

Illinois Certification Testing System

STUDY GUIDE

English Language
Proficiency (055)



Illinois State Board of Education

An Equal Opportunity/Affirmative Action Employer
Printed by the Authority of the State of Illinois

TABLE OF CONTENTS

GENERAL INFORMATION ABOUT THE ILLINOIS CERTIFICATION TESTING SYSTEM

PROGRAM OVERVIEW	1-1
For Further Information	1-2
Description of the Tests	1-3
Test Administration	1-4
Score Reports	1-4
HOW TO PREPARE FOR THE TEST	1-5
Assess Your Knowledge and Test Skills	1-5
Practice Your Test-Taking Skills	1-5
THE DAY OF THE TEST: HELPFUL HINTS	1-5
Preparation	1-5
Test-Taking Tips	1-5
TEST DIRECTIONS	1-7

FIELD-SPECIFIC INFORMATION

INTRODUCTION	2-1
Test Subareas and Objectives	2-1
TEST OBJECTIVES	2-2
MULTIPLE-CHOICE TEST QUESTIONS SECTION	2-4
Sample Test Directions for the Reading Comprehension	
Multiple-Choice Test Questions	2-5
Practice Reading Comprehension Multiple-Choice Test Questions	2-6
Answer Key	2-9
WRITING PROFICIENCY ASSIGNMENT SECTION	2-10
Description of the Task	2-11
Sample Test Directions	2-12
Practice Writing Proficiency Assignment	2-13
Sample Response	2-14
ORAL PROFICIENCY ASSIGNMENT SECTION	2-15
Description of the Task	2-16
Sample Test Directions	2-17
Practice Oral Proficiency Assignment	2-18

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS	2-19
The Scoring Process	2-19
Scoring Scale for the Writing Proficiency Assignment	2-20
Scoring Scale for the Oral Proficiency Assignment.....	2-21
EXPLANATION OF THE TEST SCORE REPORT.....	2-22
Overview	2-22
Reading Your Report: A Sample	2-23
How to Interpret the Constructed-Response Scores.....	2-23

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

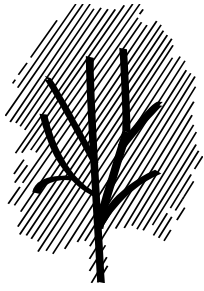
Copyright © 2006 by the Illinois State Board of Education
NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



General Information About the Illinois Certification Testing System

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Certification Testing System](#)



Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Practice Constructed-Response Assignments**
- **Explanation of the Test Score Report**

INTRODUCTION

This section includes a list of test subareas and objectives, sample test directions, practice multiple-choice test questions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, and a score report explanation.

TEST SUBAREAS AND OBJECTIVES

The content covered by the English Language Proficiency test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the English Language Proficiency test.

Objective Statement

Understand the literal meaning of a variety of materials written in English.

Descriptive Statements

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

ENGLISH LANGUAGE PROFICIENCY TEST OBJECTIVES

- I. Reading Comprehension
- II. Writing Proficiency
- III. Oral Proficiency

SUBAREA I—READING COMPREHENSION

Objective 1 Understand the literal meaning of a variety of materials written in English.

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

Objective 2 Apply skills of inference and interpretation to a variety of materials written in English.

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

Objective 3 Apply skills of critical analysis to a variety of materials written in English.

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

SUBAREA II—WRITING PROFICIENCY

Objective 4 Write a well-organized passage in English 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

Objective 5 In response to written instructions, communicate an oral message effectively in English 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

MULTIPLE-CHOICE TEST QUESTIONS SECTION

The practice multiple-choice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the English Language Proficiency test. The practice multiple-choice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice multiple-choice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice multiple-choice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

This section includes the following:

- Sample test directions for the Reading Comprehension multiple-choice test questions
- Practice Reading Comprehension multiple-choice test questions
- An answer key

On the actual test, examinees will be given different multiple-choice test questions from those provided as samples in this study guide.

**SAMPLE TEST DIRECTIONS FOR THE READING COMPREHENSION
MULTIPLE-CHOICE TEST QUESTIONS**

DIRECTIONS FOR SECTION ONE: READING COMPREHENSION

Each question in Section One is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of Illinois?
- A. Chicago
 - B. Peoria
 - C. Springfield
 - D. Champaign

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing. **You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.**

Turn the page and continue with Section One.

