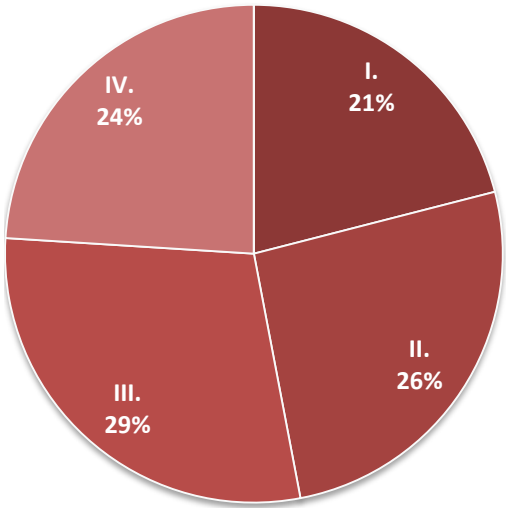


***TExES™ Bilingual Target Language Proficiency Test  
 (BTLPT) Spanish (190)  
 Test at a Glance***

See the test preparation manual for complete information about the test along with sample questions, study tips and preparation resources.

Test Name	Bilingual Target Language Proficiency Test (BTLPT) Spanish		
Test Code	190		
Time	5 hours*		
Number of Questions	84 multiple-choice questions and 7 constructed-response tasks		
Format	Computer-administered test (CAT)		
	Domain	Domain Title	Approx. Percentage of Test
	I.	Listening Comprehension	21%
	II.	Reading Comprehension	26%
	III.	Oral Expression	29%
	IV.	Written Expression	24%

\* Although TExES test sessions are 5 hours long, testing time for this test is less than 5 hours; see the preparation manual for actual section timing.

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## About This Test

The TExES Bilingual Target Language Proficiency Test (BTLPT) — Spanish (190) is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 84 multiple-choice questions and 7 constructed-response tasks are based on the Bilingual Target Language Proficiency Test (BTLPT) — Spanish test framework. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

## The Test Framework

The BTLPT Spanish test framework is based on the educator standards for this field. The content covered by the test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed on the next page. These are followed by a complete set of the framework's competencies and descriptive statements. Read each competency with its descriptive statements to get a more specific idea of the knowledge you will be required to demonstrate on the test.

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## **Educator Standards**

### **Bilingual Target Language Proficiency Test (BTLPT) Standard I**

The teacher is able to derive essential information, interpret meaning and evaluate oral communications in the target language.

### **Bilingual Target Language Proficiency Test (BTLPT) Standard II**

The teacher is able to derive essential information, interpret meaning and evaluate a variety of authentic materials written in the target language.

### **Bilingual Target Language Proficiency Test (BTLPT) Standard III**

The teacher is able to construct effective interpersonal and presentational oral discourse in the target language.

### **Bilingual Target Language Proficiency Test (BTLPT) Standard IV**

The teacher is able to write effective interpersonal and presentational discourse in the target language.

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## Domains and Competencies

### Domain I – Listening Comprehension

#### Standard Assessed: BTLPT I

Competency 001: *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.*

The beginning teacher:

- A. Understands 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. Understands 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).
- C. Evaluates information likely to be encountered in professional settings involving students, parents/guardians or educators in a bilingual situation and can choose an appropriate response to a question or comment likely to be encountered in a social or professional situation.
- D. Infers 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.

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## Domain II – Reading Comprehension

### Standard Assessed: BTLPT II

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.*

The beginning teacher:

- A. Understands the main ideas and details of a variety of authentic written materials and can 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. Demonstrates 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).
- C. Applies 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. Applies 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.

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## Domain III – Oral Expression

### Standard Assessed: BTLPT III

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.*

The beginning teacher:

- A. Constructs 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.
- B. Demonstrates 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. Demonstrates 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. Demonstrates 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**

### **Standard Assessed: BTLPT IV**

Competency 004: *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.*

The beginning teacher:

- A. Uses 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. Develops 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.
- C. Uses 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.