



# CODED CORRESPONDENCE

<b>DATE:</b> June 17, 2008	<b>NUMBER:</b> 08-07
<b>TO:</b> All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	<b>FROM:</b> Dale A. Janssen Executive Director Commission on Teacher Credentialing
<b>SUBJECT: Alternative Subject Matter Competency Assessment for Additional Less Commonly Taught Languages Other Than English (LOTE)</b>	

**Summary:**

The Commission has expanded opportunities for candidates to obtain credentials for languages other than English taught in California public schools, including less commonly taught languages. The Commission currently offers seventeen different CSET: LOTE subject matter competency examinations. To meet the needs of candidates in less commonly taught languages other than English for which there is neither a CSET: LOTE examination or an approved subject matter preparation program available, the Commission is establishing an alternative subject matter competence assessment process. The alternative LOTE subject matter competence assessment process will be similar in scope and rigor to the current CSET: LOTE examinations, and will be based on the same content specifications as the CSET. This Coded Correspondence explains the alternative LOTE subject matter competence assessment process and provides application information for potential local languages assessor agencies.

**Key Provisions:**

For all less commonly taught languages other than English, the alternative assessment process will incorporate two types of candidate assessments: a standardized assessment to be developed by the Commission that will be adapted from current CSET: LOTE subtests, and a target language skills proficiency assessment that will be developed and conducted by agencies and/or organizations expert in the target language and culture. Currently there is neither a CSET examination or an approved subject matter preparation program for Native American languages. For them the alternative assessment process will be entirely locally developed and administered by approved assessor agencies/organizations.



### **Alternative Assessment Process for Less Commonly Taught Languages Other Than Native American Languages:**

The standardized alternative assessment process for languages other than Native American languages will adopt the “template” examination format already established for other less commonly taught languages other than English (e.g., Filipino, Khmer, and Arabic). The standardized assessment will include elements from the following CSET: LOTE examination subtests:

- Culture of the target language group (applicable generic questions from the CSET: LOTE Subtest I and/or the CSET: LOTE Subtest V)
- General Linguistics (from CSET: LOTE Subtest I)
- Literary and Cultural Texts, Traditions and Analysis (includes oral traditions in place of texts for nontext-based languages) (*includes applicable questions and some adaptation from the CSET: LOTE Subtest I for less commonly taught languages*)

A candidate test guide for the standardized assessment will be developed to include the set of Knowledge, Skills and Abilities (KSA) eligible to be covered by the examination and other related study materials, as is standard practice for all CSET examinations.

Candidates’ target language skills proficiency, in the four skills areas of listening, speaking, reading, and writing, will be assessed by qualified local personnel rather than by a standardized language assessment. The level required for passing should be at least intermediate-high, as described in the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standards. The assessor agency may, provide a rationale for setting a different proficiency standard for the Commission’s consideration.

The local assessor would be required to be a faculty member at a college or university, or a credentialed K-12 teacher with expertise in the language and culture to be assessed, or have equivalent training, expertise and/or experience, if the assessor were a community member or member of a particular cultural organization.

### **Alternative Assessment Process for Native American Languages:**

The Commission has approved a modified alternative subject matter competency assessment plan for the Native American languages group. Under the modified assessment plan, local K-12 school districts who want to employ California credentialed teachers in any of the Native American languages, plus tribes and/or tribal organizations associated with a given Native American language, may apply to be the approved assessor agency for all aspects of candidate subject matter competency (including language skills, literary and cultural skills). The assessor agency will need to provide the Commission in its application, with details of its qualifications as an assessor agency, and will need to provide the qualifications of each local assessor similar to the process previously described for languages other than Native American languages.

In the case of a school district as the applicant assessor agency, the LEA would have to work with the tribe(s) to identify qualified tribal members as assessors, or, where a tribe is not available, then with the tribal organization associated with that Native American



language. The tribe assessor(s) or tribal organization assessor(s) qualified to administer the Native American language assessment will administer and score the assessment. Candidates who pass this alternative assessment will be deemed to have met the subject matter competency requirement by examination for that particular Native American language. The Commission will conduct a periodic review of the status of each approved assessor agency/organization to assure that the approved process is being regularly administered.

**How to Apply to be an Alternative Language Assessor Agency:**

Alternative assessor agency application forms for Native American Languages will be available online and Native American Languages assessor agencies may begin applying to the Commission as of June 30, 2008 for approval to administer the alternative language assessment process. Applicants must include in the application a detailed description of the qualifications of the specific assessor(s) for each language.

