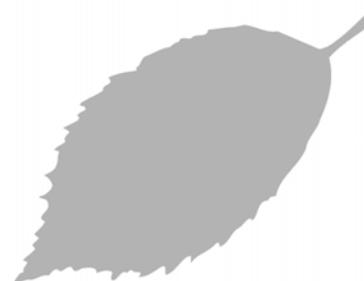**Massachusetts**
Tests for Educator Licensure® (MTEL®)

English as a Second Language (54)

PRACTICE TEST

MTEL®

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INTRODUCTION

This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a <u>Multiple-Choice Answer Sheet</u>, an <u>Answer Key Worksheet</u>, and an <u>Evaluation Chart</u> by test objective are included for the multiple-choice questions. <u>Evaluation Information</u>, <u>Sample Responses and Analyses</u>, and a <u>Scoring Rubric</u>, are included for the open-response items. Lastly, there is a <u>Practice Test Score Calculation</u> worksheet.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL English as a Second Language (54) test. The primary purpose of the practice test is to help you become familiar with the structure and content of the test. It is also intended to help you identify areas in which to focus your studies. Education faculty and administrators of teacher preparation programs may also find this practice test useful as they help students prepare for the official test.

TAKING THE PRACTICE TEST

In order to maximize the benefits of the practice test, it is recommended that you take this test under conditions similar to the conditions under which the official MTEL tests are administered. Try to take the practice test in a quiet atmosphere with few interruptions and limit yourself to the four-hour time period* allotted for the official test administration. You will find your results to be more useful if you refer to the answer key only after you have completed the practice test.

INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

Although the primary means of preparing for the MTEL is your college education, adequate preparation prior to taking or retaking the MTEL test is strongly recommended. How much preparation and study you need depends on how comfortable and knowledgeable you are with the content of the test.

The first step in preparing to take the MTEL is to identify what information the test will address by reviewing the objectives for your field. A complete, up-to-date list of the <u>Test Objectives</u> is included in the <u>Test Information Guide</u> for each test field. The test objectives are the core of the testing program and a helpful study tool. Before taking or retaking the official test, focus your study time on those objectives for which you wish to strengthen your knowledge.

This practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test. However, because of potential differences in format and difficulty between the practice test and an official MTEL English as a Second Language (54) test, it is not possible to predict precisely how you might score on an official MTEL English as a Second Language (54) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the <u>Test Information Guide</u> for additional information about how to prepare for the test.

* For the Communication and Literacy Skills and General Curriculum tests, candidates may take one or both subtests during the four-hour session.

ENGLISH AS A SECOND LANGUAGE
PRACTICE TEST

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response	Question Number	Your Response	Question Number	Your Response
1		35		69	
2		36		70	
3		37		71	
4		38		72	
5		39		73	
6		40		74	
7		41		75	
8		42		76	
9		43		77	
10		44		78	
11		45		79	
12		46		80	
13		47		81	
14		48		82	
15		49		83	
16		50		84	
17		51		85	
18		52		86	
19		53		87	
20		54		88	
21		55		89	
22		56		90	
23		57		91	
24		58		92	
25		59		93	
26		60		94	
27		61		95	
28		62		96	
29		63		97	
30		64		98	
31		65		99	
32		66		100	
33		67			
34		68			

MULTIPLE-CHOICE QUESTIONS

1. The pronunciation of which of the following English words includes the vowel sound /ə/ (i.e., schwa)?

    A. background

    B. although

    C. possible

    D. everything

2. An English language learner has difficulty distinguishing between the sounds /b/ and /v/ in English words (e.g., *bet*/*vet*, *boat*/*vote*) because the sounds /b/ and /v/ are spoken interchangeably in words in the student's first language. Which of the following provides an accurate explanation of this linguistic phenomenon?

    A. English is a tonal language in which pitch affects the meaning of a word, while the student's first language is not a tonal language.

    B. The sounds /b/ and /v/ are voiced consonants in English, while they are voiceless consonants in the student's first language.

    C. Consonant-vowel phoneme sequences in the student's first language are more complex than they are in English.

    D. The sounds /b/ and /v/ are distinct phonemes in English, while they are allophones of the same phoneme in the student's first language.

3.   **Use the sentence below to answer the question that follows.**

This <u>remarkable</u> species of lichen makes its home in the <u>inhospitable</u> terrain of the Atacama Desert.

Knowing the usage of the suffix *-able* in the words *remarkable* and *inhospitable* would best help a student identify:

A.   the correct spelling of the words.

B.   the connotative meaning of the words.

C.   the grammatical function of the words.

D.   the register shift of the words.

4.   Which of the following words consists of a root word and an inflectional suffix?

A.   hopping

B.   famous

C.   assistant

D.   baker

5.   Which of the following sentences contains errors in syntax?

A.   There sister who moved to Florida last year works with her husband in reel estate.

B.   Every day my brother older eats at home lunch.

C.   We cannot go swimming because the waters are too deep and there are too much waves.

D.   I was boring in school today, but then we singed a funny song.

6.   **Use the sentence below to answer the question that follows.**

As soon as they got to school, the students fed the fish in the classroom's aquarium.

The underlined portion of the sentence is an example of:

A.   a verb phrase.

B.   an adverbial clause.

C.   a noun phrase.

D.   a relative clause.

7.   Familiarity with the pragmatics of a language would best help a language learner understand which of the following aspects of the language?

A.   the rules governing the use of inflectional and derivational affixes in the language

B.   the role of intentional silence in interpersonal interactions in the language

C.   the ways in which positive statements can be negated in the language

D.   the influence of other languages on the historical development of the language

8.   While conducting research on a controversial issue for a class assignment, a high school student who is a proficient English speaker finds a legal brief that addresses his research topic. Although he reads above grade level in English, he has significant difficulty comprehending the language of the legal brief. This example best illustrates which of the following sociolinguistic concepts?

A.   language functions

B.   dialect diversity

C.   idiomatic language

D.   register variation

9. An English language learner observes that some native English speakers drop the third person singular inflection -*s* from present tense verbs and asks an ESL teacher for an explanation. The teacher could best address the student's inquiry in the context of a discussion about:

   A. dialect diversity in English.

   B. irregular verb forms in English.

   C. grammatical complexity in English.

   D. connected speech in English.

10. **Use the passage below to answer the question that follows.**

   He was a hard, stubborn old man. A smile rarely broke through the hard features of his face. He had worked hard all his life, but life had been hard on him. It never gave him a break. He struggled to break the hard ground year after year. He asked the earth to give a little back, but it repeatedly broke his heart. He took it hard.

   This passage best illustrates which of the following concepts related to English vocabulary that can pose challenges for English language learners' comprehension and development of communicative language competence?

   A. High-frequency English words often have difficult pronunciations.

   B. English speakers tend to use academic words infrequently in everyday social interactions.

   C. High-frequency English words often have multiple meanings.

   D. English speakers tend to use colloquialisms and figures of speech frequently.

11. When working with small groups of English language learners whose first language is Latinate, an ESL teacher has the students work together to develop and maintain a chart of words that are similar in structure and meaning to English words. This activity promotes the students' transfer of vocabulary knowledge from the first language to English primarily by focusing on:

     A. synonyms.

     B. cognates.

     C. homonyms.

     D. allomorphs.

12. Which of the following examples provides the strongest support for the theory that all children are born with an innate sense of universal language principles that can be applied to the acquisition of any language?

     A. A child can produce structurally complex novel utterances at a very young age.

     B. A child creates a new language to speak with an imaginary friend.

     C. A child can repeat verbatim the words of songs from favorite television programs.

     D. A child mimics adult speech when playing with other children.

13. An ESL teacher is designing a listening lesson for sixth-grade developing-level English language learners. Which of the following guidelines should the teacher follow to align the lesson with the comprehensible input hypothesis?

     A. Use a familiar aural selection appropriate for emerging-level students.

     B. Choose an aural selection that is slightly above the students' comprehension level.

     C. Provide a difficult aural selection along with a written script to which students can refer.

     D. Locate an aural selection that comes with a written translation in the students' first language.

14. Which of the following situations best illustrates James Cummins's theory of common underlying proficiency (CUP)?

   A. An English language learner who has knowledge of an academic concept in the first language quickly grasps the concept when it is introduced in English.

   B. English language learners who speak different first languages often make similar errors when learning English.

   C. An English language learner who has advanced proficiency in the first language develops English language proficiency in a relatively short period of time.

   D. English language learners sometimes switch between the first language and English when speaking.

15. Which of the following types of instructional activities would be most appropriate for an English language learner at an advanced stage of English language development?

   A. frequent exercises and drills that focus on the student's development of accurate English pronunciation, spelling, and grammar

   B. ongoing opportunities for the student to engage in rigorous, authentic academic conversations and writing in English

   C. extensive modeling and scaffolding of the student's oral and written English language skills and strategies

   D. immediate correction of the student's spoken and written language errors in English

16. Which of the following vocabulary-learning activities most clearly involves metacognition?

   A. rewriting vocabulary words from a classroom word wall in alphabetical order

   B. identifying words that are unfamiliar in a reading passage

   C. looking up bolded vocabulary words from a textbook chapter in the book's glossary

   D. locating synonyms for a given vocabulary word in the thesaurus

17. **Use the exchange below between an ESL teacher and an English language learner to answer the question that follows.**

Student: (*pointing to word in a book*) What does it mean *invisible*?

Teacher: Look at the parts of the word.

Student: I know *in-* means "not" and *vis* is like "visual," something you see with the eyes. I remember *-ible* is like *-able*, right?

Teacher: Right. Now look at the sentence.

Student: (*reading*) "The creature was practically invisible, hidden in the dense foliage." "Hidden" is like to hide. I guess if it is *invisible*, it means you're not able to see it because it is hiding.

This student's performance most clearly demonstrates which of the following cognitive processes involved in language acquisition?

A. categorization and memorization

B. translation and transfer

C. imagery and representation

D. elaboration and inference

18. An English language learner overgeneralizes the regular past tense marker *-ed* to irregular verbs, such as saying *holded* for *held*. This student is most clearly demonstrating:

A. the memorization of an incorrect verb form.

B. the acquisition of a new vocabulary word.

C. the extension of a known word to a new meaning.

D. the process of internalizing a grammatical rule.

19.   An ESL teacher asks an English language learner, "Where is your pencil?" The student replies, "He is on my desk." Which of the following rationales best explains the student's incorrect use of the personal pronoun *he* to refer to an object?

    A.   The student is confusing animate and inanimate objects.

    B.   The student speaks a first language in which inanimate objects are marked for gender.

    C.   The student is unfamiliar with the word *pencil*.

    D.   The student is overgeneralizing rules for the appropriate use of a pronoun in place of a noun phrase.

20.   A tenth-grade English language learner is at an advanced stage of English language acquisition. However, the student continues to make certain consistent syntactic errors despite repeated explicit instruction. This phenomenon can best be explained as:

    A.   delay in internalizing prescriptive grammar rules.

    B.   positive transfer from the first language.

    C.   fossilization of interlanguage structures.

    D.   code-switching between two languages.

21. A middle school social studies class includes several English language learners. Before beginning a new content unit, the social studies teacher works with the ESL teacher to informally assess the English language learners' knowledge of key vocabulary and prerequisite concepts related to the unit and then preteach key information as needed. During the unit, the ESL teacher often conducts prereading activities with the English language learners before key reading assignments while the content teacher has all students engage in postreading, small-group discussions of the assigned readings. Throughout the unit, the English language learners maintain individual dialogue journals with the teachers about unit content. These activities benefit the English language learners' English language development primarily by:

A. exposing them to structured models of academic discourse.

B. helping them comprehend and use language at a higher level than they would without scaffolding.

C. promoting their development of oracy within an academic setting.

D. enhancing their ability to self-edit their writing and self-monitor their oral production in group discussions.

22. Sheltered English immersion (SEI) has been proven effective in promoting English language learners' academic achievement primarily because this instructional model promotes teachers' ability to:

A. provide students with intensive remedial instruction in core English language arts and mathematics content.

B. improve students' academic test scores by using content-based language activities.

C. identify students with specific learning disabilities earlier than other response-to-intervention models.

D. address students' needs by differentiating content instruction and intervention.

23. **Use the statements below to answer the question that follows.**

"The teacher talks too fast."

