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Action

Professional Services Committee

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers (CSET): Languages Other Than English Subtest IV (Bilingual Methodology) and Subtest V (Bilingual Culture)

Executive Summary: This report provides the Commission with recommendations relevant to the determination of the passing score standard for the CSET: Languages Other Than English Subtest IV (Bilingual Methodology) and Subtest V (Bilingual Culture).

Recommended Action: That the Commission adopt the recommended passing score standard for the CSET: LOTE Subtests IV and V.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Adoption of the Passing Score Standard for the California Subject Examinations for Teachers (CSET): Languages Other Than English Subtest IV (Bilingual Methodology) and Subtest V (Bilingual Culture)

Introduction

This report describes the standard setting study for the California Subject Examinations for Teachers (CSET): Languages Other Than English Subtest IV (Bilingual Methodology) and Subtest V (Bilingual Culture), and provides staff-recommended initial passing standards for these two subtests.

Background

At the November-December 2006 Commission meeting, the Commission approved an examinations consolidation and streamlining plan whereby the former BCLAD examinations would be (a) moved within the CSET examination series; (b) updated to reflect progress within the field; and (c) revalidated. The chart below shows how the BCLAD examinations were integrated into the CSET examination series:

Former BCLAD Examination	Corresponding CSET: LOTE Examination
Test 4: Methodology for Primary Language Instruction	Subtest IV: Bilingual Methodology
Test 5: The Culture of Emphasis	Subtest V: Bilingual Culture
Test 6: Language (Listening, Speaking, Reading, Writing)	Subtest III: Language OR Subtest II: Language (depending on the specific language)

The examinations development and revalidation work was done in parallel with the work of the Bilingual Certification Design Team to update and redesign, as needed, the routes to bilingual certification to ensure that both routes were comparable in scope and rigor. The examination revalidation and development work was completed according to the schedule below, provided to the Commission at the June 2007 Commission meeting:

**Timeline for the Completion and Implementation of the
CSET: Bilingual Methodology and Bilingual Culture Examinations**

	KSAs	Exams Development Activity
May 2007	KSA and Item Review Meeting	BCLAD items from test bank reviewed against the new KSAs
August 2007	Content Validity Study begins; Draft KSAs presented to Commission for information	Item review meeting to review new draft test items based on the KSAs; Test Guide for candidates drafted for review
September 2007	Content Validity Study completed	Finalized candidate Test Guides for CSET:LOTE Subtests IV and V posted to examinations website; Invitations to the December passing score standard setting meeting sent to panel members
October 2007	Final KSAs presented to Commission for adoption	
November 2007		First administration of new CSET:LOTE Subtests IV and V; Scoring conducted for CSET: LOTE Subtests IV and V
December 2007		Passing score standard setting meeting conducted for CSET: LOTE Subtests IV and V
January-February 2008		Recommended passing score standard for CSET: LOTE Subtests IV and V presented to the Commission for approval

Appendix C provides a chart showing the relationship between the former BCLAD content and the content specifications for the new CSET: LOTE Bilingual Methodology and CSET: LOTE Bilingual Culture.

Description of the CSET: LOTE Subtest IV (Bilingual Methodology) Examination

The CSET: Subtest IV Bilingual Methodology examination is a paper-and-pencil test that consists of 50 multiple choice test items. The test structure for CSET: Bilingual Methodology is shown in the table below:

Test Structure of the CSET: Bilingual Methodology Examination

Subtest IV: Bilingual Methodology		Number of Multiple Choice Items
IV	• Bilingual Education and Bilingualism	12
	• Intercultural Communication	13
	• Instruction and Assessment	25
Total Subtest IV		50 items

Each CSET testing session is five hours in length. Individual subtests are not timed. The CSET: Bilingual Methodology examination is administered four times per year (November, January, March and May). The numbers of examinees who took the CSET: Bilingual Methodology subtest at the first administration of the test in November 2007 are provided later in this agenda item. On December 11-13, 2007, Commission staff and staff from NCS Pearson, Inc., the Commission’s contractor for the CSET examinations, facilitated a standard setting study for the new examination. The standard-setting procedures used and the results of the study are described later in this agenda item.

