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# Preparation Manual



164 Bilingual Education Supplemental

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# Chapter 1

**Introduction to the Bilingual Education  
Supplemental Test and Suggestions  
for Using this Test Preparation Manual**



## **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, directed by Texas Education Agency (TEA), will affect all areas of Texas education—from the more than 100 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects TEA’s commitment to help align Texas education from kindergarten through college. TEA’s role 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.

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*

If you have any questions after reading this preparation manual or you would like additional information about the TExES tests or the educator standards, please visit the SBEC website at [www.sbec.state.tx.us](http://www.sbec.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.

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

### SAMPLE COMPETENCY

#### Bilingual Education Supplemental

##### COMPETENCY 001

THE BEGINNING BILINGUAL EDUCATION TEACHER UNDERSTANDS THE FOUNDATIONS OF BILINGUAL EDUCATION AND THE CONCEPTS OF BILINGUALISM AND BICULTURALISM AND APPLIES THIS KNOWLEDGE TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS IN THE BILINGUAL EDUCATION PROGRAM.

## **SAMPLE DESCRIPTIVE STATEMENTS**

### **The beginning teacher:**

- A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners.
- C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
- F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
- H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
- I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
- J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

### **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 the 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 for possible resources to consult. Also, compile key materials from your preparation coursework 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 ideas and important concepts that are discussed in the competencies and descriptive statements.
6. Use the study plan document (Appendix A of this guide) 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 interested citizens 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, faculty from EPPs, education service center staff, representatives from professional educator organizations, content experts and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. 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 State Board for Educator Certification (SBEC) 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. The TExES competencies represent the critical components of the standards that can be measured with either a paper-based or a computer-administered examination, as appropriate. 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 Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC Board considers this recommendation as it establishes a passing score on the test.

### TAKING THE TExES TEST AND RECEIVING SCORES

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at [www.texas.ets.org](http://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 5:00 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. 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](http://www.texas.ets.org).

### EDUCATOR STANDARDS

Complete, approved educator standards are posted on the SBEC website at [www.sbec.state.tx.us](http://www.sbec.state.tx.us).

# **Chapter 3**

## **Study Topics**



## TEST FRAMEWORK FOR FIELD 164: BILINGUAL EDUCATION SUPPLEMENTAL

### THE DOMAINS

The Bilingual Education Supplemental test consists of 1 domain.

- **Domain I: Bilingual Education**

Standards Assessed: Bilingual Standards II–VI

### TOTAL TEST BREAKDOWN

- 70 Multiple-Choice Questions (60 Scorable Questions\*)

\*Your final scaled score will be based only on scorable questions.

### THE STANDARDS

#### DOMAIN I—BILINGUAL EDUCATION

##### **BILINGUAL STANDARD II:**

The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

##### **BILINGUAL STANDARD III:**

The bilingual education teacher knows the process of first- and second-language acquisition and development.

##### **BILINGUAL STANDARD IV:**

The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

##### **BILINGUAL STANDARD V:**

The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

##### **BILINGUAL STANDARD VI:**

The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

## COMPETENCIES

### DOMAIN I—BILINGUAL EDUCATION

#### COMPETENCY 001

THE BILINGUAL EDUCATION TEACHER UNDERSTANDS THE FOUNDATIONS OF BILINGUAL EDUCATION AND THE CONCEPTS OF BILINGUALISM AND BICULTURALISM AND APPLIES THIS KNOWLEDGE TO CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR STUDENTS IN THE BILINGUAL EDUCATION PROGRAM.

The beginning teacher:

- A. Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education and the effects of demographic changes on bilingual education.
- B. Understands procedures (e.g., Language Proficiency Assessment Committee) for the identification, assessment and instructional placement of English-language learners.
- C. Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- D. Understands the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- E. Uses knowledge of the historical, legal, legislative and global contexts of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
- F. Understands convergent research related to bilingual education (e.g., best instructional practices as determined by student achievement) and applies convergent research when making instructional decisions.
- G. Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education and factors that determine the nature of a bilingual program on a particular campus.
- H. Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.

- I. Knows how to create an effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students' diverse cultural backgrounds and generational/acclimation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
- J. Knows how to create a learning environment that addresses bilingual students' affective, linguistic and cognitive needs (e.g., by emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

**COMPETENCY 002**

THE BEGINNING BILINGUAL EDUCATION TEACHER UNDERSTANDS PROCESSES OF FIRST- AND SECOND-LANGUAGE ACQUISITION AND DEVELOPMENT AND APPLIES THIS KNOWLEDGE TO PROMOTE STUDENTS' LANGUAGE PROFICIENCY IN THEIR FIRST LANGUAGE (L1) AND SECOND LANGUAGE (L2).

The beginning teacher:

- A. Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students' language development in L1 and L2.
- B. Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, pragmatics) and applies this knowledge to address students' language development needs in L1 and L2.
- C. Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.
- D. Applies knowledge of linguistic concepts and theories/models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies and materials for teaching L1 and L2.
- E. Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).
- F. Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.
- G. Understands cognitive, linguistic, social and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, language status, age, self-esteem, inhibition, motivation, home/school/community environment, literacy background) and uses this knowledge to promote students' language development in L2.

**COMPETENCY 003**

THE BEGINNING BILINGUAL EDUCATION TEACHER HAS COMPREHENSIVE KNOWLEDGE OF THE DEVELOPMENT AND ASSESSMENT OF LITERACY IN L1 AND THE DEVELOPMENT AND ASSESSMENT OF BILITERACY.

