
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH TEST DESIGN AND FRAMEWORK

120	Cantonese CST	125	Italian CST
121	French CST	126	Japanese CST
122	German CST	127	Mandarin CST
123	Greek CST	128	Russian CST
124	Hebrew CST	129	Spanish CST

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH TEST DESIGN

This test consists of selected-response items measuring content knowledge, one constructed-response item measuring target-language writing skills, one constructed-response item measuring target-language speaking skills, and one constructed-response item measuring pedagogical content knowledge. The pedagogical content knowledge constructed-response item requires candidates to describe an instructional strategy to help students achieve a specific standards-based learning goal, to provide a rationale for employing that instructional strategy, and to describe an assessment to measure student learning and inform future instruction.

The selected-response items count for 40% of the total test score and the constructed-response items count for 60% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from each of the constructed-response items is also indicated in the table that follows.

The total testing time is 205 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of response time up to 85 minutes.
- The Presentational Writing constructed-response item is designed with the expectation of a response up to 40 minutes.
- The Presentational Speaking constructed-response item is designed with the expectation of a response up to 20 minutes, including preparation time.
- The Pedagogical Content Knowledge constructed-response item is designed with the expectation of a response up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

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**FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH
TEST DESIGN**

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Interpretive Listening	25	20%	--	--
0002 Interpretive Reading	25	20%	--	--
0003 Presentational Writing	--	--	1	20%
0004 Presentational Speaking	--	--	1	20%
0005 Pedagogical Content Knowledge	--	--	1	20%
Total	50	40%	3	60%

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH
TEST FRAMEWORK**

Interpretive Listening
Interpretive Reading
Presentational Writing
Presentational Speaking
Pedagogical Content Knowledge

The New York State educator of Languages Other Than English has the knowledge and skills necessary to teach effectively in New York State public schools. The teacher possesses the skills in interpretive listening, interpretive reading, presentational writing, and presentational speaking, as well as the cultural competences and understandings, that are the foundation for purposeful, accurate, and creative expression in language. As a listener, reader, writer, and speaker of the target language, the teacher demonstrates proficiency in the linguistic and cultural conventions of the target language.

The teacher is an attentive listener and a confident speaker who considers the meaning of spoken messages thoughtfully and expresses ideas clearly with appropriate attention to audience, task, and social and cultural contexts.

The teacher is an independent and proficient reader who actively seeks wide, deep, and thoughtful engagement with authentic informational and literary texts that build knowledge and broaden experiences and perspectives.

The teacher is a skilled writer who carefully considers task, purpose, audience, and social and cultural contexts when choosing words, information, structures, and formats to produce complex and nuanced writing that effectively and accurately meets the needs of specific tasks or situations.

The teacher demonstrates language proficiency skills at the "Advanced Low" level or higher (French, German, Greek, Hebrew, Italian, Russian, Spanish) or the "Intermediate High" level or higher (Cantonese, Mandarin, Japanese) according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (2012).

The teacher possesses the pedagogical content knowledge necessary to support all students' achievement and growth in learning the target language. This includes knowledge of first- and second-language acquisition theories; knowledge of content and instructional planning that is aligned with state learning standards (and other standards as appropriate); knowledge of factors and variables that influence students' learning (e.g., home language, cultural and educational background, learning styles, age, developmental levels); knowledge of research- and evidence-based instructional strategies; and knowledge of assessment tools and processes used to collect data to monitor and plan instruction.

**FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH
TEST FRAMEWORK**

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

COMPETENCY 0001—INTERPRETIVE LISTENING

Performance Expectations

The New York State educator of Languages Other Than English applies literal and inferential comprehension and critical listening skills and knowledge of the linguistic structures and sociolinguistic conventions of the target language to understand and obtain information from a wide variety of spoken messages in authentic target-language situations or contexts (e.g., conversations, interviews, news, telephone messages, announcements, lectures, radio broadcasts). In interpreting spoken messages, the teacher demonstrates understanding of the perspectives that underlie the products and practices of the target culture(s). This includes the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that have shaped and continue to shape the target language and culture(s). The teacher demonstrates listening skills at the "Advanced Low" level or higher (French, German, Greek, Hebrew, Italian, Russian, Spanish) or the "Intermediate High" level or higher (Cantonese, Mandarin, Japanese) according to the ACTFL Proficiency Guidelines (2012).