"I don't know the words the teacher says."

"I am not sure what to do many times."

These statements are typical of comments made by the English language learners in a content-area classroom. According to best practices of effective SEI models, the content-area teacher could best address these issues by altering his or her speech and using visual aids that:

A. build background knowledge linked to students' first language.

B. establish clear long-term content objectives and course goals.

C. provide explanations and examples of academic tasks.

D. prompt various opportunities for student interaction.

24. Which of the following visual support strategies would be most effective to use in a literature lesson with English language learners who are beginning-level readers to promote their language and content learning?

A. story mapping

B. cognitive mapping

C. using a vocabulary chart

D. using a cognate chart

25. Which of the following statements best describes the stance most researchers of sheltered English immersion (SEI) have taken toward the use of students' first language in the SEI classroom?

    A. Students' English language development can be severely hindered by any use of the first language.

    B. Students need to receive most content-area instruction in the first language to support the ongoing development of academic concepts.

    C. Students should be encouraged to develop their first-language skills outside of school but to use only English in school.

    D. Students can benefit from some use of their first language to clarify communication and to enhance motivation and self-esteem.

26. Principles of sheltered English immersion (SEI) are primarily based on the assumption that second-language learners learn best when:

    A. they are allowed to acquire language proficiency naturally over time.

    B. instruction is adjusted to accommodate students' level of language proficiency.

    C. they are offered opportunities for self-expression and identity formation.

    D. instruction is organized according to a sequence of discrete language forms.

27. The main goal of sheltered English immersion (SEI) instruction is to develop English language learners':

    A. academic language proficiency in English to achieve grade-level academic learning standards.

    B. basic oral and written communication skills in English to participate in everyday language situations.

    C. language ego and cultural identity in English to overcome inhibitions in language learning.

    D. subskills in listening, speaking, reading, and writing in English to comprehend and produce fluent, accurate language.

28. Which of the following questions should be a teacher's most important consideration when developing language objectives for a sheltered English immersion (SEI) mathematics lesson?

    A. Which grade-level mathematics content standards are addressed in the lesson?

    B. What approaches (e.g., visual, kinesthetic) to mathematics instruction do the students prefer?

    C. Which language structures and functions support the mathematics content of the lesson?

    D. What is each student's current level of achievement in mathematics?

29. An ESL teacher teaches developing-level English language learners in a sheltered English immersion (SEI) program. At the beginning of each lesson, the teacher creates a graphic organizer, such as a semantic map, on the board to review concepts from previous lessons. The teacher then refers to content from the graphic organizer when introducing important concepts from the current lesson. This practice best illustrates which of the following key components of SEI?

    A. metacognitive development

    B. teacher modeling

    C. content adaptation

    D. schema building

30. The Natural Approach to second-language instruction is primarily based on the theory that:

    A. language consists of a set of universal natural principles that are learned through direct instruction and immediate error correction.

    B. language acquisition is a subconscious process that occurs when language is used for natural, meaningful interaction.

    C. language is learned through habit formation by imitating and practicing sounds and patterns in the natural environment.

    D. language learning is a social, inductive process of natural growth within a supportive and empathetic learning community.

31. Which of the following methods of second-language instruction would be most appropriate to use with middle school English language learners who are at the expanding level of English language proficiency?

A. sheltered content teaching

B. Natural Approach

C. readers theatre

D. Total Physical Response

32. An ESL teacher who is planning to implement the Cognitive Academic Language Learning Approach (CALLA) with developing- and expanding-level English language learners decides to begin with lessons that address science content. Which of the following best describes the primary rationale for this decision?

A. Students tend to require more time to comprehend science concepts because the language is more complex and abstract than that of other content areas.

B. The vocabulary of science tends to be more universal than that of other content areas, which facilitates linguistic and conceptual transfer from students' first language.

C. Science concepts tend to be more concrete than those of other content areas and therefore lend themselves to a contextualized, hands-on learning environment.

D. The language of science tends to be less academic than that of other content areas, which eases students' transition from social language to academic language.

33. In an ESL classroom composed of students from the same cultural and linguistic background, the teacher has success with teacher-centered activities but observes that the students are reluctant to engage in student-centered activities such as cooperative learning groups. After conducting research on the educational system in the students' home country, the teacher concludes that the students have less experience with a collaborative approach to learning. Which of the following teacher strategies would best facilitate the students' participation in group activities?

    A. presenting the students with videos and scripts of group debates

    B. conducting group discussions on specific preassigned topics

    C. scaffolding group activities with the teacher acting initially as moderator

    D. having the students be responsible for playing specific roles in their groups

34. Several English language learners in a first-grade class have a first language that has a strong oral tradition but no writing system. The ESL teacher observes that these students enjoy listening to, drawing about, and acting out stories, but they never engage in independent reading in class. Discussions with the parents/guardians also confirm that the students do not engage in independent reading at home. In response, the ESL teacher develops a unit called "Why read?" and includes activities that illustrate how reading is important for staying safe, saving time, using technology, understanding songs, and even learning rules to games. This unit is likely to benefit the students' literacy development primarily by:

    A. linking their favorite social activities to reading.

    B. showing them a variety of topics they can read about.

    C. encouraging their exploration of in-school reading resources.

    D. increasing their motivation to develop reading skills.

35. In an ESL class, the majority of students are from a cultural background in which strict turn-taking is not observed. The ESL teacher notices that one student who is from a different cultural background is very reticent during whole-class or small-group discussions but participates confidently and easily when called on directly. Which of the following instructional strategies would likely be most effective in facilitating positive intercultural communication in this classroom?

    A. assigning the reticent student the role of recorder during group activities

    B. allocating a specific amount of time to the reticent student for responding in class

    C. encouraging the students to discuss their prior school learning experiences

    D. having the students role-play polite interruptions and culturally appropriate turn-taking

36. An ESL teacher would like to reach out to the family of a new student in the ESL program who speaks a first language that is unfamiliar to the teacher and uncommon in the school community. The teacher has learned a few simple phrases in the family's language but also wants to be able to provide helpful information to the family (e.g., about the school, the ESL program, teacher expectations, and school assignments). In an effort to achieve this goal, the teacher identifies a community organization with fluent speakers of the family's language who can help the teacher maintain ongoing communication with the family. The teacher's actions most strongly demonstrate the teacher's awareness of the importance of:

    A. establishing communication between the school and community.

    B. learning about English language learners' home cultures.

    C. engaging families in English language learners' education.

    D. avoiding stereotypes when communicating with families.

37. According to assessments and other educational records, an entering-level student in a middle school ESL class performed well academically in his home country. However, since his arrival, the student has displayed ongoing shyness, decreased motivation and effort, and an overall lack of progress in language learning. The ESL teacher invites the student's parents to a conference and arranges for a translator to be present, but they do not attend the conference. In this situation, which of the following steps would be most effective for the ESL teacher to take *next* to promote communication between the school and the student's family and, in turn, to support the student's academic success?

   A. meeting the student's family at their home or a community center to gain more knowledge about them and their culture and to facilitate better linguistic and cultural understanding between the teacher and the student and his parents

   B. asking the student to stay after school for extra instruction and to discuss the home environment and why his parents did not attend the conference

   C. requesting that the principal send a follow-up letter in the first language to the student's parents explaining the importance of establishing a strong home–school relationship and requiring them to attend a conference

   D. conducting research about the student's first language and home culture to determine the reasons why the student is having difficulty progressing in school

38. An ESL teacher who works with expanding- and bridging-level English language learners is disappointed by the low attendance of parents/guardians at parent-teacher conferences. In an effort to establish regular communication with parents/guardians, the ESL teacher gives students the role of translating a weekly class newsletter to their families. After receiving positive feedback from several families, the teacher periodically gives students special assignments involving interviews with family members (e.g., about personal accomplishments, aspects of the home culture, or their dreams or wishes for the future). This approach to including parents/guardians in students' learning is likely to benefit both the students and their families primarily in which of the following ways?

   A. by encouraging multiculturalism

   B. by demonstrating the value of the home language

   C. by communicating class goals in multiple modalities

   D. by reducing social distance between the school and home

39. A high school ESL teacher notices significant changes over a period of time in an entering-level English language learner. While the student was initially friendly and interactive, the student has become withdrawn and inattentive and has stopped participating in social activities. The most likely explanation for the student's changes in behavior is that the student:

    A. is experiencing a personal identity crisis.

    B. has entered the stage of acculturation known as culture shock.

    C. has a naturally introverted personality.

    D. lacks the foundational academic skills needed to succeed in school.

40. To better understand students' cultural backgrounds and to promote students' research skills, a middle school ESL teacher decides to undertake a family/cultural research project with a group of expanding- and bridging-level English language learners. After sending home a letter in the students' first language describing the project, the teacher conducts a series of lessons with the help of the school's library media specialist to show students how to use technology to locate information. The teacher also encourages students to ask their parents/guardians, extended family members, and community members questions about their cultural history. Finally, the teacher models multiple strategies for conducting research and arranges for additional sessions in the school library media center to further support students' use of the Internet. The project has a positive impact on the students' engagement in school and results in high involvement of family members. The success of this project can most likely be attributed to the fact that it primarily relies on:

    A. intrinsic motivational factors to promote student learning.

    B. community involvement to support students' achievement of academic goals.

    C. an explicit approach to developing students' literacy skills.

    D. instructional technology to promote students' language development.

41. Research has shown that "voluntary" immigrants (individuals who immigrated in pursuit of a better life) and "involuntary" immigrants (individuals who immigrated against their will or who traditionally lacked opportunities to assimilate into mainstream culture) typically have unequal educational outcomes. An ESL teacher could best use this information to better understand which of the following sociocultural factors related to students' language development and learning?

    A. mainstream school models and their influence on students' resistance to change

    B. power relationships in society and their impact on school achievement

    C. undervalued language varieties and their effect on students' school success

    D. group motivation and its impact on learning

42. An English language learner is extroverted and enjoys interacting with others. He is not afraid to try to communicate even when he is uncertain of the accuracy of his speech. These personality traits are likely to affect this student's English language acquisition in which of the following ways?

    A. facilitating language acquisition by supporting his ability to self-monitor his language production and to internalize language rules

    B. hindering language acquisition by encouraging the fossilization of nonstandard language forms in his interlanguage development

    C. facilitating language acquisition by promoting his willingness to take risks and his motivation to integrate into the new culture

    D. hindering language acquisition by creating social distance between him and native English speakers who do not share these traits

43. Which of the following factors is likely to have the most significant impact on the degree to which an English language learner is able to acquire native-like pronunciation in English?

    A. the age at which the student begins learning English

    B. the amount and type of second-language instruction the student receives

    C. the grammatical features of the student's first language

    D. the extent to which the student desires to maintain his or her first language

44. An ESL teacher is co-teaching in an SEI content class that includes English language learners representing a wide range of English proficiency levels. Which of the following instructional practices would likely best promote the oral language development of all students in the class?