The beginning teacher:

- A. Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- B. Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- C. Knows the state educator certification standards in reading/language arts in grades EC–12, understands distinctive elements in the application of the standards for English and for L1 and applies this knowledge to promote bilingual students' literacy development in L1.
- D. Knows the statewide Spanish language arts and reading curriculum for grades EC–6 and ESL middle and high school, as appropriate, as specified in the Texas Essential Knowledge and Skills (TEKS) and applies this knowledge to promote bilingual students' L1 literacy development in grades EC–12.
- E. Knows how to help students transfer literacy competency from L1 to L2 by using students' prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).
- F. Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- G. Knows how to promote students' biliteracy (e.g., by maintaining students' literacy in L1 while developing students' literacy in L2, by using ongoing assessment and monitoring of students' level of proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children's literature in L1 and L2).

### COMPETENCY 004

THE BEGINNING BILINGUAL EDUCATION TEACHER HAS COMPREHENSIVE KNOWLEDGE OF CONTENT AREA INSTRUCTION IN L1 AND L2 AND USES THIS KNOWLEDGE TO PROMOTE BILINGUAL STUDENTS' ACADEMIC ACHIEVEMENT ACROSS THE CURRICULUM.

The beginning teacher:

- A. Knows how to assess bilingual students' development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.
- B. Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students' development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and the statewide curriculum (TEKS).
- C. Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students' cognitive and linguistic development.
- D. Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students' development of cognitive-academic language and content-area knowledge and skills in L2.
- E. Knows how to differentiate content-area instruction based on student needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students' needs.

# 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 Bilingual Education 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 Bilingual Education Supplemental test is designed to include 60 scorable and 10 nonscorable multiple-choice questions. Your final scaled score will be based only on scorable questions. The nonscorable multiple-choice questions are being pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test questions are not considered in calculating your score, and they 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. The multiple-choice questions assess your ability to recall factual information and to think critically about the information, analyze it, consider it carefully, compare it with 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 choices labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from a 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 Materials
- 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. In the actual testing situation, you may mark the test questions and/or write in the margins of your test booklet. **Your final response must be indicated on the answer sheet provided.**

## SINGLE QUESTIONS

In the single question format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of Bilingual Education Supplemental Competency 002: *The beginning bilingual education teacher understands processes of first- and second-language acquisition and development and applies this knowledge to promote students' language proficiency in their first language (L1) and second language (L2).*

### EXAMPLE

A group of English-language learners (ELLs) encounters various words in a short story in L1 that are no longer in common use today. Which of the following linguistic concepts should the teacher use to best help the ELLs understand this phenomenon?

- A. Interlanguage
- B. Language extinction
- C. Linguistic assimilation
- D. Language change

### SUGGESTED APPROACH

Read the question carefully and critically. Think about the question that is being asked. Eliminate any obviously wrong answers, select the correct answer choice and mark it on your answer sheet.

For example, as you read this question, you need to determine which of the response options refers to the linguistic phenomenon encountered by the English-language learners (ELLs) in this classroom situation. Frequently, bilingual teachers must rely on their understanding of basic linguistic concepts in order to help support ELLs' L1 and L2 development. In this instance, the ELLs have encountered words in their L1 that are no longer in common use in that language today. To help the students understand this phenomenon, the teacher needs to rely on a general understanding of how languages evolve over time.

The term presented in option A is *interlanguage*. According to theories of second-language acquisition, an *interlanguage* evolves within a person during the process of acquiring a second language. This intermediate language contains properties of the learner's first and second languages and increasingly approximates the second language as the second language develops. Knowledge of this concept will not help explain the phenomenon the students encountered in their reading.

The term presented in option B is *language extinction*. This term refers to a process by which speakers of a language slowly stop using it, resulting in the language dying out. Clearly, in the situation described, the students' primary language is a living language. Only certain words in the language are no longer in common use. That phenomenon, in fact, provides evidence of the

language’s vitality, rather than of its demise. Thus, it would be inaccurate to use the concept *language extinction* to explain the loss of specific words.

The term presented in option C is *linguistic assimilation*. This term refers to a process in which one sound influences one or more features of another sound that precedes or follows it in a word or utterance (e.g., a voiceless sound becomes voiced), so that the sounds become more similar or even alike. This process is phonological and not related to the phenomenon the students encountered in their reading.

The term presented in option D is *language change*. This term refers to a process that is related to the dynamic nature of language, in which major components of a language (e.g., phonology, syntactic features, lexicon) change over time. Such changes take place for a variety of reasons. In the classroom situation described, the students encountered words that were no longer in common use in their L1. This is an example of a change in the language’s lexicon. Lexical changes may take place as the objects certain words refer to are no longer in common use or as the words are replaced by new words. Thus, the phenomenon the students encountered represents a clear example of *language change*. Using a basic knowledge of how languages evolve over time, the teacher can help the ELLs develop an appreciation for the dynamic nature of their language. The correct response is option D.

In this way, analysis of the four options should lead you to select option D as the best response.

### QUESTIONS WITH STIMULUS MATERIAL

Some questions are preceded by stimulus material that relates to the question. Some examples of stimulus material included on the test are teacher notes, samples of student work and descriptions of classroom situations. In such cases, you will generally be given information followed by an event to analyze, a problem to solve or a decision to make.

Two or more questions may be related to a single stimulus. 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 verify the correct answer.
- Strategy 2** Read the question *before* 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 underline 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.

### **EXAMPLES AND SUGGESTED APPROACHES**

First read the stimulus.

