
ILLINOIS LICENSURE TESTING SYSTEM

TARGET LANGUAGE PROFICIENCY

TEST FRAMEWORK

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Illinois Licensure Testing System

TARGET LANGUAGE PROFICIENCY

TEST FRAMEWORK

Subarea	Range of Objectives
I. Reading Comprehension	01–03
II. Writing Proficiency	04
III. Oral Proficiency	05

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TEST FRAMEWORK

Reading Comprehension
Writing Proficiency
Oral Proficiency

SUBAREA I—READING COMPREHENSION

0001 Understand the literal meaning of a variety of materials written in the target language.

For example:

- determining a stated idea in a passage
- establishing the sequence of events in a passage
- determining the meaning of selected vocabulary in context

0002 Apply skills of inference and interpretation to a variety of materials written in the target language.

For example:

- discerning implied cause-and-effect relationships in a passage
- inferring a writer's assumptions or purpose for writing
- drawing conclusions from stated facts

0003 Apply skills of critical analysis to a variety of materials written in the target language.

For example:

- characterizing the tone, mood, or point of view of a passage
- analyzing the structure and organization of a passage
- assessing the credibility of statements and opinions presented in a passage

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SUBAREA II—WRITING PROFICIENCY

0004 Write a well-organized passage in the target language that is grammatically correct and appropriate in vocabulary and style for a given audience, purpose, and occasion and that communicates a message effectively.

For example:

- expressing and supporting personal views on an issue of current educational concern (e.g., the use of graduation tests in public education)
- analyzing advantages and limitations of common instructional techniques (e.g., individual versus cooperative learning)
- responding to an opinion or viewpoint on an educational issue (e.g., how to best prepare beginning teachers)
- comparing and contrasting different perspectives on an educational topic (e.g., the use of computers in the classroom)

SUBAREA III—ORAL PROFICIENCY

0005 In response to written instructions, communicate an oral message effectively in the target language that demonstrates a command of vocabulary and grammar appropriate to an educational setting.

For example:

- telling a story about an educational experience that was important to you either as a student or as a teacher
- making a presentation to your class about the importance of reading
- describing a book you have read that you would recommend to students or teachers