



Bilingual, Crosscultural, Language and Academic Development Examinations™ (BCLAD®)

SCORE REPORT EXPLANATION

Important notice regarding BCLAD® tests. BCLAD Tests 4, 5, and 6 will no longer be available after the June 23, 2007, administration. These tests will be replaced by California Subject Examinations for Teachers® (CSET®): Languages Other Than English (LOTE) subtests, available beginning with the November 2007 administration of the CSET. For more information, visit the CSET Web site at www.ctcexams.nesinc.com.

Your score report provides information about your performance on the Bilingual, Crosscultural, Language and Academic Development Examinations™ (BCLAD®). Your score report includes a section for each test that you took on the test date indicated. In addition, the final page of the report, called the Cumulative Results Page, provides a cumulative report of the BCLAD Examinations you have taken to date. Please note that a passing score for a test must be achieved on a single day; that is, performance on sections of a test cannot be combined across test administrations. Therefore, if you did not pass a test and want to retake it, you must retake the test in its entirety (e.g., for Test 6 Speaking you would not be able to retake just the speaking section or the oral reading section).

Tests 4, 5, 6 Listening, and 6 Reading

Tests 4, 5, 6 Listening, and 6 Reading consist entirely of multiple-choice questions. If you passed the test(s), your score report provides information regarding your Pass/Did Not Pass status and the minimum passing score. To preclude the use of BCLAD scores for purposes other than credentialing (e.g., employment, assignment), scores of passing candidates are not reported. If you did not pass the test(s), your score report provides information regarding your Pass/Did Not Pass Status, your scaled score, and the minimum passing score. The total test score is based on your performance on all sections of the test. It is reported as a scaled score and can range from 20–80. A scaled score of 60 represents the minimum passing score. The minimum passing score for each test was established by the Commission on Teacher Credentialing with input from California educators. Because the tests vary in length, and differing numbers of items are required to pass the tests, test results are reported to examinees who do not pass the test(s) as scaled scores to provide information in a similar way for all tests.

For Tests 4 and 5, your score report provides information regarding your performance on the knowledge and skill areas assessed on the test to help you identify your strengths and weaknesses. Enclosed is a list of the knowledge and skill areas. Your performance on each section of the test is reported as 1–4 pluses (+). Three or four pluses (+) indicate an area of strength; one or two pluses indicate an area of weakness.

Test 6 Speaking and Test 6 Writing

Test 6 Speaking consists of a section of speaking assignments and a section of oral reading assignments. Test 6 Writing consists of a writing assignment and a translation assignment. For each of these tests that you took, your score report provides information regarding your Pass/Did Not Pass status, the minimum passing score, and your performance on each section of the test. To pass Test 6 Speaking, you must achieve at least three pluses on both sections of the test OR four pluses on the speaking assignments and two pluses on the oral reading assignments. To pass Test 6 Writing you must achieve at least three pluses on both sections of the test OR four pluses on the writing assignment and two pluses on the translation assignment. The minimum passing scores were established by the Commission on Teacher Credentialing with input from California educators.

Your performance on each section of the test is reported as 1–4 pluses (+), with three or four pluses indicating satisfactory performance and one or two pluses indicating unsatisfactory performance. If you received one or two pluses for a section and you did not pass the test, your score report indicates the performance characteristics on which your assignment(s) showed a need for improvement. The performance characteristics against which responses are scored are defined on the next page.

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Performance Characteristics

Test 6 Writing Assignment

Purpose: appropriateness for audience and fulfillment of the purpose of the assignment

Organization: unity and coherence of exposition

Development: clarity of ideas; fullness of development of the topic, elaboration; and appropriateness and adequacy of details

Vocabulary: command of vocabulary and idiomatic expressions and appropriateness of word choice for audience and purpose

Syntax: accuracy of syntax and grammatical constructions and appropriateness and effectiveness of sentence structure

Mechanics: accuracy of mechanics (e.g., spelling or character formation, diacritical marks, capitalization, punctuation) as applicable to the language of emphasis

Test 6 Translation Assignment

Meaning: accuracy in communicating the message

Register: reproduction of author's voice and tone and appropriateness to audience and purpose

Vocabulary: command of vocabulary and idiomatic expressions

Syntax: handling of syntax and grammatical constructions

Mechanics: accuracy of mechanics (e.g., spelling or character formation, diacritical marks, capitalization, punctuation) as applicable to the language of emphasis

Test 6 Speaking Assignments

Purpose: fulfillment of the purpose of the assignment

Organization: clarity and organization of communication/presentation

Development: fullness of development of the topic; elaboration

Appropriateness: appropriateness of register and address and sensitivity to sociocultural context

Vocabulary: command of vocabulary and idiomatic expressions and appropriateness of word choice for audience and purpose

Syntax: accuracy of syntax and grammatical constructions as applicable to the language of emphasis

Pronunciation: appropriateness of pronunciation, appropriate intonation, and appropriate pacing or rhythm of speech

Fluency: fluency and ease of expression

Test 6 Oral Reading Assignments

Accuracy: faithfulness to the original text

Pronunciation: appropriateness of pronunciation

Fluency: fluency and ease of expression

Pacing: appropriateness of rate of speech and placement and duration of pauses

Intonation: appropriateness of pitch, volume, tone

Knowledge and Skill Areas Assessed on BCLAD Tests 4 and 5

The knowledge and skill areas assessed on each test are listed below in their reporting subareas. For each reporting subarea, the approximate proportion of the test's scorable multiple-choice items that are included in the subarea is provided. For example, approximately 40 percent of the scorable items on Test 4 assess knowledge and skill areas 1–2. More detailed information about the knowledge and skill areas is provided in the BCLAD study guides.

Test 4: Methodology for Primary-Language Instruction

Reporting Subarea I: Knowledge and Skill Areas 1–2 (40%)

- 1 Instructional delivery: Organizational strategies
- 2 Language and content assessment in L1

Reporting Subarea II: Knowledge and Skill Areas 3–5 (30%)

- 3 Use of L1 and L2: Transferring language and literacy skills
- 4 Use of L1 and L2: Culture and content
- 5 Development of higher-order thinking skills in L1

Reporting Subarea III: Knowledge and Skill Areas 6–7 (30%)

- 6 Evaluation and use of primary-language materials for instruction and assessment: Criteria for selection
- 7 Evaluation and use of primary-language materials for instruction and assessment: Augmenting existing resources

Test 5: The Culture of Emphasis

NOTE: Knowledge and skill areas 1–6 focus on the commonalities of the culture of emphasis in its home country or countries. This is in contrast to knowledge and skill areas 7–12, which focus on the experiences in the United States and California of the people of the culture of emphasis.

Reporting Subarea I: Knowledge and Skill Areas 1–3 (25%)

- 1 Major historical periods and events
- 2 Values, beliefs, and expectations
- 3 Communication systems

Reporting Subarea II: Knowledge and Skill Areas 4–6 (25%)

- 4 Demographics, roles, and status
- 5 Family structure, function, and socialization
- 6 Humanities and the arts

Reporting Subarea III: Knowledge and Skill Areas 7–9 (25%)

- 7 Major historical periods and events
- 8 Historical and contemporary demography (nature and impact)
- 9 Migration and immigration

Reporting Subarea IV: Knowledge and Skill Areas 10–12 (25%)

- 10 Contributions
- 11 Relationship between the culture of emphasis and the dominant culture
- 12 Relationships among different groups within the culture of emphasis