Description of the CSET: LOTE Subtest V (Bilingual Culture) Examination

The CSET: Subtest V Bilingual Culture examination is a paper-and-pencil test that has two formats. One format is only for Spanish culture; the other format is for all other cultures. The Spanish culture examination consists of 50 multiple choice test items. The format for all other cultures consists of 5 constructed response items.

The CSET: Bilingual Culture examination has two formats in order to accommodate the widest possible number of bilingual cultures on a single examination. The expert panel working in the area of Spanish culture determined that there were sufficient multiple choice items within the BCLAD item bank that, with the addition of some new items, could appropriately assess the content specifications for this examination. In addition, given the volume of Spanish culture examinees and the short turnaround time for scoring, it is more efficient to use a multiple choice format for this subtest.

For all of the other languages, however, there were either insufficient or no items in the BCLAD item bank pertaining to those cultures, and a much smaller volume of examinees. It would be impractical and costly to develop a bilingual culture-specific examination for each of those cultures, as well as for any additional cultures that might be added in the future to the array of language examinations. Therefore, a template examination was developed that uses generic constructed response items related to the content specifications and that the examinees relate specifically to their particular culture in their responses to those items.

The test structure for both formats of the CSET: Bilingual Methodology examination is shown in the table below.

Test Structure of the CSET: Bilingual Culture Examination

Subtest V Bilingual Culture, Spanish only	Number of Multiple Choice Items
<ul style="list-style-type: none"> • Geographic and Historical Contexts • Sociopolitical and Sociocultural Contexts 	20 30
Total Subtest V	50 items

Subtest V, Bilingual Culture, all cultures other than Spanish	Number of Constructed Response Items
<ul style="list-style-type: none"> • Geographic and Historical Contexts • Sociopolitical and Sociocultural Contexts 	2 focused (short) 3 focused (short)
Total Subtest IV	5 items

Each CSET testing session is five hours in length. Individual subtests are not timed. The CSET: Bilingual Culture examination is administered four times per year (November, January, March and May). The numbers of examinees who took the CSET: Bilingual Culture subtest at the first administration of the test in November 2007 are provided later in this agenda item. On December 11-13, 2007, Commission staff and staff from NCS Pearson, Inc., the Commission’s contractor for the CSET examinations, facilitated a standard setting study for the new examination. The standard-setting procedures used and the results of the study are described below.

Description of the Standard Setting Study

A standard setting study for the CSET: Bilingual Methodology and the CSET: Bilingual Culture examinations was conducted on December 11-13, 2007 by a panel of educators with expertise in the area of bilingual methodology and culture. The purpose of the standard setting study is to provide the Commission with recommendations, based on the informed judgments of California educators, relevant to the determination of the initial passing standards for the CSET: Bilingual Methodology and Bilingual Culture examinations. The number and the demographics of the panel members, including classroom teachers and college and university faculty, who participated in the study are provided later in this agenda item.

The standard setting study began with an orientation and training session. Panel members were provided the subject matter requirements as well as the subtest forms used for the November 2007 test administration. To help the panel members become familiar with the examinations, the knowledge and skills associated with the items, and the perspective of the examinee, panel members were asked to take the tests under simulated test-like conditions. They were asked to read and answer each item independently.

Panel members were then asked to consider the “just acceptable” candidate. Although many of the examinees will exceed the level of knowledge and skills of the acceptably qualified candidate, none should fall below that level. For this reason, panel members were trained to make judgments based on candidates just at the level of knowledge and skills required of an entry-level teacher candidate to successfully satisfy the subject matter requirements.

After extensive training and the simulated test taking, panel members were asked to complete three rounds of standard setting tasks based on the test structure. This process is summarized below.

