TEST SUMMARY AND FRAMEWORK
## TEST SUMMARY
BILINGUAL EDUCATION

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate's knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state's teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

Test Format	Multiple-choice questions
Number of Questions	Approximately 110
Test Session	2 hours, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	050
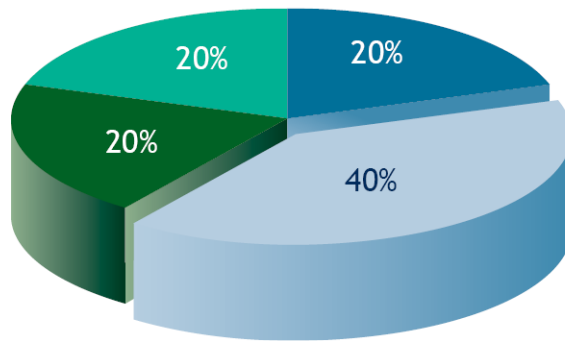
Key	Approximate Percentage of Test	Content Domain	Range of Objectives
	20%	**Language and Literacy Development**	0001–0003
	40%	**Development and Assessment of Biliteracy**	0004–0009
	20%	**Cultural Foundations of Bilingual Education**	0010–0012
	20%	**Professional Leadership**	0013–0015

TEST FRAMEWORK

BILINGUAL EDUCATION

LANGUAGE AND LITERACY DEVELOPMENT

0001   Demonstrate knowledge of major concepts, theories, and research in first- and second-language acquisition.

For example:

- demonstrating knowledge of current theories and research in first- and second-language acquisition, literacy development, and models of bilingualism and multilingualism

- demonstrating knowledge of major stages of first- and second-language acquisition (e.g., silent period, early production stage) and major concepts associated with first- and second-language acquisition (e.g., interlanguage, fossilization, language transfer)

- demonstrating knowledge of the integrated nature of cognitive development and language development involved in learning more than one language (e.g., the development of critical thinking skills, metalinguistic knowledge, and metacognition; the storage and retrieval of information in the brain) and identifying strategies for applying this knowledge to promote bilingual education students' language development

- recognizing the role of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in first- and second-language acquisition and how to apply this knowledge to promote bilingual education students' development of both social and academic language skills in English and the second language of instruction

- recognizing the nature and role of comprehensible input and output in language acquisition and applying knowledge of strategies for providing bilingual education students with comprehensible input and opportunities for producing comprehensible output in English and the second language of instruction

- recognizing the role of meaningful interaction in second-language acquisition and applying knowledge of strategies for providing bilingual education students with opportunities for meaningful, purposeful interactions in English and the second language of instruction in social and academic settings

- recognizing the role of feedback in language and literacy instruction and demonstrating the ability to analyze bilingual education students' errors in the context of overall performance and provide appropriate feedback

0002   Demonstrate knowledge of variables that affect the process of language learning.

For example:

- demonstrating knowledge of the impact of bilingual education students' native-language proficiency in listening, speaking, reading, and writing on second-language acquisition and applying knowledge of strategies for building on students' native-language skills to facilitate students' language development

- recognizing the role of the first language in second-language acquisition, including positive and negative transfer, and applying knowledge of native-language influences (e.g., linguistic, rhetorical, orthographic) on bilingual education students' language and literacy development in English and the second language of instruction

- recognizing factors affecting the transfer of language skills (e.g., degree of comparability between English and the second language of instruction, level of literacy in the first language)

- demonstrating knowledge of the impact of individual learner variables (e.g., age, personality, motivation, self-esteem, affective filter, culture, preferred learning styles and modalities) on first- and second-language acquisition and applying knowledge of strategies for addressing individual students' needs

- demonstrating knowledge of the impact of sociocultural variables (e.g., familiarity with idioms and variations in register, dialect, and language genre; factors related to cultural transition; appreciation and acceptance of students' native language[s]; current living situation) on second-language acquisition and applying knowledge of strategies for addressing these variables to facilitate students' language development

- demonstrating knowledge of the impact of sociopolitical variables (e.g., differential status of languages; factors related to socioeconomic and legal status, immigration, and prior educational background and opportunities) on second-language acquisition and applying knowledge of strategies for addressing these variables to facilitate students' language development

- demonstrating knowledge of the impact of community, family, and home environment on students' language development

0003   Demonstrate knowledge of applied linguistics in the development of biliteracy.

For example:

- demonstrating knowledge of the foundations of phonology (i.e., sound systems) and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- demonstrating knowledge of the foundations of morphology (i.e., word formation) and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- demonstrating knowledge of the foundations of syntax (i.e., phrase and sentence structure) and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- demonstrating knowledge of the foundations of semantics (i.e., the expression of meaning) and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- demonstrating an understanding of how pragmatic features of oral and written language influence meaning (e.g., register, use of formal and informal discourse, use of nonverbal cues) and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- demonstrating an understanding of language variation (e.g., historical variation, regional variation, dialects, intonation) and factors that affect language variation and how to apply this knowledge to promote students' language and literacy development in English and a second language of instruction

- recognizing how to locate and use linguistic resources to learn about the structure of English and a second language of instruction in order to address students' needs

DEVELOPMENT AND ASSESSMENT OF BILITERACY

0004 **Demonstrate knowledge of how to apply research-based best practices in first- and second-language instruction to plan, implement, adapt, and modify standards-based curricula and instruction for bilingual education students.**

For example:

- demonstrating knowledge of the Washington State English Language Development (ELD) Standards and how to apply this knowledge to plan, implement, adapt, and modify instruction for bilingual education students

- demonstrating knowledge of characteristic features of the five English language proficiency levels as described in the Washington State English Language Development (ELD) Standards (i.e., beginning, advanced beginning, intermediate, advanced, and transitional)

- demonstrating knowledge of characteristics, goals, and research on the effectiveness of major models of bilingual education (e.g., dual-language enrichment programs, late-exit transitional bilingual education, early-exit transitional bilingual education, content-based ESL instruction [sheltered immersion])

- applying knowledge of strategies for differentiating instruction in classrooms that include students proficient in different languages (e.g., through the use of flexible grouping) and organizing a variety of supportive learning environments (e.g., cooperative groups, independent learning, individualized instruction)

- recognizing potential linguistic and cultural biases of curricula and pedagogies when planning, implementing, adapting, and modifying curricula and instruction for bilingual education students

- recognizing how to serve as a good language model for bilingual education students and demonstrating knowledge of strategies for developing authentic uses of language and for providing opportunities for students to be exposed to a variety of speakers of English and the second language of instruction

- recognizing the role of oral language in literacy development and conceptual understanding and demonstrating knowledge of strategies for building and expanding on bilingual education students' oral language to support their literacy and academic development

- applying knowledge of strategies that integrate listening, speaking, reading, and writing for a variety of academic and social purposes

0005 **Apply knowledge of differentiated instruction to provide bilingual education students with Washington State English Language Development (ELD) Standards–based listening and speaking instruction in English and the second language.**

For example:

- applying knowledge of strategies for promoting bilingual education students' ability to use listening and observation skills to gain understanding (e.g., focusing attention, gaining and interpreting information, checking for understanding)

- applying knowledge of strategies for promoting bilingual education students' ability to communicate ideas clearly and effectively (e.g., communicating clearly to a range of audiences for different purposes, developing content and ideas, using effective delivery, using effective language and style)

- applying knowledge of strategies for promoting bilingual education students' ability to use communication strategies and skills to work effectively with others (e.g., using language to interact effectively and responsibly with others, working cooperatively as a member of a group, seeking agreement and solutions through discussion)

- applying knowledge of strategies for promoting bilingual education students' ability to analyze and evaluate the effectiveness of formal and informal communication (e.g., assessing strengths and areas for improvement, seeking and offering feedback)

0006   Apply knowledge of differentiated instruction to provide bilingual education students with Washington State English Language Development (ELD) Standards–based reading and writing instruction in English and the second language.

> For example:
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> • applying knowledge of strategies for promoting bilingual education students' understanding of and ability to use different skills and strategies to read (e.g., using word recognition skills and strategies to read and comprehend text, using vocabulary strategies to comprehend text, building vocabulary through wide reading, applying word recognition skills and strategies to read fluently)
>
> • applying knowledge of strategies for promoting bilingual education students' ability to understand the meaning of what is read (e.g., demonstrating evidence of reading comprehension; understanding and applying knowledge of text components to comprehend text; analyzing, interpreting, and synthesizing information and ideas in literary and informational text; thinking critically and analyzing an author's use of language, style, purpose, and perspective in literary and informational text)
>
> • applying knowledge of strategies for promoting bilingual education students' ability to read materials for a variety of purposes (e.g., reading to learn new information, reading to perform a task, reading for career applications, reading for literary/narrative experience in a variety of genres)
>
> • applying knowledge of strategies for promoting bilingual education students' ability to set goals and evaluate progress to improve reading (e.g., assessing reading strengths and areas for improvement, developing interests and sharing reading experiences)
>
> • applying knowledge of strategies for promoting bilingual education students' understanding of and ability to use the writing process (e.g., prewriting to generate ideas and plan writing, producing drafts, revising to improve text, editing text, publishing text to share with an audience, adjusting the writing process as necessary)
>
> • applying knowledge of strategies for promoting bilingual education students' ability to write clearly and effectively (e.g., developing ideas and organizing writing, using appropriate style, applying grade-appropriate writing conventions) in a variety of forms for different audiences and purposes
>
> • applying knowledge of strategies for promoting bilingual education students' ability to analyze and evaluate the effectiveness of written work (e.g., analyzing and evaluating others' and one's own writing, setting goals for improvement)