For all other languages, assessor agency application forms will be available online in late fall 2008.

**Important Dates:**

**June 2008:** Alternative assessor agency application forms for Native American Languages will be available online and Native American assessor agencies may begin applying to the Commission.

**Fall 2008:** Development of the standardized assessment.

**Late Fall 2008:** Assessor agencies for all other languages may begin applying to the Commission.

**May 2009:** First administration of the standardized assessment.

**June 2009:** Standard setting meeting to establish the recommended passing score standard for the standardized assessment.

**August 2009:** Adoption by the Commission of the passing score standard for the standardized assessment.

**Source:**

April 2008 Commission Meeting Agenda Item 2B –  
<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2B.pdf>

For online applications: <http://www.ctc.ca.gov>

**References:**

California Subject Examinations for Teachers – <http://www.cset.nesinc.com>

California Teacher Credentialing Examinations – <http://www.ctcexams.nesinc.com>

**Contact Information:**

Caroline Baltazar, Professional Service Division: [cbaltazar@ctc.ca.gov](mailto:cbaltazar@ctc.ca.gov)



**Application to be an Assessor Agency for a Language Other Than English  
(Non-American Indian Languages)**

*(Please note that this will be an online application form)*

Name of Applicant Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Contact Fax: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Language(s) to be Assessed: \_\_\_\_\_

**DIRECTIONS:**

1. Describe the background of the applicant assessor agency with respect to languages other than English.
2. Describe the agency’s capacity and/or resources to carry out the responsibilities of an alternative language other than English assessor agency.
3. Describe the qualifications for each language assessor to be used by the agency. Use one form per assessor. The assessor qualification form is provided on the following pages of this application and may be duplicated as necessary.
4. Describe how the assessor will assess the listening, speaking, reading and writing skills of the teach candidate in the target language(s) to determine if the candidate meets the Commission’s minimum standards for that language. Refer to the chart provided and the description of the ACTFL proficiency levels to identify the minimum level of language proficiency required for the target language(s).
5. Provide and additional information the assessor agency would like the Commission to consider.

**1. Describe the background of the applicant assessor agency.**

**2. Describe the agency’s capacity and/or resources to carry out the responsibilities of an alternative language other than English assessor agency.**

**3. Describe the qualifications for each language assessor to be used by the agency. Use one form per assessor.**

**Assessor Name:** \_\_\_\_\_

Select the assessor’s level of competence for listening, speaking, reading and writing in the target language using the American Council on the Teaching of Foreign Language (ACTFL) standards for each level.

- |                         |                                 |
|-------------------------|---------------------------------|
| <b>Listening Level:</b> | Select Level from Dropdown Menu |
| <b>Speaking Level:</b>  | Select Level from Dropdown Menu |
| <b>Reading Level:</b>   | Select Level from Dropdown Menu |
| <b>Writing Level:</b>   | Select Level from Dropdown Menu |

**If applicable:**

Degree:

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Major:

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**Include with this application any additional documentation of the qualifications of the specific assessors. Additional written information may be filled in below or additional pages may be added as needed.**

- 4. Describe how the assessor will assess the listening, speaking, reading and writing skills of the teach candidate in the target language(s) to determine if the candidate meets the Commission's minimum standards for that language. Refer to Attachment A for the description of the ACTFL proficiency levels to identify the minimum level of language proficiency required for the target language(s).**

Description of the methods that will be used to test the applicant's listening skills  
*(typing field will expand as necessary):*

Description of the methods that will be used to test the applicant's speaking skills  
*(typing field will expand as necessary):*

Description of the methods that will be used to test the applicant's reading skills  
*(typing field will expand as necessary):*

Description of the methods that will be used to test the applicant's writing skills  
*(typing field will expand as necessary):*

- 5. Describe any additional information the assessor agency would like the Commission to consider.**



**Application to be an Assessor Agency for a Language Other Than English  
(American Indian Languages)**

*(Please note that this will be an online application form)*

Name of Applicant Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Contact Fax: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Language(s) to be Assessed: \_\_\_\_\_

## **DIRECTIONS:**

1. Describe the background of the applicant assessor agency with respect to languages other than English.
2. Describe the agency's capacity and/or resources to carry out the responsibilities of an alternative language other than English assessor agency.
3. Describe how the agency will assess the cultural knowledge of the candidate with respect to the specific language(s).
4. Describe how the agency will assess the candidate's knowledge of the literary and cultural texts and traditions (including, where applicable, oral texts and traditions) associated with the specific language(s).
5. Describe the qualifications for each language assessor to be used by the agency. Use one form per assessor. The assessor qualification form is provided on the following pages of this application and may be duplicated as necessary.
6. Describe how the assessor will assess the listening, speaking, reading and writing skills of the teacher candidate in the target language(s) to determine if the candidate meets the Commission's minimum standards for that language. Refer to the chart provided and the description of the ACTFL proficiency levels to identify the minimum level of language proficiency required for the target language(s).
7. Provide any additional information the assessor agency would like the Commission to consider.

