

## Field 254 – Foreign Language: Hebrew

### Alignment of Test Framework Objectives with State and National Standards

| Illinois Licensure Testing System<br>Framework Objectives for Foreign<br>Language: Hebrew  | <a href="#">State Board of<br/>Education Rules-<br/>Title 23 of the<br/>Illinois<br/>Administrative<br/>Code-27.340</a> | <a href="#">ACTFL/CAEP<br/>Program<br/>Standards for the<br/>Preparation of<br/>Foreign<br/>Language<br/>Teachers</a> | <a href="#">ACL/APA<br/>Standards for<br/>Classical<br/>Language<br/>Learning</a> |
|--|---|---|---|
| <b>Subarea I: Interpretive Listening</b>   |   |   |   |
| <b>0001</b> Demonstrate literal comprehension of a variety of culturally authentic spoken communications (e.g., announcements, dialogues, documentaries, poetry).  | b1-2; b3 A; d1-2; e1-2; f1-2; g1 B; g2 C; h1-2; i1-2  | 1; 2  | 1a-b  |
| <b>0002</b> Infer meaning and analyze information from a variety of culturally authentic spoken communications (e.g., announcements, dialogues, documentaries, poetry).  | b1-2; b3 A; d1-2; e1-2; f1-2; g1 B; g2 C; h1-2; i1-2  | 1; 2  | 1a-b  |
| <b>Subarea II: Interpretive Reading</b>  |   |   |   |
| <b>0003</b> Demonstrate literal comprehension of a variety of culturally authentic printed and digital materials (e.g., e-mails, posters, Web sites, maps, graphs, periodicals, novels).   | c1; d1-2; e1-2; f1-2; g1-2; h1-2; i1-2  | 1; 2  | 1a-b  |
| <b>0004</b> Infer meaning and analyze information from a variety of culturally authentic printed and digital materials (e.g., e-mails, posters, Web sites, maps, graphs, periodicals, novels).   | c1; d1-2; e1-2; f1-2; g1-2; h1-2; i1-2  | 1; 2  | 1a-b  |
| <b>Subarea III: Language Acquisition and Instruction</b>   |   |   |   |
| <b>0005</b> Apply knowledge of the process of second-language acquisition and how it relates to the language learner in the classroom.   | a1-2  | 2b; 3   |   |
| <b>0006</b> Apply teaching and assessment strategies that provide students with opportunities to communicate in the target language in meaningful and authentic ways and that promote students' ability to reinforce and further their knowledge of other disciplines. | a2; d1-2; e1-2; f1-2; h1-2; i1; j1-2  | 1; 2; 3; 4; 5; 6  | 1a-b; 2; 3  |
| <b>Subarea IV: Presentational Writing</b>  |   |   |   |

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|--|---|---|---|
| <b>0007</b> Apply knowledge of target-language structures and writing conventions to compose an effective, coherent, and clear response to a prompt.         | b3 A; d1-2; e1-2;<br>f1-2; h1-2; i1-2   | 1; 2  | 1a-b  |
| <b>Subarea V: Presentational Speaking</b>  |   |   |   |
| <b>0008</b> Apply knowledge of target-language structures and speaking conventions to deliver an effective, coherent, and clear spoken response to a prompt. | b2-3; c2 B; d1-2;<br>e1-2; f1-2; h1-2;<br>i1-2;   | 1; 2  | 1a-b  |