

World Languages: English Language Development Subject Matter Requirements

Domain 1. Knowledge of English Learners in California and the United States

1.1 Historical, Demographic, and Social Contexts for English Learner Education

- a. Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., settlement and resettlement patterns).
- b. Demonstrate understanding of current trends, features, and causes of migration and immigration (e.g., push/pull factors), including secondary migration and trans-national migration, in California and the United States.
- c. Demonstrate understanding of characteristics of contemporary migrants, immigrants, refugees, and U.S.-born English learners (e.g., countries of origin, home languages, destinations, levels of education, socioeconomic status, race) in California and the United States.
- d. Demonstrate knowledge of the experiences (e.g., issues, opportunities, contributions, responsibilities) of bilingual, multilingual, and multicultural groups in California and the United States, including challenges faced by these groups (e.g., heritage language maintenance and loss; legal status; geographic isolation; residential and school segregation; prejudice, discrimination, and stereotyping; cultural contact and acculturation) and how members of these groups draw on a wide variety of resources to confront these challenges (e.g., using more than one language, establishing familial and social networks, developing strategies to access and navigate U.S. educational institutions).

1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States

- a. Demonstrate understanding of research on and data trends in the academic achievement and educational attainment levels of different typologies of English learners in California and the United States (e.g., redesignation/reclassification rates, English language proficiency, state/national content assessments, postsecondary eligibility, graduation rates), implications of these data on the equitable education of English learners (e.g., access to core curriculum, achievement gap, dropout and expulsion rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education/gifted education placement, teacher quality and retention, funding and resources) and the importance of advocating for access and equity in learning.
- b. Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English learners' academic achievement and educational attainment.
- c. Demonstrate knowledge of research on factors in the school environment (e.g., teacher quality and preparedness, attitudes toward English learner programs and students) that influence English learners' academic achievement and educational attainment.

- d. Demonstrate the ability to use appropriate technological resources to identify and access research and data on English learners' educational status, academic outcomes, and related factors that influence student achievement.

1.3 Characteristics and Typologies of English Learners

- a. Demonstrate knowledge of cultural, linguistic, and academic characteristics, assets, and needs of a range of English learner typologies (e.g., well-educated newcomers, underschooled newcomers, long-term English learners, English learners with exceptional needs and talents).
- b. Demonstrate knowledge of different levels of English language proficiency as identified in the state-adopted English language development/proficiency standards.
- c. Demonstrate understanding of the role of English learners' L1 proficiency and prior educational experiences in their English language development and of the assets and needs of students with limited or interrupted formal education and students who are long-term English learners.
- d. Demonstrate understanding of the importance of providing English learners with differentiated learning experiences based on typology, L1 and English proficiency level, and prior educational experiences.

1.4 Child and Adolescent Growth and Development

- a. Demonstrate knowledge of the cognitive and linguistic growth and development of children and adolescents (e.g., reasoning, problem solving, cognitive ability, learning styles), including students with exceptional needs and talents, and cross-cultural perspectives on children's cognitive and linguistic development.
- b. Demonstrate knowledge of the social, moral, and emotional growth and development of children and adolescents (e.g., personality, temperament, attachment, self-concept, identity, motivation, inhibition, attitudes, anxiety, identity), including students with exceptional needs and talents, and cross-cultural perspectives on children's social, moral, and emotional development.
- c. Demonstrate knowledge of the physical growth and development of children and adolescents (e.g., age, disability), including students with exceptional needs and talents, and cross-cultural perspectives on children's physical growth.

Domain 2. Applied Linguistics

2.1 The Nature of Language and Language Use

- a. Demonstrate knowledge of the components of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
- b. Demonstrate knowledge of the development of languages (e.g., the classification of languages into families and branches) and the nature of language change over time (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
- c. Demonstrate knowledge of similarities and differences in the linguistic structure of different languages and principles of cross-linguistic influence and resource sharing to analyze and contrast linguistic structures of English and other languages.

- d. Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience.
- e. Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).
- f. Demonstrate an understanding of direct and indirect speech acts (e.g., commands, questions, requests, complaints).
- g. Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker's age, gender, culture, level of education, social class, occupation, geographic background).
- h. Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals' geographic, class, and ethnic/racial backgrounds, communities, and identities.
- i. Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift).