***1. Describe the background of the applicant assessor agency.***

***2. Describe the agency's capacity and/or resources to carry out the responsibilities of an alternative language other than English assessor agency.***

***3. Describe how the agency will assess the cultural knowledge of the candidate with respect to the specific language(s).***

4. *Describe how the agency will assess the candidate's knowledge of the literary and cultural texts and traditions (including, where applicable, oral texts and traditions) associated with the specific language(s).*
  
5. *Describe the qualifications for each language assessor to be used by the agency. Use one form per assessor.*

**Assessor Name:**

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Select the assessor's level of competence for listening, speaking, reading and writing in the target language using the American Council on the Teaching of Foreign Language (ACTFL) standards for each level.

**Listening Level:** Select Level from Dropdown Menu  
**Speaking Level:** Select Level from Dropdown Menu  
**Reading Level:** Select Level from Dropdown Menu  
**Writing Level:** Select Level from Dropdown Menu

**If applicable:**

Degree:

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Major:

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**Include with this application any additional documentation of the qualifications of the specific assessors. Additional written information may be filled in below or additional pages may be added as needed.**

6. **Describe how the assessor will assess the listening, speaking, reading and writing skills of the teach candidate in the target language(s) to determine if the candidate meets the Commission's minimum standards for that language. Refer to Attachment A for the description of the ACTFL proficiency levels to identify the minimum level of language proficiency required for the target language(s).**

Description of the methods that will be used to test the applicant's listening skills  
(typing field will expand as necessary):

Description of the methods that will be used to test the applicant's speaking skills  
(*typing field will expand as necessary*):

Description of the methods that will be used to test the applicant's reading skills  
(*typing field will expand as necessary*):

Description of the methods that will be used to test the applicant's writing skills  
(*typing field will expand as necessary*):

- 7. Describe any additional information the assessor agency would like the Commission to consider.**

## Attachment A

### ACTFL PROFICIENCY STANDARDS: LISTENING

#### **Intermediate-Low**

Able to understand full length spoken sentences in content areas referring to personal background, personal needs, and routine social practices (ordering meals, receiving instructions, and receiving directions). Listening is primarily fact to face. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings arise frequently.

#### **Intermediate-Mid**

Able to understand full length spoken sentences in additional content areas referring to more difficult tasks (lodging, transportation, and shopping), personal interests, activities, and greater diversity of receiving instructions and directions. Listening tasks will also pertain to short routine telephone conversations and some deliberate speech (simple announcements and news reports) Understanding continues to be uneven.

#### **Intermediate-High**

Able to understand longer stretches of dialogue on additional content areas pertaining to different times and places. Understanding may be inconsistent due to difficulty in grasping main ideas and/or details. Topics are not significantly different from an Advanced level listener, but comprehension will be poorer.

#### **Advanced**

Able to understand main ideas and most details of longer stretches of dialogue on a variety of topics that may fall outside of the immediate situation, however comprehension may be uneven due to topic familiarity or other factors. Dialogue will frequently involve different time frames (present, past, regularly occurring, or seldom occurring), and may include interviews, short lectures on familiar topics, and reports on factual information. Listener is aware of cohesive devices, but may not be able to use them to follow the sequence of thought when listening.

#### **Advanced Plus**

Able to understand the main ideas of most speech in the standard dialect, however it may be difficult to sustain understanding during lengthy or especially complex communication. Listener is beginning to become aware of culturally implied meanings beyond the surface meanings of the dialogue, but may fail to understand the subtle sociocultural meanings in the message.

#### **Superior**

Able to understand the main ideas of all speech in the standard dialect, including technical discussion in a particular field of specialization (academic/ professional settings, lectures, speeches, and reports). Listener shows some appreciation of aesthetic norms (idioms, colloquialisms, register shifting), and can understand subtle sociocultural meanings. Rarely misunderstand, except during fast paced, highly colloquial speech, or speech with highly strong cultural references.