    A. providing students with immediate corrective feedback on their oral language production errors

    B. utilizing a range of question types from those that prompt a nonverbal response to those that prompt an elaborate verbal response

    C. using natural, rapid speech that contains reduced forms and challenging vocabulary

    D. grouping students according to linguistic background and proficiency level for communicative activities

45. Middle school English language learners watch an episode of a popular television program without sound and work in small groups to create scripts of what they think the characters in the episode are saying. Then, students make audio recordings of their scripts to be played along with the video. This activity promotes the students' communicative language competence primarily by:

    A. prompting their use of cohesive devices to communicate clearly.

    B. developing their ability to negotiate meaning in a conversation.

    C. exposing them to a variety of proficient English speakers.

    D. encouraging their oral language production in a meaningful context.

46. **Use the steps below of an informal aural language assessment administered to English language learners to answer the question that follows.**

     1. A teacher pronounces pairs of words (e.g., *thorn*/*torn*, *mother*/*mother*, *boat*/*both*).

     2. Students identify whether the words are the same or different.

     3. The teacher presents written sentences that contain a missing word (e.g., "I want to _____ you for helping me today").

     4. The teacher reads each sentence, inserting a given word (e.g., *thank*) for the missing word.

     5. Students select from a choice of two words (e.g., *tank*/*thank*) which word the teacher inserted in the sentence.

     This type of assessment primarily provides information about English language learners':

     A. listening comprehension.

     B. grammatical competence.

     C. phoneme discrimination.

     D. auditory processing.

47. Which of the following informal listening comprehension assessment tasks would be most appropriate to use with an entering-level English language learner?

     A. The student produces a short response to a teacher's open-ended question about a familiar topic.

     B. The student identifies a picture that corresponds to a teacher's aural input.

     C. The student completes a short cloze exercise while listening to audio-recorded aural input.

     D. The student retells a simple story after listening to the story read aloud.

48. An ESL teacher is planning to assess English language learners' communicative language skills by conducting one-on-one structured oral interviews. The teacher will use a rubric to score student responses in such areas as describing a personal experience and expressing a personal opinion. Which of the following guidelines would be most important for the teacher to follow when administering this type of oral language assessment?

    A. Provide students with possible responses when they hesitate or fail to respond to a question and move on quickly if a student appears unable to respond.

    B. Ask questions that elicit expected responses on topics of which the teacher and student have shared knowledge.

    C. Avoid making assumptions based on knowledge of a student or on the student's past performance and base judgments on the language produced in the interview.

    D. Allow students to determine the topic and direction of the interview with limited input or guidance from the teacher.

49. An ESL teacher is selecting a formal listening comprehension assessment to use with developing-level English language learners. Each potential test requires a student to listen to aural input in an audio recording and respond to written comprehension questions. Which of the following features would be most important for the teacher to consider when selecting an assessment for this purpose for students at this level?

    A. the methods by which the test is scored and results are reported

    B. the visual layout and attractiveness of the test materials

    C. the number of speakers used in the test's aural input

    D. the linguistic difficulty of the test questions

50. During a teacher read-aloud of a big book, a first-grade English language learner is able to correctly point to an illustration of a horse when he is asked the question, "Where is the horse?" However, in an oral retelling of the story after the read-aloud, he is unable to recall and produce the word *horse*. Which of the following provides the best explanation for the student's difficulty?

    A. He is overrelying on picture cues to help him make meaning from the words in the story.

    B. Assessment anxiety in the context of the oral retelling is hindering him from demonstrating his knowledge of the word.

    C. Phonemes in the word are difficult for him to pronounce because they do not exist in his first language.

    D. The word is in his aural receptive vocabulary but has not yet been incorporated into his oral expressive vocabulary.

51. Results of a school's intake English language proficiency (ELP) assessment indicate that a newly arrived English language learner is at the entering level of oral language proficiency in English. According to reports from the student's parents as well as the student's previous school records from the home country, the student exhibits above-average oral language proficiency in the first language. Given this information, which of the following approaches by the ESL teacher would best promote this student's oral language development in English?

    A. providing extensive opportunities for the student to develop first-language skills to strengthen the foundation for English development

    B. fostering the student's interlanguage development by encouraging the student to translate from the first language into English

    C. facilitating transfer of skills and strategies from the student's first language to English by building on existing first-language skills

    D. preventing interference from the student's first language by asking the student to try to think and speak only in English

52. An ESL teacher observes the following dialogue between two English language learners.

    Student A: You gonna use the scissor?

    Student B: (*smiling*) OK.

    Student A: I need a cut this. I can use the scissor?

    Student B: (*looking confused and shrugging*)

    Student A: That! I can have that scissor! (*angrily pointing to a pair of scissors sitting on the table*)

    Student B: Oh. (*handing the scissors to Student A*)

    This dialogue indicates that Student B would benefit most from oral language instruction in:

    A. using conversational repair strategies.

    B. producing comprehensible pronunciation.

    C. applying social conventions of turn-taking.

    D. understanding complex grammatical structures.

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

A middle school ESL teacher and a general education mathematics teacher co-teach a class that includes expanding-level English language learners. The class is working on a small-group cooperative learning project. Each group identifies a possible location for a class field trip and then creates a trip budget and a plan for raising the money to fund the trip. At the culmination of the project, each group presents an oral proposal to the class, and each group member is responsible for presenting a portion of the proposal.

53. The teachers want to support the English language learners' communicative language development by promoting their active participation in group activities and discussions during the project. Which of the following strategies would likely best address this goal?

   A. assigning each group member a role (e.g., researcher, graphics developer, scribe, treasurer) with specific duties appropriate to his or her strengths

   B. placing the English language learners together in a group and encouraging them to use their first language when necessary to facilitate communication

   C. circulating among groups and periodically grading students on their group participation to ensure that all group members are contributing to group discussions

   D. rotating English language learners to different groups on a regular basis to provide them with opportunities to interact with a variety of native-English-speaking peers

54. The ESL teacher video-records the project presentations and then meets individually with each English language learner to view the recording of the student's portion of the presentation. In addition to helping the teacher make an accurate assessment of a student's language proficiency, this assessment strategy has which of the following benefits for English language learners?

   A. developing students' ability to retain aural input in their short-term memory

   B. helping students process speech at different rates of delivery

   C. illustrating for students the importance of producing accurate grammatical forms

   D. prompting students to self-monitor their oral language production

55. According to convergent research in reading development in English as a first language, a key component of an effective early reading program is explicit instruction in:

    A. phonemic awareness skills.

    B. academic language structures.

    C. content-area concepts and skills.

    D. listening comprehension.

56. Which of the following are two key indicators of a student's reading fluency development?

    A. range of reading preferences and motivation to read

    B. reading accuracy and reading rate

    C. knowledge of word-learning and reading comprehension strategies

    D. reading level and comprehension

57. Research has shown that which of the following factors has the most significant impact on a student's vocabulary growth during the upper elementary grades?

    A. the frequency and amount of the student's independent reading

    B. the student's level of mastery of basic phonics skills

    C. the extent to which the student engages in social interactions

    D. the student's level of interest in content-area topics

58. Which of the following should be an important consideration for a teacher who is planning reading instruction for elementary school students?

    A. Frequent sustained silent reading is essential to the mastery of fundamental reading skills during the early stages of literacy development.

    B. Weaknesses in basic reading skills are best addressed implicitly, without direct intervention, as part of a holistic approach to literacy development.

    C. Engagement in authentic tasks related to reading that make use of other modalities (i.e., listening, speaking, and writing) supports literacy development.

    D. Basic reading skills develop in a natural, predictable sequence that is relatively fixed for all learners regardless of their background or stage of cognitive development.

59. A second-grade teacher is teaching a series of reading comprehension lessons focused on helping students recognize basic elements of story grammar. During one lesson, the teacher guides students in retelling familiar stories aloud using a story grammar chart to scaffold their retellings. The teacher's inclusion of this activity in the lesson best illustrates:

    A. a constructivist approach to teaching literary response skills.

    B. an effective strategy for providing independent practice of a newly acquired reading skill.

    C. an indirect approach to developing oral vocabulary knowledge.

    D. an effective use of an oral language activity to enhance development of a reading skill.

60. A kindergarten teacher leads an activity in which students practice counting on their fingers the number of separate sounds they hear in simple words. This activity promotes development of which of the following literacy skills?

    A. phonics skills

    B. phonemic awareness

    C. letter knowledge

    D. word consciousness

61. Which of the following statements best describes the relationship between spelling and phonics instruction in an effective research-based reading curriculum?

    A. Systematic spelling instruction takes priority over explicit phonics instruction in the early grades.

    B. Explicit phonics instruction is used primarily to remediate specific areas of spelling difficulty.

    C. Systematic spelling instruction is coordinated with and reinforces explicit phonics instruction.

    D. Explicit phonics instruction is reinforced by spelling instruction focused on irregular sight words.

62. A teacher could most effectively promote a beginning reader's ability to read phonetically irregular words by teaching the student to notice which of the following features of a word *first*?

    A. the sequence of letters in the word

    B. the regular (decodable) elements in the word

    C. the textual context of the word

    D. the overall visual appearance (shape) of the word

63. A sixth-grade teacher includes explicit instruction in common Greek and Latin roots (e.g., *flex*, *struct*) and affixes (e.g., *pre-*, *-ology*) as a regular part of vocabulary instruction. This strategy supports students' reading development primarily by:

    A. expanding their knowledge of common textual features of academic texts.

    B. enhancing their appreciation of the origins of content-area words.

    C. prompting their use of morphology to determine the meanings of new words.

    D. fostering their development of word consciousness.

64. Which of the following strategies would be most effective in promoting a first-grade student's reading fluency?

    A. providing the student with scaffolded practice in reading comprehension strategies

    B. creating frequent opportunities for the student to engage in silent reading of high-interest texts

    C. providing the student with focused review of phonics generalizations and word analysis strategies

    D. creating frequent opportunities for the student to engage in oral reading of independent-level texts

65. A teacher would like to promote third-grade students' use of syntactic and semantic context clues to determine the meaning of unfamiliar words in a passage. Which of the following should be an important consideration for the teacher to keep in mind when planning instruction to address this goal?

    A. Contextual analysis strategies are more effective when combined with word analysis strategies.

    B. Dictionary definitions tend to be more helpful than context clues in supporting word comprehension.

    C. Most readers develop an implicit awareness of context clues independently.

    D. Informational texts tend to lend themselves to contextual analysis more than literary texts.

66. An ESL teacher wants to support expanding-level English language learners' development of reading fluency and comprehension. Which of the following types of reading activities would be most appropriate and effective for this purpose?

    A. Language Experience Approach activities in which students dictate a story to the teacher and then they read the story together

    B. readers theatre activities in which students work together to practice reading and dramatizing a script of a folktale

    C. word sort activities in which students read target vocabulary words and then create a semantic map of the words

    D. choral reading activities in which students participate in a group reading of a pattern book or poem

67. A high school emerging-level English language learner is just beginning to develop literacy skills in English. An ESL teacher could best promote this student's English reading development by *first* developing the student's:

    A. decoding skills using meaningful texts that primarily contain phonetically regular words and sight words.

    B. comprehension of academic language structures using audio recordings of a variety of texts.

    C. background knowledge about high-priority concepts using grade-level content-area texts.

    D. vocabulary knowledge and skills using lists of high-frequency Tier Two words.

68. An English language learner who is literate in a language that follows highly consistent letter-sound correspondence patterns is likely to have the most difficulty decoding which of the following English words?

    A. begin

    B. declare

    C. someone

    D. explain

69. Which of the following factors is likely to have the most significant impact on a bridging-level English language learner's ability to comprehend a chapter from a grade-level content-area textbook?

    A. the amount of prior knowledge the student has about the topic of the text

    B. the extent to which the student applies cognitive strategies while reading the text

    C. the degree to which the student attends to discourse markers in the text

    D. the rate at which the student reads the text

70. Which of the following is an accurate statement regarding English language learners' development of phonemic awareness in English?

    A. English language learners must have a high level of oral language proficiency in English before they can develop phonemic awareness.

    B. English language learners whose first language uses a phonetically regular, alphabetic script may have particular difficulty acquiring phonemic awareness in English.

    C. English language learners must have strong literacy skills in the first language in order to develop phonemic awareness in English.

    D. English language learners may have particular difficulty acquiring phonemic awareness of English phonemes that do not exist in their first language.

71. An ESL teacher who works with a group of second-grade expanding-level English language learners wants to use a particular book with students because of its engaging content and useful vocabulary. However, the book is written above most students' instructional reading level. Which of the following strategies for using the book would be most appropriate in this situation?

    A. organizing a jigsaw reading in which students read different parts of the book and discuss each part of the book in small groups

    B. adapting the book by condensing the content and simplifying the language and then having students read the book independently

    C. conducting an interactive read-aloud of the book in which students listen to the book and participate in discussions related to the content of the book

    D. presenting a book walk of the book and then making the book available in the classroom library for students to check out

72. An elementary school ESL teacher asks an emerging-level English language learner to describe a personal experience. As the student speaks, the teacher records the student's words verbatim on a sheet of paper. Then the teacher guides the student in various reading exercises using the dictated text. This strategy promotes the student's reading development primarily because it helps the student:

    A. make connections between spoken and written English.

    B. transfer his or her first-language literacy skills to English.

    C. develop an awareness of basic sentence structure in English.

    D. expand his or her expressive oral vocabulary in English.

73. An ESL teacher regularly reads aloud a variety of fiction and nonfiction texts to developing-level English language learners. Which of the following best describes why this practice is especially beneficial for English language learners' reading development?

    A. Students are provided with carefully modified comprehensible input in English.

    B. Students are introduced to the alphabetic principle and letter-sound correspondences in English.

    C. Students are encouraged to use visualization as a reading comprehension strategy.

    D. Students are exposed to the natural rhythm of English and to a range of English vocabulary.

74. An ESL teacher assesses English language learners' reading rate by having students complete a weekly oral reading of a 100-word passage and monitoring the amount of time it takes each student to complete the reading. Which of the following additional assessment tasks would best help the teacher obtain an accurate measure of students' reading fluency?

    A. Students list unknown words from the passage in a personal glossary.

    B. The teacher dictates sentences from the passage and the students write them down.

    C. Students record a personal reflection about the passage in a journal.

    D. The teacher keeps a running record as individual students read the passage aloud.

75. An ESL teacher administers an informal reading inventory (IRI) to a sixth-grade expanding-level English language learner. The student is able to answer comprehension questions related to a fifth-grade narrative passage with 95 percent accuracy but struggles to read and answer comprehension questions related to a fourth-grade expository passage. Which of the following is the best interpretation of these assessment results?

    A. The student is progressing normally in reading development but lacks experience and practice with the language of informational texts.

    B. The student is performing below expectations in reading development and should receive focused English language development instruction.

    C. The student is progressing normally in reading development but fails to use metacognitive and cognitive strategies to aid comprehension.

    D. The student is performing below expectations in reading development and is in need of intensive reading remediation.

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

An ESL teacher is designing a cloze assessment to help measure the academic reading skills of a group of fourth-grade, bridging-level English language learners. The teacher selects a 250-word passage and omits every fifth word from the passage. Students will complete the assessment by supplying a word for each omitted word in the passage.

76. The ESL teacher could best use the cloze assessment to obtain information about students' reading proficiency in which of the following areas?

A.   word recognition skills and reading fluency

B.   knowledge of syntax and vocabulary

C.   decoding and spelling skills

D.   metacognitive reading strategies

77. Which of the following reading passages would be most appropriate for the ESL teacher to use for the cloze assessment with these students?

A.   a portion of an Internet news article on an interesting topic

B.   a selection of song lyrics from a popular song

C.   an excerpt from a children's storybook

D.   a section of a grade-level content-area text

78. An ESL teacher has developing-level English language learners engage in daily freewriting, in which students write as much as they can about a familiar topic without paying attention to grammar or spelling. This practice supports the English language learners' writing development primarily by:

    A. familiarizing them with patterns of written discourse in English.

    B. promoting their writing fluency in English.

    C. prompting them to use sentence variety in their English writing.

    D. enhancing their written English vocabulary.

79. An ESL teacher uses a writer's workshop approach in which small groups of English language learners regularly work together to brainstorm ideas for writing, conference about each other's writing, and prepare their writing for publication. Which of the following statements best describes the most important benefit of this approach for English language learners' writing development?

    A. The collaborative nature of writer's workshop promotes students' understanding of writing as a collective process.

    B. Writer's workshop boosts students' self-confidence in their writing ability and reduces their writing-related anxiety.

    C. The interactive nature of writer's workshop supports students' progress through the various stages of the writing process.

    D. Writer's workshop helps the teacher maximize the amount of class time students spend on writing-related tasks.

80. Which of the following should be the primary focus of instruction for English language learners in the prewriting stage of the writing process?

    A. helping students generate the vocabulary and language structures they need to express their ideas

    B. promoting students' use of Standard English grammar conventions

    C. providing students with clear guidelines regarding assignment expectations and grading criteria

    D. justifying for students the value of and purposes for writing

81. English language learners are practicing producing simple descriptive sentences in speech and in writing. All of the students are able to produce full sentences orally and most can write full sentences with some teacher assistance. Some students, however, are at beginning stages of literacy development and are unable to read or write full sentences. Which of the following adaptations to the activity would be most effective for promoting these students' beginning writing skills?

   A. asking the students to identify false statements in a set of true/false descriptive sentences and then rewrite those sentences to be true

   B. giving the students a short text and having them identify which sentences are descriptive

   C. pairing each student with a more advanced classmate who can write and read back the descriptive sentences the students dictate

   D. providing the students with a set of descriptive sentences to copy into a writing notebook

82. An ESL teacher introduces bridging-level English language learners to the poem "Where I'm From" by George Ella Lyon, in which the author begins, "I am from . . . " and goes on to list items and phrases that characterize her background. The teacher asks students to choose a line from the poem that they find interesting and discuss their choices in small groups. Then the teacher has students create their own "Where I'm From" poems. Which of the following additional steps during the lesson would best support the students' writing development?

   A. Students copy the poem from the board and practice reciting it in pairs.

   B. Students arrange sentence strips of the poem to recreate the full poem from memory.

   C. Students orally generate "I am from . . . " statements and share them with each other.

   D. Students prepare and present a dramatic choral reading of the poem.

83. As part of spelling instruction, an ESL teacher has English language learners go through the motions of "painting" a word on the wall as they recite the letters of the word. This strategy is likely to promote students' English spelling skills primarily by:

    A. adding variety to an otherwise routine memorization task.

    B. helping students associate new learning with prior learning.

    C. activating areas of the brain associated with literacy.

    D. helping students internalize learning through kinesthetic activity.

84. An ESL teacher is implementing a lesson on English parts of speech with developing-level English language learners. The teacher prompts students to associate each grammatical category with a different color (e.g., nouns are "blue words," verbs are "green words"). Then the teacher has students use colored pens or highlighters to mark words in simple English sentences with their corresponding colors. In addition to reinforcing students' knowledge of the vocabulary used in the sentences, this activity best promotes the students' understanding of English:

    A. syntax.

    B. mechanics.

    C. pragmatics.

    D. spelling.

85. An ESL teacher is planning to have English language learners assess each other's writing in a peer-editing session. Which of the following teacher strategies would best promote the effectiveness of this type of writing assessment?

    A. encouraging students to give only positive feedback on their peers' writing

    B. providing students with a rubric or checklist to complete as they review their peers' writing

    C. asking students to base the grade they give their peers' writing on the number of errors in the writing

    D. instructing students to focus on only one type of error at a time when reviewing their peers' writing

86. A second-grade teacher slowly dictates the following sentence and asks students to write it down in their notebook.

Living things need food and water.

One developing-level English language learner with limited literacy skills writes the following.

L ivinthin gSn eedfudan WAt e r

Given this writing sample, which of the following conclusions would be most appropriate to draw about this student?

A. The student is having difficulty with English letter formation.

B. The student has not yet grasped the concept of how word boundaries are represented in print.

C. The student is having difficulty with aural discrimination of some English phonemes.

D. The student has not yet grasped the concept that written letters correspond to spoken sounds.

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

An elementary ESL teacher is co-teaching a language arts lesson in a third-grade SEI class that includes English language learners representing a wide range of English proficiency levels. The teacher engages students in the following collaborative writing activity.

1. One student in the class—the "interviewee"—agrees to be interviewed by class members.

2. Each class member serves as an "interviewer" by asking the interviewee a prepared question (e.g., "What is your favorite food?").

3. The interviewee responds to each interviewer's question (e.g., "I love bananas") or says "pass" if he or she does not want to respond to a question.

4. Each interviewer paraphrases the interviewee's response to his or her question (e.g., "His favorite food is bananas").

5. The teachers record each interviewer's paraphrase on chart paper using correct mechanics and grammar.

6. After each interviewer has asked his or her question, students discuss the sentences on the chart paper and use a coding system to categorize the sentences by topic (e.g., personal preferences).

87. Which of the following additional activities related to the sentences would most effectively promote the students' understanding of informational text structures in English?

    A. Pairs of students take turns reading the sentences aloud and questioning one another about the content of each sentence.

    B. Each student writes a short autobiography, using the sentences as models for their own writing.

    C. Students participate in a whole-class discussion of how each sentence could be revised to be more sophisticated and descriptive.

    D. Small groups of students organize and rewrite the sentences into paragraphs with topic sentences.

88. Which of the following adaptations of this activity would most effectively promote the writing development of bridging-level English language learners in the class?

    A. In Steps 2 and 3, bridging-level students translate for entering-level students the interviewer's question and interviewee's response.

    B. In Step 4, bridging-level students, rather than the interviewer, paraphrase the interviewee's response.

    C. In Step 5, bridging-level students, with guidance from the teachers, record the interviewers' paraphrases on the chart paper.

    D. In Step 6, bridging-level students copy down the sentences on the chart paper into a writing notebook.

89. An ESL teacher wants to promote English language learners' ability to use the cognitive learning strategy of outlining the key ideas in content-area textbooks. Which of the following steps would be most appropriate for the teacher to take *first* when teaching the strategy to students?

    A. asking students to write a journal reflection about the impact of outlining on their comprehension of a sample textbook passage

    B. preparing a partial outline of a sample textbook passage for students to practice completing as they read the passage silently

    C. modeling for students the outlining process by thinking aloud while creating an example outline of a sample textbook passage

    D. having students work together in small groups to create an outline of a sample textbook passage they have read aloud as a group

90. A tenth-grade expanding-level English language learner has a strong first-language background in mathematics and a good grasp of grade-level mathematics concepts. However, the student often performs poorly on mathematics tests in English because of difficulty comprehending story problems. Which of the following teacher strategies would be most effective in addressing this student's difficulty while facilitating development of cognitive-academic language proficiency?