0007 **Apply knowledge of how to support the development of bilingual education students' content-area knowledge and cognitive academic language proficiency (CALP) in English and the second language of instruction.**

For example:

- applying knowledge of strategies for developing and integrating language objectives into content-area instruction for bilingual education students

- demonstrating knowledge of a variety of teaching and learning approaches appropriate to the development of bilingual education students' content-area knowledge and skills (e.g., content-area instruction in the first language, content-based ESL, sheltered content instruction)

- applying knowledge of strategies for activating bilingual education students' prior knowledge related to content, developing their content-area knowledge and skills, and building their academic vocabulary

- 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 bilingual education students

- applying knowledge of strategies for supporting bilingual education students' use of problem-solving and cognitive learning skills (e.g., organizational skills, study skills, test-taking skills) and strategies (e.g., grouping words and concepts, integrating prior knowledge with new ideas) to promote their content-area learning

- demonstrating knowledge of syntactic, semantic, and pragmatic characteristics of academic texts and content-area lessons and applying this knowledge to promote bilingual education students' ability to function proficiently in the academic school environment

0008 **Demonstrate knowledge of principles and issues of assessment as they relate to the education of bilingual education students in English and the second language of instruction.**

For example:

- demonstrating knowledge of the various purposes of assessment as they relate to bilingual education students (e.g., diagnosis, placement, evaluation of language proficiency, evaluation of content-area achievement, evaluation of instruction, program evaluation) and applying knowledge of strategies for selecting assessment(s) appropriate for an identified purpose

- demonstrating knowledge of different types of standardized assessments, including differences between norm-referenced and criterion-referenced assessments, as they relate to bilingual education students

- demonstrating knowledge of technical aspects of assessment (e.g., validity, reliability) and how to apply this knowledge to select valid, reliable assessments for bilingual education students

- recognizing potential linguistic and cultural biases and issues related to fairness (e.g., unfamiliar images or references, unfamiliar test language or formats) associated with using assessment instruments with bilingual education students and how these biases and issues may affect assessment results

- demonstrating knowledge of various challenges and limitations associated with assessing bilingual education students (e.g., issues related to students who have special needs and/or are gifted and talented, effects of high-stakes accountability testing, categorization of students based on test results, test anxiety, limited testing experiences)

- demonstrating knowledge of appropriate assessment accommodations for bilingual education students

- demonstrating knowledge of national and state requirements for identifying bilingual education students and placing them in programs for English language learners and recognizing how to apply this knowledge to make informed decisions regarding placement and reclassification of students

0009   Demonstrate knowledge of methods of assessment as they relate to the education of bilingual education students in English and the second language of instruction.

For example:

- recognizing the importance of assessing bilingual education students using multiple methods of assessment (e.g., formal and informal assessment) and of planning learning experiences based on assessment of language proficiency and prior knowledge

- applying knowledge of methods for selecting, developing, and using a variety of language proficiency assessments with bilingual education students

- demonstrating knowledge of different types of classroom-based assessments, including differences between performance-based and traditional assessments, as they relate to bilingual education students

- applying knowledge of methods for selecting, developing, and using a variety of classroom-based assessment tools, including self- and peer-assessments, to inform language, literacy, and content-area instruction for bilingual education students and to measure students' language development and academic progress

- demonstrating the ability to analyze and interpret assessment results, including recognizing when a bilingual education student's performance falls outside the expected range of performance for his/her language proficiency level, and applying strategies for communicating assessment results to all stakeholders (e.g., students, parents/guardians, other educators)

CULTURAL FOUNDATIONS OF BILINGUAL EDUCATION

0010   Apply knowledge of major concepts, theories, and research related to the nature of culture.

For example:

- applying knowledge of the interrelationships between language and culture and the effects of these interrelationships on the teaching and learning of bilingual education students

- applying knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, accommodation)

- analyzing the potential impact of the differences between assimilation, acculturation, and cultural pluralism on a bilingual education student's cultural identity and recognizing the value and significance of cultural pluralism in the teaching and learning of bilingual education students

- applying knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social and gender roles and status; family structure, function, and socialization; classroom behavior and interactions with others) and the effects of cultural differences on the teaching and learning of bilingual education students

0011   Apply knowledge of diverse cultural groups and how cultural identity affects the teaching and learning of bilingual education students.

