

OHIO ASSESSMENTS FOR EDUCATORS (OAE)

FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ASSESSMENT FRAMEWORK

June 2013

Content Domain	Range of Competencies	Approximate Percentage of Assessment Score
I. Foundations of Language and Language Acquisition	0001–0002	20%
II. Foundations of ESOL Instruction	0003–0006	40%
III. Instruction and Assessment of English Language Learners	0007–0010	40%

Copyright © 2013 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

This document may not be reproduced for commercial use but may be copied for educational purposes.

OHIO ASSESSMENTS FOR EDUCATORS (OAE)

FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES

ASSESSMENT FRAMEWORK

FOUNDATIONS OF LANGUAGE AND LANGUAGE ACQUISITION

0001 Understand linguistic and sociolinguistic concepts as applied to ESOL instruction.

Includes:

1. Demonstrate knowledge of phonology and how to apply this knowledge to ESOL instruction.
2. Demonstrate knowledge of morphology and how to apply this knowledge to ESOL instruction.
3. Demonstrate knowledge of syntax and semantics and how to apply this knowledge to ESOL instruction.
4. Demonstrate knowledge of oral and written forms of discourse and how to apply this knowledge to ESOL instruction.
5. Demonstrate knowledge of pragmatics and how to apply this knowledge to ESOL instruction.
6. Demonstrate knowledge of English language variations, including registers and dialects, and how to apply this knowledge to ESOL instruction.

FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES ASSESSMENT FRAMEWORK

0002 Understand theories and processes of language acquisition and literacy development as applied to L1, L2, and ESOL instruction.

Includes:

1. Apply knowledge of historical and current theories and research in language acquisition (for L1 and L2), including the role of L1 in L2 acquisition and the nature of bilingualism/multilingualism/heritage language learning.
2. Apply knowledge of historical and current theories and research in L1 and L2 literacy development, including the role of L1 literacy in L2 literacy development and concepts and challenges related to literacy development in English.
3. Apply knowledge of stages and sequences of second-language acquisition, including differences between social- and academic-language development and characteristic features of different English language proficiency levels (i.e., beginning, intermediate, and advanced).
4. Apply knowledge of individual, academic, and sociopolitical factors that can affect L2 acquisition and development.
5. Apply knowledge of cognitive, metacognitive, and social/communicative language-learning strategies that support L2 acquisition and development.

FOUNDATIONS OF ESOL INSTRUCTION

0003 Understand the role of culture in language learning and academic achievement and how to apply this knowledge to ESOL instruction.

Includes:

1. Apply knowledge of the content of culture (e.g., values and beliefs) and the effects of cross-cultural differences in the classroom and school.
2. Apply knowledge of sociocultural variables that can affect L2 acquisition and development.
3. Apply knowledge of cultural differences in communication styles and effective cross-cultural communication techniques.
4. Demonstrate knowledge of how to create a learning community that promotes all students' language learning and academic achievement.

FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES
ASSESSMENT FRAMEWORK

0004 Understand principles of standards-based ESOL instruction, including appropriate application of ESOL instructional approaches and resources.

Includes:

1. Demonstrate knowledge of characteristics, goals, and research on the effectiveness of various models and types of ESOL programs.
2. Demonstrate knowledge of the historical and research bases of past and current ESOL teaching approaches and methodologies.
3. Demonstrate knowledge of how to plan standards-based ESOL instruction that is based on assessment results and allows for differentiation for students at varying levels of English language and literacy development.
4. Demonstrate knowledge of criteria and methods for selecting, adapting, and designing ESOL instructional resources.
5. Demonstrate knowledge of strategies for using materials, resources, and technologies for a variety of instructional purposes to support standards-based language and content instruction for English Language Learners.
6. Demonstrate knowledge of strategies for using technology to enhance effective teaching and learning in the ESOL classroom.