In Round One, panel members were asked to individually rate each item on each subtest. They were asked to rate the level of response that would be achieved by the “just acceptable” candidate for each of the items on each subtest.

Using the item statistics produced from Round One to inform judgments, Round Two moved the panel from individual item ratings to ratings at the subtest level. Panelists were asked to provide, for each subtest, their estimation of the total score points that would be achieved by the “just acceptable” candidate on the entire set of items.

In the third round of ratings, the panel members were asked to make their final independent recommendations for a passing standard. To aid in their discussions, they were provided the results of the subtest-level statistics generated from Round Two, and, for tests with more than 25 examinees (Subtest IV and Spanish Subtest V), any applicable examinee demographic information and data analyses on the percent of examinees from the first test administration who would pass each subtest, given all possible passing scores.

Results of the Standard Setting Study

The number of examinees by subtest on the November 3, 2007 test administration, the demographics of the panel members and the panel’s recommended passing score standard are presented in the following tables:

CSET: NOVEMBER 3, 2007 TEST ADMINISTRATION NUMBERS OF EXAMINEES BY SUBTEST

Subtest	Examinees Per Subtest
CSET: LOTE Subtest IV	107
Spanish Subtest V	89
CSET: LOTE Subtest V (except Spanish)	21

**CSET: LOTE SUBTESTS IV AND V: STANDARD SETTING PANELS
DEMOGRAPHIC CHARACTERISTICS**

	Subtest IV	Spanish V	LOTE V (except Spanish)	Total
Total Number				
Participated	7	6	11	24
Ethnicity				
African American or Black	0	0	0	0
Asian American	1	0	4	5
Filipino	0	0	2	2
Southeast Asian American	0	0	1	1
Pacific Island American	0	0	0	0
Mexican American / Chicano	3	3	0	6
Latin American / Other Hispanic	2	2	0	4
Native American	0	0	0	0
White (non-Hispanic)	1	1	2	2
Other	0	0	1	1
Gender				
Female	5	4	9	18
Male	2	2	2	6
Region				
North	1	1	6	8
South	6	5	5	16
Profession				
Public School Educator	3	3	8	14
College/University Educator	4	3	6	13
Other	0	0	0	0
Years of Teaching Experience				
0-3	0	0	1	1
4-6	0	0	0	0
7-10	0	0	4	4
11+	7	6	6	19

**CSET: LOTE SUBTESTS IV AND V
PANEL-RECOMMENDED PASSING SCORES AND CORRESPONDING PASS RATES**

Note: The chart below provides the Panel’s recommended passing score plus what that score would be at the -1 standard error of measurement and at the -2 standard error of measurement.

Subtest	Item Type ¹	Total Possible Score Points	Panel Recommended Value	Pass Rate	Panel Recommended Value - 1 SEM	Pass Rate	Panel Recommended Value - 2 SEM	Pass Rate
CSET: LOTE Subtest IV	MC	40	26	44%	23	62%	20	85%
Spanish Subtest V	MC	40	26	53%	23	74%	20	92%
CSET: LOTE Subtest V (except Spanish)	CR	30	20	-- ²	18	-- ²	15	-- ²

¹ MC = multiple-choice test items, CR = constructed-response test items

² Pass rates are not presented for tests with fewer than 25 examinees.

Staff Recommendation

Staff recommends adoption of the passing score standard recommended by the standard-setting panel. The panel felt strongly that Subtest IV in particular (Bilingual Methodology) was critical to assuring that teachers who qualify for a bilingual authorization by examination be capable of providing quality bilingual instruction for students, and that for this reason the passing score standard should not be lower than that established by the panel.

