



TEXAS EDUCATION AGENCY

TEXAS EDUCATOR CERTIFICATION

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Preparation Manual



154 English as a Second Language Supplemental

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Chapter 1:	Introduction to the English as a Second Language (ESL) Supplemental Test and Suggestions for Using This Test Preparation Manual	1
	Overview	
	Using the Test Framework	
	Organization of the TExES Test Framework	
	• Sample Competency	
	• Sample Descriptive Statements	
	Studying for the TExES Test	
Chapter 2:	Background Information on the TExES Testing Program	7
	The TExES Tests for Texas Teachers	
	• Development of the New TExES Tests	
	Taking the TExES Tests and Receiving Scores	
	• Educator Standards	
Chapter 3:	Study Topics	11
	Test Framework for Field 154: English as a Second Language (ESL) Supplemental	
	• The Domains	
	• Total Test Breakdown	
	The Standards	
	Competencies	
	• Domain I — Language Concepts and Language Acquisition	
	• Domain II — ESL Instruction and Assessment	
	• Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement	
Chapter 4:	Succeeding on Multiple-Choice Questions	23
	Approaches to Answering Multiple-Choice Questions	
	Question Formats	
	• Single Questions	
	• Questions with Stimulus Material	
	• Clustered Questions	
Chapter 5:	Multiple-Choice Practice Questions	31
	Sample Multiple-Choice Questions	
	Answer Key and Rationales	
Chapter 6:	Are You Ready? – Last-Minute Tips	61
	Preparing to Take the Test	
Appendix A	Study Plan Sheet	65
Appendix B	Preparation Resources	67

Chapter 1

**Introduction to the English as a Second Language
(ESL) Supplemental Test and Suggestions for
Using This Test Preparation Manual**



1 OVERVIEW

The State Board for Educator Certification (SBEC) has approved Texas educator standards that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students — the Texas Essential Knowledge and Skills (TEKS) — form the basis for the Texas Examinations of Educator Standards® (TExES®) program. This initiative, administered by Texas Education Agency (TEA), will affect all areas of Texas education — from the more than 170 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC’s commitment to help align Texas education from kindergarten through college. SBEC and TEA’s roles in this K–16 initiative will ensure that newly certified Texas educators have the essential knowledge and skills to teach the TEKS to the state’s public school students.

References to the English Language Proficiency Standards (ELPS) have been added to the framework to align with federal guidelines and state standards for teachers on the education of English-language learners (ELLs).

This manual is designed to help examinees prepare for the TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test question formats and pertinent study resources. EPP staff may also find this information useful as they help examinees prepare for careers as Texas educators.

KEY FEATURES OF THE MANUAL

- *List of competencies that will be tested*
- *Strategies for answering multiple-choice questions*
- *Sample test questions and answer key*

This examination includes questions based on the English as a Second Language (ESL) Supplemental framework. Questions on this examination will range from grades EC–12. If you have any questions after reading this preparation manual or if you would like additional information about the TExES tests or the educator standards, please visit the TEA website at **www.tea.state.tx.us**.

USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TExES) tests measure the content knowledge required of an entry-level educator in a particular field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test you are planning to take, identify areas where you feel you may be weak and increase your knowledge in those areas by helping you design a study plan.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample questions that are included in this manual. These test questions represent only a sampling of questions. Thus, your test preparation should focus on the competencies and descriptive statements and not simply on the sample questions.

ORGANIZATION OF THE TExES TEST FRAMEWORK

The test framework is based on the educator standards for this field.

The content covered by this 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:

1. 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, and
2. 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 for reference at the beginning of the test framework, which begins on page 12. These are followed by a complete set of the framework's competencies and descriptive statements.

1 An example of a competency and its accompanying descriptive statements is provided below.

SAMPLE COMPETENCY

English as a Second Language (ESL) Supplemental

COMPETENCY 001

THE ESL TEACHER UNDERSTANDS FUNDAMENTAL LANGUAGE CONCEPTS AND KNOWS THE STRUCTURE AND CONVENTIONS OF THE ENGLISH LANGUAGE.

SAMPLE DESCRIPTIVE STATEMENTS

The beginning ESL teacher:

- A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.
- C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.
- D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

STUDYING FOR THE TExES TEST

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see Chapter 3). Within each domain of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the “Preparation Resources” section of this manual (Appendix B) for possible resources to consult. Also, compile key materials from your preparation course work that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key skills and important abilities that are discussed in the competencies and descriptive statements.
6. Use the study plan sheet (Appendix A) to help you plan your study.

NOTE: This preparation manual is the only TExES test study material endorsed by Texas Education Agency (TEA) for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

Chapter 2

Background Information on the TExES Testing Program



THE TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual (stand-alone) test questions and questions that are arranged in clustered sets based on real-world situations faced by educators.

DEVELOPMENT OF THE NEW TExES TESTS

Committees of Texas educators and members of the community guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, university and EPP faculty, education service center staff, content experts and representatives from professional educator organizations. The committees are diverse in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the TEA website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender and regional bias.
6. **Conduct Pilot Test of New Test Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.
8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A committee of Texas educators participates in a rigorous standard-setting study to recommend a passing score for the test. TEA presents the recommendation to the SBEC Board for consideration. The SBEC Board makes the final determination regarding the passing score.

TAKING THE TExES TESTS AND RECEIVING SCORES

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at **www.texas.ets.org** for information on test dates, test centers, fees, registration procedures and program policies.

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

- A total test scaled score. Total scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of questions answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- Your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test. However, it is important to use caution when interpreting scores reported by domain and competency as these scores are typically based on a smaller number of items than the total score and therefore may not be as reliable as the total score.
- A link to information to help you understand the score scale and interpret your results.

A score report will not be available to you if you are absent or choose to cancel your score.

For more information about scores or to access scores online, go to **www.texas.ets.org**.

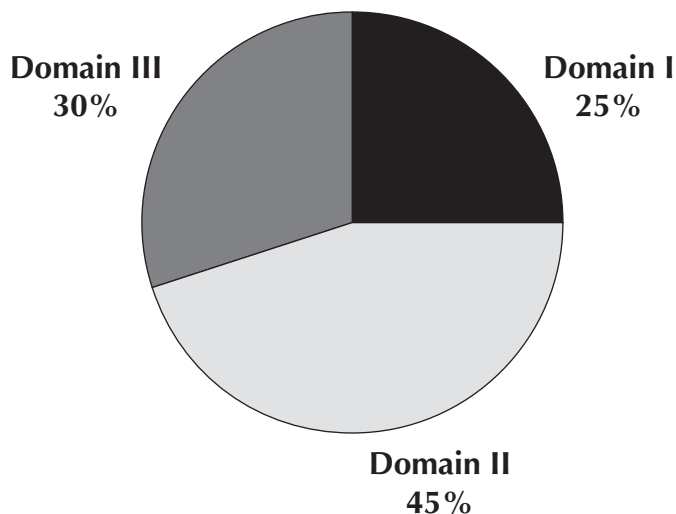
EDUCATOR STANDARDS

Complete, approved educator standards are posted on the TEA website at **www.tea.state.tx.us**.

Chapter 3

Study Topics



**TEST FRAMEWORK FOR FIELD 154: ENGLISH AS A SECOND LANGUAGE (ESL)
SUPPLEMENTAL****THE DOMAINS**

- **Domain I: Language Concepts and Language Acquisition**
Standards Assessed: English as a Second Language I, III
- **Domain II: ESL Instruction and Assessment**
Standards Assessed: English as a Second Language I, III–VI
- **Domain III: Foundations of ESL Education, Cultural Awareness and Family and Community Involvement**
Standards Assessed: English as a Second Language II, VII

TOTAL TEST BREAKDOWN

- 70 Multiple-Choice Questions (60 Scored Questions*)

*The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

THE STANDARDS

DOMAIN I — LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION (approximately 25% of the test)

ENGLISH AS A SECOND LANGUAGE STANDARD I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ENGLISH AS A SECOND LANGUAGE STANDARD III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

DOMAIN II — ESL INSTRUCTION AND ASSESSMENT (approximately 45% of the test)

ENGLISH AS A SECOND LANGUAGE STANDARD I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

ENGLISH AS A SECOND LANGUAGE STANDARD III:

The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

ENGLISH AS A SECOND LANGUAGE STANDARD IV:

The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

ENGLISH AS A SECOND LANGUAGE STANDARD V:

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

ENGLISH AS A SECOND LANGUAGE STANDARD VI:

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

DOMAIN III — FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT (approximately 30% of the test)

ENGLISH AS A SECOND LANGUAGE STANDARD II:

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

ENGLISH AS A SECOND LANGUAGE STANDARD VII:

The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

COMPETENCIES**DOMAIN I — LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION****COMPETENCY 001**

THE ESL TEACHER UNDERSTANDS FUNDAMENTAL LANGUAGE CONCEPTS AND KNOWS THE STRUCTURE AND CONVENTIONS OF THE ENGLISH LANGUAGE.

3

The beginning ESL teacher:

- A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.
- C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.
- D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

COMPETENCY 002

THE ESL TEACHER UNDERSTANDS THE PROCESSES OF FIRST-LANGUAGE (L1) AND SECOND-LANGUAGE (L2) ACQUISITION AND THE INTERRELATEDNESS OF L1 AND L2 DEVELOPMENT.

The beginning ESL teacher:

- A. Knows theories, concepts and research related to L1 and L2 acquisition.
- B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English-language development at various stages.
- C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- D. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- E. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

DOMAIN II — ESL INSTRUCTION AND ASSESSMENT**COMPETENCY 003**

THE ESL TEACHER UNDERSTANDS ESL TEACHING METHODS AND USES THIS KNOWLEDGE TO PLAN AND IMPLEMENT EFFECTIVE, DEVELOPMENTALLY APPROPRIATE INSTRUCTION.

The beginning ESL teacher:

- A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing.
- B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.
- D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

COMPETENCY 004

THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS' COMMUNICATIVE LANGUAGE DEVELOPMENT IN ENGLISH.

The beginning ESL teacher:

- A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.
- B. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- C. Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.
- D. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.
- E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.
- G. Knows how to provide appropriate feedback in response to students' developing English-language skills.

COMPETENCY 005

THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS' LITERACY DEVELOPMENT IN ENGLISH.

The beginning ESL teacher:

- A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.
- B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- D. Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- E. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS.
- G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

COMPETENCY 006

THE ESL TEACHER UNDERSTANDS HOW TO PROMOTE STUDENTS' CONTENT-AREA LEARNING, ACADEMIC-LANGUAGE DEVELOPMENT AND ACHIEVEMENT ACROSS THE CURRICULUM.

The beginning ESL teacher:

- A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students' levels of English-language proficiency; engaging students in critical thinking; and developing students' cognitive-academic language proficiency across content areas.
- B. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.
- C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- D. Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

COMPETENCY 007

THE ESL TEACHER UNDERSTANDS FORMAL AND INFORMAL ASSESSMENT PROCEDURES AND INSTRUMENTS USED IN ESL PROGRAMS AND USES ASSESSMENT RESULTS TO PLAN AND ADAPT INSTRUCTION.

The beginning ESL teacher:

- A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
- B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.
- C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.
- E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.
- F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

DOMAIN III — FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS AND FAMILY AND COMMUNITY INVOLVEMENT

COMPETENCY 008

THE ESL TEACHER UNDERSTANDS THE FOUNDATIONS OF ESL EDUCATION AND TYPES OF ESL PROGRAMS.

The beginning ESL teacher:

- A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.
- B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.
- C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

COMPETENCY 009

THE ESL TEACHER UNDERSTANDS FACTORS THAT AFFECT ESL STUDENTS' LEARNING AND IMPLEMENTS STRATEGIES FOR CREATING AN EFFECTIVE MULTICULTURAL AND MULTILINGUAL LEARNING ENVIRONMENT.

The beginning ESL teacher:

- A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

COMPETENCY 010

THE ESL TEACHER KNOWS HOW TO SERVE AS AN ADVOCATE FOR ESL STUDENTS AND FACILITATE FAMILY AND COMMUNITY INVOLVEMENT IN THEIR EDUCATION.

The beginning ESL teacher:

- A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal (ARD) meetings, serving on Site-Based Decision Making (SBDM) committees, serving as a resource for teachers).
- B. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- D. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

Chapter 4

Succeeding on Multiple-Choice Questions



APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

The purpose of this section is to describe multiple-choice question formats that you will see on the English as a Second Language (ESL) Supplemental test and to suggest possible ways to approach thinking about and answering the multiple-choice questions. However, these approaches are not intended to replace test-taking strategies with which you are already comfortable and that work for you.

The ESL Supplemental test is designed to include 70 multiple-choice questions, out of which 60 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it to other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from your score if you answer a question incorrectly. Questions for which you mark no answer or more than one answer are not counted in scoring. Your score will be determined by the number of questions for which you select the best answer.

QUESTION FORMATS

You may see the following types of multiple-choice questions on the test.

- Single Questions
- Questions with Stimulus Material
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type of question.

SINGLE QUESTIONS

In the single-question format, a problem is presented as a direct question or an incomplete statement, and four answer options appear below the question. The following question is an example of this type. It tests knowledge of ESL Supplemental Competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

EXAMPLE

In most cases, basic communication skills take markedly less time to develop than academic language skills. Which of the following scenarios best illustrates this phenomenon?

- A. A student can use common idioms and slang but is often unable to conjugate verbs correctly
- B. A student can read and understand American short stories but cannot summarize them coherently
- C. A student demonstrates perfect pronunciation but frequently omits articles and prepositions
- D. A student speaks English fluently but is having difficulty understanding content-area lectures

SUGGESTED APPROACH

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

This question relates to an important theory in second-language acquisition that proposes that there is a significant difference between the language skills required for everyday basic communication and those required for academic activities, and that the latter take markedly longer to develop. In this question, each of the four response options describes a difficulty a student is experiencing in some area of language development. You must analyze the response options and determine which scenario is based on this theory.

Option A contrasts a student's success in using common idioms and slang with the student's difficulty in conjugating verbs. All these language skills initially emerge during and are part of the development of basic communicative language proficiency. They do not represent a discrepancy between communicative language skills and academic language skills. Thus, option A would not be an appropriate scenario for illustrating the above theory.

Option B contrasts a student's success in reading and understanding short stories with the student's difficulty in summarizing the stories coherently. These tasks are all academic tasks requiring facility with cognitive academic language and specific academic skills. The contrast is not based on a discrepancy between the student's basic communication skills and academic language skills. Option B can therefore be eliminated as the best response to this item.

Option C contrasts a student's strong pronunciation skills with the student's difficulty in using articles and prepositions correctly. As in response A, the knowledge and skills involved in all these tasks relate strongly to basic communicative language proficiency. Therefore, option C is not the best response for this item.

Option D contrasts a student's ability to speak fluently with the student's difficulty in understanding content-area lectures. Clearly, this contrast represents a disparity between the student's proficiency levels in basic communicative language and cognitive academic language. This response is therefore a good illustration of the theory described above.

Of the alternatives offered, only option D describes a scenario based on a contrast between a student's basic communicative language skills and academic language skills. Therefore, **the correct response is option D.**

QUESTIONS WITH STIMULUS MATERIAL

Some questions on this test are preceded by stimulus material that relates to the questions. Some types of stimulus material included on the test are reading passages, graphics, tables or a combination of these. In such cases, you will generally be given information followed by questions that ask you to analyze the material, solve a problem or make a decision.

You can use several different approaches to answer these types of questions. Some commonly used strategies are listed below.

- | | |
|-------------------|--|
| Strategy 1 | Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the question and refer again to the stimulus material to obtain the specific information you need to answer the question. |
| Strategy 2 | Read the question <i>before</i> considering the stimulus material. The theory behind this strategy is that the content of the question will help you identify the purpose of the stimulus material and locate the information you need to answer the question. |
| Strategy 3 | Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the question first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test. |

Whether you read the stimulus before or after you read the question, you should read it carefully and critically. You may want to note its important points to help you answer the question.

As you consider items set in educational contexts, try to enter into the identified teacher's frame of mind and use that teacher's point of view to answer the questions that accompany the stimulus. Be sure to consider the questions in terms of only the information provided in the stimulus — not in terms of your own class experiences or individual students you may have known.

EXAMPLE

First read the stimulus (a description of a teacher's instructional decision).

Use the information below to answer the questions that follow.

As one component of her reading program, an ESL teacher helps her students create and participate in literature response groups in which they can talk about the literature they are reading and share and/or enact favorite passages.

The teacher also encourages students to record their reactions and questions to their readings in literature response journals. The students share their response journals with their teacher, peers and families. Students also invite these readers to add their own comments and questions to the journal, creating ongoing written dialogues.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures ESL Supplemental Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

1. The teacher's use of literature response groups and journals demonstrates a strong understanding that
 - A. language development is an integrated process.
 - B. language instruction should emphasize oral development over written development.
 - C. language development is a sequential process.
 - D. language instruction should emphasize receptive language skills before expressive language skills.

SUGGESTED APPROACH

Carefully consider the information presented in the stimulus regarding the types of student activities that are involved in the literature response groups. Then read and consider this first question, which requires you to complete the sentence by identifying a fundamental concept underlying the teacher's use of the literature response groups. Look at the response options to consider which option will correctly complete the sentence.

Option A suggests that a fundamental concept underlying the teacher's use of literature response groups is that language development is an integrated process. Research in second-language acquisition and current ESL methodologies strongly support the concept that the four language skills or modes (i.e., listening, speaking, reading and writing) develop interdependently, not as discrete skills. In the stimulus, we see that the students participate in a number of activities related to the literature response groups (e.g., engaging in small group discussions about the literature they are reading, sharing and enacting favorite passages, creating interactive journals in which they engage in written dialogues with their teacher, peers and family members regarding their reading). The four language modes are clearly integrated in these activities. Thus, option A represents an accurate completion of the sentence. However, to verify this answer, it is advisable to look at all the response options before marking your answer sheet.

4

Option B states that language instruction should emphasize oral development over written development. With respect to the early stages of second-language acquisition, many experts would agree with this statement. However, if you look at the stimulus and consider the types of activities the students engage in as part of the literature response groups, it is clear that the activities emphasize both oral and written language development. Thus, option B can be eliminated as an accurate completion of the sentence.

Option C states that language development is a sequential process. While a person's language knowledge and language skills certainly build on one another throughout the process of language acquisition, most models of language development are based on the concept that language acquisition is an organic, integrated process rather than a sequential or linear process. Also, the language activities described in the stimulus as part of the literature response groups are very much interdependent in nature, not sequential. Therefore option C may be eliminated.

Option D states that language instruction should emphasize receptive language skills before expressive language skills. Again, as in option B, while many experts may agree with this statement with respect to the early stages of second-language acquisition, the activities in the stimulus emphasize receptive and expressive language skills more or less equally. Option D is therefore not the best response to this item.

Of the four options offered, **only option A correctly completes the sentence** by accurately reflecting what research suggests about language acquisition as well as accurately corresponding to what is happening in the stimulus.

Now you are ready to answer the next question. The second question measures ESL Supplemental Competency 005: *The ESL teacher understands how to promote students' literacy development in English.*

2. To best support and encourage students' ongoing interaction with literature, it would be most effective for the teacher to
- A. help students learn how to select books that are likely to be comprehensible and of interest to them.
 - B. encourage students occasionally to read literature independently without talking or writing about it.
 - C. monitor the reader response groups and journals and correct students' misconceptions about the books.
 - D. make presentations to students about standard guidelines for literary evaluation and criticism.

SUGGESTED APPROACH

Again, carefully consider the information presented in the stimulus. Then read and consider this second question, which asks you to complete a sentence by selecting the best response option. In this case, the correct response will be the option that describes the most effective way the teacher can support and encourage the students' ongoing interaction with literature.

Option A suggests that the teacher should help the students learn how to select books that are likely to be comprehensible and of interest to them. As with any skill, a student's reading skills improve with practice, and students are more likely to practice their reading and engage in ongoing interactions with literature when those interactions are successful and enjoyable. Thus, providing students with strategies for selecting books that they are likely to find comprehensible and of interest to them is a key step in supporting students' reading and their ongoing interactions with literature. Option A offers a correct completion of the sentence.

Option B suggests that the teacher can best support students' ongoing interactions with literature by encouraging them to read literature independently, without talking or writing about it. When working with young readers, struggling readers or readers for whom English is not their primary language (as is the case with our scenario), it is important to emphasize activities that will promote the students' positive attitudes toward reading and the development of their reading skills. Therefore, it is likely to be more beneficial for the teacher in this scenario to emphasize supportive, interactive and fun reading experiences over independent reading experiences. Option B may be eliminated.

Option C suggests that the teacher could best encourage the students' ongoing interactions with literature by monitoring their work in the literature response groups and correcting their misconceptions about the books. While the monitoring of students' work should be a component of any instructional activity, in this scenario it is likely to be more beneficial to the students for the teacher to emphasize positive feedback rather than emphasizing student errors or misconceptions. Option C can therefore be eliminated.

Option D suggests that the teacher can best support students' ongoing interactions with literature by teaching them standard guidelines for literary evaluation and criticism. This is a strategy that would be appropriate for promoting the cognitive-academic language development of students at advanced levels of English language and reading proficiency. However, nothing in the stimulus suggests that the students are advanced-level students. Also, more importantly, the activities in the scenario clearly emphasize social aspects of reading (e.g., discussing and enacting favorite scenes, engaging in written dialogues) rather than formal analytical aspects of reading. Option D therefore is not the best response for this item.

Of the four options offered, **only option A provides a strategy that is likely to be effective** in promoting the students' ongoing interactions with literature.

4

CLUSTERED QUESTIONS

You may have one or more questions related to a single stimulus. When you have at least two questions related to a single stimulus, the group of questions is called a cluster.

Chapter 5

Multiple-Choice Practice Questions



SAMPLE MULTIPLE-CHOICE QUESTIONS

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements will not appear on the actual test form.

An answer key follows the sample questions. For each sample test question, the answer key lists the question number, correct answer and a rationale for each answer option. Please note that the answer key also lists the competency assessed by each question and that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

COMPETENCY 001

1. Use the writing sample below to answer the question that follows.

The students, who had studied hard for their examination, which was given at the end of the school year.

Based on the sample, the student writer is struggling to

- A. make the subject and verb of a sentence agree.
- B. write a sentence containing a subject and predicate.
- C. place a subordinate clause after the word it modifies.
- D. use the correct pronoun to begin a subordinate clause.

COMPETENCY 001

2. Which of the following sentences best demonstrates the use of “must” in an imperative sentence?
- A. The lights are off; they must not be at home.
 - B. You must not eat candy before sleeping.
 - C. The trip to the zoo yesterday must have been fun.
 - D. You must be tired after such a long journey.

COMPETENCY 002

3. Periodically, a high school ESL teacher asks each student to complete the following checklist as a self-assessment tool.

Yes or No:

- I look for word patterns in a sentence to help me read and understand it.
- I use note taking and flashcards to reinforce new language and vocabulary I have learned.
- I make word associations when learning new language and vocabulary.
- I use visualization to help me remember new vocabulary.

The primary purpose of the checklist is to help students

- A. become effective at determining their own language proficiency.
- B. develop strategies for overcoming misunderstandings when communicating.
- C. compensate for gaps in their current language knowledge and skills.
- D. use various cognitive strategies for internalizing language.

Use the information below to answer the questions that follow.

The following conversation takes place between Samira, a middle school ESL student, and Ms. Lynn, her new ESL teacher. Samira is visiting her new school and meeting Ms. Lynn before the first day of school.

- Ms. Lynn: *Good afternoon, Samira. I'm glad you will be in my class this year. Tell me a little about yourself.*
- Samira: *Hi! My name is Samira, and I'm from Iraq. I come here with baba, mother and brother. I being here since two weeks... I don't know how to say... what to say. Nothing.*
- Ms. Lynn: *Do you have any hobbies?*
- Samira: *I reading poems. [pronounces the /p/ as a /b/]*
- Ms. Lynn: *Oh, that's nice. I like poems too. Tomorrow morning can you introduce yourself to the other students?*
- Samira: *No... no... Isoshy... very shy.*
- Ms. Lynn: *No problem. Well, I'll see you tomorrow!*

During the first week of school, Ms. Lynn takes anecdotal notes on Samira. Based on her notes she realizes that Samira is inhibited about interacting with other students, which directly affects her oral-language development. When planning lessons or activities for Samira, Ms. Lynn takes Samira's reluctance to speak with others into consideration and sets an instructional goal to increase her oral-language proficiency through self-initiated interactions with classmates.

COMPETENCY 001

4. Samira's pronunciation error is primarily due to an incorrect
- A. place of articulation.
 - B. location of the tongue.
 - C. manner of articulation.
 - D. voicing of the sound.

COMPETENCY 009

5. To best meet the instructional goal, Ms. Lynn should ensure that lessons include which of the following?
- A. Forming small groups for speaking activities
 - B. Explaining the rules of polite conversation
 - C. Discussing why each class topic is important
 - D. Incorporating independent reading time

COMPETENCY 002

6. Which of the following should Ms. Lynn incorporate to best help Samira at her current level of oral-language proficiency?
- A. Concept attainment model
 - B. Cognitive Academic Language Learning Approach (CALLA)
 - C. Reciprocal teaching strategy
 - D. Total Physical Response (TPR)

Use the information below to answer the questions that follow.

Mr. Kinu, an elementary teacher, has several intermediate-level ELLs in his class. During workstation time, all students participate in language workstations, and Mr. Kinu takes anecdotal notes as students work at the stations. Each station has a stack of note cards with a word written on each card. The following directions and cards are at station one.

1. Work with a partner. 2. Make a sentence using these words. 3. You must use all the words. 4. You may not add any words. 5. You and your partner must agree on the sentence. 6. Write the sentence in your notebook.				
to	to	like	mom	My
school.	and	I	go	the

COMPETENCY 001

7. Which of the following is the primary focus of station one?
- A. Syntax
 - B. Phonology
 - C. Morphology
 - D. Pragmatics

COMPETENCY 003

8. As Mr. Kinu takes anecdotal notes, he realizes that the directions for station one should have an additional step to help students successfully complete the station and to self-assess their work. Based on Mr. Kinu's observation, which of the following is the most appropriate step he should add to the directions?
- A. Read the sentence out loud. Does it need a comma?
 - B. Write the sentence again without the words "my" and "mom."
 - C. Read the sentence out loud. Does it make sense?
 - D. Write the sentence again, and replace "mom" and "I" with other words.

COMPETENCY 006

9. To most appropriately accommodate beginning-level ELLs in station one, Mr. Kinu should
 - A. incorporate additional word cards with sight words.
 - B. model how to manipulate the word cards.
 - C. include corresponding illustrations on the word cards.
 - D. allow nonparticipation.

Use the information below to answer the questions that follow.

Mr. Campbell, a middle-school reading teacher, has the following discussion with Aseem about the high school's football game.

Mr. Campbell: *I saw you at the football game on Friday. Did you have fun?*

Aseem: *Yes, I have fun. I watch brother.*

Mr. Campbell: *Oh, is your brother on the team?*

Aseem: *She... he play the band. He playing drums.*

Mr. Campbell: *Well, that's nice of you to go out and support him.*

COMPETENCY 003

10. Based on the conversation, Aseem demonstrates speaking at the intermediate level of English-language proficiency because he
- A. struggles to connect ideas in sentences.
 - B. speaks using common abstract vocabulary.
 - C. struggles to use the simple past tense.
 - D. speaks using primarily memorized phrases.

COMPETENCY 004

12. Aseem would most benefit from additional instruction in which of the following?
- A. Subject-verb agreement
 - B. Gender pronouns
 - C. Comparative adjectives
 - D. Verb forms

COMPETENCY 004

11. Which of the following does Mr. Campbell practice in the conversation to promote Aseem's speaking development?
- A. Expanding his use of figurative language to improve expression
 - B. Using authentic topics to expand vocabulary
 - C. Rephrasing incorrect responses to develop grammar
 - D. Providing supportive language cues to prompt responses

COMPETENCY 003

13. Students in an ESL class play a game in which they are split into teams. One member of each team picks an index card that has a verb written on it, and that student must act out the verb using movements and gestures. The other members of the team must state what action the student is in the process of doing, such as “Jiawen is driving.” The game will most likely help students learn how to correctly form and use the
- A. simple present tense.
 - B. present progressive tense.
 - C. simple past tense.
 - D. present perfect tense.

COMPETENCY 003

14. A high school ESL teacher is working with a class of beginning-level ELLs. The teacher asks one student to stand up, then asks another to pick up a pencil. The teacher involves each of the students at different points during the activity. According to proponents of Total Physical Response (TPR), the activity helps students develop English-language skills primarily because it
- A. encourages them to use English within authentic contexts.
 - B. allows them to discover a wide range of concepts and rules related to English grammar.
 - C. prompts them to use English to accomplish different goals.
 - D. helps them to develop kinesthetic connections to various English words and phrases.

Use the information below to answer the question that follows.

Task Card

Directions: Read the list of phrases below. You are going to listen to a tape of people having conversations. As it is playing, check (✓) any of the phrases you hear.

___ *Excuse me, do you know . . .*

___ *Would you mind . . .*

___ *Do you know where . . .*

___ *Is there someplace where . . .*

___ *Have you seen . . .*

___ *Could you tell me . . .*

COMPETENCY 004

15. The instructional activity would be most effective for a teacher to use when introducing ELLs to
 - A. acceptable language for continuing different types of conversation.
 - B. polite questions to ask when determining another person's social register.
 - C. standard methods used to conclude a conversation.
 - D. appropriate forms of social requests for information and assistance.

COMPETENCY 004

16. Which of the following best explains why ELLs need to receive direct instruction in the use of nonverbal elements of English?
- A. The meanings of gestures and body language vary from culture to culture
 - B. People need explicit instruction in nonverbal communication because they lack instinctive communication skills
 - C. Cultures associated with English tend to have more taboos related to the body than other cultures
 - D. Nonverbal gestures only have meaning when they are connected to specific phrases in the oral language

COMPETENCY 005

17. Which of the following strategies would be most effective in helping intermediate and advanced ELLs improve their reading fluency?
- A. Providing frequent opportunities for students to read and reread texts written at their independent reading levels
 - B. Expanding students' vocabulary knowledge by assigning challenging texts at and beyond their instructional reading levels
 - C. Encouraging students to use various comprehension strategies, such as self-monitoring, predicting and questioning
 - D. Administering timed reading tests to students monthly to motivate them to read more quickly and accurately

Use the information below to answer the questions that follow.

Rachid, a high school ELL, wrote the following paragraph in his history class.

The Kaunstion of the america was writing in 1787. the Kaunstion had creating a three parts for the government. The three parts are a Kongress president and a supreme kourt. Also made the system federal of country.

COMPETENCY 005

COMPETENCY 005

18. Which of the following English-language proficiency levels best describes Rachid's writing?

- A. Beginning
- B. Intermediate
- C. Advanced
- D. Advanced high

19. Based on Rachid's writing, which of the following accommodations would best help improve his writing?

- A. Providing Rachid with sample sentence stems that are more grammatically complex than his sentences
- B. Allowing Rachid to draw his responses for future writing assignments
- C. Providing Rachid with a list of high-frequency words that had been used throughout the year
- D. Assigning Rachid new writing tasks that are above his current level of content understanding evident in his sentences

Use the information below to answer the questions that follow.

Ms. Miranda asks the students in her high school English class to write a paragraph describing school in their home countries. The following is a student's sample.

I like going to school, I attendid school in Cuba. In Cuba, I went to school during the day and I workd at night on homework. I went to school to learn English. I studyed hard before I came to Texas.

After reviewing the student's paragraph, Ms. Miranda plans appropriate interventions and follow-up activities for the student.

COMPETENCY 005

20. Ms. Miranda can best help the student by focusing on which of the following?
- A. Future-tense verbs
 - B. Present-tense verbs
 - C. Past-tense verbs
 - D. Subject-verb agreement

COMPETENCY 005

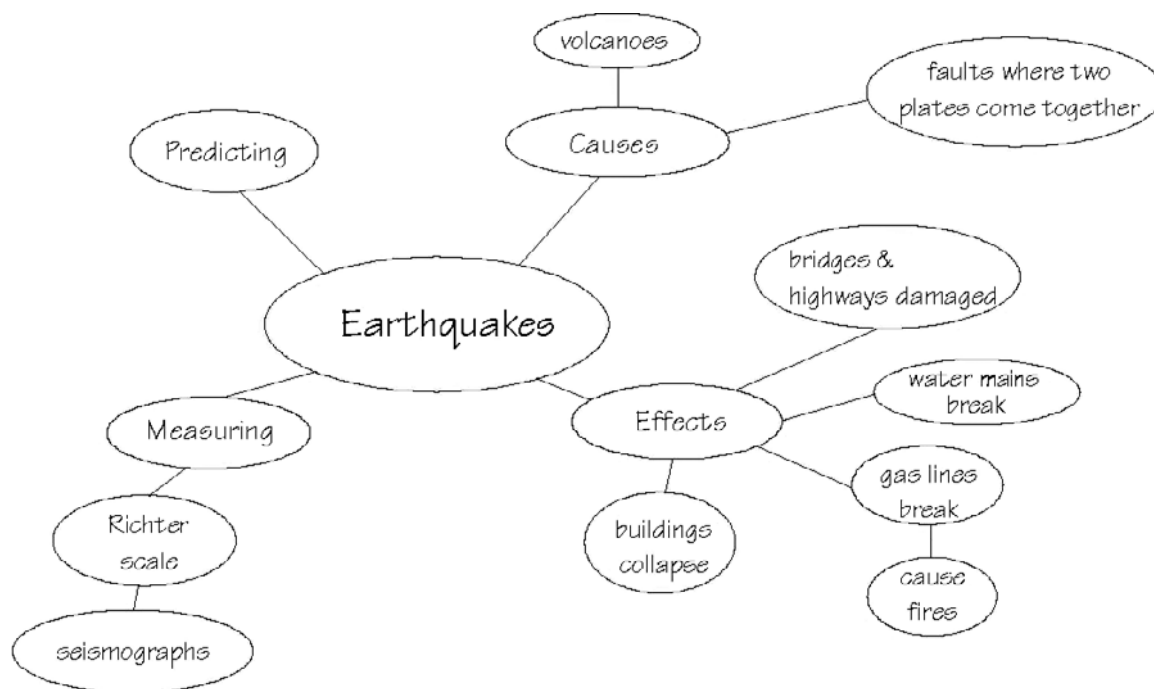
21. Based on the writing sample, the student's English-language proficiency level for writing is best classified as
- A. beginning.
 - B. intermediate.
 - C. advanced.
 - D. advanced high.

COMPETENCY 005

22. For a class that is made up of students from various language backgrounds, the ESL teacher prepares to introduce several vocabulary words. To most effectively introduce the word “actor” the teacher should
- A. use synonyms of the word “actor.”
 - B. translate the word “actor” into the students’ native languages.
 - C. model the word “actor” with facial expressions.
 - D. elicit meaning from a sentence with the word “actor.”

Use the information below to answer the questions that follow.

A middle school science class that contains numerous ELLs is taught collaboratively by the science teacher and the ESL teacher. The two teachers introduce the topic of earthquakes by leading a class discussion using the semantic map shown below.



COMPETENCY 006

23. A primary reason the lesson is effective for ELLs is that it builds their
- A. cross-cultural perspectives.
 - B. confidence in speaking.
 - C. vocabulary development.
 - D. attention to detail.

COMPETENCY 006

24. Which of the following skills will ELLs primarily develop when creating their own semantic maps?
- A. Distinguishing fact and opinion
 - B. Organizing and categorizing information
 - C. Evaluating the reliability of information
 - D. Predicting the results of a sequence of events

COMPETENCY 006

25. An ESL teacher pre-teaches the following expressions before having a class discussion:

“If I were you,” “Why don’t you” and “You should.”

The expressions are most appropriate for practicing which of the following language functions?

- A. Clarifying
- B. Disagreeing
- C. Interrupting
- D. Advising

Use the information below to answer the questions that follow.

5

Mr. Gregory, a history teacher, notices within the first two weeks of school that Lana is struggling with history content. When reviewing Lana’s prior school records, Mr. Gregory learns that Lana exited the ESL program the previous year at her former school. He decides to meet with the Language Proficiency Assessment Committee (LPAC) to discuss Lana’s status and performance in school. During the LPAC meeting, Mr. Gregory learns more about Lana’s schooling and is able to discuss her performance in his class with the committee. After discussing Lana’s performance, the committee sets an objective to follow established LPAC guidelines to help Lana.

COMPETENCY 007

26. Which of the following best meets the LPAC’s objective?

- A. Lana’s progress will be monitored for the next two years
- B. Mr. Gregory will meet with Lana’s parents
- C. Lana will be placed in ESL classes for the next two years
- D. Mr. Gregory will administer an oral language assessment in Lana’s native language

COMPETENCY 006

27. Mr. Gregory can best support Lana’s English-language acquisition and content understanding by

- A. extending the due dates on Lana’s content assignments.
- B. implementing the use of a variety of content-specific textbooks in Lana’s native language.
- C. administering an assessment to determine Lana’s current level of content academic language.
- D. implementing strategies to make content comprehensible for Lana.

COMPETENCY 007

28. A middle school ESL teacher is working with a group of ESL students whose English-language abilities vary. Which of the following would be the most appropriate strategy for evaluating the progress of students who are at different proficiency levels in English?
- A. Using multiple measures, such as observations, test scores and samples of daily work
 - B. Selecting language achievement tests that have been normed on a similar student population
 - C. Establishing a grading curve and distributing students' test results along the curve
 - D. Assessing students only in those areas of English in which they have achieved competence

COMPETENCY 007

29. Ms. Crawford, an ESL teacher, administers a multiple-choice test to her middle school ELLs. The majority of the students do not pass the test. She discusses the test with the students afterward, and they state that they did not understand the directions or the format of the test. Based on the discussion with the students, Ms. Crawford's most appropriate plan of action is to
- A. reduce the number of questions on future multiple-choice assessments.
 - B. use performance-based assessments for the remainder of the semester.
 - C. break instructions into steps to be read aloud for future multiple-choice assessments.
 - D. provide future assessments in the students' native languages.

COMPETENCY 008

30. Which of the following best characterizes the education of language minority students in the United States before World War II?
- A. There was no concerted effort to assist ELLs in school
 - B. ESL programs were common in larger urban school systems only
 - C. Students who did not speak English could be legally prevented from registering in school
 - D. The majority of ELLs with limited English proficiency attended bilingual parochial schools

COMPETENCY 008

31. A school district has six elementary schools, all of which enroll a large number of ESL students who come from more than twenty different countries. Which of the following is the most appropriate program model for the district?
- A. Pull-out ESL classes
 - B. Early-exit bilingual
 - C. Sheltered English
 - D. Late-exit bilingual

COMPETENCY 008

32. A Texas high school has a program that integrates ESL instruction with academic instruction. The focus of the program is for students to learn English as a second language and use it as a medium to learn other academic subjects. In the program, a full-time teacher provides supplementary instruction for all academic subjects. Based on the characteristics, the program can best be described as
- A. sheltered instruction.
 - B. content-based ESL.
 - C. two-way immersion.
 - D. pull-out ESL.

COMPETENCY 008

33. A school district is implementing a new ESL program. Which of the following is required in order for the program to be in accordance with the criteria established by *Castañeda v. Pickard* ?
- A. The program must allocate funds to support high-quality professional development for all staff that educates ELLs
 - B. The parents of ELLs must be informed of their rights to deny any and all services provided by the program
 - C. The program must be evaluated and found to be effective in achieving its instructional goals in language for ELLs
 - D. The district must ensure that ELLs are not discriminated against because they do not speak English

COMPETENCY 009

34. An ESL teacher works in a middle school with a diverse student population. In addition to providing ELLs with language and content instruction, the teacher helps students learn how to articulate their feelings, provides them with practice in taking the perspective of others (e.g., through role plays, debates) and encourages the expression of diverse points of view. The practices are primarily effective in
- A. recognizing and responding to the linguistic diversity of the students.
 - B. promoting students' academic achievement.
 - C. reducing student conflicts that result from cultural and other misunderstandings.
 - D. resolving students' cultural identity crises.

COMPETENCY 009

35. A middle school ESL teacher regularly includes news and magazine articles in the ESL curriculum that focus on multinational organizations or businesses and highlight careers in which it is advantageous or essential to have knowledge of more than one language. The use of such materials in the ESL program is most beneficial for ELLs because they can help students
- A. identify the features of different types of bilingual communities and networks.
 - B. recognize the benefits of being bilingual in a global society.
 - C. understand the circumstances that may have brought their families to the United States.
 - D. decide where they would like to live and work when they grow up.

COMPETENCY 009

36. A teacher replies to an incorrect response from an ELL by recognizing the student's effort through positive reinforcement. By recognizing the student's effort, the teacher is demonstrating an understanding of which of the following?
- A. Enhancing linguistic development
 - B. Incorporating various learning modalities
 - C. Promoting cognitive development
 - D. Lowering the affective filter

COMPETENCY 010

37. Acting in his role as advocate for ELLs, an ESL teacher has asked if he could conduct a presentation at an upcoming staff meeting on ways mainstream teachers can improve communication with ELLs. Which of the following kinds of information would be most helpful and appropriate for the ESL teacher to share with colleagues?
- A. Techniques for introducing and reinforcing new language constructions and how to coach students on pronunciation
 - B. Details about the cultural heritage and religious beliefs of the various ethnic groups represented in the school and how these might impact student achievement
 - C. Suggestions on ways to correct student errors in ways that avoid damaging a student's self-esteem and reward student initiative
 - D. Strategies for clarifying information, checking for comprehension, and controlling the use of complex phrasing, idioms and cultural references

COMPETENCY 010

38. Educators in the ESL program at an elementary school involve students' families in program decision-making and support families' participation in other school activities and projects. These practices best reflect an awareness of which of the following factors affecting language development?
- A. ELLs whose families have positive opinions about school and learning are more likely to develop English-language proficiency
 - B. Family members are students' first teachers, and the more they know about language instruction, the better they can teach ELLs specific aspects of language
 - C. Family involvement in school activities provides students with a model of the kind of purposeful communication that is the ultimate goal of language instruction
 - D. ELLs' family members are better able to evaluate the effectiveness of language instruction when they are familiar with the curriculum

COMPETENCY 010

39. A high school has a large population of ESL students who recently immigrated to the United States. The high school ESL teachers plan to host an orientation for the students and their families to help them better understand the school's culture and protocols prior to the beginning of the school year. In order to most effectively present useful information and facilitate understanding during the orientation, the teachers should first
- A. ask the students to serve as interpreters for their parents.
 - B. provide a detailed analysis of the school district's ESL program.
 - C. organize discussion groups based on the native language of the families.
 - D. ensure that relevant materials are available in the families' native languages.

COMPETENCY 010

40. An ESL teacher provides training to content-area teachers on ways to simplify one's language when talking to ELLs. The training will primarily reinforce the importance of which of the following for the teachers?
- A. Collaborating with other teachers of ELLs
 - B. Facilitating parental involvement in students' education
 - C. Incorporating community resources within an ESL classroom
 - D. Implementing ESL strategies within the classroom

ANSWER KEY AND RATIONALES

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	Option B is correct because there are multiple subjects, but no predicate, present. Option A is incorrect because the given subjects agree with the verbs in the clauses. Option C is incorrect because the subordinate clauses are appropriately placed after the words they modify. Option D is incorrect because “who” and “which” are the correct pronouns to begin the subordinate clauses.
2	001	B	Option B is correct because “must” is used in an imperative command, prohibiting someone from taking an action. Options A and C are incorrect because “must” is used in a simple statement. Option D is incorrect because “must” is used in a deductive statement.
3	002	D	Option D is correct because each part of the checklist presents a different strategy that students can use to help them process and internalize language. Options A, B and C are incorrect because the checklist does not assist students in effectively determining their own language proficiency, develop strategies for overcoming misunderstandings when communicating or compensate for gaps in their current language knowledge skills.
4	001	D	Option D is correct because /b/ is voiced and /p/ is voiceless. Option A is incorrect because both /b/ and /p/ have the same place of articulation. Option B is incorrect because the tongue is in the same location for both the /b/ and /p/ sounds. Option C is incorrect because the manner of articulation is the same for both /b/ and /p/; they are both stops.
5	009	A	Option A is correct because the student will feel less shy when speaking in smaller groups. This will encourage her to engage in discussion with her peers. Option B is incorrect because explaining the rules of polite conversation does not address the student’s oral language needs. The student knows how to be polite; this is evident in the conversation. Option C is incorrect because discussing why each class topic is important does not help develop the student’s oral language development. Option D is incorrect because incorporating independent reading time does not address the student’s oral language development.
6	002	B	Option B is correct because CALLA fosters participation in content-directed instructions for students like Samira who speak and write limited English. Option A is incorrect because concept attainment lessons do not focus on developing oral language proficiency to the level that CALLA does. Option C is incorrect because reciprocal teaching is more appropriate for developing a student’s reading proficiency. Option D is incorrect because TPR promotes beginning-level students’ vocabulary development, and Samira is beyond this level.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
7	001	A	Option A is correct because the activity in station one focuses on syntax which helps students learn the grammatical structure of sentences, phrases and clauses. Options B, C and D are incorrect because the activity in station one does not promote students' understanding of phonology (the science of speech sounds), morphology (the study of word formation) or pragmatics (the use of language within different social contexts).
8	003	C	Option C is correct because the goal of station one is to create sentences using all of the words on the cards. Therefore, questioning if the sentences make sense will allow students to purposefully reflect on their work. Option A is incorrect because the goal of station one is to form a complete, simple sentence. The goal is not to practice punctuation. Options B and D are incorrect because the students are instructed to use all of the words on the cards.
9	006	C	Option C is correct because beginning-level ELLs will be able to derive meaning from unknown vocabulary by using visuals as a reference point. Therefore, they will be able to successfully put the words in order to form a complete sentence. Option A is incorrect because the word cards are already sight words. Option B is incorrect because modeling how to manipulate the word cards is an instructional strategy when introducing an activity for all students. Option D is incorrect because the activity in station one can easily be modified to assist beginning-level ELLs in learning how to form simple sentences in the present tense, which is an appropriate linguistic goal for ELLs at this stage.
10	003	C	Option C is correct because intermediate-level ELLs speak using simple sentence structures in the present tense. Aseem is unable to express events that took place in the past using the correct verb tense. Options A, B and D are incorrect because Aseem does not struggle to connect ideas in sentences, speak using common abstract vocabulary or speak using primarily memorized phrases.
11	004	B	Option B is correct because the teacher incorporates authentic topics, such as the local high school football game, into the conversation in order to expand the student's vocabulary. Option A is incorrect because no figurative language is used in the conversation. Options C and D are incorrect because the teacher does not rephrase incorrect responses to develop grammar or provide supportive language cues to prompt responses.
12	004	D	Option D is correct because, given the nature of the majority of errors in the student's speech, Aseem would mostly benefit from further instruction on verb forms. Option A is incorrect because the subjects and verbs are in agreement. Option B is incorrect because, although the student confuses the pronouns "he" and "she," he is able to correct himself. Option C is incorrect because comparative adjectives such as "bigger," "smaller" or "older" are not used in the conversation.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
13	003	B	Option B is correct because, based on the game's description, the teacher wants the students to form sentences using the present progressive. Option A is incorrect because the teacher wants the team members to state the action that the student is in the process of doing; the simple present tense, such as "John drives a taxi," would not be the most appropriate choice. Option C is incorrect because the simple past would be an incorrect tense to use in this context, as the action is occurring presently. Option D is incorrect because the present perfect is used to describe actions that have occurred at an unspecified time in the recent past, past experience or a change that has happened over a period of time, such as "John has driven a taxi."
14	003	D	Option D is correct because Total Physical Response is based on kinesthetic connections that students associate with given words or phrases. Options A and C are incorrect because the students are not speaking the target language. Option B is incorrect because no concepts or rules related to English grammar are being presented.
15	004	D	Option D is correct because the task card and accompanying audio tape will help facilitate ESL students' comprehension of new conversational phrases that involve requesting information. Option A is incorrect because the phrases presented on the task card are generally not used when continuing different types of conversation. Option B is incorrect because the phrases on the task card are not meant to determine another person's social register. Option C is incorrect because the phrases are not used to conclude a conversation.
16	004	A	Option A is correct because, without explicit direct instruction, ELLs may not be able to understand what various nonverbal elements of English mean. Option B is incorrect because people generally do not lack instinctive communication skills. Option C is incorrect because cultures associated with English do not necessarily have more taboos related to the body than other cultures. Option D is incorrect because nonverbal gestures can be used independently of oral language.
17	005	A	Option A is correct because providing intermediate and advanced-level ELLs with frequent opportunities to read and reread texts at their independent reading level will increase their reading rate and fluency through habitual practice, increase their self-efficacy and encourage them to continue to improve. Option B is incorrect because expanding the ELLs' vocabulary with challenging texts and a higher instructional reading level will not assist them in building fluency. Option C is incorrect because monitoring, predicting and questioning build comprehension skills, not fluency. Option D is incorrect because administering timed reading tests will increase the ELLs' affective filter and will not motivate them to read more quickly and accurately.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
18	005	B	Option B is correct because intermediate-level ELLs write using an oral tone with high-frequency vocabulary and loosely connected ideas. In addition, their writing lacks detail and contains frequent errors. Option A is incorrect because beginning-level ELLs write with little ability to use English. Their writing usually lacks focus, organization, conventions and voice. Option C is incorrect because the writing sample does not show the ability of the student to narrate and describe the topic in major time frames. Option D is incorrect because this writing is not comparable to the writing of native English speakers.
19	005	A	Option A is correct because providing Rachid with sample sentence stems with a higher level of grammatical complexity will allow him to improve his writing in this content area by providing him with a model. Option B is incorrect because, based on the writing sample, the student has some command over English, including the ability to write about academic concepts. Since he is able to do this in English, allowing the use of drawing is not appropriate. Option C is incorrect because he is already using low frequency words. This accommodation is more relevant for a student at a lower proficiency level. Option D is incorrect because assigning writing tasks above the students' content understanding is always inappropriate.
20	005	C	Option C is correct because the student frequently makes errors when using the past tense. Options A, B and D are incorrect because the writing sample does not include errors involving the future tense, the present tense or subject-verb agreement.
21	005	C	Option C is correct because the student writes with a basic grasp of English usage and some understanding of complex usage as appropriate for an ELL at the advanced language proficiency level. Options A and B are incorrect because the student is able to write using appropriate vocabulary and various verb tenses. Option D is incorrect because the student's writing is not considered on par with a native speaker's writing.
22	005	D	Option D is correct because the best way for students to comprehend vocabulary is to actively involve them in creating meaning, such as when they practice deriving meaning of vocabulary words through the context of the sentence. Option A is incorrect because the word "actor" does not have a simple synonym that would help the students understand the meaning. Option B is incorrect because the students come from different language backgrounds, so translating the word into their native language would not be the most efficient option. Option C is incorrect because the word cannot be taught using facial expressions.
23	006	C	Option C is correct because the semantic map includes numerous words associated with the key vocabulary term — earthquake. Options A, B and D are incorrect because the semantic map does not take advantage of their cross-cultural perspectives, promote their confidence in producing authentic language or provide students with detailed information in concise form.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
24	006	B	Option B is correct because the semantic map primarily enables the students to organize and categorize information based on the key vocabulary term. Option A is incorrect because the semantic map is not being used to distinguish fact from opinion. Option C is incorrect because the students are not evaluating the reliability of information, but rather categorizing terms and themes that relate to the key vocabulary term. Option D is incorrect because the students are not predicting the results of any events related to the key vocabulary term.
25	006	D	Option D is correct because these expressions would be most useful when giving advice. Option A is incorrect because expressions used for clarifying would include examples such as “Could you please repeat that?” or “I’m afraid I don’t understand you.” Option B is incorrect because expressions used for disagreeing would include examples such as “I don’t think so” or “That can’t be true.” Option C is incorrect because expressions used for interrupting would include examples such as “Pardon me” or “I’m sorry to interrupt but... .”
26	007	A	Option A is correct because students that have been exited from a special language program have to be monitored for two years. Options B, C and D are incorrect because meeting with her parents, placing Lana in ESL classes for the next two years or administering an oral language assessment in her native language do not accurately adhere to the established LPAC guidelines as they pertain to this scenario.
27	006	D	Option D is correct because comprehensible input will enable the student to better read, write, comprehend and speak English due to her increased understanding. Option A is incorrect because extending the due dates on assignments will not assist the student in comprehension of the content. Option B is incorrect because providing a history textbook in the student’s native language would not support the student’s English-language acquisition. Option C is incorrect because administering an assessment to find the student’s current reading level would not assist the student’s comprehension of the content.
28	007	A	Option A is correct because multiple measures of evaluation such as observations, test scores and samples of daily work will allow the teacher to comprehensively assess each student’s abilities in all four domains of language acquisition. Option B is incorrect because data from a norm-referenced test would not provide a comprehensive evaluation of each student’s individual progress. Option C is incorrect because establishing a grading curve would not produce an accurate result of each student’s individual abilities and progress. Option D is incorrect because assessing students only in the areas of English in which they have achieved competence will not produce a comprehensive evaluation.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
29	007	C	Option C is correct because by breaking the directions into a step-by-step process and going over the directions with the students before the test, students will better understand how to take the test. Option A is incorrect because reducing the amount of questions on the test will not help students understand the directions or the format of the test. Option B is incorrect because by avoiding multiple-choice tests, the students will not learn how to approach multiple-choice formats in the future. Option D is incorrect because providing the assessment in the student's native language may help students understand the content of the test but not the format.
30	008	A	Option A is correct because prior to World War II, students who did not speak English as their native language were expected to assimilate into the majority of school systems with no assisted English instruction. Option B is incorrect because ESL programs were not common in urban school systems prior to World War II. Option C is incorrect because children were not denied entrance to school. However, ELLs were mainstreamed into the classroom with no second language support. Option D is incorrect because statistics do not show that the attendance percentage of ELLs who attended parochial schools was any higher than public schools.
31	008	C	Option C is correct because Sheltered English instruction is flexible, content-based and works to accommodate all levels of ELLs, making Sheltered English the best program model given the diverse nature of students in the district. Option A is incorrect because pull-out is typically used in elementary school settings and for a small number of students, so it would not be an appropriate choice for the district as a whole. Options B and D are incorrect because there are many different languages in the district; therefore, a bilingual program would be nearly impossible to implement.
32	008	B	Option B is correct because content-based ESL programs integrate ESL instruction with content-area instruction simultaneously. Option A is incorrect because sheltered instruction is based on a series of techniques that teachers use in a mainstream classroom setting to help English-language learners understand and acquire English and content-area knowledge and skills. Option C is incorrect because two-way immersion is a biliteracy program that integrates native English speakers and native speakers of another language in such a way that each group models their native language and learns the native language of the other group. Option D is incorrect because pull-out ESL is an ESL program that is primarily implemented in an elementary school setting with a small number of students. In this program model, LEP students are removed from mainstream instruction for a portion of the day in order to receive exclusive English instruction.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
33	008	C	Option C is correct because in order for an ESL program to be in compliance with the criteria set forth by <i>Castañeda v. Pickard</i> , it must be evaluated to determine if the program is effective in meeting its instructional goals for ELLs. Options A and B are incorrect because allocating funds for the professional development of teachers of ELLs and informing parents of their right to deny ELL services refers to criteria set forth by Title III. Option D is incorrect because ensuring that districts do not discriminate against ELLs refers to the criteria set forth by <i>Lau v. Nichols</i> .
34	009	C	Option C is correct because the activities described help students learn how to empathize with others and productively articulate feelings in a school setting, hence reducing the amount of conflicts that result from cultural and other misunderstandings. Option A is incorrect because the primary focus of the activities is to bridge understanding between diverse groups of students; there is no mention of activities that specifically address linguistic diversity. Option B is incorrect because the activities are not designed to promote academic achievement, but rather strengthen communication and understanding among the student population. Option D is incorrect because there is no proof that students are going through a cultural identity crisis.
35	009	B	Option B is correct because by exposing students to multinational organizations or businesses through various media sources, the students can understand the global scope of bilingualism. Option A is incorrect because the materials may not provide explicit information on bilingual communities and networks. Option C is incorrect because the materials serve to highlight various businesses and career options, not each student's personal family history. Option D is incorrect because there is not enough information in the scenario to come to the conclusion that students will be able to determine their location of living.
36	009	D	Option D is correct because providing positive reinforcement makes the ELL feel appreciated for putting forth effort, making it likely that the teacher has helped to lower the student's affective filter. Options A, B and C are incorrect because the teacher is not promoting the student's language development, catering to various learning styles or focusing on cognitive development through positive reinforcement.
37	010	D	Option D is correct because providing strategies for clarifying information, checking for comprehension and controlling the use of complex phrasing, idioms and cultural references would allow mainstream teachers to better ensure that they are providing ELLs with comprehensible input. Options A and B are incorrect because neither would assist the mainstream teacher in communicating with ELLs about mainstream academic content. Option C is incorrect because a mainstream teacher's primary focus should be on teaching ELLs academic content and not on correcting their language errors.