**Use the information below to answer the questions that follow.**

When selecting English-language reading materials for English-language learners (ELLs) who are beginning- or intermediate-level readers of English, a bilingual teacher makes sure to include English-language versions of stories, folktales and other narratives from the ELLs' home cultures.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures Competency 001: *The bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.*

The materials described most likely contribute to an effective learning environment by

- A. providing the ELLs challenging content, the materials will motivate them to learn correct English grammar and use it in their communications with peers.
- B. validating and affirming the ELLs' home cultures, the materials will promote their development of a bicultural identity.
- C. introducing the ELLs to key aspects of their home cultures, the materials will prompt them to examine the values and beliefs of the majority culture.
- D. exposing the ELLs to new literary genres, the materials will enhance their understanding of language diversity and variation.

Carefully consider the information presented in the stimulus. Then read and consider this first question, which asks how the materials described in the stimulus are likely to contribute to an effective learning environment. Recall that the teacher is selecting English-language reading materials for the ELLs. The stimulus focuses on the fact that in making these selections, the teacher makes sure to include English-language versions of stories, folktales and other narratives from the ELLs' home cultures.

Option A suggests that the students will find these materials challenging and that this will motivate them to improve their English grammar. There is no evidence in the stimulus that the teacher's focus is on selecting materials that are written at a level that the ELLs are likely to find challenging. On the contrary, the teacher is actively seeking out materials that are likely to be familiar to the ELLs. To promote second-language development, ELLs must be exposed to L2 input that is comprehensible. Selecting overly challenging L2 materials would *not* contribute to an effective learning environment for ELLs because such materials would not be readily comprehensible.

4 Option B suggests that the materials described in the stimulus would contribute to an effective learning environment by validating and affirming the ELLs' home cultures, thereby promoting their development of a bicultural identity. To reinforce ELLs' bilingual and bicultural identity, it is critical that their home language and culture are regarded with high esteem in the classroom and, ideally, in the larger school community as well. One way to convey respect for ELLs' home cultures is to incorporate aspects of the home cultures throughout the curriculum. In the stimulus, the teacher is clearly following this practice by making sure to include materials from the ELLs' home cultures in the English-language reading curriculum.

Option C suggests that the materials selected by the teacher will prompt the ELLs to examine the values and beliefs of the majority culture by introducing them to key aspects of their home cultures. There is no evidence in the stimulus that the teacher plans to use the selected materials as a way to introduce ELLs to aspects of their own cultures. Also, while the materials are likely to prompt ELLs to reflect on their home cultures, no evidence in the stimulus suggests that the teacher plans to use the materials to focus the ELLs' attention on the majority culture.

Option D suggests that the teacher will use the selected materials to introduce ELLs to new literary genres, thereby enhancing their understanding of language diversity and variation. Again, while some of the materials may be new to some of the ELLs, there is no evidence in the stimulus to suggest that the teacher is selecting these materials in order to introduce the ELLs to new content. On the contrary, an important reason bilingual teachers select instructional materials representing ELLs' home cultures is that the structure and content of such materials are likely to be familiar to them and thereby more comprehensible.

In this way, analysis of the four options should lead you to select option B as the best response.

Now you are ready to answer the next question. The second question measures Competency 003: *The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of biliteracy.*

According to convergent research related to reading in a second language, which of the following best explains why the materials described would be effective in supporting ELLs' reading in English?

- A. Reading comprehension is reinforced by materials that conform to ELLs' prior knowledge of basic concepts about print
- B. Reading fluency and comprehension are enhanced when ELLs are provided with materials that contain easily decodable text
- C. Reading fluency is reinforced when ELLs are provided with frequent opportunities to read materials that are written at their independent reading level
- D. Reading comprehension is enhanced by materials that are based on contextual and textual schemata that are familiar to the ELLs

Again, carefully consider the information presented in the stimulus. Then read and consider this second question, which asks you to use your knowledge of convergent research related to reading in a second language to determine why the materials described would be particularly effective in supporting ELLs' reading in English.

In carefully analyzing the options in the previous question, it is evident that, besides the correct response, all of the other options were based on either faulty or inaccurate reasoning. On reading through this second question, however, all of the response options are accurate statements regarding reading fluency and/or comprehension. In this situation, it becomes especially important to refer back to the stimulus to determine which of these statements best addresses the situation described.

Option A focuses on reading materials that conform to ELLs' prior knowledge of basic concepts about print. Concepts about print include concepts such as understanding that print has meaning and recognizing the directionality of print. In the stimulus, the focus is on selecting reading materials related to the ELLs' home cultures. While such materials would likely conform to basic English print conventions, so would materials that are completely unrelated to ELLs' home cultures. Therefore, this response option does not directly relate to relevant information in the stimulus.

Option B focuses on reading materials that contain easily decodable text. While the materials described in the stimulus may contain easily decodable text, this is not the teacher's primary criterion in selecting them.

Option C focuses on providing ELLs with frequent opportunities to read materials that are written at their independent reading level. While the selected materials may include ones written at the ELLs' independent reading level, it is also likely in the situation described that some of the materials could be written at their instructional reading level.

Option D focuses on enhancing ELLs' reading comprehension by using materials based on familiar contextual and textual schemata. In the stimulus, the teacher is selecting materials reflecting ELLs' home cultures. Such materials are very likely to address familiar topics and content and to follow textual patterns (e.g., story structures) that are also familiar to the ELLs.

In this way, analysis of the four options should lead you to select option D as the best response.

### **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.

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# 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. The answer key lists the question number and correct answer for each sample test question. 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. The process in which members of different cultural groups within the same society reciprocally adopt and appreciate the attitudes, values and language patterns of each other is known as
  - A. assimilation.
  - B. acculturation.
  - C. transculturation.
  - D. ethnoconvergence.

