Assessment #1: New York State ESOL Content Specialty Test (CST)

1. Description of the assessment and its use in the program
ESOL Content Specialty Test (CST) is a New York State licensure content specialty test in TESOL ([http://www.nystce.nesinc.com/PDFs/NY_fld022_prepguide.pdf](http://www.nystce.nesinc.com/PDFs/NY_fld022_prepguide.pdf)) that measures the teacher candidate’s knowledge and skills to teach effectively in New York State public schools. ESOL CST tests the following four subareas: 1) foundations of ESOL instruction (linguistic/sociolinguistic concepts related to ESOL instruction, the process of language acquisition, instructional approaches, methods, and techniques in second language acquisition and learning, factors influencing ESL students’ development of English, and methods and techniques for assessing students’ progress in developing English communication skills); 2) developing English language proficiency across the curriculum (methods and techniques for developing and assessing ESL students’ listening, speaking, reading, and writing skills, and approaches to facilitating content-area learning for ESL students); 3) the ESOL program (historical, legal, and administrative aspects of programs serving ESL students, approaches to instruction that are appropriate to the diversity of the ESL population and that meet various student needs, the planning and management of ESOL instruction in a variety of settings, and methods of relating ESOL instruction to students’ lives outside the classroom); and 4) developing English language proficiency across the curriculum (constructed responses), which addresses the same content as described in the second subarea.

2. Alignment with the TESOL standards

<table>
<thead>
<tr>
<th>CST Subarea</th>
<th>Description of Subarea</th>
<th>TESOL Standards Aligned with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundations of ESOL instruction</td>
<td>1a, 1b, 2b, 3a, 3b, 4a, 4b, 4c</td>
</tr>
<tr>
<td>2</td>
<td>Developing English language proficiency across the curriculum</td>
<td>1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 4c</td>
</tr>
<tr>
<td>3</td>
<td>The ESOL program</td>
<td>2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 5c</td>
</tr>
<tr>
<td>4</td>
<td>Developing English language proficiency across the curriculum: Constructed-response assignment</td>
<td>1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 4c</td>
</tr>
</tbody>
</table>

3. Analysis of data findings
Of the 4 completers, all four or 100% passed the CST test (the minimum passing score is 220). The total composite scores of these four candidates recommended for certification were 229, 254, 279, and 240, respectively. The subarea scores for all four candidates (except for one candidate in subarea #4) are greater than 220, with the highest subarea score of 292.

4. Evidence for meeting standards
The data show that our candidates were successful in this assessment.

5. Attachment of assessment documentation
The following documents are attached: (a) the assessment tool, (b) the scoring rubric, and (c) candidate performance data derived from this assessment.
(a) The assessment tool
ESOL Content Specialty Test (CST) is a New York State licensure content specialty test in TESOL (http://www.nystce.nesinc.com/PDFs/NY_fld022_prepguide.pdf) that measures the teacher candidate’s knowledge and skills to teach effectively in New York State public schools. ESOL CST tests the following four subareas: 1) foundations of ESOL instruction (linguistic/sociolinguistic concepts related to ESOL instruction, the process of language acquisition, instructional approaches, methods, and techniques in second language acquisition and learning, factors influencing ESL students’ development of English, and methods and techniques for assessing students’ progress in developing English communication skills); 2) developing English language proficiency across the curriculum (methods and techniques for developing and assessing ESL students’ listening, speaking, reading, and writing skills, and approaches to facilitating content-area learning for ESL students); 3) the ESOL program (historical, legal, and administrative aspects of programs serving ESL students, approaches to instruction that are appropriate to the diversity of the ESL population and that meet various student needs, the planning and management of ESOL instruction in a variety of settings, and methods of relating ESOL instruction to students’ lives outside the classroom); and 4) developing English language proficiency across the curriculum (constructed responses), which addresses the same content as described in the second subarea.

(b) The scoring rubric
No specific scoring rubric is available because this assessment is a state licensure test. However, the following link is provided (http://www.nystce.nesinc.com/PDFs/NY_fld022_prepguide.pdf).

(c) Candidate performance data

<table>
<thead>
<tr>
<th>Year</th>
<th>Composite Pass Rate</th>
<th>Number of Candidate</th>
<th>Total Composite Score</th>
<th>Subarea I. Foundations of ESOL Instruction</th>
<th>Subarea II. Developing English Language Proficiency Across the Curriculum</th>
<th>Subarea III. The ESOL Program</th>
<th>Subarea IV. Developing English Language Proficiency Across the Curriculum: Constructed-Response Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>100.0%</td>
<td>1</td>
<td>229</td>
<td>220</td>
<td>233</td>
<td>236</td>
<td>220</td>
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<tr>
<td>2006-2007</td>
<td>100.0%</td>
<td>1</td>
<td>254</td>
<td>260</td>
<td>260</td>
<td>252</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>279</td>
<td>284</td>
<td>273</td>
<td>292</td>
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<tr>
<td>2007-2008</td>
<td>100.0%</td>
<td>1</td>
<td>240</td>
<td>244</td>
<td>240</td>
<td>252</td>
<td>193</td>
</tr>
<tr>
<td>2008-2009</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>NA</td>
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