



California  
Subject  
Examinations for  
Teachers®

# TEST GUIDE

## ENGLISH LANGUAGE DEVELOPMENT General Examination Information

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CS-TG-ELD-01

## Test Structure for CSET: English Language Development

CSET: English Language Development consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

<b>CSET: English Language Development</b>			
<b>Subtest</b>	<b>Domains</b>	<b>Number of Multiple-Choice Questions</b>	<b>Number of Constructed-Response Questions</b>
I	Knowledge of English Learners in California and the United States	10	1 short (focused)
	Applied Linguistics	34	2 short (focused)
	Subtest Total	44	3 short (focused)
II	Cultural Foundations	17	1 short (focused)
	Foundations of English Learner Education in California and the United States	15	1 extended
	Subtest Total	32	1 short (focused) 1 extended
III	Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	24	2 short (focused)
	Subtest Total	24	2 short (focused)

# Annotated List of Resources for CSET: English Language Development

This list identifies some resources that may help candidates prepare to take CSET: English Language Development. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically.

August, Diane, and Shanahan, Timothy. (2008). *Developing Reading and Writing in Second-Language Learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*. New York, NY: Routledge: Center for Applied Linguistics and International Reading Association.

This text summarizes empirical research studies about the development of language and literacy in minority English learners.

Bunch, George C. (2010). Preparing Mainstream Secondary Content-Area Teachers to Facilitate English Learners' Development of Academic Language. *Yearbook of the National Society for the Study of Education*, 109(2), 351–383.

This article explores recent literature that addresses the importance of teachers understanding academic language to meet the needs of English learners and the most effective approaches teachers can incorporate into their practice to support English learners' linguistic development.

California Department of Education. (2009). *Core-Components-Rtl<sup>2</sup>*. Retrieved from <http://www.cde.ca.gov/ci/cr/ri/rticorecomponents.asp>

Outlines core components of Response to Instruction and Intervention.

California Department of Education. (2013). *Common Core Standards*. Retrieved from <http://www.cde.ca.gov/re/cc/>

Describes the state-mandated educational standards: what students should know and be able to do in each subject in each grade.

California Department of Education. (2012). *English Language Development Standards for California Public Schools: Kindergarten through Grade 12*. Retrieved from <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Describes the California English language development standards and how these standards align to Common Core Standards for English Language Arts to support the English language and literacy skills English learners need in specific content areas.

California Department of Education. (2010). *Improving Education for English Learners: Research-Based Approaches*. Sacramento, CA: California Department of Education.

This text provides an analysis of empirical research to help educators and districts improve educational opportunities for English learners.

Esparza Brown, Julie, and Doolittle, Jennifer. (2008). *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*. National Center for Culturally Responsive Education Systems.

This article provides a RTI framework that incorporates English learners' life experiences and their language proficiencies within specific contexts of teaching and learning.

Genesee, Fred; Lindholm-Leary, Kathryn; Saunders, William M.; and Christian, Donna (Eds.). (2006). *Educating English Language Learners*. New York, NY: Cambridge University Press.

This text provides an extensive review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools.

Lucas, Tamara, and Villegas, Ana Maria. (2010). The Missing Piece in Teacher Education: The Preparation of Linguistically Responsive Teachers. *Yearbook of the National Society for the Study of Education*, 109(2), 297–318.

This article provides teachers with effective strategies (e.g., inclusion, curriculum design) that fellow educators are using to support the diverse language and literacy needs of English learners.

Lyster, Roy. (2007). *Learning and Teaching Languages Through Content*. Philadelphia, PA: John Benjamins Publishing Co.

This text provides strategies on how to engage English learners across content areas through the integration of language and content.

Olsen, Laurie. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* (2nd ed.). Long Beach, CA: Californians Together.

This report outlines the state of California's difficulties and challenges in supporting the educational opportunities of long-term English learners. It discusses the need to change California's policies and practices to effectively support the diverse needs of long-term English learners.

Valdes, Guadalupe; Bunch, George C.; Snow, Catherine; and Lee, Carol. (2005). Enhancing the Development of Students' Languages. In Linda Darling-Hammond, and John Bransford (Eds.), *Preparing Teachers For a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass.

This text discusses important concepts and pedagogical practices that educators should develop and incorporate within the classroom (e.g., diversity, classroom management, assessment).

Yoon, Bogum. (2008). Uninvited Guests: The Influence of Teachers' Roles and Pedagogies on the Positioning of English Language Learners in the Regular Classroom. *American Educational Research Journal*, 45(2), 495–522.

This study examines content area teachers' views and teaching approaches to English learners and their impact on English learners' view of themselves.

Yosso, Tara J. (2005). Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. *Race, Ethnicity, and Education*, 8(1), 69–91.

This article explains critical race theory (CRT) in depth and how a CRT approach to education acknowledges the diverse strengths of students.

## Glossary for CSET: English Language Development

NOTE: Some definitions in this glossary are publicly available on the California Department of Education (CDE) website.

### **Advanced**

See "Bridging."