The table below provides the recommended passing score standard for each examination:

Subtest	Item Type ¹	Total Possible Score Points	Panel Recommended Value
CSET: LOTE Subtest IV	MC	40	26
Spanish Subtest V	MC	40	26
CSET: LOTE Subtest V (except Spanish)	CR	30	20

¹ MC = multiple-choice test items, CR = constructed-response test items

APPENDIX A

PERFORMANCE CHARACTERISTICS,

SCORE SCALES,

AND

RELEVANT SUBJECT MATTER REQUIREMENTS

SCORING RUBRIC FOR FOCUSED-RESPONSE ITEMS

THREE-POINT SCORE SCALE

PERFORMANCE CHARACTERISTICS

PURPOSE	The extent to which the examinee responds to the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

SCORE SCALE

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the CSET Subject Matter Requirements.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.

For Listening and Reading Comprehension Assignments:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For Oral Expression Assignments:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, inaudible/incomprehensible, not in the target language, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

For all other assignments:

U	The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, not in the target language or English, or does not contain a sufficient amount of original work to score.
B	The "B" (Blank) is assigned to a response that is blank.

RELEVANT SUBJECT MATTER REQUIREMENTS

CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS® (CSET®)

Languages Other Than English Subtest IV: Bilingual Methodology

Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment

DOMAIN 1: BILINGUAL EDUCATION AND BILINGUALISM

001 Foundations of Bilingual Education

- Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education.
- Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education).
- Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Mendez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs.
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation into the target culture).
- Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the additive (enrichment) perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation into the target culture).

002 Bilingualism and Biliteracy

- Demonstrate knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy.

- Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge) and implications of this research for instruction and assessment in bilingual education settings.
- Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy.
- Demonstrate understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target languages.
- Apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writing skills in the primary and target languages.

DOMAIN 2: INTERCULTURAL COMMUNICATION

003 Intercultural Communication and Culturally Inclusive Instruction

- Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., distance between speakers, eye contact), patterns of oral discourse (e.g., overlapping, turn-taking, volume of voice, use/role of silence), and patterns of written discourse (e.g., level of formality, organizational structure).
- Demonstrate understanding of the effects of intercultural communication and interaction on bilingual education settings; the school/community climate; and student motivation, participation, and achievement.
- Demonstrate understanding of the origins of dialectal and/or tonal variation (e.g., geographic location, gender, socioeconomic background) and ways in which dialectal and/or tonal variations can affect student learning.
- Demonstrate understanding of cultural influences (e.g., different values regarding cooperation and competition, different expectations and preferences in teacher-student and student-student interaction, different attitudes toward conformity and individuality) on learning and teaching in bilingual education settings.

- Demonstrate knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and achievement (e.g., infusing multicultural perspectives throughout the curriculum, establishing a high level of interaction among students with different backgrounds, promoting respect for cultural and linguistic diversity).
- Apply knowledge of intercultural communication and interaction that is linguistically and culturally inclusive and responsive to provide literacy and content instruction in bilingual education settings (e.g., role-playing intercultural encounters, analyzing current events related to a variety of cultures, respecting students' primary language/dialect, using students' primary language and home culture to promote language and literacy development and content-area learning).

004 School, Home, and Community Collaboration

- Demonstrate understanding of the important role of families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships.
- Demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education.
- Demonstrate knowledge of families' notification rights regarding program options for students in bilingual education programs (e.g., the waiver process) and strategies to communicate these rights in an appropriate and effective medium (e.g., bilingual telephone calls, home visits, videos, primary-language materials).
- Demonstrate knowledge of effective strategies to communicate assessment results to families and to provide guidance on ways in which families can support their children's achievement at home and in bilingual education settings.
- Demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.
- Demonstrate knowledge of strategies to identify and utilize available community resources and to establish and maintain strong school-community partnerships to support culturally inclusive bilingual instruction.
- Demonstrate knowledge of strategies to communicate and collaborate with other teachers and educators to share information about methods and models of bilingual education that promote the learning and development of culturally and linguistically diverse students.