**COMPETENCY 001**

2. The bilingual education director for a school district meets with all the bilingual teachers and suggests that instruction should be interactive, student-centered and anchored on the language and culture of the students' home. Which of the following is the best rationale for the type of instruction described?
  - A. Relating instruction to the students' cultural backgrounds promotes academic success
  - B. Cooperative learning improves students' cognitive, academic, social and affective growth
  - C. Instruction that promotes multicultural awareness develops students' cross-cultural competency
  - D. Creating opportunities for students to receive instruction from fluent speakers of L1 and L2 is directly related to student success

**COMPETENCY 001**

3. Given that English-language learners (ELLs) often differ in their culture and degree of English language fluency, which of the following types of program models would best ensure their academic success?
  - A. Programs that concentrate on English as a second language (ESL) instruction with an emphasis on the ELLs' quick assimilation into the school culture
  - B. Programs that mainstream ELLs fully into grade-level classrooms in which the curricular standards are modified to their achievement level
  - C. Programs that address the ELLs' needs by using a standards-based program in which content is taught in a comprehensible manner
  - D. Programs that are individualized to each ELL's needs

**COMPETENCY 001**

4. In which of the following court cases did the United States Supreme Court rule that limited-English-proficient students should receive equal access to education under the Civil Rights Act?
  - A. *Castañeda v. Pickard*
  - B. *Meyer v. Nebraska*
  - C. *Lau v. Nichols*
  - D. *Plyler v. Doe*

**COMPETENCY 001**

5. Which of the following statements provides the best explanation for the improved academic performance that English-language learners (ELLs) experience in an additive educational program?
- A. The cultural reinforcement and cognitive development ELLs experience in L1 enhances their learning and reinforces cognitive development in L2
  - B. The exclusive use of L1 for language-arts instruction and L2 for other content instruction helps ELLs develop bilingual skills while avoiding language confusion
  - C. The dual-language environment requires ELLs to develop stronger study skills than their peers require in monolingual L2 classes
  - D. The continued development of ELLs' L1 validates their L1 knowledge and facilitates the acquisition of their L2

**COMPETENCY 001**

6. Which of the following strategies would be most effective in creating an environment that encourages the development of biliteracy and biculturalism?
- A. Incorporating materials related to students' home cultures and texts in students' primary language throughout the curriculum
  - B. Building opportunities for English language and literacy development across all content curriculum
  - C. Hosting food and clothing days that feature the home cultures of students in a class and encouraging the students' parents to participate
  - D. Decorating the classroom with student drawings based on readings of stories from students' home cultures

COMPETENCY 001

7. An administrator wants English-language learners (ELLs) to take standardized achievement tests of basic reading skills that have been directly translated from English into the ELLs' native languages. Which of the following best explains why that approach is likely to yield inaccurate results?
- A. A translated test will have slightly increased levels of validity and reliability but will not reduce student test anxiety
  - B. Translations provide students with a better understanding of the test content but fail to reveal the full extent of students' English-language needs
  - C. A translated test may evaluate students' intellectual capabilities but cannot measure students' performance of specific skills
  - D. Translations change the language of a test but cannot eliminate cultural differences and discrepancies caused by direct translations

COMPETENCY 001

8. A middle school bilingual teacher regularly includes news and magazine articles in the curriculum that focus on multinational organizations or businesses that highlight careers in which it is advantageous or essential to have knowledge of more than one language. Which of the following best describes the benefit of using such reading materials for English-language learners (ELLs)?
- A. ELLs will identify the features of different types of bilingual communities and networks
  - B. ELLs will recognize the benefits of being bilingual and bicultural in a global society
  - C. ELLs will understand the circumstances that may have brought their families to the United States
  - D. ELLs will decide where they would like to live and work when they grow up

**COMPETENCY 001**

9. Ms. Liang’s lesson plans for her third-grade classroom include native language support for academic concepts, including vocabulary development and a basic interaction with new ideas. She wants to ensure that the English-language learners (ELLs) understand the lessons they will be studying this week, since most of her instruction is in English. Ms. Liang continues to emphasize L2 language development throughout the day. Her use of L1 is to ensure that the ELLs do not fall behind in subject matter studies as they become more competent in L2. Ms. Liang’s planning indicates that she is working in which of the following special language programs?
- A. Self-contained English for Speakers of Other Languages (ESOL)
  - B. Shared-teaching bilingual
  - C. Transitional or early-exit bilingual
  - D. Two-way bilingual or dual immersion

**COMPETENCY 002**

10. Which of the following tasks would require the greatest use of basic interpersonal communication skills?
- A. Completing an individual science fair project
  - B. Asking for directions to a location
  - C. Using a computer to construct a bar graph
  - D. Listening to a recorded class lecture

**COMPETENCY 002**

11. In contrast to an adult learner, an elementary student learning the structure of a second language is more likely to
- A. depend on written representation of the second language.
  - B. apply the structure of the second language spontaneously.
  - C. memorize the grammatical rules of the second language.
  - D. compare the structures of the native and second languages consciously.