0005 Understand concepts and issues related to assessment of English Language Learners.

Includes:

1. Demonstrate knowledge of different types of assessments used in ESOL programs and classrooms, including quality indicators of assessment instruments (e.g., validity, reliability).
2. Demonstrate knowledge of various purposes of assessment in ESOL programs and classrooms and strategies for communicating assessment results to stakeholders.
3. Recognize the importance of, and strategies for, using multiple measures of assessment, aligning assessment with relevant language and content-area standards and objectives, and conducting ongoing assessment to inform ESOL instruction.
4. Apply knowledge of how to interpret the results of standardized assessments with respect to English Language Learners, recognizing the limitations that standardized testing may have for measuring English Language Learners' content knowledge.

**FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES
ASSESSMENT FRAMEWORK**

0006 Understand how ESOL instruction is impacted by national laws and policies, personal professional development, and school and community partnerships.

Includes:

1. Demonstrate knowledge of the effects of significant legal decisions and national legislation on ESOL programs.
2. Demonstrate knowledge of strategies for establishing professional goals and pursuing professional growth opportunities in the field of ESOL.
3. Demonstrate knowledge of strategies for collaborating with colleagues to provide English Language Learners with comprehensive, challenging educational opportunities.
4. Demonstrate knowledge of strategies for serving as a professional ESOL resource in the school community.
5. Demonstrate knowledge of the role of family and community in English Language Learners' development and strategies for building partnerships with families and community members.

INSTRUCTION AND ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

0007 Understand research-based best practices in ESOL instruction.

Includes:

1. Apply knowledge of strategies for creating, organizing, and managing a supportive, student-centered learning community for English Language Learners.
2. Apply knowledge of research-based best practices for promoting English language development, including providing opportunities for interaction and for comprehensible input and output, providing appropriate feedback, and integrating listening, speaking, reading, and writing.
3. Apply knowledge of strategies for supporting the language development and academic achievement of individual English Language Learners, including students with interrupted formal education (SIFE), and students who have special needs, and/or are gifted and talented.
4. Apply knowledge of research-based best practices in vocabulary instruction to support English Language Learners' listening, speaking, reading, and writing development in English.

**FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES
ASSESSMENT FRAMEWORK**

0008 Understand how to assess and promote English Language Learners' oral and aural language development in English.

Includes:

1. Apply knowledge of classroom-based assessment of English Language Learners' oral and aural language development in English.
2. Apply knowledge of instructional practices that promote English Language Learners' development of listening skills and strategies for a variety of social purposes.
3. Apply knowledge of instructional practices that promote English Language Learners' development of speaking skills and strategies for a variety of social purposes.
4. Apply knowledge of instructional practices that promote English Language Learners' development of listening skills and strategies for a variety of academic purposes.
5. Apply knowledge of instructional practices that promote English Language Learners' development of speaking skills and strategies for a variety of academic purposes.

0009 Understand how to assess and promote English Language Learners' literacy development in English.

Includes:

1. Apply knowledge of classroom-based assessment of English Language Learners' reading development in English.
2. Apply knowledge of classroom-based assessment of English Language Learners' writing development in English.
3. Apply knowledge of instructional strategies for promoting English Language Learners' beginning reading and writing development in English.
4. Apply knowledge of instructional practices that promote English Language Learners' development of reading skills and strategies for a variety of social and academic purposes.
5. Apply knowledge of instructional practices that promote English Language Learners' development of writing skills and strategies for a variety of social and academic purposes.

**FIELD 021: ENGLISH TO SPEAKERS OF OTHER LANGUAGES
ASSESSMENT FRAMEWORK**

0010 Understand how to assess English Language Learners' content-area learning and support their access to the core curriculum.

Includes:

1. Apply knowledge of classroom-based assessment of English Language Learners' content-area learning and concept development.
2. Demonstrate knowledge of principles, features, and applications of content-based approaches to ESOL instruction and of sheltered approaches to content instruction.
3. Apply knowledge of instructional strategies for making academic language and content-area concepts comprehensible for English Language Learners, including developing authentic uses of academic language and scaffolding content-area tasks.
4. Apply knowledge of instructional strategies for promoting English Language Learners' development of important learning skills and strategies, including critical-thinking skills, to support their content-area learning.