PRACTICE READING COMPREHENSION MULTIPLE-CHOICE TEST QUESTIONS

Read the passage below about revising written work; then answer the three questions that follow.

Few people enjoy having to revise something they have just written. But as much as we might like to think that everything we put on paper is expressed with perfect clarity, this is rarely the case with first drafts. Because something can always be improved, all of your written work will require some form of revision.

The best way to begin is by reviewing the paper's organization. You need to ensure that the main idea is clearly expressed in the introduction, that ideas flow logically within and between paragraphs, and that the conclusion contains a forceful statement of your thesis. In addition to checking whether your ideas are presented in logical order, you should also be asking whether you have supplied adequate support for your argument. Afterward, it is advisable to go over the work at least one more time to check sentence structure, word choice, and so forth. Some of the more common mistakes to be avoided include misspelled words, incomplete sentences, vague expressions, unnecessary or misused words, and lack of subject-verb agreement.

- Which of the following statements from the passage best expresses the passage's main idea?
 - Few people enjoy having to revise something they have just written.
 - Because something can always be improved, all of your written work will require some form of revision.
 - You need to ensure that the main idea is clearly expressed in the introduction, that ideas flow logically within and between paragraphs, and that the conclusion contains a forceful statement of your thesis.
 - In addition to checking whether your ideas are presented in logical order, you should also be asking whether you have supplied adequate support for your argument.
- Which of the following assumptions probably most influenced the author's observations about writing in the second paragraph?
 - Each idea in a written work should build on preceding ideas.
 - Most writers fail to provide adequate support for their conclusions.
 - Most papers are not as long as they should be.
 - Errors in sentence structure and mechanics do not seriously detract from a well-organized piece of writing.
- Which of the following best describes the author's tone in the passage?
 - critical
 - determined
 - sympathetic
 - directive

Read the passage below about teaching history; then answer the four questions that follow.

Asked why he didn't like history, the young student unhesitatingly replied, "It's boring." In so doing, he joined countless other youngsters who have wondered what good could possibly come from memorizing lists of seemingly unrelated facts. There is no reason why anyone should ever feel this way. History is filled with exciting stories. Teachers who are able to devise ways of making the past come to life for young people will find students eager to understand history and to learn what it can teach us.

One of the more obvious strategies is to introduce students to fictional works with a historical setting. When discussing the American Revolution, for example, you might read to them from Esther Forbes's *Johnny Tremain*, which relates how a young Boston apprentice aided the patriot cause. With a little research, you should be able to locate equally appropriate books for other historical eras. Another strategy is to have children assume the roles of historical figures such as a New England mill girl of the 1830s or a young frontiersman from the same period and act out their response to a particular situation. A third strategy that might be employed with more advanced students is to help them interpret selected historical documents—diaries, firsthand newspaper accounts, personal letters—which they can afterward use to create stories of their own.

4. Which of the following best defines the word obvious as it is used in the second paragraph of the passage?
 - A. entertaining
 - B. clearly available
 - C. effective
 - D. consistently overlooked
5. Which of the following statements best expresses the main idea of the first paragraph of the passage?
 - A. Most students find history boring.
 - B. Teachers need to organize historical information better.
 - C. Most students find history exciting.
 - D. Teachers need to find ways to bring history to life for their students.
6. What is the author's main purpose in the passage?
 - A. to explain why many students do not like studying history
 - B. to persuade teachers to devote more class time to history
 - C. to suggest ways of making history interesting to students
 - D. to inform teachers about children's books with historical settings
7. Which of the following best describes the author's tone in the passage?
 - A. instructive
 - B. speculative
 - C. defensive
 - D. cautious

Read the passage below about early human civilizations; then answer the three questions that follow.

About 5,000 or 6,000 years ago, the first civilizations began to take shape in four major river valleys of Asia and Africa. The earliest arose in Mesopotamia, a region between the Tigris and Euphrates Rivers that is today the country of Iraq. In Africa somewhat later, Egyptian civilization emerged along the northern portion of the 4,000-mile-long Nile River. It was followed by the Indus River civilization of South Asia and the Chinese civilization that developed on the banks of East Asia's Yellow River.

