968, Title III of ESEA provided the Las Cruces Public Schools funds to begin a two-way dual language immersion program.

achievement for English language learners[16] to high quality instruction in the native language as well as English. Thomas and Collier's 1997 report School Effectiveness for Language Minority Students indicates that two-way dual language immersion programs produce long-term achievement for English language learners as compared to ESL and transitional bilingual education models. Teachers in these programs provide grade-level academic instruction in both English and the other language.

It becomes tremendously important then, that teachers delivering instruction in two languages have sufficient academic preparation in the target language—in all four skills—to equip them to teach students the concepts of the curriculum in the language other than English. Dr. Miguel Guerrero in his article, "Spanish Academic Language Proficiency: The Case of Bilingual Education Teachers in the US" provides a provocative perspective on the issues surrounding the preparation of teachers in Spanish for bilingual education programs in the nation. The abstract for the article indicates:

Empirical evidence has been forthcoming that supports the sustained use of native language instruction for Spanish language origin children in the U.S. This paper argues that prospective bilingual education teachers are not generally afforded the type of Spanish language development opportunities needed to provide sustained native language instruction characterizing the most effective program models. Rather, the academic Spanish language development opportunities they do receive are aimed primarily at serving the needs of early-exit transitional bilingual education programs, the most common and least effective type of bilingual program in the US.[17]

Testing Teachers' Spanish Proficiency: New Mexico's Four Skills Exam (FSE)

Two years after the state began funding bilingual education and four years before the State Board of Education adopted certification criteria for bilingual education, the New Mexico Department of Education (NMSDE) administered a third grade reading and writing test in Spanish to 136 teachers and bilingual aides, many with some university training. The results of this showed that "about ten percent of (the examinees) were able to function at this level on the test, (and) none could handle the fourth grade level."[18] It is important to note that this situation was not unique to New Mexico, but rather common throughout the nation as states began to implement instruction in the Spanish language for bilingual education[19]. In the late 1970's two additional concerns were noted: Some bilingual education teachers who were not Spanish speaking were jeopardizing the potential for quality in the program by delivering content mostly in English. Secondly, there was a concern that fluent Spanish speakers from areas outside of New Mexico were jeopardizing the self-esteem of many New Mexican children because of their lack of knowledge about the varieties of Spanish used in the state.[20]

Test Development

The state's criteria for an endorsement in bilingual education, established in 1979, emphasized proficiency, with literacy in the Spanish language, culture, and study of the history of the Spanish-speaking people of New Mexico. Initially, the agency identified the Modern Language Association Test

[16] The term "English language learners (ELLS)" describes students who have learning strengths and abilities in a language other than English and who are in the process of acquiring English as their second language.
[17] Guerrero, p 65
[18] Clients and Teachers in Bilingual Education Programs, Henry W. Pascual, p 21
[19] Ibid, pp. 21-22
[20] State legislative report, 1993.

as a means to verify competence in the Spanish language for the endorsement. However, there were growing concerns with this test because it did not take into account the variety of Spanish spoken in the communities of New Mexico. Additionally, it did not assess the four areas of language needed to teach the curriculum set forth in the state statute for bilingual education. It was within this context that the State Department of Education assisted the University of New Mexico in securing a grant from Title VII of the Elementary and Secondary Education Act (ESEA) to develop an appropriate test.

The federal grant assisted the state in developing a tailor-made exam that would assess teachers' ability in all four skills of language—understanding, speaking, reading, and writing in Spanish. It also measured teachers' ability to use the variety of Spanish spoken in the communities of the state as a valid instructional tool for learning. The Spanish vernacular contains vestiges of 16th century Spanish brought with colonizers in 1598.[21] Since most bilingual programs were delivered in the early elementary grades, all reading materials were taken from fourth grade Spanish language texts dealing with the typical elementary school curriculum: science, math, social studies, and language arts.[22]

Completed in the early 1980's, the Four Skills Exam (FSE)[23] served as the required measure to ensure teachers had sufficient proficiency in the Spanish language for the bilingual endorsement. The test was widely used and firmly accepted by the universities of the state as the official exam for bilingual education teachers. Some universities used the test as an exit exam for their teacher preparation programs to meet endorsement requirements. The testing centers of the universities were solely responsible for the administration and scoring of the exam.