COMPETENCY 002

12. During a social studies lesson, a teacher instructs the students, including English-language learners (ELLs), to draw pictures that represent the meaning of vocabulary words they encounter during the lesson. Then he asks them to describe and explain the meaning of the pictures to the class. Which of the following statements would best reflect the teacher’s awareness of research-based second-language instruction for ELLs?
- A. Exposure to various meaningful linguistic contexts is needed for second-language acquisition
  - B. Indirect instruction of content knowledge maximizes students’ second-language learning
  - C. Formal teaching of language structures best fosters the development and acquisition of a second language
  - D. Systematic and explicit instruction on language features best develops cognitive abilities in students’ second language

COMPETENCY 002

13. After a fifth-grade bilingual teacher distributes an informative article in English to her class, one student says, “Teacher, the word ‘coast’ sounds like the Spanish word *costa*.” Before the class reads the article, the teacher arranges the students in small groups and asks them to find words that sound alike in English and Spanish and to explain their meaning. Then the teacher creates a chart to record each group’s findings. The activity best illustrates the teacher’s understanding that
- A. analyzing word parts such as root words and affixes facilitates acquisition and application of content knowledge.
  - B. providing high-interest reading selections motivates students to feel comfortable reading in English.
  - C. making connections between the students’ L1 and L2 helps build vocabulary knowledge and supports reading comprehension.
  - D. modeling metacognitive strategies for students helps students apply the strategies in L1 and L2 activities.

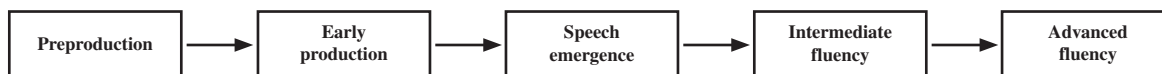
COMPETENCY 002

14. A basic assumption underlying dual-language curriculum development and instruction is that students develop a first language through
- A. imitation, reproducing language through approximate imitation of what they hear.
  - B. syntax, discovering the organizing principles of the language they are being exposed to.
  - C. hypothesis testing, finding rules in their language and testing them by applying the rules they have formulated.
  - D. language acquisition, developing grammar based on the linguistic input they receive.

COMPETENCY 002

- 5 15. Use the chart to respond to the question that follows.

The chart depicts the stages of language acquisition for English-language learners (ELLs).



A teacher is facilitating a reading-comprehension activity to elicit information about a story the students just read. Which of the following would be the most appropriate question for the teacher to ask ELLs in the early production stage?

- A. “What was the character trying to do?”
- B. “Where did you find the answer?”
- C. “Was it a whale or a dolphin?”
- D. “What do you think will happen next?”

**COMPETENCY 002**

16. After four months in the United States, a fifth grader still rarely speaks in her bilingual class except in short sentences in L1 during one-on-one interactions with her teacher. The teacher has discussed the situation with the student’s parents, who seem unconcerned and assure him that the student is also very quiet at home. Which of the following is the most appropriate step the teacher should take next regarding the student?
- A. Calling on the student periodically during class discussions to provide her with an authentic context for speaking in front of her peers
  - B. Continuing to monitor the student’s progress and acknowledging that there may be personal factors influencing her language performance
  - C. Initiating beginning English instruction with the student that emphasizes activities that will require the use of oral language
  - D. Beginning regularly putting the student in situations in which she must speak in order to take part in activities she enjoys

**COMPETENCY 003**

17. Mr. Ramirez uses portfolio assessments with a high school science class that includes English-language learners (ELLs). Portfolios are particularly appropriate for ELLs because they are used to
- A. guide teacher instruction based on standards not covered.
  - B. evaluate students and determine whether reteaching of content is necessary.
  - C. show the students their weaknesses in their English-language proficiency development.
  - D. demonstrate student growth over time through the use of multiple indicators.

**COMPETENCY 003**

18. A kindergarten bilingual teacher wants to develop students' phonemic awareness skills in L1, which is an alphabetic language. Which of the following literacy activities would be most effective to use for the teacher's purpose?
- A. Singing the alphabet song to students while pointing to each letter on an alphabet chart
  - B. Teaching students to distinguish between pictures and print in books and in their environment
  - C. Playing rhyming games with students and reading stories that feature rhyming words aloud to them
  - D. Teaching students alphabet games that involve recognizing and writing individual letters

**COMPETENCY 003**

19. In a high school social studies class, students are required to complete daily dialogue journals based on reading passages. Which of the following is the primary benefit of dialogue journal writing for English-language learners?
- A. Students are instructed on the conventions of standard written language based on the errors found in their journal writing
  - B. Students are provided with opportunities to improve their reading and writing skills by reading aloud their dialogue journals
  - C. Students can receive more accurate grades on the writing abilities shown in their dialogue journals
  - D. Students can take more risks in expressing their thoughts through journal writing than they can through oral expression

**COMPETENCY 003**

20. A middle school teacher uses the following word-generation activity for a class that includes English-language learners (ELLs). The teacher writes the word “scribe” on the board and prompts the students to brainstorm all the words they can think of that contain “scribe.” The following are some of the students’ words.



The teacher then asks the students to examine each word and figure out what words containing “scribe” might mean. The class determines that “scribe” means “to write.” The teacher then revisits each word with the class to see if the meaning matches. The activity best helps the ELLs develop vocabulary by

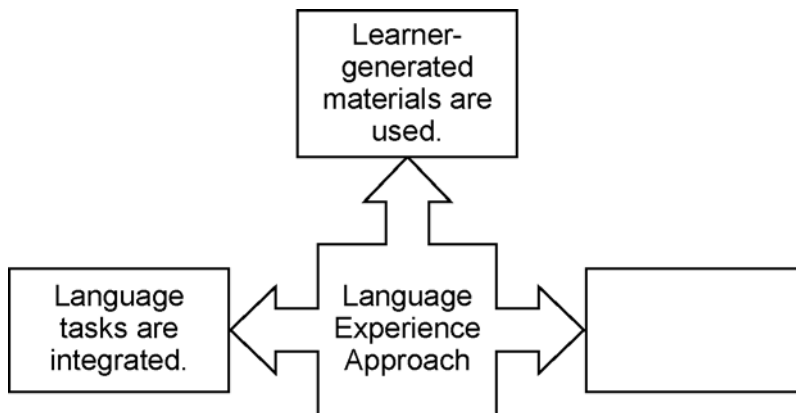
- A. categorizing words into groups predetermined by the teacher.
- B. learning and/or reviewing new content vocabulary through analogy.
- C. participating in taking language risks in a rich language environment.
- D. self-selecting key vocabulary that is essential to understanding content concepts.

