



TEST DESIGN AND FRAMEWORK

TEST DESIGN

English to Speakers of Other Languages (ESOL)

The **English to Speakers of Other Languages (ESOL)** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ **Test I (Test Code 119)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Language and Language Acquisition	0001–0004	30	1
➤ ESOL Cultural and Professional Environments	0005–0008	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%

■ **Test II (Test Code 120)**

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ ESOL Planning, Implementation, and Assessment	0009–0012	30	1
➤ ESOL Instruction	0013–0016	30	1
TOTAL		60	2
Percentage of Test Score		80%	20%



Georgia Assessments for the
Certification of Educators®

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TEST FRAMEWORK

English to Speakers of Other Languages (ESOL)

LANGUAGE AND LANGUAGE ACQUISITION

0001 Understand the nature of language and language varieties and ways to apply knowledge of these concepts in the classroom.

For example:

- demonstrating knowledge of the systematic and symbolic nature of language, unique properties of human language (e.g., cultural transmission, displacement, productivity), and concepts related to innateness and universality
- demonstrating knowledge of basic aspects of language origins and history (e.g., language families, the linguistic history of English)
- recognizing the effect of language contact on changes in a language and types, sources, and effects of internal variations (e.g., dialects)
- demonstrating knowledge of pragmatic features of oral and written language that influence or convey meaning (e.g., use of formal and informal styles, idiomatic expressions, nonverbal elements)
- demonstrating knowledge of the influence of various factors (e.g., culture, politics, society) on a speaker's choice of pragmatic features and language variations
- identifying strategies that apply knowledge of pragmatics to help ELL students respond appropriately and communicate effectively in a variety of contexts, including formal and informal settings, and for a variety of audiences and purposes (e.g., interpreting and responding to nonverbal cues and body language, demonstrating knowledge of acceptable nonverbal classroom behaviors)



0002 Understand the phonology, morphology, syntax, semantics, and discourse of the English language as related to the development of listening, speaking, reading, writing, and viewing for social and academic purposes.

For example:

- demonstrating knowledge of phonology and identifying strategies that apply knowledge of phonology to help ELL students develop oral language (e.g., discrimination and pronunciation of English phonemes, intonation), reading, and writing skills, including spelling, in English
- demonstrating knowledge of morphology and identifying strategies that apply knowledge of morphology to promote ELL students' development of vocabulary and literacy skills, including spelling, in English
- demonstrating knowledge of syntax and identifying strategies that apply knowledge of syntax to promote ELL students' social and academic language and literacy development in English
- demonstrating knowledge of semantics and identifying strategies that apply knowledge of semantics to help ELL students acquire and productively use a wide range of vocabulary in English
- demonstrating knowledge of discourse (e.g., analyzing oral and written discourse with respect to cohesion and coherence, identifying similarities and differences between language structures used in spoken and written English, analyzing text structures, recognizing turn-taking practices); and identifying strategies that apply knowledge of discourse to help ELL students understand a variety of texts and genres and engage in oral and written discourse that is fluent, cohesive, and coherent
- recognizing the importance of serving as a good language model for ELL students and for providing opportunities for ELL students to be exposed to a variety of proficient English speakers



0003 Understand first- and second-language acquisition.

For example:

- demonstrating knowledge of current theories and research in first- and second-language acquisition
- demonstrating knowledge of processes and stages of first- and second-language acquisition and literacy development
- examining the role of the primary language (L1) in acquiring English as a second language (L2), including the process of transferring language and reading skills from L1 to L2, and demonstrating knowledge of strategies for building on ELL students' current 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 ELL students with comprehensible input and opportunities for producing comprehensible output
- recognizing the role of meaningful interaction in the development of communicative competence in a new language and demonstrating knowledge of strategies for providing opportunities for ELL students to communicate in a variety of social and academic settings
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition) and demonstrating knowledge of strategies for explicitly teaching ELL students effective language learning and self-monitoring strategies to promote their language development
- recognizing the role of feedback in language development and demonstrating knowledge of strategies for appropriately monitoring ELL students' language errors and for addressing ELL students' needs

0004 Understand cognitive, affective, sociocultural, and other variables that affect second-language learning and how to apply this knowledge to facilitate the process of learning English as a new language.