    A. giving the student a list of important mathematics terms and abbreviations in English to translate into the first language and then memorize

    B. providing the student with individualized guided practice in breaking down and paraphrasing mathematics story problems in English

    C. offering the student the option to skip over story problems on mathematics tests or to respond to story problems in the first language

    D. arranging for the student to receive one-on-one mathematics tutoring from a bilingual aide using a first-language mathematics textbook

91. A teacher wants to assess third-grade English language learners' understanding of a sheltered science unit on physical properties of matter. The teacher has students work in class to create displays of objects that possess various physical properties and complete tables describing the objects' properties. The teacher evaluates the students' work using a scoring rubric and takes notes as students orally describe their displays. The primary benefit of this type of assessment is that it provides:

    A. a formal, quantifiable indicator of students' academic progress.

    B. an authentic, multidimensional indicator of students' academic performance.

    C. a global, comprehensive measure of students' academic achievement.

    D. an objective, standardized measure of students' mastery of academic benchmarks.

92. An ESL teacher has English language learners maintain a daily learning log. Each day students write about new concepts and words they learned in the day's lessons and how the new concepts and words relate to those learned in previous lessons. Which of the following additional learning log tasks would most effectively promote the students' self-assessment of their content-area learning?

    A. Students look up in a dictionary each new word from the day's lessons and write a definition and sample sentence for each word.

    B. Students work with a partner to edit their learning log entry for grammatical errors and then rewrite the entry using correct grammar.

    C. Students record questions they still have about lesson material and describe learning strategies they used during the day's lessons.

    D. Students transfer the new concepts and words they wrote about in their learning log to index cards to be used in studying for class tests.

93. An ESL teacher asks bridging-level English language learners to read a content-area passage and then write a summary of the passage. In this context, the teacher's most important consideration when evaluating a student's summary should be the extent to which:

    A. the student's writing reflects command of grade-level academic vocabulary and language structures.

    B. the student used evidence from the text to support his or her arguments and analysis.

    C. the student produced clear, coherent, and well-organized writing that is appropriate to the task.

    D. the student's writing reflects comprehension of the text's target concepts.

94. A middle school ESL teacher will be co-teaching a sheltered English immersion (SEI) mathematics class to expanding- and bridging-level English language learners. To determine whether each student has mastered a target mathematics concept and is ready to receive instruction in a new concept, the teachers plan to administer the weekly assessments provided in the grade-level mathematics textbook. Which of the following steps would be most appropriate for the ESL teacher to take to ensure the assessments achieve this goal?

    A. determining whether the assessments were normed using a student group that included English language learners

    B. implementing appropriate linguistic modifications to the assessment items as needed

    C. selecting assessment items from the textbook that are language neutral and contain only numerical problems

    D. administering the assessments orally to students and allowing them to respond orally

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

A high school ESL teacher regularly conducts instructional conversations with expanding-level English language learners in a sheltered English immersion (SEI) class. During each instructional conversation, the teacher leads a small group of students in a guided discussion of a content-area topic.

95. The practice of conducting instructional conversations in the SEI classroom supports the goals of SEI primarily because instructional conversations provide English language learners with opportunities to:

    A. receive corrective feedback on the accuracy of language output.

    B. use content-area learning strategies to facilitate comprehension.

    C. receive comprehensible input from proficient English speakers.

    D. use academic English interactively in meaningful ways.

96. Which of the following guidelines should the teacher follow in implementing instructional conversations in the SEI setting?

    A. Ensure that the amount of student talk in instructional conversations is greater than the amount of teacher talk.

    B. Make active participation in instructional conversations optional according to a student's comfort level.

    C. Give students primary responsibility for determining the direction and ultimate goal of instructional conversations.

    D. Limit student discussion of personal opinions or experiences during instructional conversations.

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

A middle school ESL teacher is beginning a multidisciplinary thematic unit about tropical rain forests with developing-level English language learners.

97. The teacher has decorated the classroom with realia related to a rain forest, such as artificial tropical trees and pictures of tropical animals, and has labeled objects with content-area vocabulary related to the rain forest. The teacher wears safari attire and plays a recording of sounds from a rain forest. This use of realia best demonstrates the teacher's understanding of how to:

    A. facilitate content learning by lowering English language learners' affective filters.

    B. connect content to English language learners' personal experiences.

    C. scaffold English language learners' comprehension of content-area concepts.

    D. contextualize content for English language learners.

98. The teacher introduces the rain-forest unit by reading aloud the picture book *The Great Kapok Tree*, a story in which animals of the Amazon rain forest convince a man not to cut down a native kapok tree. This use of literature as part of sheltered content instruction promotes the English language learners' content learning primarily by:

    A. scaffolding their use of cognitive learning strategies.

    B. building their knowledge of content-specific vocabulary.

    C. developing their cognitive-academic language proficiency.

    D. exposing them to content-specific language structures.

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

A fifth-grade expanding-level English language learner is halfway through the student's second year of schooling in the United States. The student's first year was in a sheltered English immersion (SEI) class. Now the student is in a general education class and is receiving average grades in the class. Following is a score report summarizing the student's performance on the state standardized content-area assessment administered in English.

Student Report									
Student ID#: 69257									
Grade: 5									
Mathematics						Total Points Possible: 54 Total Number Correct: 37 Performance Level: Proficient			
Number Sense and Operations (total items: 19)		**Patterns, Relations, and Algebra** (total items: 17)		**Geometry** (total items: 5)		**Measurement** (total items: 5)		**Data Analysis, Statistics, and Probability** (total items: 8)	
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
15	79%	12	71%	2	40%	4	80%	4	50%
Science and Technology						Total Points Possible: 54 Total Number Correct: 25 Performance Level: Needs Improvement			
Earth and Space Science (total items: 15)		**Life Science** (total items: 17)		**Physical Science** (total items: 15)		**Technology/ Engineering** (total items: 7)			
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct		
5	33%	10	59%	7	47%	3	43%		
History and Social Science						Total Points Possible: 54 Total Number Correct: 12 Performance Level: Needs Improvement			
North American Geography (total items: 22)		**American History** (total items: 22)		**Civics and Government** (total items: 5)		**Economics** (total items: 5)			
Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct		
9	41%	2	9%	0	0%	1	20%		

99. Which of the following conclusions would be most appropriate for a teacher to draw about this student given these assessment results?

    A. The student is performing within the expected range for the student's level of English proficiency but has had limited exposure to the content being tested.

    B. The student is performing below the expected range for the amount of time the student has been in U.S. schools and should be monitored for indicators of possible cognitive or language delays or difficulties.

    C. The student is performing within the expected range for the student's age and grade level but could benefit from additional practice in the area of civics.

    D. The student demonstrates stronger performances in subjects that measure content knowledge rather than skill application, which is appropriate given the amount of time the student has spent in U.S. schools.

100. Given the information provided about this student, which of the following strategies would likely best promote the student's content-area learning?

    A. placing the student in a self-contained English immersion class to facilitate the student's development of cognitive-academic language proficiency

    B. teaching the student a variety of test-taking strategies to use when taking academic achievement tests

    C. seating the student with an academically advanced peer who can help with class assignments when necessary

    D. providing the student with individualized, differentiated academic instruction in the student's specific areas of weakness

DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments. You will be asked to prepare a written response of approximately 150–300 words for each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to both of the assignments.**

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response.

As a whole, your response to each assignment must demonstrate an understanding of the knowledge of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

PURPOSE: the extent to which the response achieves the purpose of the assignment

SUBJECT KNOWLEDGE: appropriateness and accuracy in the application of subject knowledge

SUPPORT: quality and relevance of supporting evidence

RATIONALE: soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your responses.

OPEN-RESPONSE ITEM ASSIGNMENT #1

Use the information below to complete the exercise that follows.

An ESL teacher periodically conducts oral interviews with English language learners as part of ongoing informal assessment of students' oral language development in English. Shown below is a partial transcript of an interview with a fourth-grade entering-level English language learner.

[NOTE: A short pause is indicated by a long dash (—). A longer pause or hesitation is indicated by an ellipsis (. . .).]

Teacher: You made a nice picture in art this morning. (*holding up the picture*) Tell me about your picture.

Student: Snowman. See? Have hat and . . . (*pointing*)

Teacher: A scarf?

Student: Yes. And mitts.

Teacher: Mitts? Oh, mittens. Nice. What color are the mittens?

Student: Um . . . red?

Teacher: My shirt is red, see? (*pointing to shirt*) These mittens are a different color. (*pointing to mittens in the drawing*) What is the name of this color?

Student: (*no response*)

Teacher: Are the mittens green or blue?

Student: Blue!

Teacher: That's right. Why did you draw a snowman? Were you thinking about winter?

Student: (*no response*)

Teacher: It's September. It's warm outside. But you drew a snowman. That's funny.

Student: I know. I funny. (*smiling*)

Teacher: Do you like snow?

Student: I like snow. I like snowman, snowball, snow house.

Teacher: Did you play a lot in the snow last winter?

Student: No . . . No have.

Teacher: Oh, that's right. You moved here in July, in summer. Are you looking forward to winter?

Student: (*no response*)

Teacher: It snows in winter here.

Student: (*smiling*) When snow?

Teacher: Winter begins in December. Maybe we'll have some snow by December. (*showing a calendar*) See? September, October, November, December. Three months.

Student: Three months? (*disappointed*) I want today!

Using your knowledge of second-language development, write a response in which you:

- identify and describe one area of *strength* in the student's oral language development in English (e.g., listening comprehension, pragmatic competence, vocabulary knowledge, discourse competence, knowledge of Standard English language structures and syntax);

- identify and describe one area for *improvement* in the student's oral language development in English (e.g., listening comprehension, pragmatic competence, vocabulary knowledge, discourse competence, knowledge of Standard English language structures and syntax); and

- identify and describe one instructional strategy you would use to address the area for improvement you have identified.

Be sure to cite specific evidence from the information provided to support your response.

OPEN-RESPONSE ITEM ASSIGNMENT #2

Use the information below to complete the exercise that follows.

A middle school ESL teacher uses a variety of strategies for monitoring English language learners' academic language proficiency and literacy development. In one informal assessment, the teacher has sixth-grade English language learners silently read a short passage from a sixth-grade science textbook and then complete a brief written task related to the text. Printed below is an excerpt from the passage.

Animal Adaptations

Over time, animal species develop **structural adaptations** to their bodies to help them survive.

Some structural adaptations protect animals from harsh environments:

- A snake's scales help it stay cool in extremely hot temperatures.
- A musk ox's thick coat helps it stay warm in extremely cold temperatures.

Other structural adaptations protect animals from enemies:

- A rabbit has strong leg muscles to help it move rapidly to escape enemies.
- A porcupine's sharp quills help it defend itself from enemies.
- A chameleon's ability to change colors helps it blend in with its surroundings.

The teacher asks students to describe the main ideas of this passage in their own words. Shown below is one student's written response. This student is an emerging-level English language learner.

I see pichers in the book. I didnt see al dose animal befor. Teacher says dey haf daptashuns help to not die. I see one picher ov snake. Der is uder picher ov big animal like cow wit a lota hair. I dont no de name. Der is uder picher ov rabit is runing. Der is uder picture ov animal wit tings lik needel veri sharp. I dont no name ether. Der is uder picture ov reptil can chanj color. I tink name is kamilian. In the branch kamilian is broun lik the bark. In the leef kamilian is green lik the leef. The animal liv in difrent envirment. One envirment is veri cold and sno. Uder envirment is veri hot and sun.