2.2 Language Development

- a. Demonstrate understanding of current research-based theories and models of language acquisition, including similarities and differences in language acquisition (e.g., first-language acquisition, second-language acquisition, sequential bilingual development, simultaneous bilingual development, multilingual development) in various contexts.
- b. Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.
- c. Demonstrate knowledge of processes and sequences in the acquisition of a new language (e.g., productive/expressive skills vs. receptive skills, interdependence of language and content and of language domains [i.e., reading, writing, speaking, listening, and visual literacy]), including characteristic features of developmental stages of English language acquisition.
- d. Demonstrate knowledge of physical, cognitive, and affective factors that can influence English learners' acquisition of English (e.g., age, learning styles, motivation, personality, language identity).
- e. Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification).
- f. Demonstrate knowledge of the role of the L1 in the acquisition of a new language (e.g., positive and negative transfer) and the importance of building on English learners' L1 skills as a foundation for learning English (e.g., nature and value of cognates, role of L1 literacy skills, use of L1 in facilitating comprehensible input).

2.3 English Language Linguistics

- a. Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English learners' assets and needs related to phonology.
- b. Demonstrate understanding of English orthography (e.g., alphabets, sound-symbol correspondence, spelling conventions) and strategies for identifying English learners' assets and needs related to orthography.
- c. Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English learners' assets and needs related to morphology and vocabulary.
- d. Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English learners' assets and needs related to syntax and grammar.
- e. Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English learners' assets and needs related to semantics and vocabulary.
- f. Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English learners' assets and needs related to sociolinguistics and pragmatics, including:
 - ◆ Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning
 - ◆ Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence)
 - ◆ Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter)
 - ◆ Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English)
- g. Demonstrate the ability to identify and analyze English learners' phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.

2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum

- a. Demonstrate knowledge of students' development of language for social and academic purposes and how both social and academic language support and promote student learning.
- b. Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).
- c. Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:
 - ◆ English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers)
 - ◆ History/Social Science (e.g., abstract language, complex sentence structure of historical documents)
 - ◆ Science (e.g., technical vocabulary, academic text structures such as cause-effect, compare-contrast, sequence)

- ◆ Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems)
 - ◆ Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing)
 - ◆ Career and Technical Education (e.g., industry-specific registers and genres, technological applications)
- d. Demonstrate the ability to analyze language forms and functions in academic texts and tasks, and identify those forms and functions that may pose challenges for English learners at different levels of English language proficiency.

Domain 3. Cultural Foundations

3.1 Cultural Perspectives and Resources

- a. Demonstrate knowledge of major cultural concepts (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, influence of geography on cultural practices and social/political systems, interrelationship between language and culture).
- b. Demonstrate understanding of how cultural perspectives within the diverse cultures of the United States interact to influence the development and evolution of U.S. cultures (e.g., worldview, core beliefs, values) and how geographic features, political factors, and significant historical individuals and events have influenced the development and evolution of U.S. cultures.
- c. Demonstrate knowledge of cross-cultural, inter-cultural, and intra-cultural differences in cultural practices (e.g., rituals and traditions, social institutions and status, educational systems, health practices, culinary practices, patterns of work and leisure) of U.S. cultures.
- d. Demonstrate knowledge of products of U.S. cultures (e.g., architecture, art, literature, media, fashion) and how these cultural products exemplify cultural perspectives over time.
- e. Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., proximity, touch, eye contact, facial expressions), patterns of oral discourse (e.g., conversational openings and closings, turn-taking practices, use/role of silence) and patterns of written discourse (e.g., use of voice, level of formality, organizational structure).
- f. Demonstrate understanding of processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism) and characteristics of the stages or phases of acculturation (i.e., honeymoon, culture shock/fatigue, adjustment/adaptation, acceptance).
- g. Demonstrate understanding of the importance of educators' use of a range of resources (e.g., print and Internet resources, observation, community resources, home visits, interviews, informal conversations, written and oral histories) to learn about the cultures of English learners and of using this knowledge to enrich learning by capitalizing on students' cultural experiences.

3.2 Cultural Influences on Learning

- a. Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and an English learner's home culture can affect the student's thinking, learning, and achievement.
- b. Demonstrate knowledge of the effects of differences in culturally influenced approaches to learning (e.g., conformity vs. individuality, cooperation vs. competition, inductive vs. deductive) on the teaching and learning of English learners.
- c. Demonstrate understanding of the nature and role of cultural identity in English learners' learning and achievement and the impact of a teacher's own cultural identity, beliefs, values, attitudes, and assumptions on the teaching and learning of English learners.
- d. Demonstrate understanding of the effects of cross-cultural conflict, cultural stereotyping, and marginalization on the teaching and learning of English learners.
- e. Demonstrate understanding of intercultural communication and interaction that is linguistically and culturally inclusive and responsive.
- f. Demonstrate understanding of factors that contribute to culturally responsive classroom and school environments that support cultural diversity and student achievement. For example:
 - ◆ High expectations for all students
 - ◆ High level of respect for cultural and linguistic diversity, including valuing and validating students' home languages and cultures
 - ◆ High level of interaction among students with different backgrounds
 - ◆ Infusion of multicultural perspectives throughout the curriculum
 - ◆ Strong parent/guardian and community involvement in class and school activities and in school organizations and programs
- g. Demonstrate knowledge of principles of and approaches to multicultural education, from additive to transformative.