**COMPETENCY 003**

21. A primary difference between English literacy skill development and Spanish literacy skill development is that Spanish literacy involves
- A. the manipulation of individual phonemes within words.
  - B. several sounds associated with one vowel.
  - C. an emphasis on using individual syllables.
  - D. the production of onsets and rimes.

COMPETENCY 003

22. Use the graphic below to answer the question that follows.



Which of the following is an aspect of the language experience approach that correctly completes the graphic?

- A. Lessons are most suitable for use with advanced-level language learners
- B. Learners determine the difficulty level of the vocabulary and grammar
- C. Lessons progress from unknown contexts to familiar contexts
- D. Learners facilitate whole-group discussions

COMPETENCY 003

23. Which of the following is true according to Cummins’ common underlying proficiency (CUP) section of the “dual-iceberg” model?

- A. English-language learners have difficulty transferring content knowledge from L1 to L2
- B. English-language learners have underlying cognitive academic skills that are readily used in both L1 and L2
- C. English-language learners’ previous schooling in L1 has little to no effect on academic performance in L2
- D. English-language learners show success in L2 academic tasks only when they have mastered basic interpersonal communication skills in L1

**COMPETENCY 003**

24. The Texas Education Agency has adopted language-level descriptors and expectations for English-language learners to replace the English as a Second Language (ESL) standards. School districts are required to implement these expectations as an integral part of the curriculum across all content areas. These expectations are known as the
- A. Texas Essential Knowledge and Skills (TEKS).
  - B. English Language Proficiency Standards (ELPS).
  - C. Texas English Language Proficiency Assessment System (TELPAS).
  - D. Specially Designed Academic Instruction in English (SDAIE).

**COMPETENCY 003**

25. According to the Texas Essential Knowledge and Skills (TEKS), fourth- through eighth-grade students should have opportunities to write to express, discover, record, develop, reflect on ideas and to problem solve (TEKS 4-8.15A). English-language learners are most likely to benefit from instruction in writing if they have had previous opportunities to
- A. write stories in their L1 and L2 that feature correct spelling and use sight words to convey clear, understandable messages.
  - B. read various genres of literature in their L1 and L2 followed by writing activities that involve personal reading response, such as dialogue writing and double-entry journals.
  - C. orally communicate with other students and members of their community about topics that interest them.
  - D. self-select reading materials from a collection of high-interest books followed by small-group discussions of the book features.

**COMPETENCY 004**

26. The following daily instructional objective is posted on the board of a science class.

*Content Objective:* Students will interpret data relative to moving objects and produce a motion graph.

Which of the following additional pieces of information would the teacher need to post alongside the content objective in order to meet the criteria of sheltered instruction?

- A. A description of the cooperative learning activity students will engage in as part of the content objective
- B. A list of vocabulary words that students will learn or review during the lesson
- C. A language objective that will be used to focus on developing student vocabulary
- D. A description in the lesson plan of how the teacher will modify language to increase student comprehension

**COMPETENCY 004**

27. English-language learners (ELLs) in a second-grade class are beginning an interdisciplinary unit about plants. To help the ELLs monitor their own learning during the unit, it would be most effective for the teacher to

- A. provide them with a checklist of all the activities in the unit and encourage them to mark off each activity as it is completed.
- B. encourage them to keep all of their unit work in a folder and keep a record of each grade or teacher comment on the inside cover.
- C. help them develop a learning log in which they write what they know about plants and then verify their understandings throughout the unit.
- D. teach them how to use reference materials about plants and then encourage them to correct their own errors on unit work.

COMPETENCY 004

28. A bilingual teacher helps English-language learners (ELLs) make a list of questions to guide their writing. He then encourages them to develop the habit of referring to the questions during the writing process. The following are some examples of the questions.

- Why am I writing this?
- Who will read it?
- What is the clearest way to express my ideas?

The teacher’s approach is most likely to help the ELLs by developing their ability to

- A. work independently to improve their writing skills.
- B. adjust the reading level of their finished written work.
- C. assess their writing progress over the course of the year.
- D. self-correct their written mistakes.

COMPETENCY 004

29. Which of the following social studies activities would be most appropriate for English-language learners who have intermediate levels of proficiency in English?

- A. Drawing individual family portraits and naming in English the people in them
- B. Participating in a guided discussion in English about workers in the community and reading a passage about them
- C. Creating a model of a neighborhood out of small cardboard boxes and using English to identify a school, a town hall and other community buildings
- D. Making a collage from magazine pictures of various forms of transportation and labeling the different parts of the collage in English

**COMPETENCY 004**

30. English-language learners (ELLs) are practicing money calculations in L1 mathematics lessons and learning food names in English language-arts lessons. Which of the following activities would best integrate the ELLs' English language-arts development with their content-area development?
- A. The ELLs make a list in English of foods they would like to buy and use a price list to determine how much of each type of food they can buy with ten dollars
  - B. The teacher takes the ELLs on a field trip to a supermarket and has them fill in the prices of several different foods on a checklist written in English
  - C. The ELLs search through English supermarket flyers to cut out advertisements and create a visual display of the foods they like best and their prices
  - D. The teacher creates worksheets with story problems written in English in which the ELLs must determine the totals and correct change owed for various food purchases