Historians have suggested a number of reasons why these early civilizations developed in river valleys. One attraction was the food and fresh water that rivers provided for both people and the wild animals that they hunted. Rivers not only furnished water for agriculture, their annual floods enriched the soils of surrounding fields, making these areas ideal places to grow crops. As farmers began to produce surpluses that might be exchanged for goods produced elsewhere, they found that rivers helped them in yet another way. Because goods could be moved much more quickly by water than by land, rivers facilitated efforts to form trade networks among early villages and towns.

8. Which of the following best defines the word facilitated as it is used in the second paragraph of the passage?
- A. influenced
 - B. simplified
 - C. complicated
 - D. stabilized
9. Information presented in the passage best supports which of the following conclusions?
- A. Europe did not possess the type of major river valleys that gave birth to Asian and African civilizations.
 - B. Mesopotamian civilization lasted longer than Egyptian civilization.
 - C. People in early civilizations ate fish as well as meat.
 - D. Early civilizations maintained regular political contact with each other.
10. Between the first and second paragraphs of the passage, the author's approach shifts from:
- A. description to explanation.
 - B. comparison to definition.
 - C. analysis to persuasion.
 - D. speculation to demonstration.

ANSWER KEY

This section contains the answers to the practice multiple-choice test questions.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand the literal meaning of a variety of materials written in English.
2.	A	Apply skills of inference and interpretation to a variety of materials written in English.
3.	D	Apply skills of critical analysis to a variety of materials written in English.
4.	B	Understand the literal meaning of a variety of materials written in English.
5.	D	Understand the literal meaning of a variety of materials written in English.
6.	C	Apply skills of inference and interpretation to a variety of materials written in English.
7.	A	Apply skills of critical analysis to a variety of materials written in English.
8.	B	Understand the literal meaning of a variety of materials written in English.
9.	C	Apply skills of inference and interpretation to a variety of materials written in English.
10.	A	Apply skills of critical analysis to a variety of materials written in English.

WRITING PROFICIENCY ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the Writing Proficiency assignment
- A practice Writing Proficiency assignment
- A sample response

On the actual test, examinees will be given a different Writing Proficiency assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE WRITING PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will write in your answer document in English, in response to an assignment that describes in English an imaginary situation requiring written communication. Written responses will be evaluated on the basis of four major criteria:

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Organization	the organization, development, and support of ideas
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

An excellent response to the written assignment would fully address the assigned topic and develop the topic by extensive elaboration on specific points. The message would be clearly and effectively communicated in an appropriate manner. Ideas would be coherently presented and the flow of language would be smooth and varied and organized into well-constructed sentences. The vocabulary used would reflect a broad command of the target language and appropriate use of idiomatic expressions. The excellent response would exhibit control of grammar, avoiding errors in syntax that interrupt communication. The response would be accurate in spelling or character formation and in the use of diacritical marks and punctuation.

SAMPLE TEST DIRECTIONS FOR THE WRITING PROFICIENCY ASSIGNMENT

DIRECTIONS FOR SECTION TWO: WRITING PROFICIENCY

This section consists of a writing assignment to be completed in English. The assignment appears on the following page.

You may use the blank space on the unlined pages following the assignment to make notes, write an outline, or otherwise prepare your response. However, your final response must be written in **Written Response Booklet B** in order to be scored. **Your response must be written in English.**

Your response **will not** be scored based upon any position you take on a given issue. Your response **will** be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **ORGANIZATION:** The organization, development, and support of ideas
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms, character formations, and syntactic constructions, including spelling, diacritical marks, and punctuation

Be sure to write about the assigned topic and use **multiple paragraphs**. Please write legibly. You may not use any reference materials during the test. This should be your original work, written in your own words, and not copied or paraphrased from some other work. Remember to review your work and make any changes you think will improve your written response.

A response will be considered unscorable if it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.

Turn the page and continue with Section Two.

PRACTICE WRITING PROFICIENCY ASSIGNMENT

Educators continue to debate whether students should be promoted to the next grade if they have not achieved grade-level learning goals. Supporters of such promotions argue that the social and emotional consequences of not promoting students are more harmful than advancing them to the next grade. Opponents of promotion for students who have not demonstrated adequate mastery of grade-level goals maintain that advancement is a disservice to such students, who are likely to continue to be unable to achieve grade-level learning goals.

Write a response in English for an audience of adults, discussing whether you think students who have not achieved grade-level learning goals should be promoted.