3.3 Roles and Influence of Families and the Community in Schooling

- a. Demonstrate understanding of the relationship between family involvement and English learners' academic achievement and the important role of families as cultural and home-language resources.
- b. Demonstrate knowledge of the importance of establishing and maintaining strong school-home partnerships and communicating in a culturally respectful and linguistically appropriate manner with families (e.g., translation of written communications, effective use of interpreters) for a variety of purposes, including:
 - ◆ Providing information about classroom and school policies and practices
 - ◆ Communicating assessment results
 - ◆ Providing guidance regarding how families can support their children's learning and language development at home, including continued use of the home languages
 - ◆ Assisting families in making decisions concerning their children's placement and education
- c. Demonstrate knowledge of the importance of identifying and using available community resources and establishing and maintaining strong school-community partnerships to support English learners' learning and achievement.
- d. Demonstrate knowledge of the importance of providing opportunities for family and community members to contribute their knowledge and expertise in the classroom and school.

Domain 4. Foundations of English Learner Education in California and the United States

4.1 Historical Perspectives on English Learner Education in the United States and California

- a. Demonstrate knowledge of key court cases (e.g., *Lau v. Nichols*, *Castañeda v. Pickard*, *Williams v. State of California*, *Ripon USD v. Commission on Professional Competence*) and their effects on educational programs for English learners.
- b. Demonstrate knowledge of key legislation (e.g., Elementary and Secondary Education Act [ESEA], particularly Title VII of Improving America's Schools Act of 1994 and Title III of No Child Left Behind Act of 2001 [NCLB]; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227) and its effects on educational programs for English learners.
- c. Demonstrate understanding of the political foundations of educational programs for English learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement) and the impact of district and school philosophies on educational policies and practices for English learners.

4.2 Current Features of English Learner Education in California

- a. Demonstrate knowledge of current federal and state requirements for program implementation (e.g., Title III of NCLB, IDEA, Proposition 227, *Williams v. State of California*, *Lau v. Nichols*, *Castañeda v. Pickard*).
- b. Demonstrate knowledge of the expected outcomes of effective instruction for English learners based on state and federal requirements (i.e., develop English proficiency and meet or exceed grade-level academic content standards).
- c. Demonstrate knowledge of the philosophy/assumptions and characteristics (e.g., placement and exit criteria, program length, class composition, language components) of various types and models of programs for English learners in California. For example:
 - ◆ Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
 - ◆ Structured English Immersion (SEI)
 - ◆ English-language mainstream programs with additional and appropriate support
- d. Demonstrate understanding of required program components for English learners, including:
 - ◆ English Language Development (ELD)
 - ◆ Access to the core curriculum (e.g., home-language instruction/support, Specially Designed Academic Instruction in English [SDAIE], and/or content-based ELD)
- e. Demonstrate understanding of the similarities and differences between ELD and SDAIE, including comparing and contrasting the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE, and how they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English learners.
- f. Demonstrate understanding of state-adopted English language development (ELD) standards, their relationship to state-adopted English language arts standards, and the distinctions between English learners' achievement of ELD standards and their achievement of English language arts standards.

- g. Demonstrate understanding of the important role of assessment in programs for English learners, including purposes of assessment (e.g., identification, placement, progress tracking, redesignation/reclassification) and uses of assessment data (e.g., meeting federal and state reporting requirements, evaluating student and program outcomes, identifying achievement gaps, informing instruction).

4.3 Foundations of Assessment for English Learners

- a. Demonstrate knowledge of state-adopted standardized assessments for English language proficiency and content achievement (e.g., California English Language Development Test [CELDT], California Standards Tests [CST], California High School Exit Examination [CAHSEE]) and the relationship of these assessments to state ELD standards and state academic content standards.
- b. Demonstrate understanding of key indicators of quality language and content assessments (e.g., standards-based, valid, reliable) and of issues (e.g., cultural and linguistic bias) that can affect the validity of assessments when used with English learners.
- c. Demonstrate understanding of the roles and purposes of teacher-developed and other nonstandardized assessments in ELD instruction (e.g., progress monitoring, instructional planning and evaluation).
- d. Demonstrate understanding of the various types of classroom assessments for English learners (e.g., textbook assessments, curriculum-based assessments, performance assessments, teacher-created tests) and their features and limitations.
- e. Demonstrate understanding of the importance of using multiple methods for measuring English learners' progress in order to enable them to demonstrate their knowledge and skills according to their English proficiency level and to participate actively in the assessment process.