Using your knowledge of second-language and content learning, write a response in which you:

- identify and describe one area of *strength* in the student's academic language proficiency and literacy development in English (e.g., reading comprehension, application of reading comprehension skills and strategies, knowledge of general academic and content-specific vocabulary, application of writing conventions, knowledge of Standard English);

- identify and describe one area for *improvement* in the student's academic language proficiency and literacy development in English (e.g., reading comprehension, application of reading comprehension skills and strategies, knowledge of general academic and content-specific vocabulary, application of writing conventions, knowledge of Standard English); and

- identify and describe one instructional strategy you would use to address the area for improvement you have identified.

Be sure to cite specific evidence from the information provided to support your response.

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL English as a Second Language (54) test. In this section, you will find information and tools to help you determine your preparedness on the various sections of the test.

Multiple-Choice Questions

A Multiple-Choice Question Answer Key Worksheet is provided to assist you in evaluating your multiple-choice responses. The worksheet contains five columns. The first column indicates the multiple-choice question number, the second column indicates the objective to which the test question was written, and the third column indicates the correct response. The remaining columns are for your use in calculating the number of multiple-choice questions you answered correctly or incorrectly.

An Evaluation Chart for the multiple-choice questions is also provided to help you assess which content covered by the test objectives may require additional study.

Open-Response Items

Evaluation Information, Sample Responses and Analyses, as well as a Scoring Rubric are provided for these items. You may wish to refer to this information when evaluating your practice test responses.

Total Test

Practice Test Score Calculation information is provided to help you estimate your score on the practice test. Although you cannot use this practice test to precisely predict how you might score on an official MTEL English as a Second Language (54) test, you may be able to determine your degree of readiness to take an MTEL test at an operational administration. No passing score has been determined for the practice test.

MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
1	0001	C		
2	0001	D		
3	0001	C		
4	0001	A		
5	0001	B		
6	0001	B		
7	0001	B		
8	0001	D		
9	0001	A		
10	0001	C		
11	0002	B		
12	0002	A		
13	0002	B		
14	0002	A		
15	0002	B		
16	0002	B		
17	0002	D		
18	0002	D		
19	0002	B		
20	0002	C		
21	0003	B		
22	0003	D		
23	0003	C		
24	0003	A		
25	0003	D		
26	0003	B		
27	0003	A		
28	0003	C		
29	0003	D		
30	0003	B		
31	0003	A		
32	0003	C		
33	0004	C		
34	0004	D		

MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	**Incorrect?**
35	0004	D		
36	0004	C		
37	0004	A		
38	0004	D		
39	0004	B		
40	0004	A		
41	0004	B		
42	0004	C		
43	0004	A		
44	0005	B		
45	0005	D		
46	0005	C		
47	0005	B		
48	0005	C		
49	0005	D		
50	0005	D		
51	0005	C		
52	0005	A		
53	0005	A		
54	0005	D		
55	0006	A		
56	0006	B		
57	0006	A		
58	0006	C		
59	0006	D		
60	0006	B		
61	0006	C		
62	0006	B		
63	0006	C		
64	0006	D		
65	0006	A		
66	0007	B		
67	0007	A		
68	0007	C		

MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0007	A		
70	0007	D		
71	0007	C		
72	0007	A		
73	0007	D		
74	0007	D		
75	0007	A		
76	0007	B		
77	0007	D		
78	0008	B		
79	0008	C		
80	0008	A		
81	0008	C		
82	0008	C		
83	0008	D		
84	0008	A		
85	0008	B		
86	0008	B		
87	0008	D		
88	0008	C		
89	0009	C		
90	0009	B		
91	0009	B		
92	0009	C		
93	0009	D		
94	0009	B		
95	0009	D		
96	0009	A		
97	0009	D		
98	0009	B		
99	0009	A		
100	0009	D		

Count the number of multiple-choice questions you answered correctly:

_____ of 100 multiple-choice questions

MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART

In the evaluation chart that follows, the multiple-choice questions are arranged in numerical order and by test objective. Check your responses against the correct responses provided to determine how many questions within each objective you answered correctly.

Subarea I: Foundations of Second-Language Instruction

> **Objective 0001: Apply knowledge of basic linguistic and sociolinguistic concepts related to instruction for English language learners.**
>
> 1C_____   2D_____   3C_____   4A_____   5B_____   6B_____   7B_____   8D_____
>
> 9A_____   10C_____   _____/10

> **Objective 0002: Apply knowledge of processes and stages of language acquisition.**
>
> 11B_____   12A_____   13B_____   14A_____   15B_____   16B_____   17D_____   18D_____
>
> 19B_____   20C_____   _____/10

> **Objective 0003: Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting English language learners' English language development.**
>
> 21B_____   22D_____   23C_____   24A_____   25D_____   26B_____   27A_____   28C_____
>
> 29D_____   30B_____   31A_____   32C_____   _____/12

> **Objective 0004: Apply knowledge of factors, including socio-emotional and sociocultural considerations, that influence the teaching and learning of English language learners.**
>
> 33C_____   34D_____   35D_____   36C_____   37A_____   38D_____   39B_____   40A_____
>
> 41B_____   42C_____   43A_____   _____/11

Subarea I (Objectives 0001–0004) Total _____/43

MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)

Subarea II: Second-Language and Content Learning

Objective 0005: Apply knowledge of aural and oral language instruction and assessment for English language learners.

44B____ 45D_____ 46C_____ 47B_____ 48C_____ 49D____ 50D_____ 51C_____

52A_____ 53A_____ 54D_____   _____/11

Objective 0006: Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language.

55A____ 56B_____ 57A_____ 58C_____ 59D_____ 60B____ 61C_____ 62B_____

63C_____ 64D_____ 65A_____   _____/11

Objective 0007: Apply knowledge of reading instruction and assessment for English language learners.

66B____ 67A_____ 68C_____ 69A_____ 70D_____ 71C____ 72A_____ 73D_____

74D_____ 75A_____ 76B_____ 77D_____   _____/12

Objective 0008: Apply knowledge of writing instruction and assessment for English language learners.

78B____ 79C_____ 80A_____ 81C_____ 82C_____ 83D____ 84A_____ 85B_____

86B_____ 87D_____ 88C_____   _____/11

Objective 0009: Apply knowledge of instruction and assessment related to the development of English language learners' social and academic language proficiency and content-area learning.

89C____ 90B_____ 91B_____ 92C_____ 93D_____ 94B____ 95D_____ 96A_____

97D_____ 98B_____ 99A_____ 100D_____   _____/12

Subarea II (Objectives 0005–0009) Total _____/57

OPEN-RESPONSE ITEM EVALUATION INFORMATION

How Open-Response Items Are Scored

Open-response items are scored through a process called focused holistic scoring. Scorers judge the overall effectiveness of the response rather than individual aspects considered in isolation. Scorer judgments are based on the quality of the response, not on length or neatness. Responses must be long enough to cover the topic adequately and scorers must be able to read what is written.

How to Evaluate Your Practice Responses

On the following pages, you will find two "strong" and two "weak" sample responses. PLEASE DO NOT REVIEW THE SAMPLE RESPONSES UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the two "strong" and "weak" sample responses and analyses included here, please note the following points:

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.

- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."

- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.

- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

Compare your practice responses to the Sample Responses to determine whether your responses are more similar to the strong or weak responses. Also review the Analyses on those pages and the Scoring Rubric to help you better understand the characteristics of strong and weak responses. This evaluation will help you identify specific problems or weaknesses in your practice responses. Further information on scoring can be found in the Test Information Guide and Faculty Guide at www.mtel.nesinc.com and at www.doe.mass.edu/mtel; select "FAQ," then "After the Test."

OPEN-RESPONSE ITEM
SCORING RUBRIC, SAMPLE RESPONSES, AND ANALYSES

Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	**The "4" response reflects a thorough knowledge and understanding of the subject matter.** • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	**The "3" response reflects an adequate knowledge and understanding of the subject matter.** • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	**The "2" response reflects a limited knowledge and understanding of the subject matter.** • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	**The "1" response reflects a weak knowledge and understanding of the subject matter.** • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.

U	**The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.**
B	**There is no response to the assignment.**

FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1

One area of strength in this student's oral language development is listening comprehension. The student is able to respond in a cogent way to most of the teacher's questions about the picture and has especially strong comprehension when it comes to topics that are of great interest to him/her. There are only a few times during the interview when the student cannot answer questions, but the silences do not indicate that the student is not listening and trying to figure out the prompts because s/he does so throughout the rest of the conversation.

One area for improvement in the student's oral language development is knowledge of standard English language structures and syntax. The student can only produce very short sentences that are often syntactically incorrect. The only complete and accurate sentence the student says is "I like snow."

An instructional strategy to address the student's lack of knowledge in the area of Standard English language structures and syntax would be to have him or her use sentence strips to connect beginnings and endings of longer sentences. The strips could also be cut into smaller pieces so that the student could practice placing all the elements in the correct order.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

Purpose: The response does not adequately fulfill the purpose of the assignment. Although it addresses all three parts of the assignment and shows some degree of subject matter knowledge, its superficiality and occasional inappropriateness (e.g., in its focus on the student's supposed difficulty with syntax) make it overall a weak response.

Subject Matter Knowledge: The response is on the right track in its identification of a strength; however, the discussion of listening comprehension should be more focused and specific to prove adequate understanding of listening comprehension. Knowledge of standard English language structures is an appropriate area for improvement for this student but the response does not provide much information about what, specifically, should be addressed. Noting that the sentences are short and have syntax problems is not sufficient explanation and fails to note the student's good use of standard word order. The strategy of using sentence strips to help students improve in this area is not appropriate as presented here because it does not address the student's oral development. The focus on improving the student's use of longer sentences is not appropriate for a student at the entering level of English development.

Support: The response offers very little support for its assertions. The omission of specific references to the times when the student falls silent vs. when s/he speaks weakens the discussion of listening comprehension as a strength. More support and examples are needed to make the strategy relevant to the student's English proficiency level and the goal of oral language development. The only example cited from the text, "I like snow," is insufficient to clarify the identified area for improvement.

Rationale: Largely due to the lack of support in the form of explanations and examples, the response engages only superficially with the assignment and does not include sufficient reasoning about or adequate understanding of the subject matter. The choices made for the area of strength, the area for improvement, and instructional strategy, are not necessarily inaccurate, but would benefit from more clarification. For example, the use of sentence strips as a strategy could work if the strategy were aligned with the student's level of proficiency and the fact that oral language development is the focus of the assignment.

SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #1

An area of strength for this student is discourse competence. Most of the time, he can answer the teacher's questions. For example, when the teacher asks him to talk about his picture, he says it is of a snowman and that the snowman is wearing a hat. He points at the picture and the teacher gives him the word "scarf." He moves on to talk about the mittens. When the teacher says it is funny that he drew a picture of a snowman during warm weather, he replies, "I know. I funny." When the teacher asks if he likes snow, he says, "I like snow. I like snowman, snowball, snow house."

An area for improvement would be getting the student to ask for help when he doesn't understand instead of just staying quiet. The teacher could help by giving him more time to process the questions instead of jumping in with what is supposed to be assistance but might actually be interference, for example, when the student is quiet after being asked if he was thinking about winter and the teacher jumps in with the explanation, "It's September. It's warm outside. But you drew a snowman." Sometimes ELLs go through a silent period in the early stages and just need time to process and store information. Still, he needs to work on his pragmatic competence so he can find other strategies to get his point across when he doesn't understand or have the words.

Strategy: The teacher should give this student extra time for processing. He should also be directly taught specific strategies for getting help from others. He should also be placed in many situations where he has to get his point across even if he can't use words.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #1

This is an example of a weak response because it is characterized by the following:

Purpose: The response does not adequately fulfill the purpose of the assignment. Its uneven support and lack of focus combine to create a series of arguments and assertions that are either irrelevant to the specific situation presented or address it in an insufficient way.