DOMAIN 3: INSTRUCTION AND ASSESSMENT

005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, limitations, and appropriateness of different models of bilingual education to develop, plan, and implement effective language and literacy instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use effective and appropriate pedagogical practices that foster language and literacy development in the primary and target languages (e.g., providing comprehensible input, accessing students' prior knowledge, creating a language-rich environment, scaffolding literacy activities, planning meaningful and purposeful literacy activities).
- Demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages.
- Demonstrate understanding of the interrelatedness of the four domains of language (i.e., listening, speaking, reading, and writing) in the development of biliteracy and the importance of integrating these language domains into instruction and assessment in bilingual education settings.
- Apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers), and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences (e.g., immigrant or refugee experiences, prior educational experiences, oral traditions), educational achievements, and language development can be used to foster learning and literacy in the primary and target languages.
- Demonstrate understanding of ways in which variations in students' primary languages (e.g., dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

006 Content Instruction and Assessment in Bilingual Education Settings

- Demonstrate understanding of the applications, appropriateness, and limitations of different models of bilingual education in developing, planning, and implementing effective content-area instruction and assessments.
- Demonstrate knowledge of how to plan, select, and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lessons, activating background knowledge and experiences, providing linguistic scaffolding).
- Demonstrate knowledge of strategies for aligning instruction with California K–12 student academic content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.
- Demonstrate understanding of the interrelated nature of language and literacy development and content-area learning, including understanding of issues related to the integration of language development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, cultural/multicultural perspectives).
- Demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target languages.
- Demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages.
- Demonstrate knowledge of a variety of participation structures that require students to negotiate meaning in order to understand content.
- Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language content assessments in bilingual education settings.
- Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of content assessments in bilingual education settings.
- Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, and differentiate instruction in content areas.

007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

- Demonstrate knowledge of strategies for evaluating alignment among primary- and target-language materials, content standards, and curriculum frameworks.

- Demonstrate knowledge of strategies for evaluating and selecting state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria, including appropriateness for instructional purpose, alignment with curriculum, local community and student needs, and level of academic language.
- Demonstrate knowledge of strategies for developing, adapting, and extending instructional materials to meet the needs of diverse learners in bilingual education settings.
- Demonstrate knowledge of strategies for selecting and evaluating primary- and target-language materials, including multicultural literature and nontext materials, for use in instruction and assessment.
- Demonstrate knowledge of strategies for reviewing and evaluating materials to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups.
- Demonstrate knowledge of how to locate, evaluate, and incorporate target- and/or primary-language-specific technology (e.g., Web-based media, educational software) into bilingual education settings to facilitate students' language, literacy, and content-area development.

**Languages Other Than English
Subtest V: Bilingual Culture**

**Geographic and Historical Contexts;
Sociopolitical and Sociocultural Contexts**

DOMAIN 1: GEOGRAPHIC AND HISTORICAL CONTEXTS

001 The Geographic and Demographic Contexts

- Demonstrate knowledge of significant geographic and demographic features of the country or countries of origin.
- Demonstrate understanding of the effect of geographic factors on language variations within the culture of emphasis.
- Demonstrate understanding of immigration to and migration patterns within the United States (e.g., push/pull factors, refugee/immigrant issues, legal status), including the influence of economic globalization on immigration and migration patterns.
- Describe and explain settlement and/or resettlement patterns among members of the culture of emphasis in the country or countries of origin and in the United States.
- Analyze ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States.

002 The Historical Context

- Identify major historical eras, movements, and developments of the country or countries of origin (e.g., the rise and decline of indigenous civilizations, periods of vigorous artistic and intellectual activity, colonization by foreign nations, war, struggles for independence) and analyze the influence of those historical events on different groups within the culture of emphasis.
- Recognize the primary social and political structures within the country or countries of origin and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis.
- Demonstrate understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin.

- Demonstrate knowledge of the effects of various historical factors (e.g., economic, political, educational, social) on the language and culture of the country or countries of origin and recognize contemporary influences in the United States on the language and culture of members of the culture of emphasis.
- Analyze how historical developments in the United States (e.g., immigration patterns, civil rights movements) and contemporary features of U.S. society (e.g., youth culture, marriage laws, immigration legislation) have influenced the experience of members of the culture of emphasis within the United States.

