

**165: BILINGUAL EDUCATION SPANISH SUPPLEMENTAL
EXAMINATION FRAMEWORK**

SUBTEST 1—LISTENING AND SPEAKING IN SPANISH (166)

Competency 001 (Listening): *Apply literal, inferential, and interpretive listening skills to demonstrate understanding of oral communications in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Identify the main idea or main theme of an oral communication.
- B. Identify contextual or supportive details in an oral communication.
- C. Select an appropriate response to a spoken question or comment.
- D. Make inferences based on a situation presented in an oral communication.
- E. Identify a speaker's point of view or perspective in an oral communication.

Competency 002 (Speaking): *Apply knowledge of appropriate speaking conventions to communicate in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Use appropriate formal and informal registers to communicate with various audiences and within various settings relevant to f Use appUse ahedaohl bte bt n x < v g Trda bC gmp

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SUBTEST 2—READING AND WRITING IN SPANISH (167)

Competency 001 (Reading): *Apply literal, inferential, and interpretive reading skills to demonstrate understanding of a variety of texts in Spanish relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Identify the main idea or main theme of a text.
- B. Identify contextual or supportive details in a text.
- C. Select an accurate summary of a text.
- D. Make inferences based on a situation presented in a text.
- E. Identify an author's point of view or perspective in a text.

Competency 002 (Writing): *Apply knowledge of appropriate writing conventions to communicate in Spanish in a variety of situations relevant to bilingual education and the bilingual program and classroom context.*

For example:

- A. Use appropriate formal and informal registers to communicate in writing with various audiences and within various settings relevant to bilingual education and the bilingual program and classroom context.
- B. Use accurate grammatical and syntactical structures that communicate coherent information or messages.
- C. Use linguistically responsive language in written communication.
- D. Use a range of vocabulary, including academic vocabulary, relevant to bilingual education and the bilingual program and classroom context.
- E. Use accurate spelling, diacritical marks, and punctuation.

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SUBTEST 3—FOUNDATIONS OF BILINGUAL EDUCATION AND INSTRUCTIONAL PRACTICE (168)

Competency 001 (Foundations of Bilingual Education): *Demonstrate an understanding of the foundations of bilingual education and the educational systems that support the language acquisition and academic learning of emergent bilingual students.*

For example:

- A. Demonstrate knowledge of major federal and state legislation and court cases (e.g., the Civil Rights Act of 1964, the Bilingual Education Act [BEA], *Lau v. Nichols*, *San Antonio ISD v. Rodriguez*, *Plyler v. Doe*, *Santamaria v. Dallas ISD*).
- B. Apply knowledge of the characteristics and goals of bilingual education program models approved in Texas to make appropriate instructional decisions.
- C. Demonstrate knowledge of appropriate state-mandated criteria and of the Language Proficiency Assessment Committee (LPAC) procedures for identifying, recommending program services for, reclassifying, and monitoring emergent bilingual students, as well as exiting students from emergent bilingual classification.
- D. Demonstrate understanding of the role of the Language Proficiency Assessment Committee (LPAC) in coordinating with other s › C

