

TEExES® Bilingual Target Language Proficiency Test (BTLPT) – Spanish Curriculum Crosswalk

Required Course Numbers											
Test Content Categories											
Domain I – Listening Comprehension											
Competency 001: <i>The teacher demonstrates the ability to apply literal, inferential and interpretive listening skills to authentic materials heard in the target language that are relevant to the bilingual classroom and the school environment.</i>											
A. Understand the main ideas and details of oral discourse on a variety of topics and in a variety of listening situations and contexts relevant to bilingual education (e.g., a parent/guardian conference, a colleague's description of a lesson plan, a short lecture on a content-area topic), including oral discourse that contains academic vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in various content areas.											
B. Understand basic information, main ideas, and details from oral discourse in a variety of contexts relevant to the school environment (e.g., a telephone message from a parent/guardian, a set of oral instructions).											

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C. Evaluate information likely to be encountered in professional settings involving students, parents/ guardians, or educators in a bilingual situation and choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.											
D. Infer meaning from oral communications relevant to bilingual education (e.g., characterizing the tone, mood, or point of view of one or more speakers; analyzing the social context of a spoken exchange) while exhibiting an appropriate level of cultural knowledge and sensitivity.											
Domain II – Reading Comprehension											
<i>Competency 002: The teacher demonstrates the ability to apply literal, inferential, interpretive and critical reading skills to authentic materials written in the target language that are relevant to the bilingual classroom and the school environment.</i>											
A. Understand the main ideas and details of a variety of authentic written materials and apply reading comprehension skills to various types of texts relevant to the bilingual classroom, including written materials that contain academic vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas.											
B. Demonstrate the ability to understand the literal content of authentic materials in a variety of contexts relevant to the school environment (e.g., understanding a stated main idea, identifying a sequence of events, discerning details).											

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C. Evaluate information likely to be encountered in professional settings involving students, parents/ guardians, or educators in a bilingual situation and choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.											
C. Apply skills of inference and interpretation to a variety of authentic materials relevant to both TEKS and the school environment (e.g., inferring assumptions, purpose, or point of view; discerning implied cause-and-effect relationships).											
D. Apply critical reading skills to written materials relevant to the bilingual classroom and can identify and analyze a variety of authentic materials relevant to both TEKS and the school environment that represent cultural aspects of the target language.											
Domain III – Oral Expression											
<i>Competency 003: The teacher demonstrates the ability to construct effective and appropriate oral discourse in the target language for various audiences, purposes and occasions relevant to the bilingual classroom and the school environment.</i>											
A. Construct oral discourse in the target language to explain, narrate, and describe, demonstrating control of verb tenses and using both formal and informal registers (e.g., making an announcement, providing directions, posing a question, describing an experience) appropriate to the task (interpersonal and presentational modes) in the bilingual classroom and the school environment.											

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C. Evaluate information likely to be encountered in professional settings involving students, parents/ guardians, or educators in a bilingual situation and choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.											
B. Demonstrate the ability to use general and content-area vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas to communicate information and talk about topics relevant to the bilingual classroom.											
C. Demonstrate the ability to use spoken language with a variety of audiences (e.g., students, colleagues, parents/guardians) in culturally appropriate ways in order to satisfy the requirements of routine educational and professional situations relevant to the bilingual classroom.											
D. Demonstrate the ability to respond orally to everyday situations in the bilingual classroom (e.g., responding to a student question or comment, discussing advantages and disadvantages of an idea or proposed course of action) and exhibits an appropriate level of cultural knowledge and sensitivity.											

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Domain IV – Written Expression											
Competency 004: <i>The teacher demonstrates the ability to write effectively in the target language for various audiences, purposes and occasions relevant to the bilingual classroom and the school environment.</i>											
A. Use written discourse to explain, narrate and describe in all major time frames in the target language, using formal and informal registers and in a variety of contexts relevant to bilingual education (e.g., writing a letter to a parent/guardian, administrator or community member; writing an article for a school newsletter), exhibiting cultural knowledge and sensitivity and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics) and syntax.											
B. Develop written lesson plans and instructional materials appropriate to bilingual classrooms and other settings in the target language, using both general and content-area vocabulary used in teaching the Texas Essential Knowledge and Skills (TEKS) in a variety of content areas to communicate information and to write about topics relevant to bilingual education, exhibiting cultural knowledge and sensitivity, and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics) and syntax.											

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C. Use written discourse to persuade (e.g., proposing a solution to a school or classroom issue, giving an opinion), exhibiting cultural knowledge and sensitivity and using appropriate vocabulary, grammar (including punctuation as well as accents and other diacritics) and syntax.											