For example:

- demonstrating knowledge of cognitive variables that affect L2 acquisition (e.g., cognitive development, memory, planning and organizational skills) and recognizing the importance of using instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address students' specific cognitive strengths and needs
- demonstrating knowledge of affective variables that affect L2 acquisition (e.g., inhibition, motivation, self-esteem) and strategies for applying this knowledge to facilitate the process of learning English as a new language
- demonstrating knowledge of sociocultural and political variables that affect L2 acquisition (e.g., idioms; variations in register, dialect, and language genre; factors related to immigration, cultural transition, prior educational background and opportunities; socioeconomic and legal status) and strategies for applying this knowledge to facilitate the process of learning English as a new language
- demonstrating knowledge of individual variables that affect L2 acquisition (e.g., age, level of L1 language proficiency, level of L1 literacy, personality, preferred learning styles and modalities, educational experience, disabilities)
- demonstrating knowledge of linguistic variables that affect L2 acquisition (e.g., difficulty level of language structures and vocabulary) and applying knowledge of strategies for developing ELL students' social and academic language proficiency in English



ESOL CULTURAL AND PROFESSIONAL ENVIRONMENTS

0005 Understand major concepts, principal theories, and research related to the nature of culture, sociocultural systems, and the role of culture in language development and learning.

For example:

- demonstrating knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, intra- and intergroup differences, acculturation, assimilation, accommodation, biculturalism, the additive nature of culture)
- demonstrating knowledge of the interrelationship between language and culture and the effects of this interrelationship on ELL students' language development and learning
- demonstrating knowledge of the content of culture and sociocultural systems (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 their effects on learning and cross-cultural interactions
- demonstrating knowledge of the process of cultural contact and stages or phases of acculturation (e.g., characteristics of culture shock)
- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between ELL students' home cultures and the school culture) and demonstrating knowledge of cultural differences in approaches to learning (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, individual versus group)



0006 Understand characteristic features of cultures, the effect of ELL students' cultural identities on language development and learning, and teaching strategies that are sensitive to the needs of ELL students from diverse cultural groups.

For example:

- recognizing how to use a variety of print and nonprint resources to learn about world cultures and the diverse cultures of students, including characteristic features of linguistic-minority cultures
- recognizing the effects of world events (e.g., U.S. immigration history, patterns, and policies; events in students' home countries) on ELL students and their families
- demonstrating knowledge of strategies for promoting ELL students' understanding of aspects of U.S. culture (e.g., names, food and dining, shopping, games, music, literature, government structure and institutions, citizenship issues), including social conventions (e.g., greetings, letter writing, telephone patterns)
- demonstrating knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) and strategies for applying this knowledge to enhance English language learning
- recognizing how the cultural identity of individuals affects their language development and learning and that levels of cultural identity will vary among ELL students and their teachers and applying knowledge of strategies for providing ELL students with opportunities to use their cultural perspectives to promote learning
- analyzing the effects of racism, stereotyping, and discrimination on teaching and learning and ways to address these issues purposefully in the classroom (e.g., by promoting an inclusive classroom climate, by designing instruction that reflects antibias approaches) and the school community (e.g., recognizing ELL students' language rights)



0007 Understand the historical and research foundations of ESOL programs and current educational trends, issues, policies, and professional practices in ESOL.

For example:

- demonstrating knowledge of the effects of significant federal and state legislation, court cases, and demographic changes on the evolution of ESOL programs
- demonstrating knowledge of models and types of ESOL programs and of the characteristics, goals, and research on the effectiveness of various ESOL teaching approaches and methodologies
- demonstrating knowledge of current educational trends, issues, and policies in the field of ESOL and their relationships to program planning
- demonstrating knowledge of strategies for pursuing professional growth opportunities in the field of ESOL (e.g., formulating a professional development plan, participating in professional associations and other academic organizations)
- 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 to work effectively with ELL students, planning and implementing professional ESOL workshops for colleagues)
- 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 ELL students as they transition into general education and content-area classrooms



0008 Understand how to serve as a resource liaison and advocate for ELL students and how to build effective partnerships with families and the community to support student learning and achievement.

For example:

- demonstrating knowledge of school and community resources available to ELL students and their families and applying knowledge of strategies for helping ELL students and their families participate fully in the school and community
- demonstrating knowledge of ways to advocate for ELL students and their families in various school contexts, including how to support ELL students and their families in making decisions and advocating for themselves in the school community
- demonstrating knowledge of strategies for working with colleagues to provide comprehensive, challenging educational opportunities for ELL students and for ensuring ELL students' full access to school resources, including educational technology
- identifying the benefits of, and strategies for, creating effective partnerships between the school and various community resources to support ELL students' learning and achievement
- recognizing the important roles that families play in their children's development and demonstrating knowledge of culturally responsive strategies for communicating and building partnerships with ELL students' families
- demonstrating knowledge of strategies for establishing an educational environment that supports, develops, and encourages the social, academic, and political involvement of ELL students' families in the school community