SAMPLE RESPONSE FOR THE WRITING PROFICIENCY ASSIGNMENT

The sample below is an example of a strong response to the practice writing proficiency assignment.

Determining whether to promote students who have not attained grade-level learning goals is never an easy matter. Although the tests used to measure students' actual achievement levels are certainly helpful, they are not as precise as one would like. Teacher grading practices tend to be even more imperfect. No matter what method a teacher uses, assigning grades to schoolwork is a very inexact process that combines judgments concerning students' attitudes, effort, and accomplishment.

Nevertheless, good teachers come to know their students well enough that they have a reasonably good basis for deciding whether a given student has achieved grade-level learning goals. Whenever teachers conclude that a student has not reached these goals, they have an obligation to keep the student back. Students who are unprepared to handle the more complex and sophisticated assignments of a higher grade level will soon find themselves falling farther and farther behind. As their frustration mounts, the usual result is increasingly disruptive behavior, growing absenteeism, and leaving school altogether at the earliest possible moment.

I know that some educators feel that refusing to promote students who have failed to achieve grade-level learning goals will have negative social and emotional consequences for such young people. Although this may sometimes happen, people who make this argument fail to recognize the social and emotional consequences of being unable to keep pace with one's peers in an academic setting. It generally does not take long before students who are performing at grade level identify those whose school work is below grade level. Nor does it take much longer before students who are not keeping pace with their peers to realize that they have been identified. What does this do to the social and emotional health of a student? Is it any worse than the negative feelings experienced by students who have been kept back? I don't think so.

In closing, it should be noted that keeping back a student who has failed to achieve grade-level learning goals is not something that can be done year after year. Nobody wants to see sixteen-year-olds in the fourth grade, least of all the students in question. In cases where students year after year fail to perform at grade level, they usually have special needs, and schools must provide for those needs. In many other instances, though, keeping students back provides them and their parents with a timely notice that something is wrong.

ORAL PROFICIENCY ASSIGNMENT SECTION

This section includes the following:

- Description of the task
- Sample test directions for the Oral Proficiency assignment
- A practice Oral Proficiency assignment

On the actual test, examinees will be given a different Oral Proficiency assignment from the one provided as a sample in this study guide.

DESCRIPTION OF THE ORAL PROFICIENCY ASSIGNMENT TASK

In this section of the test, you will speak on tape in English, in response to an assignment that describes in English an imaginary situation requiring oral communication. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak. Speech samples will be evaluated on the basis of five major criteria:

Purpose	the fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
Fluency	the fluent and developed communication of the message
Pronunciation	the articulation and pronunciation of words and phrases
Vocabulary	the selected vocabulary and idiomatic expressions
Grammar	the constructed grammatical forms and syntactic constructions

An excellent response to the assignment would address the assigned topic and develop the topic by extensive elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, using a variety of sentences. The speaker's vocabulary would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and intonation.

SAMPLE TEST DIRECTIONS FOR THE ORAL PROFICIENCY ASSIGNMENT

DIRECTIONS FOR SECTION THREE: ORAL PROFICIENCY

For this portion of the test, you will speak on tape in response to an assignment presented in your test booklet. You must respond to the assignment in English. You will read the assignment in your test booklet and have two minutes to consider your response, then two minutes to speak.

A list of suggestions is provided to help direct your response. It is not necessary that you address every point in the list, nor are you limited in your response to the points mentioned. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the topic by addressing either the suggested points or points of your choosing.

You may NOT write in this test booklet, but you may make notes on the scratch paper provided. **You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking. You must return the scratch paper when you have finished testing.**

Your response will be evaluated on the basis of the following criteria.

- **PURPOSE:** The fulfillment of the objective of the assignment in reference to the intended audience, purpose, and occasion
- **FLUENCY:** The fluent and developed communication of the message
- **PRONUNCIATION:** The articulation and pronunciation of words and phrases
- **VOCABULARY:** The selected vocabulary and idiomatic expressions
- **GRAMMAR:** The constructed grammatical forms and syntactic constructions

A response will be considered unscorable if it is unrelated to the assigned topic, inaudible or incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

PRACTICE ORAL PROFICIENCY ASSIGNMENT

(You will hear and read in the test booklet:)

Read the instructions below. You will have 2 minutes to study these instructions. Then, when you are told to do so, begin to respond in English. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you have been asked to make a presentation at an upcoming assembly about where you went to school. Speaking in English, describe the elementary, middle, or high school that you attended. You may wish to include, but are not limited to, the following topics:

- the location and size of the school you attended;
- the physical features of the school and school grounds;
- what you liked most and least about the school;
- ways in which that school was different from or similar to elementary, middle, or high schools today.