For example:

- demonstrating knowledge of the characteristics of different immigrant populations and the diversity within the population of bilingual education students (e.g., immigrants, migrants, refugees, those born in the United States) and the effects of this diversity on the teaching and learning of bilingual education students

- recognizing the contributions of diverse cultural groups to Washington State and to the United States

- recognizing the impact of world events on bilingual education students and their families (e.g., U.S. immigration history, patterns, and policies; events in students' native countries)

- recognizing how a teacher's own cultural identity can influence teaching practices and applying knowledge of strategies for reflecting on one's own cultural values and beliefs as they relate to the teaching and learning of bilingual education students

- recognizing how a student's own cultural identity can influence learning and behavior (e.g., country loyalty, family loyalty, individual and group identity)

0012   Demonstrate knowledge of culturally inclusive instruction and how to incorporate cultural and linguistic diversity into instruction to support the teaching and learning of bilingual education students.

For example:

- recognizing how to use a variety of resources to learn about the cultures of bilingual education students and how to apply knowledge of cultures to support the teaching and learning of bilingual education students

- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' native cultures and the school culture) and demonstrating knowledge of culturally influenced differences in approaches to learning (e.g., cooperative versus competitive, individual versus group)

- demonstrating knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) and applying knowledge of strategies for facilitating positive interactions among students from diverse backgrounds

- demonstrating knowledge of strategies for promoting bilingual education students' recognition of and respect for cultural diversity

- demonstrating knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and student achievement (e.g., infusing multicultural perspectives throughout the curriculum, promoting respect for cultural and linguistic diversity, integrating cultural and linguistic differences within the learning environment, facilitating the integration of students' native cultures and heritages in the classroom)

- analyzing the effects of racism, stereotyping, and discrimination on bilingual education students and demonstrating knowledge of how to address these issues purposefully in the classroom and school community (e.g., by promoting inclusive classroom and school climates, designing instruction that reflects antibias approaches, recognizing students' language rights)

PROFESSIONAL LEADERSHIP

0013   Demonstrate knowledge of the historical, legal, and research foundations of education for bilingual education students in Washington State and in the United States.

For example:

- demonstrating knowledge of the philosophical and theoretical foundations of bilingual education in the United States

- demonstrating knowledge of the historical and legal foundations of bilingual education in the United States (e.g., *Lau* v. *Nichols*, *Castañeda* v. *Pickard*, *Plyler* v. *Doe*) and in Washington State

- demonstrating knowledge of current legal and social issues concerning the education of bilingual education students in Washington State and in the United States, including the effects of significant demographic changes on the evolution of programs for bilingual education students

- demonstrating knowledge of the historical and research bases of language-teaching approaches and methodologies and applying this knowledge to reflect on and improve instructional practices

- demonstrating knowledge of research, policies, procedures, and resources pertaining to language acquisition versus language disorder, instruction of bilingual education students who are gifted and talented, and special education needs of bilingual education students

0014 **Demonstrate knowledge of how to serve as an effective resource and advocate for bilingual education students and their families.**

For example:

- recognizing the important role of families as linguistic and cultural resources and recognizing the importance of establishing and maintaining strong school-home partnerships

- demonstrating knowledge of strategies for serving as a language and education resource for bilingual education students and their families

- demonstrating knowledge of school and community resources available to bilingual education students and their families and applying knowledge of strategies for helping students and their families access these resources

- recognizing the importance of, and strategies for, collaborating with community members to support bilingual education students' language development and academic achievement

- recognizing the importance of, and strategies for, advocating for bilingual education students and their families in the school environment, including how to advocate for bilingual education students' full access to school resources (e.g., educational technology) and how to support students and their families in making decisions and advocating for themselves in the school community

0015 **Demonstrate knowledge of the role of the bilingual education teacher as a professional resource in the learning community and how to collaborate with other educational staff to support bilingual education students' language learning and school achievement.**

For example:

- demonstrating knowledge of how to gain, analyze, and reflect on one's own professional knowledge (e.g., establishing professional goals, pursuing professional growth opportunities)

- demonstrating knowledge of how to serve as an effective professional resource for working with bilingual education students (e.g., modeling effective teaching practices, helping other teachers and school administrators to work effectively with bilingual education students, planning and implementing professional workshops for colleagues)

- recognizing the importance of, and strategies for, collaborating with other educational staff to provide comprehensive, challenging educational opportunities for bilingual education students

- demonstrating knowledge of a variety of collaborative teaching models (e.g., team teaching) and strategies for working with other teachers and staff to assist bilingual education students as they transition into general education and content-area classrooms