### **Alternative Program (Alt)**

The term "alternative program (Alt)" refers to one of three defined program options for English learners in California. It is defined as a language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district. Placement in an alternative program is triggered by the parents through a parental exception waiver (e.g. bilingual/dual-language programs).

### **Beginning**

See "Emerging."

### **Bridging**

The term "bridging" refers to students at the advanced level of English language development. They continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized English language development instruction. Note: The term "advanced-level" is used in the CSET: ELD test items.

### **CAHSEE**

See "California High School Exit Examination."

### **California English Language Development Test (CELDT)**

The CELDT is the English language proficiency test used in California with students whose Home Language Survey indicates a language other than English. The CELDT was developed to: (a) identify students with limited English proficiency, (b) determine the level of English language proficiency of those students, and (c) assess the progress of English learners in acquiring the skills of listening, speaking, reading, and writing in English. The CELDT was designed to measure student performance based on the 1999 ELD standards, results were reported using the following five proficiency levels; beginning, early intermediate, intermediate, early advanced, and advanced.

### **California High School Exit Examination (CAHSEE)**

The CAHSEE has two parts: English language arts (ELA) and mathematics. By law, each part is aligned with California's academic content standards adopted by the State Board of Education (SBE). The primary purposes of the CAHSEE are to: (1) significantly improve student achievement in public high schools and (2) to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination or, for eligible students with disabilities, meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, receiving a local waiver pursuant to *EC* Section 60851(c)(1), or by applying for a CAHSEE Streamlined Waiver for Eligible Students with Disabilities pursuant to *EC* Section 56101.

### **California Standards Tests (CST)**

The CSTs are criterion-referenced tests that assess student performance relative to California's state-adopted academic content standards in English language arts (ELA), mathematics, science, and history/social science.

### **CELDT**

See "California English Language Development Test."

### **Content-Based ELD**

Content-based ELD is focused instruction designed to develop English learners' academic language proficiency in English using high-priority topics from the core curriculum. English language development is the main focus of instruction.

### **Crosslinguistic Influence**

The term "crosslinguistic influence" refers to the ways in which different language systems interact in a language learner's mind and affect the learner's language development and/or performance. A key component of crosslinguistic influence is interlingual language transfer, in which a language learner applies knowledge of the first language (L1) to the second language (L2). Language transfer can be positive or negative. See also "Crosslinguistic Resource Sharing."

### **Crosslinguistic Resource Sharing**

The term "crosslinguistic resource sharing" refers to a model of second-language reading development that contends that language "mapping" occurs between the first and second language. Key components of this model are language transfer and metalinguistic awareness. Language transfer occurs when competencies and reading skills are transferred from the first language to the learning of a second language. Metalinguistic awareness is the ability to reflect on the nature of language and is also transferrable, providing language learners with supports in formulating reliable connections between spoken language elements and graphic symbols in the new language. See also "Crosslinguistic Influence".

### **CST**

See "California Standards Tests."

### **Diglossia**

The term "diglossia" refers to the existence of two languages or language varieties within a community that are used widely for different functions in different social contexts. One language variety is typically the standard language used in contexts such as government, education, and media, while the other language variety is likely to be less formal and be used typically in everyday contexts with family and friends.

### **ELD**

See "English Language Development."

### **Emerging**

The term "emerging" refers to students at the beginning level of English language development. They typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. Note: The term "beginning-level" is used in the CSET: ELD test items.

## English Language Development

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### **English Language Development (ELD)**

The term "ELD" refers to a specialized program of English language instruction appropriate for the English learner's identified level of language proficiency. The program is designed and implemented to promote English learners' English proficiency in listening, speaking, reading, and writing. ELD instruction is based on the state English language development standards.

### **English Language Development (ELD) Standards**

The first ELD standards for California were developed in 1999 and were the basis for the CELDT. In November 2012, new ELD standards were adopted that aligned to the California Common Core State Standards in English Language Arts.

### **English Language Mainstream (ELM)**

The term "ELM" refers to one of three program options for English learners in California. This program option is a classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Students in ELM programs tend to be at the High Intermediate through Advanced levels of English proficiency. The focus is on helping students meet grade-level content area standards as they continue to develop high levels of academic English proficiency.

### **English Language Proficiency Assessment for California (ELPAC)**

The term "ELPAC" refers to the proposed assessment system that would replace the CELDT if funding and legislative authority are received. The ELPAC will be aligned to the 2012 English language development (ELD) standards. In accordance with EC sections 60810(c) (7) and 60811.3 (Assembly Bill 124), the CDE must incorporate the 2012 ELD standards into the state ELD assessment.

### **English Learner (EL) (formerly known as Limited-English-Proficient or LEP)**

The term "English learner" (EL) refers to those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language and literacy assessment procedures for grades kindergarten through grade twelve, have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

### **English Learners with Exceptional Needs and Talents**

The term "English learner with exceptional needs" refers to a student who has learning difficulties due to an intrinsic learning disability and/or identified cognitive or linguistic impairment not attributable to the student's English proficiency status. An English learner with exceptional talents is a student who has been identified as gifted and talented and/or a student who shows exceptional ability in one or more areas whether or not the student has been formally identified as "gifted and talented." English learner students with exceptional talents may or may not learn language at an accelerated rate, and they may or may not be able to display their true potential due to their English proficiency status.