#### **Distinguished**

Able to understand virtually all forms and styles of speech, has a strong understanding of social and cultural references. Understands plays, movies, academic debates, literary readings, and most jokes and puns. May have some difficulty with non standard dialects and slang.

## **ACTFL PROFICIENCY STANDARDS: SPEAKING**

### **Intermediate-Low**

Able to successfully handle limited, face-to-face, conversation involving tasks and social situations such as introducing self, ordering meals, asking directions, and making purchases. Strong inference from native language may occur and misunderstandings are frequent.

### **Intermediate-Mid**

Able to successfully handle a variety of simple conversation involving tasks and social situations beyond their most immediate needs (personal history, leisure time activities). Speech length increases slightly, but frequent long pauses are likely. Pronunciation may still be strongly influenced by native language. Misunderstandings still arise.

### **Intermediate-High**

Able to successfully handle most simple conversations involving task and social situations, as well as general conversation on a range of circumstances and topics. Errors are evident and limited vocabulary may cause speaker to hesitate and ramble. Simple narration and/or description is improved.

### **Advanced**

Able to successfully handle conversations required in everyday situations, and routine school and work requirements. Complicated tasks and social situations (elaborating, complaining, apologizing) may still be difficult. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Weaknesses can be smoothed over by pause fillers and different rates of speech. Some groping for words may still be evident.

### **Advanced Plus**

Able to successfully handle a broad variety of everyday, school, and work conversations, as well as discuss concrete topics relating to interests and special fields of competence. Speaker is beginning to be able to support opinions, explain in detail, and hypothesize. Has a well developed ability to compensate for weaknesses by paraphrasing. Can communicate fine shades of meaning with inflection and differentiated vocabulary.

### **Superior**

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. Can distinguish main ideas from supporting information. No patterns of error are evident.

# ACTFL PROFICIENCY STANDARDS: READING

## **Intermediate-Low**

Able to understand main ideas and/or some facts from the simplest text about basic personal and social needs. Examples of texts include messages with social purposes and information for the widest possible audiences, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

## **Intermediate-Mid**

Able to read consistently with increased understanding simple texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Texts provide basic information and guesswork is minimal for the reader. Examples include short, straightforward descriptions of persons, places, and things written for a wide audience.

## **Intermediate-High**

Able to read consistently with full understanding simple texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can understand some main ideas from texts at next higher level featuring description and narration. Basic grammatical relations may be misinterpreted. Tests do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read several times for understanding.

## **Advanced**

Able to read longer prose with familiar sentence patterns. Reader gets the main ideas and facts, may miss some detail. Comprehension comes from situational and subject matter knowledge as well as increasing control of the language. Texts include descriptions and narrations such as simple short stories, news items, social notices, correspondence, and simple technical material written for the general reader.

## **Advanced Plus**

Able to follow essential points at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and have complex language, and/or texts with unfamiliar topics, situations, or cultural references. Awareness of aesthetic properties of languages is emerging permitting comprehension of a wider variety of texts. Misunderstandings may occur.

## **Superior**

Able to read with almost complete comprehension at normal speed on unfamiliar subjects and a variety of texts. Reader is not expected to thoroughly comprehend texts requiring a high degree of knowledge of the target culture. Texts feature hypotheses, argumentation, grammatical patterns, and academic/professional vocabulary. Occasional misunderstandings may still occur due to use of uncommon phrases. Material includes a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary.

## **Distinguished**

Able to read fluently and accurately most styles and forms. Able to understand references in text to real world knowledge and almost all sociolinguistic and cultural references. Able to understand nuance and subtlety, and follow unpredictable turns of thought. Texts include sophisticated editorials, specialized journal articles, novels, plays, poems, as well as any subject matter area directed to the general reader.

## **ACTFL PROFICIENCY STANDARDS: WRITING**

### **Intermediate-Low**

Able to write short messages, postcards, and simple notes. Can create statements or questions within the scope of limited language experience. Writing produces consists of simple sentences on very familiar topics.

### **Intermediate-Mid**

Able to write for practical needs. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame (non-past, habitual, imperfective). Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization.

### **Intermediate-High**

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. Can express time, tense, or aspect rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging.

### **Advanced**

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. May still make errors in punctuation, spelling, or the formation of non-alphabetic symbols. Makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices accurately. Writing may resemble literal translation from the native language, but a sense of organization is emerging.

### **Advanced Plus**

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

### **Superior**

Able to write clearly in most formal and informal writing. Good control of a full range of structures, spelling or non-alphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed.