Certification Examinations for Oklahoma Educators (CEOE)
Framework Development Correlation Table

The Framework Development Correlation Table provides information about possible alignment of some of the knowledge and skills contained within the CEOE framework for a test field with other conceptualizations of the knowledge and skills of a field. It was produced using Oklahoma and educator association standards documents that were publicly available at the time of framework development. In the preparation of the Correlation Table, the alignment of a CEOE test competency with standards documents was indicated if the content of a standard was covered, in whole or in part, by the CEOE test competency. For some CEOE test competencies, multiple standards from Oklahoma, or other documents were aligned with the content of a CEOE test competency. An indication of alignment in the Correlation Table does not necessarily imply complete congruence of the content of a CEOE test competency with the standard.

Field 077: English as a Second Language (ESL)

Objective	Oklahoma Competencies for Licensure and Certification English as a Second Language (ESL) PK–12	TESOL/NCATE Standards for the Accreditation of Initial Programs in P–12 ESL Teacher Education
1	41.A.i, 41.C.iv.(I), 41.C.iv.(VII), 41.C.iv.(X)	1.a.1–1.a.5, 1.a.8–1.a.9, 1.a.10, 5.c.4
2	41.A.ii–41.A.iii, 41.C.iv.(I)	1.a.6, 1.b.1–1.b.3, 1.b.5–1.b.6, 1.b.7, 1.b.10–1.b.11, 1.b.13
3	41.A.iv., 41.C.iv.(II)	1.b.8–1.b.9, 1.b.12, 2.b.4
4	41.B.i, 41.B.iii	2.a.1, 2.a.4
5	41.B.iv, 41.B.v	2.a.2, 2.b.1–2.b.3, 2.b.5
6	41.B.v, 41.C.i–41.C.iii	1.b.4, 3.a.1–3.a.4, 3.b.1–3.b.3
7	41.C.iii	3.c.1–3.c.5
8	41.B.v, 41.C.iii, 41.C.iv.(II)	1.b.13, 3.b.4–3.b.6
9	41.B.v, 41.C.iii, 41.C.iv.(III)–41.C.iv(VI), 41.C.iv.(VIII), 41.C.iv.(IX), 41.C.iv.(XI), 41.C.iv.(XII)	1.a.7, 1.b.13, 3.b.7–3.b.8
10	41.B.v, 41.C.iii	3.a.1–3.a.4
11	41.D.i–41.D.v	4.a.1–4.a.4, 4.b.1–4.b.4, 4.c.1, 4.c.3
12	41.D.iv	4.c.2, 4.b.4–4.b.5, 4.c.3
13	41.E.i–41.E.ii	5.a.1–5.a.2, 5.b.2, 5.c.1–5.c.3
14	41.B.ii, 41.E.iii	2.a.3, 5.b.1, 5.b.3