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea; sequence of steps; stated cause and effect; significant contextual or situational details, including cultural details such as products, practices, and perspectives of daily life or geographic, political, historical, social, or economic details) in a spoken message
- b. demonstrates understanding of the use of register and sociolinguistic conventions in a variety of formal and informal as well as familiar and unfamiliar situations and contexts
- c. determines the meaning and nuances of words and phrases as they are used in spoken messages, including commonly used idiomatic expressions, figurative language, and common colloquial and culturally authentic expressions
- d. demonstrates knowledge of the form and use of a variety of linguistic structures in the target language (e.g., grammatical particles; grammatical agreement; verbs in the active and passive voices; verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood), including how these linguistic structures (e.g., voice and mood, as applicable) are used to achieve particular effects in a spoken message

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FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH TEST FRAMEWORK

- e. demonstrates the ability to discern and summarize a speaker's key ideas in a spoken message and evaluate the speaker's use of reasoning and evidence in presenting these ideas
- f. makes inferences or draws conclusions based on the context, situation, and information given in a spoken message (e.g., infers the relationship between speakers, infers the tone of a speaker or spoken message, determines the audience of a spoken message, predicts the outcome of a situation described in a spoken message)
- g. determines an assumption, an intent, a perspective, or a point of view by analyzing the communicative strategies and social and cultural contexts of a spoken message
- h. determines the ways in which a speaker's point of view or perspectives are influenced by the cultural perspectives that underlie the cultural products and practices of the target country or countries, including the arts, architecture, historical events, science, influential individuals, or the political, economic, social, intellectual, or geographic contexts of the target language and culture(s)

COMPETENCY 0002—INTERPRETIVE READING

Performance Expectations

The New York State educator of Languages Other Than English applies literal and inferential comprehension and critical reading skills and knowledge of the linguistic structures and sociolinguistic conventions of the target language to understand and obtain information from a wide range of authentic texts in the target language (e.g., e-mails, letters, brochures, newspaper articles, essays, literary works, Web sites). In interpreting texts, the teacher demonstrates understanding of the perspectives that underlie the products and practices of the target culture(s). This includes the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that have shaped and continue to shape the target language and culture(s). The teacher demonstrates reading skills at the "Advanced Low" level or higher (French, German, Greek, Hebrew, Italian, Russian, Spanish) or the "Intermediate High" level or higher (Cantonese, Mandarin, Japanese) according to the ACTFL Proficiency Guidelines (2012).

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea; sequence of steps; stated cause and effect; significant contextual or situational details, including cultural details such as products, practices, and perspectives of daily life or geographic, political, historical, social, or economic details) in a text
- b. determines the meaning of words and phrases as they are used in texts, including distinguishing between nuances of meaning, understanding idiomatic expressions and commonly used figurative language, and understanding key terms and domain-specific words and phrases within the context of the text

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FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH TEST FRAMEWORK

- c. demonstrates knowledge of the form and use of a variety of linguistic structures used in the target language (e.g., grammatical particles; grammatical agreement; verbs in the active and passive voices; verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood), including how these linguistic structures (e.g., voice and mood, as applicable) are used to achieve particular effects in a text
- d. analyzes the structure and organization of a text, including how specific parts of the text interrelate and how the author's choices regarding structure and organization within the text are used to achieve particular effects
- e. summarizes or paraphrases the theme(s) or central idea(s) in a text
- f. draws logical inferences or conclusions based on the context, situation, and information given in a text (e.g., infers the tone an author uses in a text, determines the audience of a text, predicts the outcome of a situation described in a text) and identifies evidence to support inferences drawn from the text
- g. analyzes the communicative strategies and the social and cultural contexts of a text to determine an assumption, an intent, a perspective, or a point of view in the text, including how the author's point of view or purpose shapes the content and style of a text
- h. analyzes the ways in which an author's point of view or perspectives are influenced by the products, practices, and perspectives of the target culture(s), including the arts, architecture, historical events, science, influential individuals, or the political, economic, social, intellectual, or geographic contexts of the target culture(s)
- i. analyzes the structure of an argument, the validity of reasoning, and the sufficiency and reliability of evidence presented in support of an argument in a text

COMPETENCY 0003—PRESENTATIONAL WRITING

Performance Expectations

The New York State educator of Languages Other Than English applies effective writing techniques and demonstrates control of target-language structures, mechanical conventions, narrative time frames, and culturally and contextually appropriate vocabulary and idioms to compose a coherent, well-organized essay in the target language in response to a question about an authentic literary or informational excerpt in the target language. In writing the response, the teacher carefully considers task, purpose, audience, and context or situation and, as appropriate, demonstrates understanding of the perspectives that underlie the products and practices of the target culture(s). This includes the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that have shaped and continue to shape the target language and culture(s). The teacher demonstrates presentational writing skills at the "Advanced Low" level or higher (French, German, Greek, Hebrew, Italian, Russian, Spanish) or the "Intermediate High" level or higher (Cantonese, Mandarin, Japanese) according to the ACTFL Proficiency Guidelines (2012).