Development of the new exam: La prueba de español para la certificación bilingüe

By the early 1990's, there were pressing developments regarding teacher preparation for bilingual education. The statute had been expanded to the secondary level and the Board raised the standard for endorsement in bilingual education holding an expectation that teachers demonstrate proficiency to an eighth grade level in the language other than English. The State Bilingual Advisory Committee[24] (SBAC) brought issues forward to the NMSDE because there were concerns in the field about the quality of preparation teachers were receiving to meet these requirements.

A subcommittee of the SBAC studied the concerns and found various issues and problems with the test that could be attributed to a lack of oversight of the implementation of the exam across the state. For example, in the area of test administration there were concerns on how the test versions were rotated, the training provided to test administrators, the availability of an administration booklet, scoring guides, and the lack of a study guide and general information about the test for examinees. At about the same time, Dr. Miguel D. Guerrero had conducted a field study of the exam for his dissertation. His findings indicated that various practices in test administration were jeopardizing the validity and reliability of the exam itself. A major concern identified was whether the Spanish coursework in the

[21] For early studies on the history and development of the Spanish language used in New Mexico, see the works of Aurelio Espinosa and Juan B. Rael, former university professors from Stanford University.

[22] For greater discussion on the content and context of the development of the exam, see Valdés, G. (1989) Testing bilingual proficiency for specialized occupations: issues and implications. In Gifford, B. (ED) Language, culture, ethnicity and testing.

[23] Test authors were: Dr. Guadalupe Valdés, Thomasina Hannum, and the late Sam Guyler.

[24] The State Bilingual Advisory Committee consists of representatives from across the state who are involved in bilingual education programs. It serves as an ad-hoc committee to the State Board and in an advisory capacity to the Department on issues that are pertinent to bilingual education in the state.

university programs was sufficient to properly prepare all teachers to meet the higher standard set for proficiency by the State Board's new endorsement requirements. Lastly, the current FSE did not certify Spanish proficiency to the new standard for the endorsement.

In the fall of 1993, the subcommittee presented their findings to the Legislative Education Study Committee, which requested a proposal to remedy the problems identified. The proposal addressed four major areas identified as interrelated and interdependent in remedying the problems cited by the subcommittee in their report.

1. The administration and supervision of the test:

A full-time bilingual assessment professional was needed to oversee the administration of the test at all testing sites, the scoring of the exam, to revise the exam, and generally be responsible for the records, reports and the exam itself.

Revision of the test itself:

Since the adoption of the Four Skills Exam, no reliability studies had been conducted to reexamine the test's reliability. Revision to the exam was necessary to ensure its reliability.

Development of alternative assessments:

The committee recommended that performance-based assessments be developed as an alternative to the FSE for elementary school teachers who are sufficiently prepared but who do not perform well on standardized tests. For secondary teachers, they recommended a performance-based test that would exceed the eighth grade minimum set by the Board.

University immersion institutes:

The proposal included three one-week intensive language institutes where participants are immersed in Spanish for the entire day in the classroom and in the location where they are lodged. Three or four experienced Spanish language instructors would interact with participants using the four language modalities through activities that are appropriate to the school, community, and classroom setting. Spanish would be maintained as the sole language of communication in the classroom and lodging sites.

In 1994 the Legislature appropriated funds to the NMSDE to accomplish these recommendations. The revision of the Four Skills Exam (FSE) began with a committee of experts in linguistics, assessment and evaluation, language development and bilingual education. Initially, the committee was engaged in study and research. They studied the dissertation results prepared by Dr. Miguel Guerrero entitled A Critical Analysis of the Validity of the Four Skills Exam and researched other state proficiency tests for certification of bilingual education teachers. This work lead them to conceptualize a new content exam that would resolve the difficulties identified in the FSE.

The new exam, La prueba de español para la certificación bilingüe[25], is a criterion-referenced test that was developed in accordance with current standard test development procedures to meet validity and reliability requirements. It went through a two-year development process and was refined based on task force feedback and piloting with a group of educators representative of those who would take the test.

There are four manuals[26] that have been produced in conjunction with the exam:

The technical manual contains statistical information on the validity and reliability of the exam.

The administrator's manual ensures standard administration to meet reliability and validity requirements.

There is a scoring and evaluation manual for standardization test results for the scorers of the exam.

The study guide comes with an audiocassette and is designed to help examinees adequately prepare for the exam.

Various features of the exam set it apart from traditional language tests for adults. Overall, the exam directly reflects actual classroom and school practices that bilingual education teachers are generally engaged in as part of their duties and responsibilities. These are represented through the following school contexts:

School communication: Bilingual education teachers are often the sole link between the school and the parents of English language learners. Oftentimes, parents do not have sufficient English skills to become actively involved in school activities nor do they understand aspects of the school program in the English language. This section of the test examines tasks teachers may be called on to perform in carrying out this important link.

Natural Sciences and Social Studies: The test uses actual text material, audio clips and cloze activities to examine proficiency. The tasks are those that teachers perfom daily in preparing and delivering instruction.

Language and Culture: The test uses a videoclip of rural life in New Mexico which exemplifies the long-standing Hispanic culture of the state. Once again, the clip serves as the material for the tasks related to classroom such as preparing a summary and oral instructions for a student assignment.

In its natural form and state, all four skills of language interact in a mutually reinforcing way to accomplish teaching and learning. The test incorporates this aspect of language into its design. All tasks selected for each of the contexts above contest are built around authentic situations and prompts. This creates a natural, communicative setting for examining proficiency.

The exam also encompasses all the proficiency competencies set by the State Board of Education for an endorsement to a teaching license in bilingual education. This enhances the validity and reliability of

[25] Test authors are: Dr. Eduardo Hernández Chávez, Dr. Rosa Fernández, Thomasina Hannum, Cecelia Pino and Dr. Loretta Salazar. Walter Archuleta, language assessment specialist in the Bilingual Multicultural Education Unit, coordinated test development.

[26] Technical Manual: Chris Nelson and Dr. Miguel Guerrero. Administrator's Manual, Scoring Manual, and Study Guide: Thomasina Hannum and Elizabeth Saavedra.

the test and also examines the proficiency of teachers to teach the content areas of the curriculum. Tables I and II provide the readers a summary of these features. [27]

TABLE I

Main Features	***La prueba de español para la certificación bilingüe***
Language tasks are linked to school contexts	
Comunicaciones escolares	
Ciencias naturales	
Lengua y cultura	
Estudios sociales	
Language tasks are built around authentic situations and prompts	
Report card	
Telephone message	
Principal memo	
Reading from actual textbooks	
Video	
Language tasks integrate the four language skills	
Reading and speaking	
Listening and writing	
Reading and writing	
Listening and speaking	
Language tasks are linked to NM mandated competencies	
Enhances the validity of the test	
Focus on content areas	

[27] Tables I and II developed by Walter Archuleta , Dr. Miguel Guerrero, Thomasina Hannum, Dr. Eduardo Hernández Chávez, and Dr. Loretta Salazar.

Focus on an eighth grade level of proficiency as required by the competencies

TABLE II

Language Matrix

School → Contexts	*Comunicaciones escolares*	*Ciencias naturales: El sistema respiratorio*	*Lengua y cultura: La vida rural de Nuevo Mexico*	*Estudios sociales: Las nuevo mexicanas*
Speaking	*Given a report card as a prompt, examinee explains student progress to parents. (1) a,b,c,d,g**	*Given a second related science text as a prompt, examinee reads the text aloud. (1) a,e,g; (2)**	*Given a brief video stimulus, examinee generates a summary and oral instructions for students. (1) a,b,g; (2)**	*Given a written social studies text as a prompt, examinee gives an oral summary of the text. (1) a,b,d,e,g; (2)*
Listening	*Given an audio-taped telephone message (linked to report card) as a prompt, examinee writes a brief note to parents. (1) a,b,c,f,g **	*Given an audio-taped series of student sentences (related to text topic), examinee writes student sentences. (1) f,g; (2)**	*Given an audio-taped series of multiple-choice questions (linked to video), examinee selects best answer. ALSO SEE SPEAKING & WRITING (1) b,d,e,g**	*No direct measure of listening comprehension*
Reading	*Given a principal's memo as a prompt, examinee proofreads and corrects the memo. (1) a,d,e,f,g**	*Given a science test with every sixth word deleted, examinee writes in the deleted word. (1) a,d,e,g**	*SEE LISTENING*	*SEE SPEAKING*
Writing	*SEE LISTENING AND READING*	*SEE LISTENING AND READING*	*Given the video as a prompt, examinee writes an essay related to some aspect of the video. (1) a,f,g (2)**	*Givben the same social studies text as a prompt, examinee writes (5) questions related to the text. (1) a,d,e,f,g; (2)**

** The numbers (1) and (2) followed by letters a-g at the bottom of each cell represent the native language competencies required by the New Mexico State Board of Education for an endorsement to a teaching license in bilingual education.*

The exam integrates both the vernacular Spanish spoken in New Mexico and a "standard" form of the language. It incorporates video and taped voices of New Mexican speakers of Spanish in natural language contexts.