### **Expanding**

The term "expanding" refers to students at the intermediate level of English language development. At this level, English learners are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level. Note: The term "intermediate-level" is used in the CSET: ELD test items.

**Expressive Language**

See "Productive Language."

**Fluent-English-Proficient (FEP)**

Students who are fluent-English-proficient (FEP) are the students whose primary language is other than English and who have met the district criteria for determining proficiency in English (i.e., those students who were identified as FEP on initial identification and students redesignated from limited-English-proficient [LEP] or English learner [EL] to FEP).

**Intermediate**

See "Expanding."

**L1**

See "Primary Language."

**L2**

The term "L2" refers to a language that a person learns subsequent to acquiring L1. This language may also be referred to as the "second" or "target" language.

**LEA**

The term "LEA" refers to a local educational agency, such as a school district.

**Limited-English-Proficient (LEP)**

See "English Learner."

**Long-Term English Learners (LTEL)**

The term "long-term English learner" refers to an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to *EC* Section 60810, or any successor test, and scores far below basic or below basic on the state-adopted English language arts standards-based achievement test administered pursuant to *EC* Section 60640, or any successor test.

**Primary Language (L1)**

The term "L1" refers to the language that a person learns first. L1 may also be referred to as a person's "mother tongue" or "primary" or "native" language. A student's primary language is identified by the Home Language Survey as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home.

**Productive Language**

The term "productive language" refers to a person's use of language to communicate a message either orally (speaking) or graphically (writing). This process may also be referred to as "expressive language."

**Proficiency Levels**

The term "proficiency levels" refers to the stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The proficiency level descriptors (PLDs) describe student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. See "Emerging," "Expanding," and "Bridging."



### **Receptive Language**

The term "receptive language" refers to a person's use of language to receive a message either aurally (listening) or visually (reading).

### **Reclassification/ Redesignation (RFEP)**

The term "reclassification" or "redesignation" refers to the local process used by LEAs to determine if a student has acquired sufficient English language proficiency to perform successfully in academic subjects without ELD support. LEAs are to establish local reclassification policies and procedures based on an assessment of language proficiency using an objective instrument (e.g., the CELDT), teacher evaluation, parental opinion and consultation, and student performance on a statewide assessment of basic skills in English. Students reclassified as fluent-English-proficient (RFEP) were initially identified as English learners, but later met the LEA's requirements for English language proficiency.

### **Scaffolding**

Pedagogically, the term "scaffold" refers to the support offered students so that they can successfully engage in academic activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings, as well as disciplinary (and language) practices. Once development takes place, scaffolds are removed and new ones are erected to support newly needed developmental work. There are two aspects of pedagogical scaffolding: structure and process.

### **SDAIE**

See "Specially Designed Academic Instruction in English."

### **SEI**

See "Structured English Immersion."

### **Specially Designed Academic Instruction in English (SDAIE)**

Specially Designed Academic Instruction in English (SDAIE) is an approach to teach academic courses to English learner (EL) students (formerly LEP students) in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP, RFEP, and English-only students in the district.

### **Standards-based Tests in Spanish (STS)**

The STS are criterion-referenced tests aligned to the California content standards for reading/language arts and mathematics.

### **Structured English Immersion (SEI)**

The term "SEI" refers to one of three program options for English learners in California. It is defined as a classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language. SEI usually includes: (1) ELD appropriate to each student's level of English proficiency, and (2) content instruction using specially designed academic instruction in English (SDAIE) techniques whenever needed to promote students' full access to the core curriculum. SEI is delivered primarily in English but may include some L1 support.

### **Transnational Migration**

The term "transnational migration" refers to a pattern of migration in which people settle and establish relations in a new country while maintaining ongoing social connections with the country from which they originated. These people remain strongly influenced by their continuing ties to their country of origin and/or by social networks that stretch across national borders.

### **Underschooled Newcomers**

The term "underschooled newcomer" refers to English learners who have been in U.S. schools for four or fewer years and arrived with both limited English proficiency and limited or interrupted formal schooling in the home country. These students may have limited L1 literacy skills. They tend to perform significantly below grade level in the core subjects.

### **U.S. Cultures**

The term "U.S. cultures" refers to the range of cultures represented by the diverse linguistic, cultural, and ethnic groups and subgroups living in the United States. Each group has cultural values and practices that may be similar or different from those of other groups.

### **Well-Educated Newcomers**

The term "well-educated newcomers" refers to English learners who have been in U.S. schools for four or fewer years and arrived with both limited English proficiency and a history of regular school attendance in the home country. These students typically have well-developed L1 literacy skills and may or may not have some level of English proficiency. They tend to acquire English language and academic skills more readily than do underschooled newcomers.