ANSWER KEY AND RATIONALES (CONT'D.)

Question Number	Competency Number	Correct Answer	Rationales
38	010	A	Option A is correct because parents of ELLs who have adopted a positive opinion about school will help to encourage their children to have positive attitudes towards learning. Option B is incorrect because the parents are not native English speakers; therefore, they may not be knowledgeable of specific aspects of the English language. Option C is incorrect because the parents of ELLs may not have a high enough level of English-language proficiency to serve as a model for purposeful communication. Option D is incorrect because it is the district's responsibility to evaluate the effectiveness of an ESL program.
39	010	D	Option D is correct because by providing families with materials in their own language, the teachers can ensure that the information that is presented is understood. Option A is incorrect because asking students to be interpreters may raise the students' affective filter, and there is no way of knowing if the students have the language ability to correctly interpret. Option B is incorrect because analyzing the school district's ESL program only addresses one aspect of the school's culture and protocol. Option C is incorrect because while organizing discussion groups may help foster communication among families, it does not ensure that parents will understand the information being presented to them.
40	010	D	Option D is correct because the ESL teacher is training the other teachers on explicit strategies that can be used in classes where ELLs are present. Option A is incorrect because collaboration implies a sharing of ideas; in this scenario, the ESL teacher is providing non-ESL instructors with information that can be useful. Options B and C are incorrect because the teacher is not contacting parents or using outside community resources.

Chapter 6

Are You Ready? – Last-Minute Tips

6



PREPARING TO TAKE THE TEST

CHECKLIST

Complete this checklist to determine if you are ready to take your test.

- ✓ Do you know the testing requirements for your teaching field?
- ✓ Have you followed the test registration procedures?
- ✓ Have you reviewed the test center identification document requirements in the *Registration Bulletin* or on the ETS TExES website at www.texas.ets.org?
- ✓ Do you know the test frameworks that will be covered in each of the tests you plan to take?
- ✓ Have you used the study plan sheet at the end of this manual to identify what content you already know well and what content you will need to focus on in your studying?
- ✓ Have you reviewed any textbooks, class notes, and course readings that relate to the frameworks covered?
- ✓ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?
- ✓ Are you familiar with the test directions and the types of questions for your test?
- ✓ Are you familiar with the recommended test-taking strategies and tips?
- ✓ Have you practiced by working through the sample test questions at a pace similar to that of an actual test?
- ✓ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ✓ If you are repeating a test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

THE DAY OF THE TEST

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

- Be well rested.
- Take the appropriate identification document(s) with you to the test center (identification requirements are listed in the *Registration Bulletin* and on the ETS TExES website at **www.texas.ets.org**).
- Take 3 or 4 well-sharpened soft-lead (No. 2 or HD) pencils with good erasers.
- Eat before you take the test.
- Be prepared to stand in line to check in or to wait while other test takers are being checked in.
- Stay calm. You can't control the testing situation, but you can control yourself. Test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at **www.texas.ets.org**.

You can think of preparing for this test as training for an athletic event. Once you have trained, prepared, and rested, give it everything you've got. Good luck.

Appendix A

Study Plan Sheet



STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date completed

Appendix B

Preparation Resources



PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

The Modern Language Journal, University of Wisconsin Press.

NABE Journal, National Association for Bilingual Education.

TESOL Journal, Teachers of English to Speakers of Other Languages.

TESOL Quarterly, Teachers of English to Speakers of Other Languages.

OTHER SOURCES

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Bailey, K. M., and Nunan, D. (Eds.) (2010). *Voices from the Language Classroom: Qualitative Research in Second Language Education*. New York, N.Y.: Cambridge University Press.

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PREPARATION RESOURCES

Texas Education Agency (2002). *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*. Austin, Texas.

Texas Education Agency (2007). 19 TAC Chapter 89, *Adaptations for Special Populations*. Austin, Texas.

ONLINE RESOURCES

Center for Applied Linguistics — www.cal.org

Center for Research on Education, Diversity & Excellence — <http://crede.berkeley.edu>

International Reading Association — www.reading.org

National Association for Bilingual Education — www.nabe.org

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs — www.ncela.gwu.edu

Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students — www.ed.gov/offices/OELA

Teachers of English to Speakers of Other Languages — www.tesol.org

Texas Education Agency — www.tea.state.tx.us

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