It reflects four levels of Spanish language proficiency, from a level I – Principiante *to a level IV --* Superior *with general rubrics and specific rubrics for each subsection. Appendix I provides the general rubrics of the exam for each of the levels described.*

The test was administered for the first time this spring and summer, and will be administered in a quarterly cycle beginning in the fall of 1999.[28]

Conclusion

As the world we live in slips quickly into the 21st century, individuals with a command of more than one language will have an economic advantage in the ever-expanding interglobal marketplace. Additionally, they will be able to communicate across cultures. It is the duty of the educational institutions to prepare students for this expanded adventure in communication, prosperity, and advancement for humankind. In the final analysis, it must be realized that there are needs for speakers of other languages for the world economy and mutual understanding among the peoples and cultures of the globe.

[28] *The State Department of Education offers three Spanish Immersion Institutes as part of the preparation process for preservice and inservice teachers who will take the exam. The institutes have been offered at New Mexico Highlands University, in the northern part of the state, the University of New Mexico in the central part of the state and New Mexico State University in the southern part of the state.*

.APPENDIX I

Oral Language

Criterion: **The speaker uses appropriate oral language to complete tasks that are consistent with his/her role as a classroom teacher.**

Rating **Specific Criteria**

This speaker uses language that is highly appropriate and approaches native competence.

- This speaker fully completes required language functions.
- Discourse is well-organized; the flow of ideas is highly appropriate with natural transitions.

4 • Vocabulary is appropriate to the task.

- Grammar is well-developed and elaborated but yet appropriate for audience (i.e. beyond simplistic sentence construction of SVO).
- Pronunciation and intonation are clear, fluent and native-like.

This speaker uses appropriate language, but falls short of native-like.

- The speaker completes required language functions, but may omit unessential information.
- Discourse structure and strategies are adequately organized (ideas may not flow completely smoothly).

3 • Vocabulary is adequate and appropriate to task, though minor inappropriate word choices may be evident.

- Grammar is generally conventional and relatively elaborated with minor errors that do not interfere with comprehensibility.
- Pronunciation and intonation are clear and nearly fluent but not necessarily native-like.

This speaker uses adequate, though not entirely appropriate, language.

- This speaker fulfills language functions at an acceptable level (i.e. may omit information adequate but still communicates the main ideas).

2 • • • • • • • Discourse is organized well enough to communicate ideas and meaning.

- Vocabulary is acceptable (some inappropriate word choices are evident).
- Some grammatical errors are evident, though they do not interfere with comprehensibility (some occurrences of unconventional or incorrect structures and/or English influence). Sentence structure in unelaborated.
- Pronunciation and intonation are comprehensible but there may be influence from another language.

This speaker uses language inadequately.

- This speaker does not adequately fulfil the language functions (i.e. omits major information such that the point of the communication may be lost).

1 • Discourse lacks organization, transitions and connections.

- Vocabulary is inadequate to the task (i.e. omits essential words, uses incorrect vocabulary and/or switches to English).
- Uses incorrect grammar which may interfere with comprehensibility (e.g. tenses,

agreement, word order errors, etc.).
- Pronunciation and intonation are unacceptable (very halting, difficult to understand).

APPENDIX I (CONTINUED)

Writing

Criterion: **The writer uses appropriate written language to complete tasks that are consistent with her/her role as a classroom teacher.**

Rating Specific Criteria

This writer uses written language that is highly appropriate and approaches native competence.
- This writer fully completes required language functions.
- Text is well-organized; and the flow of ideas is well developed (coherence) with highly appropriate natural transitions (cohesion).

4
- Grammar is fully appropriate reflecting native or near- native command of the language.
- Vocabulary is appropriate to the task.
- No errors in mechanics (i.e. spelling and punctuation)

This writer uses appropriate written language but falls short of native-like competence.
- This write successfully completes required language functions.
- The organization of the text, the flow of ideas (coherence), and natural transitions (cohesion) are appropriate.