(You will have 2 minutes to study the instructions above. Then you will have 2 minutes to respond on audiotape.)

EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments.

The first constructed-response assignment is designed to assess Subarea II, "Writing Proficiency," and the second constructed-response assignment is designed to assess Subarea III, "Oral Proficiency."

THE SCORING PROCESS

Constructed-response assignments will be scored on a four-point scoring scale. The scoring scales for each assignment appear on the pages that follow. Within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 reflects a lack of understanding or an inadequate application of the relevant performance characteristics, while a score point of 4 is assigned to a response that reflects a thorough understanding and strong command of the relevant performance characteristics. The performance characteristics for each assignment (see pages 2-11 and 2-16) describe the elements typically found in responses to the assignment at each of the four score points.

The responses that receive a particular score point will reflect a range of ability across that score point. Thus, among the most competent written or oral responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well written or orally expressed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be read or listened to and then scored by two scorers; the sum of the two scores will be the examinee's total writing, reading, or oral score on that response. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third scorer. For example, a total score of 6 would result from the score point assignments of a "3" and a "3" from each of the two scorers; the total score of 6 could not result from assigned scores of "2" and "4" because these scores differ by more than one point.

The performance characteristics for each score point for the written expression constructed-response assignment are organized according to four major features: (1) purpose, (2) organization, (3) vocabulary, and (4) grammar. Each of these performance characteristics is described in more detail on page 2-11. Detailed characterizations of the score point features are described in the scoring scale on page 2-20.

The performance characteristics for each score point for the oral expression constructed-response assignment are organized according to five major features: (1) purpose, (2) fluency, (3) pronunciation, (4) vocabulary, and (5) grammar. Each of these performance characteristics is described in more detail on page 2-16. Detailed characterizations of the score point features are described in the scoring scale on page 2-21.

SCORING SCALE FOR THE WRITING PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The ideas are clearly expressed in a unified discussion, and the supporting details are relevant and fully develop the stated ideas. • The vocabulary reflects a broad command of the language and appropriate use of idiomatic expressions. • The response shows a comprehensive command of grammar and syntax and mastery of spelling, diacritical marks, and punctuation, with few, if any, errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The expressed ideas are generally clear and adequately organized, and the supporting details adequately develop some of the stated ideas. • The vocabulary and idiomatic expressions reflect an adequate command of the language for communicating a complete message. • The response shows an adequate command of grammar and syntax and contains minor errors in spelling, diacritical marks, and punctuation that do not interfere with communication.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The expressed ideas are somewhat unclear, partially organized, and developed in a limited way with minimal relevant support. • The vocabulary is simple and lacks key words and expressions but is sufficient for communicating a partial message. • The response shows a limited command of grammar and syntax and contains frequent errors in spelling, diacritical marks, and punctuation that partially impede communication of ideas.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The expressed ideas are unclear, disjointed, and inadequately developed and may lack relevant supporting details. • The vocabulary is not adequate for communicating a complete message and contains word usage errors that impede communication. • The response shows little command of basic elements of grammar or syntax and contains errors in spelling, diacritical marks, and punctuation so numerous that they impede communication.
U	<p>The response is unscorable because it is unrelated to the assigned topic, illegible, not written in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