**COMPETENCY 004**

31. Students in a social studies class are analyzing the reasons for the colonization of North America. The lesson plan states that students will read the colonization of North America sections in their social studies text and complete a time line detailing the establishment of the thirteen colonies. Which of the following instructional activities would be most beneficial in helping English-language learners build background knowledge prior to the assignment?
- A. The teacher presents a slide show that depicts critical events and life in the colonies
  - B. Students create dioramas that depict critical events and share them with the class
  - C. The teacher provides students with a brief lecture of the colonization of North America supplemented with maps
  - D. Students work in cooperative groups to complete a concept map detailing what they already know

**COMPETENCY 004**

32. Students can most effectively reinforce their acquisition of a new vocabulary word by doing which of the following?
- A. Studying the etymology of the new word
  - B. Identifying the part of speech of the new word
  - C. Using various forms of the new word in sentences
  - D. Locating several synonyms of the new word in a thesaurus

**COMPETENCY 004**

33. English-language learners (ELLs) will be working in cooperative-learning groups to complete an open-ended content-area project in English. Before the ELLs meet for the first time with their group, the teacher asks them to jot down in English everything they know about the project's topic. Afterward, they meet with their group with their paper in hand. The note-taking activity is likely to help the ELLs work more effectively with the content because it
- A. prepares them to express themselves about the content in English.
  - B. provides a preview of the English vocabulary they will need to complete the project.
  - C. makes them more aware of their affective filter in English.
  - D. gives them the opportunity to determine the best English-language solution for the problem.

**Read the information below and then answer the questions that follow.**

Ms. Rodriguez uses a variety of word maps to introduce and expand students’ content vocabulary in her fifth-grade social studies class, which includes English-language learners (ELLs). The student objectives during the vocabulary activity are:

*Content objective:* Students will identify and analyze new vocabulary words.

*Language objective:* Students will explain the new vocabulary words in groups.

She begins by organizing the students into heterogeneous study groups and assigning each group a prereading activity to be used with the social studies textbook. In their groups the students must create a list of target words to define and discuss as a group.

As a follow-up activity, Ms. Rodriguez has the students complete vocabulary maps as illustrated below. Finally, the students share their maps with the whole class. Here is an example of a word map completed by an ELL.

1. New word <i>Secede</i>	2. Definition <i>To break away from a group</i>
3. Synonyms <i>To leave</i> <i>To withdraw</i>	4. Antonyms <i>To stay</i> <i>To remain</i>
5. Spanish cognate <i>I can't think of one. Maybe suceder, but I know it doesn't mean the same thing. It kind of sounds the same.</i>	
6. Personal association <i>Last year I had to secede from my basketball team because I moved.</i>	

**5**

**COMPETENCY 004**

34. Which of the following part of the word map is most likely to help the ELLs internalize the new vocabulary word?
- A. Part 2
  - B. Part 3
  - C. Part 4
  - D. Part 6

**COMPETENCY 004**

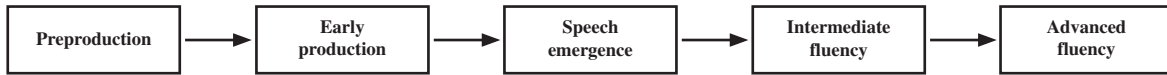
35. The collaborative activity Ms. Rodriguez assigned is well suited to serve the language objective because it gives the ELLs the opportunity to
- A. interact socially with their classmates as they complete an academic task.
  - B. experience additional motivation that comes with working in teams.
  - C. use and practice English as a means of expressing their ideas, opinions and answers.
  - D. assess their own English proficiency as compared with that of their peers.

**COMPETENCY 002**

36. The word map used in this lesson is most beneficial to helping ELLs to develop their vocabulary skills through
- A. identifying relationships between newly learned words and familiar words.
  - B. applying effective prereading strategies in scanning an unfamiliar text.
  - C. facilitating translation of texts into their native languages.
  - D. using mnemonic devices that link word forms to their meanings.

COMPETENCY 002

37. The following chart depicts the stages of language acquisition for ELLs.



Ms. Rodriguez has one ELL who has been identified as functioning at the preproduction stage of language development. Which of the following adaptations to the vocabulary activity would best fit the needs of this student?

- A. Modeling and correcting the student’s pronunciation of selected vocabulary words for the word map
- B. Expanding on the student’s word map by adding adjectives or restating the student’s sentence
- C. Exposing the student to additional words that will be added to the word map
- D. Helping the student select the vocabulary words for the word map

**ANSWER KEY**

Question Number	Correct Answer	Competency
1	B	001
2	A	001
3	C	001
4	C	001
5	D	001
6	A	001
7	D	001
8	B	001
9	C	001
10	B	002
11	B	002
12	A	002
13	C	002
14	C	002
15	C	002
16	B	002
17	D	003
18	C	003
19	D	003
20	B	003
21	C	003
22	B	003
23	B	003
24	B	003
25	B	003
26	C	004
27	C	004
28	A	004
29	B	004
30	A	004
31	A	004
32	C	004
33	A	004
34	D	004
35	C	004
36	A	002
37	D	002



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# Chapter 6

**Are You Ready? – Last Minute Tips**



### 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](http://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 booklet 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](http://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. The supervisors 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](http://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.



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# Appendix A

## Study Plan Sheet





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# 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

*Bilingual Research Journal*, National Association for Bilingual Education

*IDRA Newsletter*, Intercultural Development Research Association

*Language Arts*, National Council of Teachers of English

*NABE Journal*, National Association for Bilingual Education

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

*TESOL Matters*, Teachers of English to Speakers of Other Languages

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

*The Reading Teacher*, International Reading Association

#### OTHER SOURCES

August, D., and Hakuta, K. (Eds.) (1998). *Educating Language-Minority Children*. Washington, D.C.: National Academy Press.

