



TEST SUMMARY AND FRAMEWORK

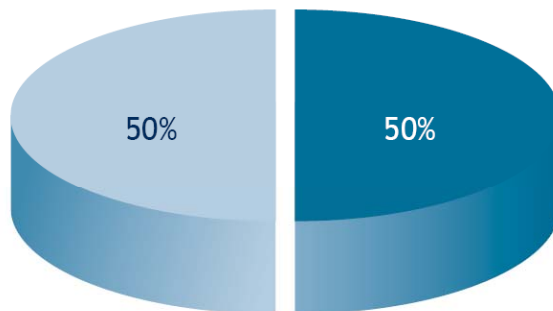
TEST SUMMARY

DESIGNATED WORLD LANGUAGES

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 55
Test Session	1 hour, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	100



Key	Approximate Percentage of Test	Content Domain	Range of Objectives
	50%	Language and Language Development	0001-0004
	50%	Principles of World Language Instruction, Assessment, and Professional Development	0005-0008



TEST FRAMEWORK

DESIGNATED WORLD LANGUAGES

LANGUAGE AND LANGUAGE DEVELOPMENT

0001 Understand the structure, purposes, and uses of language.

For example:

- demonstrating an understanding of the basic elements of language structure (e.g., orthography, phonology, morphology, syntax, semantics)
- demonstrating an understanding of the pragmatic and discourse functions of communication beyond the literal meaning (e.g., to inform, to assert, to request)
- identifying ways in which language use is influenced by various cultural and social factors (e.g., dialect, historical changes)
- recognizing the relationship between language and culture

0002 Understand processes and sequences in language development and concepts related to second language acquisition.

For example:

- demonstrating an understanding of major theories of second language acquisition and their applicability in supporting students' language development
- recognizing predictable patterns in target-language development, including factors affecting the rate of acquisition of a target language
- identifying ways in which knowledge of language acquisition can be applied to create a successful language-learning environment
- demonstrating an understanding of the role of social processes and linguistic factors (e.g., L1 background, language transfer, overgeneralization) in second language acquisition



0003 Understand major concepts related to child and adolescent development and the individuality of language learners in the world language classroom.

For example:

- demonstrating an understanding of major concepts and stages of child and adolescent development
- recognizing the individuality of language learners in the world language classroom (e.g., learning styles, cultural backgrounds, interests)
- recognizing the importance of supporting the linguistic and cognitive development of all students
- demonstrating knowledge of principles of equity, diversity, and fairness as they relate to language instruction

0004 Understand the role of developmental stages and sequences in creating an appropriate and positive learning environment to meet the needs of all students.

For example:

- demonstrating an understanding of factors that influence success in language learning (e.g., learner anxiety, motivation)
- demonstrating knowledge of strategies for ensuring a sequence of age-appropriate learning experiences, progressing from simple to more advanced uses of language
- demonstrating knowledge of strategies for selecting a variety of age-appropriate resources (e.g., books, technology, realia) to meet the instructional, linguistic, and cultural needs of all students
- demonstrating an understanding of ways to foster critical and creative thinking and to provide opportunities for meaningful communication at all levels of language development



PRINCIPLES OF WORLD LANGUAGE INSTRUCTION, ASSESSMENT, AND PROFESSIONAL DEVELOPMENT

0005 Demonstrate knowledge of principles of instruction in the world language classroom.

For example:

- demonstrating knowledge of a variety of instructional strategies and practices for promoting the development of students' interpersonal, interpretive, and presentational communication skills
- demonstrating knowledge of a variety of instructional strategies and practices for promoting the development of students' cultural knowledge
- demonstrating knowledge of strategies for differentiating instruction to meet the needs of all students
- understanding strategies for motivating students in the world language classroom
- demonstrating knowledge of strategies for creating connections with students' families and with target-language communities
- demonstrating knowledge of strategies for promoting lifelong language learning beyond the classroom

0006 Demonstrate knowledge of principles of assessment in the world language classroom.

For example:

- demonstrating knowledge of a variety of assessment strategies that address interpersonal, interpretive, and presentational communication and that encompass the skills of reading, writing, listening, and speaking
- demonstrating an understanding of characteristics of age- and proficiency-level-appropriate assessment strategies that provide meaningful results for the world language classroom
- demonstrating an understanding of ways to adjust or determine the direction of instruction based on assessment results
- demonstrating knowledge of strategies for using assessment results to provide feedback, monitor student learning, encourage student reflection, report student progress, and shape instruction



0007 Understand language proficiency guidelines, performance characteristics of language learners, and the integration of standards in the world language classroom.

For example:

- recognizing and understanding progress indicators of various levels of language proficiency in speaking, listening, reading, and writing as defined in the *Standards for Foreign Language Learning in the 21st Century*
- identifying strategies for using progress indicators to evaluate, select, and design instructional resources and assessments
- demonstrating an understanding of the goals of the *Standards for Foreign Language Learning in the 21st Century* (i.e., the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities)
- demonstrating an understanding of ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the world language classroom
- identifying characteristics of performance levels in speaking, listening, reading, and writing as defined in American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines

0008 Demonstrate knowledge of strategies for professional development.

For example:

- recognizing the value of professional growth and reflective practices for the continued development of professional, linguistic, and cultural knowledge
- recognizing the world language teacher's role as an advocate for language learning within the school environment and beyond
- demonstrating knowledge of strategies for identifying and using opportunities for improving professional knowledge, language proficiency, and cultural understanding (e.g., joining professional organizations, reading professional journals, attending conferences, study and/or travel abroad)
- identifying strategies for and recognizing the value of keeping current with events related to the cultures of the target language