SCORING SCALE FOR THE ORAL PROFICIENCY ASSIGNMENT

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response thoroughly achieves the objective of the assignment and is completely appropriate for the intended audience, purpose, and occasion. • The response is well developed and shows an elaboration of ideas, demonstrating a consistent flow of speech with few, if any, hesitations or pauses. • The response demonstrates easily intelligible pronunciation with few, if any, errors. • The response demonstrates an extensive command of appropriate vocabulary and idiomatic expressions with few, if any, errors. • The response demonstrates a comprehensive command of grammar and syntax, with only minor errors.
3	<p>The "3" response reflects an adequate application and a satisfactory command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response adequately achieves the objective of the assignment and is generally appropriate for the intended audience, purpose, and occasion. • The response demonstrates adequately developed ideas, which show some elaboration, and maintains a steady flow of speech with occasional hesitations and pauses. • The response demonstrates generally intelligible pronunciation, with occasional errors. • The response demonstrates a good command of generally appropriate vocabulary and idiomatic expressions. • The response demonstrates a good command of grammar and syntax, though some errors interrupt comprehension.
2	<p>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response partially achieves the objective of the assignment and may not be entirely appropriate for the intended audience, purpose, and occasion. • The response shows limited development of ideas, which are sometimes unclear, and is occasionally difficult to understand because of an inconsistent flow of speech with frequent hesitations and pauses. • The response demonstrates frequent errors in pronunciation. • The response demonstrates a limited range of expression, using a very simple vocabulary that lacks key words and phrases. • The response shows a limited command of grammar and syntax, as evidenced by frequent errors that partially impede comprehension.
1	<p>The "1" response reflects an inadequate application and a lack of command of the performance characteristics for the oral proficiency assignment.</p> <ul style="list-style-type: none"> • The response fails to achieve the objective of the assignment and may be inappropriate for the intended audience, purpose, and occasion. • The response presents few, if any, comprehensible ideas and does so with minimal development; the response fails to maintain any flow of speech, as evidenced by frequent hesitations and pauses that interrupt comprehensibility. • The response demonstrates inadequate pronunciation that contains numerous errors and is at times unintelligible. • The response demonstrates little knowledge of vocabulary beyond the most common words and may include numerous misused and ill-formed words and expressions. • The response has little command of basic elements of grammar or syntax, as evidenced by numerous and frequent errors that significantly impede comprehension.
U	<p>The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, not of sufficient length to score, or merely a repetition of the assignment.</p>
B	<p>There is no response to the assignment.</p>

EXPLANATION OF THE TEST SCORE REPORT

OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Certification Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for the English Language Proficiency test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial certificate in Illinois.

Passing Score

To pass the English Language Proficiency test you must obtain a scaled total test score of 240 or above.

Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly and the scores you received on the two constructed-response assignments. The multiple-choice test questions represent 50 percent of the total test score and the two constructed-response assignments represent 50 percent of the total test score.

Subarea Scores

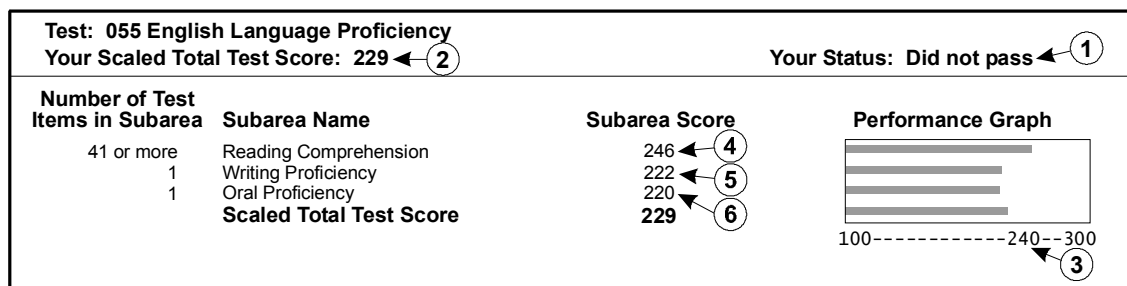
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

READING YOUR REPORT: A SAMPLE

A sample of an English Language Proficiency test score report is provided below.



According to the above sample, the examinee did not pass the test ①. The examinee scored 229 ② on the total test and therefore did not meet the minimum passing score of 240 ③. The examinee performed satisfactorily in one subarea: Reading Comprehension (score of 246) ④. However, the examinee did not perform as well on these two subareas: Writing Proficiency (score of 222) ⑤ and Oral Proficiency (score of 220) ⑥. In studying to retake the test, the examinee may wish to concentrate on studying for these two subareas.

Note: The total test score is not an average of the subarea scores.

An insert will be included with your score report that provides information about interpreting the Performance Graph.

HOW TO INTERPRET THE CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. For the constructed-response assignments, scorers use a set of performance characteristics to base their judgments. In general, if a passing score is attained for the constructed-response test sections, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read or listened to and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.