August, D., and Hakuta, K. (Eds.) (1997). *Improving Schooling for Language Minority Children*. Washington, D.C.: National Academy Press.

Bailey, Kathleen M., and Nunan, David (1996). *Voices from the Language Classroom: Qualitative Research in Second Language Education*. New York: Cambridge University Press.

Bennett, Christine I. (1998). *Comprehensive Multicultural Education: Theory and Practice, Fourth edition*. Boston: Allyn and Bacon.

Brisk, María Estella (1998). *Bilingual Education from Compensatory to Quality Schooling*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Brown, H. Douglas (2000). *Principles of Language Learning and Teaching*, Fourth edition. White Plains, NY: Addison Wesley Longman, Inc.

Crawford, J. (1999). *Bilingual Education: History, Politics, Theory, and Practice*, Fourth edition. Trenton, NJ: Crane Publishing.

Cummins, Jim (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Buffalo, NY: Multilingual Matters Limited.

Freeman, David E., and Freeman, Yvonne S. (2001). *Between Worlds: Access to Second Language Acquisition*, Second edition. Portsmouth, NH: Heinemann.

- Gersten, R. M., and Jimenes, R. T. (Eds.) (1998). *Promoting Learning for Culturally and Linguistically Diverse Students: Classroom Applications from Contemporary Research*. Belmont, CA: Wadsworth Publishing Co.
- Hakuta, K. (1985). *Mirror of Language*. New York: Basic Books, Inc.
- Krashen, Stephen D., and Terrell, Tracy D. (1996). *The Natural Approach: Language Acquisition in the Classroom*. Revised edition. Englewood Cliffs, NJ: Prentice Hall.
- Marzano, J. Robert and Pickering, J. Debra (2005). *Building Academic Vocabulary: Teacher's Manual*. Association for Supervision & Curriculum Development.
- Marzano, J. Robert (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Association for Supervision & Curriculum Development.
- McCloskey, M. L., Kessler, C., Lee, L., Stack, L., and Quinn, M. E. (1996). *Making Connections: An Integrated Approach to Learning English*. Boston, MA: Heinle & Heinle Publishers, Inc.
- Montecel, M. R., et al. (1993). *Hispanic Families as Valued Partners: An Educator's Guide*. San Antonio, TX: Intercultural Development Research Association.
- National Clearinghouse for Bilingual Education. *Directions in Language & Education Series*. Washington, D.C.
- National Clearinghouse for Bilingual Education. *Idea Book: Dual Language Education*. Washington, D.C.
- National Clearinghouse for Bilingual Education. *FOCUS Series*. Washington, D.C.
- National Clearinghouse for Bilingual Education. *Program Information Guide Series*. Washington, D.C.
- Opitz, Michael F. (Ed.) (1998). *Literacy Instruction for Culturally and Linguistically Diverse Students*. Newark, Delaware: International Reading Association.
- Ovando, Carlos J., and Collier, Virginia P. (1998). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*, Second edition. New York: McGraw-Hill.
- Peregoy, Suzanne F., and Boyle, Owen F. (2001). *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers*, Third edition. New York: Addison Wesley Longman, Inc.
- Peyton, Joy Kreef, and Staton, Jana (1996). *Dialogue Journals in the Multilingual Classroom: Building Language Fluency and Writing Skills through Written Interaction*. Westport, CT: Greenwood Publishing.
- Report of the American Federation of Teachers (June 1999). *Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do*. Washington, D.C.: AFT Pub. No. 372.

## PREPARATION RESOURCES

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Richard-Amato, Patricia A. (1996). *Making It Happen: Interaction in the Second Language Classroom, From Theory to Practice*, Second edition. White Plains, NY: Addison Wesley Longman, Inc.

Risko, Victoria J., and Bromley, Karen (Eds.) (2001). *Collaboration for Diverse Learners: Viewpoints and Practices*. Newark, DE: International Reading Association.

Rodríguez, Rololfo., Ramos, Nancy J., and Ruiz-Escalante, José Agustin (Eds.) (1994). *Compendium of Readings in Bilingual Education: Issues and Practices*. San Antonio, TX: Texas Association for Bilingual Education.

Scarcella, Robin C. (1990). *Teaching Language Minority Students in the Multicultural Classroom*. Englewood Cliffs, NJ: Prentice Hall.

Spangenberg-Urbschat, K., and Pritchard, R. (Eds.) (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.

Texas Education Agency (1999). 19 TAC Chapter 89, *Adaptations for Special Populations*. Austin, TX.

Texas Education Agency (1996). *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*. Austin, TX.

Texas Education Agency (2009). *Texas Essential Knowledge and Skills (TEKS)*. Austin, TX.

Texas Education Agency (2000). *Texas Successful Schools Study: Quality Education for Limited English Proficient Students*. Austin, TX.

Zaslavsky, Claudia (1999). *Multicultural Mathematics: Interdisciplinary, Cooperative-Learning Activities*. Portland, ME: J. Weston Walch, Publisher.

## ONLINE RESOURCES

Center for Applied Linguistics — [www.cal.org](http://www.cal.org)

Center for Research on Education, Diversity & Excellence — [www.crede.ucsc.edu](http://www.crede.ucsc.edu)

Education Resources Information Center (ERIC) — [www.eric.ed.gov](http://www.eric.ed.gov)

National Clearinghouse for English Language Acquisition — [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)





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