3
- Grammar is appropriate and generally correct reflecting a good command of the language.
- Vocabulary is adequate, though not entirely appropriate to task, though minor inappropriate word choices may be evident.
- Few errors in mechanics (i.e. spelling and punctuation).

This writer uses adequate, though not entirely appropriate written language.
- This writer adequately completes required language functions.
- The organization of the text, the flow of ideas (coherence), and natural transitions (cohesion) are adequate.

2
- Some grammatical errors are evident though they do not interfere with comprehensibility (some occurrences of unconventional or incorrect structures and/or English influence.) Sentence structure is unelaborated.
- Vocabulary is acceptable (some inappropriate word choices are evident).
- Some errors in mechanics (i.e. spelling and punctuation)

This writer uses inadequate written language.
- This writer does not adequately fulfill the language functions (i.e. omits major information such that the point of the communication may be lost).
- The text lacks organization, transitions and /or connections.

1
- Uses incorrect grammar which may interfere with comprehensibility (e.g. tenses, agreement, word order errors, etc.).
- Vocabulary is inadequate to the task (i.e. omits essential words, uses much incorrect vocabulary and/or switches to English).

- Many errors in mechanics (i.e. spelling and punctuation)

APPENDIX I (CONTINUED)

Oral Reading

Criterion: **The examinee reads aloud written texts in order to complete tasks that are consistent with his/her role as a classroom teacher.**

Rating	**Specific Criteria**
4	**The reader reads aloud in a manner that is highly appropriate and approaches native competence.** • The reader fully completes the function of reading aloud short written texts. • The reader reads with fluidity at the rate of speed that is appropriate for the functions • The reader captures subtle expressive and intentional features of the text. • Pronunciation of content area vocabulary is precise and native-like.
3	**The reader reads aloud in a manner that is appropriate but falls short of native-like competence.** • The reader adequately completes the function of reading aloud short written texts. • The reader reads with fluidity with minor pauses and repairs but the rate of speech is appropriate for the function. • The reader captures most of the subtle expressive and intentional features of the text. • Pronunciation of content area vocabulary is almost native-like.
2	The reader reads aloud in a manner that is adequate, though not entirely appropriate. • The reader partially completes the function of reading aloud in a short written text. • The reader reads cautiously and with a combination of pauses, repetitions, and a few unsuccessful repairs. The rate of speech is uneven at points. • The reader omits some of the subtle expressive and innovational features of the text. • Pronunciation of content area vocabulary is labored or inaccurate.
1	**The reader reads aloud in a manner that is inadequate.** • The reader is unable to complete the function of reading aloud a short written text. • The reader reads with little fluidity and the rate of speech is not appropriate for the function. • The reader misses obvious expressive and innovational features of the text. • Pronunciation of content area vocabulary and vocabulary in general is labored.

Comprehension

Criterion: **The examinee comprehends oral written language or written language in order to complete tasks consistent with his/her role as a classroom teacher.**

Rating Specific Criteria

4

This examinee fully understands provided spoken or written text.

- Major concepts of the text are presented and developed in the response function.
- Generalizations about the text are thoroughly represented in the response text.
- Specific information is completely utilized in the response function.
- Logical structuring of the response function occurs; the organization of the response text is well- developed.
- Uses context of the language function to construct a well-developed text.

3

This examinee adequately understands provided spoken or written text.

- Major concepts of the text are sufficiently presented and developed in the response function.
- Generalizations about the text are acceptably represented in the response text. Specific information is utilized in the response function.
- Logical structuring of the response function occurs; the organizations of the response text is appropriately developed.
- Uses content of the language function to construct a satisfactory developed response.

2

This examinee minimally understands provide spoken or written text.

- Major concepts of the text are adequately presented and developed in the response function.
- Generalizations about the text are acceptably represented in the response text.
- Specific information is utilized in the response function; little essential information may be omitted.
- Logical structuring of the response function occurs; the organization of the response text is suitably developed.
- Uses context of the language function to construct a moderately developed response.

1

This examinee does not understand provided spoken or written text.

- Major concepts of the text are not presented and developed in the response function.
- Generalization about the text are poorly represented in the response text.
- Specific information is inadequately utilized in the response function; essential information may be omitted.
- Logical structuring of the response function is inappropriate; the organization of the response text is insufficiently developed.

Does not use context of the language function

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