Subject Matter Knowledge: The knowledge that is displayed is too vague (e.g., defining discourse competence as simply the ability to answer questions) or not relevant to the situation presented in the assignment (e.g., pointing out the silent period as a typical stage for English language learners when this entering-level student has already started producing language). It is not clear whether pragmatic competence is adequately understood, since it appears to be conflated with the idea of using vocabulary strategies. Pragmatic competence is one of this student's strengths, so its designation as an area for improvement shows inappropriate application of subject matter knowledge. There is understanding that learning strategies can and should be directly taught, but this idea exists in isolation within the response and remains unelaborated.

Support: The response's assertions are not adequately supported. Examples from the oral interview are cited as proof that the student has strength in discourse competence, but they are only partially effective because they are merely listed and lack analysis. In addition, the example referring to the teacher-student exchange involving the word "funny" detracts from the argument because this is an example of at least a partial breakdown in the discourse. The citation from the teacher's prompt regarding the need for processing time supports an argument that detracts from the response's focus (i.e., critiquing the teacher's interviewing techniques), while the list of strategies concluding the response remains completely unsupported.

Rationale: The response only lists examples from the oral interview to support the argument that the student has strength in discourse competence without offering an explanation of what discourse competence is or why these examples serve as proof of it in action. The discussion of the area for improvement gets sidetracked by a needless foray into what the teacher may be doing incorrectly, and the focus is further disturbed by the insertion of pragmatic competence into what was initially identified as a need to acquire vocabulary learning strategies. Bits and pieces of instructional methodologies are presented without any description as to how they would be effectively implemented or how they tie in to an overarching strategy.

FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

An area for improvement is vocabulary knowledge. Because the student is interested in snow, she can understand and use this word, but she struggles to produce and, occasionally, comprehend basic, everyday vocabulary (e.g. colors, clothing, seasons). She has a slight problem with "mittens" and can identify the word "scarf" when the teacher provides it, but it is not part of her active vocabulary. The student provides a color word when prompted, but, again, needs the teacher's intervention to identify the <u>accurate</u> color word. She has difficulty processing the teacher's questions, "Were you thinking about winter?" and "Are you looking forward to winter?" and her question, "When snow?" indicates "winter" is a gap in her receptive vocabulary. Her appropriate response to the question about last winter is likely due to the word "snow."

The student's strength in pragmatic competence helps her communicate despite some vocabulary struggle. She interacts with the teacher in ways that produce meaning extending beyond literal utterances. She points at the scarf to indicate she needs help with the word, and uses intonation to convey uncertainty ("um . . . red?") as well as excitement at recognizing the correct word ("Blue!"). Additionally, she uses facial expressions and tone to convey emotions that strengthen the meaning of what she says (smiling when she asks when it will snow, conveying disappointment about having to wait three months). The student uses nonverbal cues to effectively and appropriately communicate within the context of the informal teacher-student oral interview.

A strategy for helping this student increase her vocabulary knowledge is to provide guided opportunities within cooperative group structures using visual support. Example: the class works in small groups divided by seasons and draws scenes while sharing a box of crayons. The teacher models a script for all students to use when asking a peer for a crayon: "May I have the _____ (color) crayon, please?" This student will be motivated to listen to her peers use color words and produce those words herself in order to complete her drawing. All the drawings are then hung on themed walls and the teacher elicits and labels important vocabulary. These walls of colorful visuals and written vocabulary words can serve as jumping-off points for further speaking exercises.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The purpose of the assignment is fully achieved. The identification of the area for improvement, the area of strength, and the strategy addressing the area for improvement are all appropriate and bolstered by effective support and high-level reasoning. The ideas set forth within the response are entirely appropriate for a student at the entering level.

Subject Matter Knowledge: The response displays a substantial amount of accurate and appropriate subject matter knowledge. The discussion of the identified strength displays understanding of different aspects of pragmatic competence, such as communicating through ways not confined to literal spoken language, collaboration between/among speakers to generate mutually comprehensible meaning, and awareness of what types of communication are appropriate for a specific context. The analysis of vocabulary knowledge exhibits understanding of the difference between productive and receptive vocabulary and how interest in a topic often leads to motivated vocabulary acquisition. The strategy suggested in the response shows understanding of the need for authentic communicative situations underpinned by structured, focused learning and use of a student-centered approach with visual supports and a modeled script, as well as the necessity for repeated exposure to vocabulary words that integrates print into speaking exercises.

Support: The response offers sound, relevant supporting evidence throughout that helps to strengthen its arguments. It cites examples from the interview to illustrate which vocabulary words are being comprehended and produced by the student and to show how intonation, tone, and facial expressions are aiding in the student's pragmatic competence. It also offers a specific example of the type of sentence the teacher could model in implementing the strategy for teaching color vocabulary.

Rationale: By using a mixture of analysis, sound supporting evidence, and competent reasoning, the response presents strong arguments that display a comprehensive understanding of the topic. Instead of listing vocabulary knowledge as a general area for improvement, the response provides a nuanced analysis of what the student is comprehending vs. producing, as well as why there are pockets of strength within her vocabulary knowledge. The response adeptly casts the student's area of strength in pragmatic competence as a compensatory skill for her relative weakness in vocabulary knowledge, lending a cohesiveness to the response that renders it highly effective. Similarly, the suggested strategy is clearly directed at the area for improvement and takes into account elements of the student's speaking skills (e.g., her ability to use snow-related vocabulary due to a high interest in the topic) mentioned earlier in the response in detailing its implementation. The description of the strategy is layered and explains precisely how it will be motivating for the student.

SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #1

Strength: Low affective filter. This student is eager to communicate in English. He responds enthusiastically to the teacher's first prompt, telling her what he drew and volunteering to add details by asking, "See?" This enthusiasm continues throughout the interview even though the student does not provide responses to every prompt. When he readily understands, or thinks he understands, he continues the conversation without self-consciousness. This strength is already helping him improve his language skills: he is willing to take risks by guessing about an answer when uncertain ("um … red?") and attempting compound words: snowman, snowball, snow house.

Area for improvement: Standard English language structures. The student already has a sense of English word order and is starting to create basic sentences. However, there are elements missing from most of his sentences: the verb in "I funny," the subject in "Have hat," the direct object in "I want today," and the subject and direct object in "No have." "I" is the only subject and pronoun he uses. He is ready to move toward more consistent use of subjects, verbs, and objects and pronouns, and to learn how to conjugate common verbs and use articles where appropriate ("He has a hat" instead of "Have hat.").

Strategy: Using highly visual manipulatives and what the student already knows as a basis for scaffolding instruction. The teacher should start with the basic declarative sentence structure subject pronoun + verb + direct object. A variety of flashcards combining pictures and print should be spread out on a table. The flashcards would show common action verbs, vocabulary, and pictures of the teacher and the student. The teacher could arrange the cards to create sentences like, "I throw a snowball," and "You eat an apple," pointing at each card and either the student or him/herself while saying the sentence aloud. The student could then create his own sentences in the same way with guidance from the teacher. This allows the student to work with visuals to create complete statements that are meaningful to him. This activity could be expanded upon in many ways, e.g., using pictures of classmates to practice the different pronouns and verb conjugations: "She (Alana) throws a snowball."

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #1

This is an example of a strong response because it is characterized by the following:

Purpose: The purpose of the assignment is fully achieved. The response shows accurate and appropriate subject matter knowledge in its identification and discussion of an area of strength and an area for improvement in the student's oral language development. The instructional strategy described is appropriate for addressing the specified area for improvement. The integration of sound support and solid reasoning throughout the response contributes to its overall strength.

Subject Matter Knowledge: The application of subject matter knowledge is substantial, accurate, and appropriate to this particular assignment. Understanding of the affective filter and the role it plays for the student in the presented interview is conveyed through the discussion of enthusiasm and lack of fear or self-consciousness when using a new language. The response displays accurate knowledge of English grammar in its analysis of the student's area for improvement. Awareness of appropriate strategies for helping English language learners (scaffolding, use of supports) is evidenced in the suggested method for addressing the student's needs.

Support: Precise support in the form of examples and explanations is included at every step in the response. Assertions that might seem general if left standing alone become more effective when qualified: the statement that the student's low affective filter helps him gain English proficiency, for example, is bolstered by examples of the risks he is taking with the language. The missing parts in the student's sentences are paired with citations from the interview for immediate clarification. The sample sentences contained in the elucidation of the instructional strategy help to clarify how the process would work at each phase.

Rationale: The response's comprehensive understanding of the topic is reflected in its clear reasoning. For each section of the assignment, an accurate, appropriate concept or goal is named and is followed by an extensive, well-supported explanation or description. The analyses of the area for improvement and the area of strength are nuanced and focused. The presentation of the strategy is layered and directed at the area with which the student needs assistance.

FIRST SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2

The student's written response reflects the reading comprehension skill of finding the main idea of the paragraph. This is evident when the student writes, "dey haf daptashuns help to not die." The student also writes about what color the chameleon is against the bark and the leaf. This illustrates that s/he understands that the chameleon adapts to its environment. The student identifies climates and describes the animals that he read about even if s/he couldn't remember their names.

Though the student seems to have an understanding of many vocabulary words, conventional spelling is an area that needs improvement. There are many misspellings, such as "pichers" for "pictures," "didnt" for "didn't," "al" for "all," "animal" for "animals," and "daptashuns" for adaptations. Often the student seems to be spelling words just as they sound.

In order to improve the student's spelling, the teacher should provide instruction in word analysis. This might be accomplished using cards with syllables that could be put together, for instance "pic" with "ture" and "did" with "n't." Several cards with the syllables "a-dap-ta-tions" would help the student to memorize the syllables and recognize when to apply their rules. A chart of simple words like "of" and "there" would help the student learn the spellings and increase content vocabulary.

ANALYSIS FOR FIRST WEAK RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The response fails to fulfill the purpose of the assignment. It provides a partial explanation of the student's strength and the area for improvement. The instructional strategy provided is misapplied to many different types of words, showing limited knowledge of how English spelling is taught, and is not focused on using best practices for teaching English language learners.

Subject Matter Knowledge: The response does not exhibit knowledge of how main ideas are found in nonfiction text, such as using textual features, titles, subtitles, or bolded words. The statement that the student, "identifies climates and describes the animals," is vague and does not advance the proposal that the ability to locate the main idea is an area of strength. The response also does not show awareness that the student gains most information about the passage through extra-textual means. It attaches the student's written words about the main idea of "adaptations help to not die" to reading comprehension, whereas the student learned this by listening to what the teacher said. The response lacks a targeted approach to the student's spelling issues and includes examples of "misspelled" words that actually represent other problematic areas. The response also does not show knowledge of how emerging English language learners who write phonetically are setting the stage for future success, and how their writing should be encouraged at the idea level for a time, with emphasis on promoting their success in the affective realm. It would be more appropriate and effective if the response were to focus on a specific inconsistency within the student's phonetic spelling system, such as his/her use of "d" or "t" for the consonant digraph, "th."

Support: The response describes the student's ability to articulate the main idea using supporting details about the chameleon's color on the bark and the leaf from a completely different part of the student's writing. These details are not reasonably connected to the original statement of the main idea. The candidate's statement, "This shows that he understands that the chameleon adapts to its environment," sounds plausible except that the student writes about environments in terms of cold and hot rather than of the colors that cause the chameleon's change. The examples of supposedly misspelled words actually include words that are not misspelled, but show mishandling of punctuation ("didnt") or lack of a plural morpheme ("animal" instead of "animals"). Finally, without further support, the statement that the student understands vocabulary words does not signify specific subject matter knowledge in the field of ESL.