DOMAIN 2: SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

003 The Sociopolitical Context

- Compare governmental systems (e.g., democratic, totalitarian, theocratic) and legal systems (e.g., judicial systems, civil liberties, due process rights) of the country or countries of origin and the United States.
- Demonstrate understanding of the distribution of political power and the nature of citizen participation in the country or countries of origin and analyze the ways in which this political tradition has influenced the involvement of members of the culture of emphasis in U.S. civic life.
- Demonstrate understanding of how the sociopolitical context of the country or countries of origin interacts with and affects demographics, roles, and status in those countries and analyze the influence of such factors on members of the culture of emphasis in the United States (e.g., transnationalism, dual citizenship, repatriation).
- Demonstrate knowledge of economic systems (e.g., agrarian, industrial, capitalist, socialist), workforce composition, class structure, and access to economic opportunities in the country or countries of origin and analyze the ways in which these systems and structures have influenced the experience of members of the culture of emphasis in the United States.
- Demonstrate understanding of the religious traditions and institutions within the country or countries of origin and the influence of these traditions and institutions in immigrant and ethnic communities in the United States.
- Demonstrate knowledge of the educational system of the country or countries of origin (e.g., school structures, compulsory education laws, access and availability), recognize how cultural and social traditions affect educational practices in the country or countries of origin (e.g., oral tradition, rote learning), and analyze the influence of those systems and practices on the educational experience of members of the culture of emphasis in the United States.

004 The Sociocultural Context

- Demonstrate and apply knowledge of verbal and nonverbal elements of communicative competence (e.g., register, discourse patterns, forms of address, respect, greetings, turn-taking, eye contact, kinesthetic cues and proxemics) among members of the culture of emphasis and analyze how traditional patterns of communication have been maintained and/or modified in the United States.
- Compare socialization patterns and practices (e.g., family, school, peer groups, mass media) in the country or countries of origin and in the United States and analyze how traditional patterns of socialization have been preserved and/or modified in the United States.
- Demonstrate understanding of how roles and status of individuals (e.g., economic, racial, gender, ethnic, social class, age, educational level) influence social relationships in the country or countries of origin and how those factors affect the process of acculturation in the United States.
- Demonstrate understanding of features and practices of daily life in the country or countries of origin (e.g., shelter, work, food, marriage and family life, leisure activities, rites and celebrations, health and medical practices) and describe how these practices have been preserved and/or modified in the United States.
- Demonstrate knowledge of the humanities and arts (e.g., literature, visual/performing arts, folk and oral traditions, popular culture) in the country or countries of origin and their influence on the arts and popular culture of the United States.

005 Crosscultural, Intercultural, and Intracultural Contexts

- Demonstrate knowledge of diversity (e.g., language, social class, education, traditions) within the culture of emphasis in the country or countries of origin and in the United States.
- Demonstrate understanding of crosscultural, intercultural, and intracultural interactions (e.g., conflict, harmony, interdependence) in the country or countries of origin and between members of the culture of emphasis and other groups in the United States.
- Demonstrate understanding of sociopolitical and sociocultural factors (e.g., nationalism, legislation, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that influence the development of cultural, bicultural, and multicultural identity among members of the culture of emphasis in the United States.
- Demonstrate knowledge of the contributions of members of the culture of emphasis to the social, economic, artistic, intellectual, and political life of the United States.

APPENDIX B

CSET STANDARDS SETTING CONSIDERATIONS

CSET Standards Setting Considerations

As described in the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999), the standard setting process is a key piece of validity evidence supporting a testing program.

Defining the minimum level of knowledge and skill required for licensure or certification is one of the most important and difficult tasks facing those responsible for credentialing. Verifying the appropriateness of the cut score or scores on the tests is a critical element in validity. The validity of the inference drawn from the test depends on whether the standard for passing makes a valid distinction between adequate and inadequate performance. Often, panels of experts are used to specify the level of performance that should be required. Standards must be high enough to protect the public, as well as the practitioner, but not so high as to be unreasonably limiting. Verifying the appropriateness of the cut score or scores on a test used for licensure or certification is a critical element of the validity of test results (p.157).