4.4 Foundations of Literacy Instruction for English Learners

- a. Demonstrate knowledge of current research-based theories in literacy development, including similarities and differences between literacy development in a first language and in an additional language.
- b. Demonstrate understanding of the influence of various factors in English learners' English literacy development (e.g., L1 and English oral language proficiency, L1 literacy skills and strategies, prior knowledge and education, sociocultural context, academic language).
- c. Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts).
- d. Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English learners, including adolescents. For example:
 - ◆ Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading)
 - ◆ Integrating oral and written language activities
 - ◆ Developing students oral language proficiency

- ◆ Selecting appropriate reading materials (e.g., leveled texts)
- ◆ Providing explicit instruction in phonemic awareness, phonics and word recognition skills, reading fluency (e.g., repeated oral reading practice), vocabulary (e.g., tiered vocabulary, word meanings, word learning strategies, rich and varied oral language experiences, word consciousness), and reading comprehension skills and strategies
- ◆ Linking structures, forms, and functions

4.5 Foundations of English Language Development Instruction for English Learners

- a. Demonstrate knowledge of current and evolving research-based ELD approaches and their effectiveness and appropriateness for different English learner typologies (e.g., newcomers, long-term English learners, English learners at different levels of home-language and/or English language proficiency, English learners at different ages).
- b. Demonstrate understanding of key characteristics of effective ELD instruction for English learners. For example:
 - ◆ Thematic instruction organized around both content and language learning objectives based on ELD and content standards
 - ◆ Integration of language domains (i.e., listening, speaking, reading, writing, and visual literacy)
 - ◆ Scaffolded instruction (e.g., language modification without simplification of content or oversimplification of language, activation of students' prior knowledge, use of the home language when appropriate, language contextualization, use of graphic organizers, use of materials that take advantage of different modalities)
 - ◆ Differentiated instruction (e.g., extended learning time, adjustment of the pacing of instruction, frequent comprehension checks, multiples ways to demonstrate learning)
- c. Demonstrate understanding of the importance of input, interaction, and output in the ELD classroom.
- d. Demonstrate understanding of the roles of educators and other human resources (e.g., reading specialists, special education specialists, paraprofessionals, other teachers, students, counselors, administrators, family and community members) in supporting English learners' learning and achievement (e.g., team teaching, tutoring, homework assistance).
- e. Demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials for ELD instruction and how these materials relate to state ELD and English language arts standards.
- f. Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English learners.

Domain 5. Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency

5.1 Principles of English Aural Language Instruction and Assessment for English Learners

- a. Demonstrate understanding of the role and importance of aural language development for English learners across the curriculum.
- b. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the aural language (receptive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- c. Demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, for promoting English learners' aural language development.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' aural language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews).

5.2 Principles of English Oral Language Instruction and Assessment for English Learners

- a. Demonstrate understanding of the role and importance of oral language development for English learners across the curriculum.
- b. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- c. Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English learners' oral language development.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping).

5.3 Principles of English Reading Instruction and Assessment for English Learners

- a. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English learners' reading development in English.
- c. Demonstrate knowledge of types of assessments commonly used to assess English learners' reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).

5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners

- a. Demonstrate knowledge of the state ELD standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English learners' writing development in English.
- c. Demonstrate understanding of the importance of providing English learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' writing development (e.g., state English language proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).

5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum

- a. Demonstrate knowledge of state K-12 core curriculum standards and frameworks (e.g., English, Reading/Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts) and how these standards and frameworks relate to the content area needs of English learners at different English proficiency levels (i.e., Emerging, Expanding, and Bridging).
- b. Demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English learners' access to the core curriculum across disciplines and grade levels.
- c. Demonstrate knowledge of strategies commonly used to scaffold content across the core curriculum and to make content more comprehensible to enable English learners to successfully complete tasks that require academic language proficiency, including reading and writing across the content areas.
- d. Demonstrate knowledge of types of assessments commonly used to assess English learners' content learning (e.g., state standardized achievement assessments, textbook assessments, teacher-created tests, performance assessments) and issues related to the use of content assessment with English learners.