ESOL PLANNING, IMPLEMENTATION, AND ASSESSMENT

0009 Understand standards-based ESOL curriculum planning and implementation.

For example:

- recognizing how to plan ESOL instruction around standards-based subject matter and language-learning objectives
- demonstrating knowledge of current instructional approaches, methods, and instructional practices in the field of ESOL
- recognizing the importance of planning ESOL instruction based on assessment of ELL students' language proficiency and prior knowledge
- demonstrating knowledge of strategies for addressing ELL students' varying educational backgrounds (e.g., limited formal schooling) and varying levels of English language proficiency when planning and delivering standards-based instruction
- demonstrating knowledge of strategies for creating a secure, positive, and motivating language-learning environment for ELL students that encourages them to be actively involved in learning, to take risks, and to extend their learning inside and outside the classroom
- recognizing how to incorporate a variety of activities in instruction that develops authentic uses of language and explores content-area topics in order to maximize ELL students' language learning and concept development
- demonstrating knowledge of how to scaffold oral and written language tasks in order to facilitate ELL students' achievement of academic tasks and to promote their language development and learning
- recognizing how to create learning opportunities that integrate comprehension through listening, speaking, reading, writing, and viewing for a variety of academic and social purposes



0010 Understand how to locate, develop, adapt, and use resources effectively in ESOL instruction, including technological resources.

For example:

- recognizing how to locate, develop, adapt, and use an appropriate variety of materials and resources to promote ELL students' language, literacy, and content-area development, including books and other print materials, visual aids, props, games, realia, and technology
- demonstrating knowledge of strategies for selecting and adapting materials and other resources in the ESOL classroom in order to ensure that instructional resources are appropriate to ELL students' developing language and content-area skills and abilities
- recognizing how to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials to promote ELL students' language, literacy, and content-area development, including appropriate use of primary-language materials
- demonstrating knowledge of strategies for helping ELL students select and use a variety of resources for different social and academic purposes (e.g., research, independent reading)
- demonstrating knowledge of strategies for evaluating and using appropriate multimedia and technological resources to enhance language, literacy, and content-area instruction for ELL students (e.g., computers and related devices, software, the Internet)



0011 Understand current concepts, trends, issues, policies, and practices related to assessing ELL students, including different types of assessments used in ESOL programs and their purposes, uses, and limitations.

For example:

- recognizing the importance of using a variety of different assessment strategies with ELL students (e.g., observation, portfolio, student self-assessment, formal assessment)
- recognizing the importance of, and strategies for, aligning assessment with curriculum and instruction
- demonstrating knowledge of the challenges associated with assessment of ELL students and demonstrating awareness of psychological issues (e.g., test anxiety, limited testing experiences) and issues related to cultural and linguistic bias (e.g., unfamiliar images or references, unfamiliar test language or formats) that may affect ELL students' assessment results
- demonstrating knowledge of assessment issues related to ELL students who may have a disability or who may be gifted and talented
- demonstrating knowledge of different types of assessment (e.g., norm-referenced, criterion-referenced), including differences between performance-based and traditional assessments
- demonstrating knowledge of various purposes of assessment (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 national and state requirements for identifying, reclassifying, and exiting ELL students 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 assessment and ways to apply this knowledge to select or design valid, reliable performance-based and traditional assessments for different purposes in the ESOL classroom



0012 Understand how to select and use multiple assessment strategies, techniques, and instruments, including analyzing and interpreting assessment results to inform, evaluate, and modify instruction for ELL students.

For example:

- recognizing how to select and use a variety of assessments that correspond with state and national standards for ESOL and specific content areas
- recognizing how to select assessments, including technology-based, self-, and peer-assessments, that are appropriate for ELL students at varying levels of English language proficiency and literacy development
- recognizing 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 ELL students' oral-language development
- recognizing 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 ELL students' reading development
- recognizing 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 ELL students' writing development
- recognizing 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 ELL students' content-area knowledge



ESOL INSTRUCTION

0013 Understand current trends, issues, and research-based practices related to promoting ELL students' oral language development.

For example:

- demonstrating knowledge of activities and strategies that build and expand on ELL students' oral language experiences, situations, and interactions both inside and outside the classroom (e.g., following simple commands, formulating and answering yes/no and wh- questions, interviewing, inferring meaning of utterances, understanding idioms and figurative language)
- recognizing how to use a variety of meaningful, purposeful activities for developing ELL students' communicative competence (e.g., paired and small-group conversations and discussions, creative drama, role-play, oral presentations)
- demonstrating knowledge of strategies for developing ELL students' listening skills for a variety of academic and social purposes (e.g., responding appropriately to multiple-step directions, taking notes on an unfamiliar topic)
- demonstrating knowledge of strategies for developing ELL students' speaking skills for a variety of academic and social purposes and audiences (e.g., using appropriate intonation, stress, and pronunciation at the word, phrase, and extended discourse levels; engaging in conversations and academic discussions using language appropriate to the situation and topic)
- recognizing the role of oral language development in literacy and content-area instruction (e.g., formulating questions based on understanding of classroom lectures, comprehending concrete and abstract topics, recognizing language subtleties)



0014 Understand foundations of literacy development in ESOL, including current trends, issues, policies, and research-based practices related to ESOL instruction in literacy development.