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**FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH
TEST FRAMEWORK**

Performance Indicators

- a. composes a well-organized, logically sequenced, clear, coherent, and effective essay in the target language in response to a question about a literary or informational text in the target language
- b. uses appropriate language, style, and social and cultural conventions for the given task, purpose, audience, context, or situation
- c. introduces, establishes, and supports ideas, arguments, and analyses with relevant text-based details, valid reasoning, relevant and sufficient evidence, and examples
- d. develops a conclusion that follows from and supports ideas and arguments presented in a written essay
- e. uses a broad range of narrative time frames, sentence structures, cohesive devices, and precise and accurate academic and domain-specific vocabulary and idioms to effectively express ideas in the target language
- f. demonstrates control of the standard conventions of grammar, orthography, diacritical marks, and mechanics of the target language

COMPETENCY 0004—PRESENTATIONAL SPEAKING

Performance Expectations

The New York State educator of Languages Other Than English applies effective speaking skills and demonstrates control of target-language structures, narrative time frames, culturally and contextually appropriate vocabulary and idioms, and sociolinguistic conventions to respond in speaking in the target language to a question about an authentic literary or informational text in the target language. In preparing the oral response, the teacher carefully considers task, purpose, audience, and context or situation and, as appropriate, demonstrates understanding of the perspectives that underlie the products and practices of the target culture(s). This includes the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that have shaped and continue to shape the target language and culture(s). The teacher demonstrates presentational speaking skills at the "Advanced Low" level or higher (French, German, Greek, Hebrew, Italian, Russian, Spanish) or the "Intermediate High" level or higher (Cantonese, Mandarin, Japanese) according to the ACTFL Proficiency Guidelines (2012).

Performance Indicators

- a. uses purposeful and appropriate language in the target language to deliver a well-organized, logically sequenced, and clear response to a question about a literary or informational text in the target language
- b. uses appropriate language, style, and sociolinguistic conventions to respond and adapt to varying demands of audience, situation, task, and purpose

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FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH TEST FRAMEWORK

- c. integrates new ideas and information and/or uses personal experience and knowledge of language and culture to address problems and support ideas with relevant details and examples and to make connections about different perspectives
- d. uses a range of narrative time frames, sentence structures, cohesive devices, and vocabulary and idioms to effectively express ideas in the target language
- e. maintains a flow of speech, with few nonproductive hesitations or pauses
- f. demonstrates intelligible and clear pronunciation and intonation as appropriate

COMPETENCY 0005—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State educator of Languages Other Than English effectively applies pedagogical content knowledge to design research- and evidence-based instruction that helps students achieve specific standards-driven learning goals and objectives. The teacher assesses students' learning needs and applies knowledge of current research in learning, including theories and processes of first- and second-language acquisition, to create developmentally appropriate and research- and evidence-based instruction, including the effective use of technology, that will help students achieve a specific learning objective and promote innovation, diverse thinking, and creative problem solving. In helping students achieve their learning goals and objectives, the teacher is aware of the influence of home language, prior knowledge, cultural and educational background, learning styles, age, and developmental level on language acquisition. In developing instruction, the teacher uses research- and evidence-based approaches to create opportunities for students to communicate in the target language in meaningful and authentic ways and to investigate perspectives that underlie the products and practices of the target culture(s). The teacher uses effective assessment tools and processes to measure and document student learning and uses assessment data to plan and differentiate instruction.

Performance Indicators

- a. identifies a developmentally appropriate learning objective aligned with the New York State Learning Standards (and other standards as appropriate) that demonstrates knowledge of research- and evidence-based approaches, strategies, and tools currently used in language instruction as related to a specified communicative topic and/or function, student characteristic, and/or language proficiency level
- b. identifies the content and language skills as well as the conceptual and cultural understandings necessary for students to achieve the stated learning objective
- c. provides a rationale for including the learning objective in an instructional unit devoted to the specified communicative topic and/or function

**FIELDS 120–129: LANGUAGES OTHER THAN ENGLISH
TEST FRAMEWORK**

- d. uses pre-assessment strategies to determine students' current strengths and readiness (e.g., motivation, learning styles, influence of home language, prior knowledge, cultural and educational background) for learning the concepts and skills associated with the learning objective in order to inform teaching and learning
- e. describes in detail a research- or evidence-based instructional strategy or activity that creates opportunities for students to communicate in the target language in meaningful and authentic ways and investigate perspectives that underlie the products and practices of the target culture(s)
- f. explains how the strategy or activity supports the learning objective and enhances students' knowledge and skills related to the learning objective
- g. describes strategic ways to use appropriate target-culture resources and/or media to support the learning objective
- h. demonstrates knowledge of the appropriate and effective use of technological tools, techniques, or processes to enhance teaching practices and to improve learning outcomes
- i. describes in detail an appropriate and effective formative or summative assessment strategy or activity that uses culturally authentic resources and explains how to use the results of this assessment to inform teaching and learning