In making recommendations to the Commission on passing standards for the CSET: Filipino, staff considered the following factors and options that affect the standard setting process in determining the staff-recommended passing standards.

Subtest Scoring Model

The subtest scoring model used with CSET is a non-compensatory subtest model in which all subtests in a subject area must be passed independently. A subject matter advisory panel considered this model when determining the subtest structures of the Languages Other Than English examinations.

Professional Judgments

The recommended passing standards for the CSET are based upon the professional judgments provided by the members of the Subject matter advisory panels. Since these panel recommendations are criterion-referenced—based on expert judgment of the minimum required subject matter knowledge for beginning teachers—examinee performance data provides supplemental, though not necessary, information.

Standard Error of Measurement

Standard error of measurement is one way to express test reliability and addresses the imprecision of test data. Measurements are not perfectly reliable. In testing, for example, only one score from a single test administration is available for each examinee. An individual examinee's score may, or may not, be accurate. However, the standard error allows us to determine a range within which the examinee's score is likely to lie. Within reasonable limits, the standard error of measurement provides a safeguard against placing undue emphasis on a single numerical score. This is just one index of reliability, and should be applied to the standard setting process in combination with other test-specific characteristics.

APPENDIX C

Comparison of Knowledge and Skill Areas for the Prior BCLAD and the New CSET: LOTE Bilingual Methodology and Bilingual Culture Examinations

**Comparison of Knowledge and Skill Areas for the Prior BCLAD and the New CSET:
LOTE Bilingual Methodology and Bilingual Culture Exams**

SUBTEST IV: BILINGUAL METHODOLOGY

BCLAD Exam Knowledge and Skill Areas: Test 4	CSET: LOTE Exam KSAs: Subtest IV
Methodology for Primary Language Instruction	Bilingual Education And Bilingualism; Intercultural Communication; Instruction And Assessment
Instructional delivery: Organizational strategies	Foundations of Bilingual Education
Language and content assessment in L1	Language and Literacy Instruction and Assessment in Bilingual Education Settings Content Instruction and Assessment in Bilingual Education Settings
Use of L1 and L2: transferring language and literacy skills	Bilingualism and Biliteracy Language and Literacy Instruction and Assessment in Bilingual Education Settings Content Instruction and Assessment in Bilingual Education Settings
Use of L1 and L2: Culture and content	Intercultural Communication and Culturally Inclusive Instruction School, Home, and Community Collaboration
Development of higher-order thinking skills in L1	Language and Literacy Instruction and Assessment in Bilingual Education Settings Content Instruction and Assessment in Bilingual Education Settings
Evaluation and use of primary-language materials for instruction and assessment: Criteria for selection	Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings
Evaluation and use of primary-language materials for instruction and assessment: Augmenting existing resources	Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

**Comparison of Knowledge and Skill Areas for the Prior BCLAD and the New CSET:
LOTE Bilingual Methodology and Bilingual Culture Exams**

SUBTEST V: BILINGUAL CULTURE

The Culture of Emphasis	Geographic And Historical Contexts; Sociopolitical And Sociocultural Contexts
Major historical periods and events	The Geographic and Demographic Context The Historical Context
Values, beliefs, and expectations	The Sociocultural Context
Communication systems	The Sociocultural Context
Demographics, roles, and status	The Geographic and Demographic Context The Sociocultural Context
Family structure, function, and socialization	The Sociopolitical Context The Sociocultural Context
Humanities and the arts	Crosscultural, Intercultural, and Intracultural Contexts
Major historical periods and events	the Historical Context
Historical and contemporary demography (nature and impact)	The Geographic and Demographic Context The Historical Context
Migration and immigration	The Sociopolitical Context
Contributions	Crosscultural, Intercultural, and Intracultural Contexts