For example:

- recognizing orthographic, linguistic, and rhetorical influences of L1 on ELL students' English literacy development (e.g., positive and negative transfer from L1)
- demonstrating knowledge of specific literacy needs of ELL students (e.g., students with limited literacy in L1) and strategies for addressing those needs
- recognizing the components of a balanced, comprehensive reading program for ELL students
- recognizing the importance of applying knowledge of the developmental process of reading in a second language to design standards-based reading instruction adapted to and appropriate for ELL students (e.g., selecting and using different texts and genres for ELL students at different proficiency levels and developmental stages, using both literature and content-area texts to develop ELL students' reading skills)
- recognizing the importance of applying knowledge of the developmental process of writing in a second language to design standards-based writing instruction adapted to and appropriate for ELL students (e.g., developing ELL students' writing through a range of activities from basic sentence construction to narrative, expository, and persuasive writing, including responses to literature using different genres for ELL students at different proficiency levels and developmental stages; using different genres to meet different social needs and academic demands; providing explicit instruction regarding contrasts between English and the writing systems of ELL students' home language)

0015 Understand approaches, methods, and strategies for promoting ELL students' literacy development.

For example:

- demonstrating knowledge of the importance of building on the languages the students bring to the classroom to promote their literacy development
- demonstrating knowledge of various approaches, methods, and strategies for promoting ELL students' English-language reading development and engagement in reading (e.g., Language Experience Approach, preteaching vocabulary and language structures, schema development, shared reading, guided reading, graphic organizers, literature circles, exposure to a variety of literature, maintaining personal spelling and vocabulary dictionaries)
- demonstrating knowledge of activities and strategies for promoting ELL students' achievement of state performance standards related to beginning reading development (e.g., developing phonological awareness skills, knowledge of the alphabetic principle, concepts about print, and phonemic awareness skills) and reading skills and strategies (e.g., decoding and word-recognition skills, including use of phonics, structural analysis, and context clues; application of grammar and punctuation to derive meaning; development of reading fluency; vocabulary development)
- demonstrating knowledge of activities and strategies for promoting ELL students' achievement of state performance standards related to reading comprehension (e.g., identifying main topic and details in stories; using prior knowledge and context to construct meaning; reading and responding to different genres of literature; identifying plot, point of view, and theme; varying reading rate for different texts and different purposes for reading), including facilitating ELL students' reading comprehension before, during, and after reading; and developing ELL students' literal, inferential, and critical/evaluative reading comprehension skills
- demonstrating knowledge of various approaches, methods, and strategies for promoting ELL students' English-language writing development and engagement in writing (e.g., providing explicit instruction in the writing process, providing opportunities for ungraded writing such as interactive journals)
- demonstrating knowledge of activities and strategies for promoting ELL students' achievement of state performance standards related to writing (e.g., sentence formation; paragraph formation; using compound and complex sentences; developing knowledge and skills in English writing conventions, mechanics, and spelling; applying appropriate rhetorical and discourse structures in writing across a range of genres)



0016 Understand current trends, issues, and research-based practices related to promoting ELL students' content-area knowledge and skills.

For example:

- demonstrating knowledge of strategies for identifying and addressing specific academic needs of ELL students (e.g., limited formal schooling, gaps in prior knowledge and concept development)
- demonstrating knowledge of strategies for activating ELL students' prior knowledge related to content-area objectives, including using knowledge of ELL students' home cultures to enhance learning
- demonstrating knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations, illustrations) and for modifying language (e.g., repeating key concepts, breaking up long sentences, paraphrasing) to make content-area lessons accessible to ELL students
- identifying strategies for integrating language and content objectives in ESOL instruction
- demonstrating knowledge of content-based ESOL instructional methods that are effective in developing ELL students' academic language skills, content knowledge, and active participation in content areas
- demonstrating knowledge of cognitive-learning strategies (e.g., organizational skills, study skills, test-taking skills) that support ELL students' development of content-related language, learning skills, and construction of academic knowledge
- demonstrating knowledge of strategies for promoting ELL students' use of reference materials and development of research skills