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# **ILLINOIS LICENSURE TESTING SYSTEM**

## **TARGET LANGUAGE PROFICIENCY**

### **TEST FRAMEWORK**

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# Illinois Licensure Testing System

## TARGET LANGUAGE PROFICIENCY

### TEST FRAMEWORK

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

# ILLINOIS LICENSURE TESTING SYSTEM

## TARGET LANGUAGE PROFICIENCY

### 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

# TARGET LANGUAGE PROFICIENCY TEST FRAMEWORK

## 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