Rationale: The response displays limited reasoning about the situation set forth in the assignment. The designation of the ability to locate the main idea as a strength is not supportable because the evidence shows that the student makes statements not aligned with the written text. The candidate does not demonstrate knowledge about how main ideas are ascertained in nonfiction and loosely combines sentences from the student's writing to support an erroneous thesis. The randomness of the misspelled words listed as well as a lack of explicit statements about how spelling should fit into the teaching of content for English language learners shows a poorly reasoned understanding of the subject.

SECOND SAMPLE WEAK RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

One area of strength is application of reading comprehension strategies. For example, the student states that he hasn't previously seen all of the animals, but was able to relate the pictures to the information provided about their structural adaptations from harsh environments and enemies. The student makes reference to a picture of a reptile. He knows its name and its qualities such as: it can change color, it is brown like bark and green like a leaf. He uses the pictures to help him understand what he has read.

One area for improvement in the student's language is in naming specific animals. Even though he can sometimes describe what animals look like or do, he was not able to name all of them. For example, instead of "musk ox," he says, "der is uder picher of big animal like a cow wit a lota hair." He needs to work on knowing the specific names of animals. He also has another area for improvement. He used "der" for "there," "de name" for "the name," and "tink" for think.

One instructional strategy that could be used for the animal naming would be to label animals in a book with specific names. Since the student seems to relate to pictures so well, a teaching strategy would be to label pictures and objects in the classroom with English words.

ANALYSIS FOR SECOND WEAK RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a weak response because it is characterized by the following:

Purpose: The response fails to adequately fulfill the purpose of the assignment. A combination of limited subject matter knowledge, lack of focus, and ineffective support make this an overall weak response.

Subject Matter Knowledge: The response displays some subject matter knowledge when it points out that using extra-textual features (in this case, pictures) can be a helpful learning strategy. However, this knowledge is not relevant to the situation presented in the assignment because the student is relying almost completely on pictures for comprehension and not actually reading the text. Selecting the naming of animals as the area for improvement betrays lack of awareness that the student actually has quite good animal vocabulary. In addition, the use of circumlocution, one of this student's strengths, is determined to be a weakness due to the narrow focus on "naming specific animals." The proposed instructional strategy of labeling pictures is promising but requires more information about how it would be implemented to show adequate knowledge about ways to help English language learners improve their vocabulary.

Support: The examples provided to support a strength in reading comprehension strategies undermine the argument by showing how the student is relying on pictures instead of actually reading. The response's assertion that there is a second area for improvement is followed by a list of words the student misspelled and how he/she should have spelled them, but the examples do not effectively bolster an argument because they are unaccompanied by explanation or analysis. The discussion of the instructional strategy includes very few supporting details.

Rationale: The response does not reflect an adequately reasoned understanding of the topic. The analysis of the student's area of strength is full of inconsistencies, while the analysis present in the area for the improvement segment is in service of partial subject matter knowledge. There is some reasoning for the picture labeling strategy, but it is limited and gets off track when it inappropriately moves from labeling animals in a book to labeling classroom objects.

FIRST SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE
ITEM ASSIGNMENT #2

This English language learner shows strength in the area of writing conventions. The student shows mastery of sentences consisting of a single main clause including subject, verb, prepositional phrases, and adverbs, and can work with ease outside of the standard subject-verb-object structure, as when s/he writes a sentence starting with a prepositional phrase: "In the branch kamilian is brown lik the bark." The student is even making attempts at complex sentences with subordinate clauses, e.g., "Der is uder picher ov rabit [that] is runing." The student also consistently uses punctuation to signal the end of a thought (period) and capitalization to signal the beginning of a new thought.

The student presents an area for improvement in reading comprehension and content-specific vocabulary. Although using pictures to derive meaning is a good strategy for a student just beginning to read English, this student should now be focusing on reading the written text. His/her difficulty understanding the text is evident when "Animal Adaptations" is not developed in the summary. The student writes, "Teacher says dey haf dapashuns help to not die," but instead of reading the words that state the animals' specific names or their adaptations, the student writes what he/she sees in the pictures, as in, "I see one picher ov snake." Since the student twice writes, "I don't know de name," it follows that he/she does not read the Tier 3 content words "musk ox" and "porcupine."

This English language learner would benefit from sensory, graphic, and interactive supports to learn new content vocabulary. The teacher would pre-teach the vocabulary by writing captions below large animal pictures describing body parts, environments, and structural adaptations. Then, using a word bank, pairs of students would develop their own "Animal Adaptations" chart on which they would write the same captions below each picture. Further individual practice with a graphic organizer that uses a word bank but deletes the pictures would help the student transition to an all-text format. This strategy builds on the student's strengths (using pictures for comprehension) while presenting Tier 3 vocabulary in a way that will help her/him remember the words and more readily access the content.

ANALYSIS FOR FIRST STRONG RESPONSE TO OPEN-RESPONSE
ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: The purpose of this assignment is fully achieved because it shows substantial application of subject matter knowledge while identifying one area of strength and one area for improvement in the student's academic language proficiency and literacy development in English. It also describes an appropriate instructional strategy that will address the area for improvement identified. Sound, high-quality support is given throughout this response, contributing to evidence of a comprehensive understanding of the topic.

Subject Matter Knowledge: Accurate understanding of the student's academic language proficiency and literacy development is shown in both the specified strength and area for improvement. The response presents a clear definition of types of sentences and clauses, and lists capitalization and punctuation as successful parts of the student's writing. Awareness of appropriate expectations for an English language learner at the emerging level is evident when the student's attempts at complex sentences are commended. Knowledge of an appropriate language learning and literacy level is further shown when the response explains some of the successive steps for early reading, from deriving meaning from pictures to deriving meaning from text. Knowing how the student is making meaning is shown when the response states, "… the student writes, 'I don't know de name,'" and then shows understanding that the student has not read the Tier 3 content words. The instructional strategy is appropriate and ably addresses the stated objective: to learn content-specific vocabulary to aid reading comprehension. The teacher uses best practices for teaching ESL students by providing sensory, graphic, and interactive supports throughout the lesson.

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Support: The response provides sound, high-quality support by citing information from the text for each argument made. Examples of the student's simple and complex sentences, good syntax, and writing mechanics are given in order to fully explain the student's strengths in literacy development. Evidence of the area for improvement is given in the form of an explanation of how the student does not use the vocabulary given in the text along with specific statements made by the student. There are many details in the learning strategy that explain fully what the teacher and the student will do to fulfill the objective of learning tier-three vocabulary.

Rationale: The response reflects an ably reasoned, comprehensive understanding of the topic by clearly showing knowledge of an appropriate strength in the student's writing at the sentence level. The area for improvement is accurate and clearly supported, and the instructional strategy is targeted to the student's present level of language proficiency and will bring about the specific learning necessary. It shows comprehensive application of knowledge of second-language and content learning.

SECOND SAMPLE STRONG RESPONSE FOR OPEN-RESPONSE ITEM ASSIGNMENT #2

The student's response shows strength in the reading comprehension strategy of using prior knowledge when s/he writes: "Der is uder picture of reptile can chanj color. I tink name is kamilian." It is evident that the student has learned about a chameleon and is able to connect this knowledge with the visual pictures. Similarly, the student is unfamiliar with what a musk ox is but can activate pre-existing schema to describe it as a "big animal like cow wit a lota hair." Using prior knowledge will be a beneficial strategy as the student moves from reliance on visuals to attending to print.

An area for improvement in this learner's academic language proficiency and literacy development is also in reading comprehension. S/he does not understand the main idea of this passage, that animals have adaptations that help them live in certain harsh or dangerous environments. The student also may not know the term "main idea" because, instead of writing what the text is mostly about, s/he writes what is seen in the order of the pictures. The one sentence alluding to the main idea, "Teacher says dat dey haf daptashuns help to not die," refers to what the teacher has said, and does not seem to connect to the key information written in the passage.

To teach the reading comprehension strategy of finding the main idea, the teacher would first define "main idea" by using a topic from the student's life, such as a short, local newspaper article. The teacher would then model the strategy of using titles and subtitles to find the main idea of another nonfiction text, then write the main idea on the board and looking back into the text to find supporting statements. This would provide a visual example of how two or three sentences are related and point to the main idea. Then the student would work with a partner to find the main idea of another nonfiction article. They would use a graphic organizer that helps students list the main idea along with two supporting sentences. The students would then write a short paragraph built around and incorporating these elements.

ANALYSIS FOR SECOND STRONG RESPONSE TO OPEN-RESPONSE ITEM ASSIGNMENT #2

This is an example of a strong response because it is characterized by the following:

Purpose: The response fulfills the purpose of the assignment by clearly stating an accurate strength and an area for improvement in the student's academic language proficiency and describing an appropriate instructional strategy targeted to the student's area for improvement. The response's reasoning and high-quality support help to demonstrate the writer's comprehensive understanding of the topic.

Subject Matter Knowledge: Substantial knowledge of second-language acquisition and application of reading comprehension strategies is shown in the response's specification of activating pre-existing schema as the student's strength. An area for improvement, finding the main idea, is appropriately placed under the category of reading comprehension, and the main idea is stated. The writer accurately applies content knowledge to determine that the evidence points to the probability that the student does not know the term "main idea." The strategy shows knowledge of how emerging-level English language learners would successfully learn how to find the main idea of a nonfiction text (e.g., by using sensory, graphic, and interactive supports in an authentic situation).

Support: Citations from the text and the student's writing support the argument that the student is using prior knowledge to gain understanding. The example, "… cow wit a lota hair" also provides accurate alternate terminology, "activate existing schema." The response describes the student's inability to understand the main idea by stating what s/he fails to do, "write what the text is mostly about." The instructional strategy is explained in sequential steps that specifically state what the teacher and student(s) will do.

Rationale: The response reflects an ably reasoned understanding of the topic by presenting a clear synopsis of information garnered from the informal assessment of the student's academic language proficiency and literacy development. The information given is sound, ably reasoned, and reflects the degree of subject matter knowledge needed to teach in the field of English as a Second Language.

PRACTICE TEST SCORE CALCULATION

The practice test score calculation is provided so that you may better gauge your performance and degree of readiness to take an MTEL test at an operational administration. Although the results of this practice test may be used as one indicator of potential strengths and weaknesses in your knowledge of the content on the official test, it is not possible to predict precisely how you might score on an official MTEL test.

The Sample Responses and Analyses for the open-response items may help you determine whether your responses are more similar to the strong or weak samples. The Scoring Rubric can also assist in estimating a score for your open responses. You may also wish to ask a mentor or teacher to help evaluate your responses to the open-response questions prior to calculating your total estimated score.

How to Calculate Your Practice Test Score

Review the directions in the sample below and then use the blank practice test score calculation worksheet on the following page to calculate your estimated score.

SAMPLE

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly: 78

Use Table 1 below to convert that number to the score and write your score in **Box A**: **A:** 192

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question: 4

Enter the number of points (1 to 4) for your second open-response question: 2

======

Add those two numbers (Number of open-response question points): 6

Use Table 2 below to convert that number to the score and write your score in **Box B**: **B:** 48

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =** 240

Practice Test Score Calculation Worksheet: English as a Second Language

Table 1:

Number of Multiple-Choice Questions Correct	Estimated MTEL Score		Number of Multiple-Choice Questions Correct	Estimated MTEL Score
0 to 25	80		61 to 65	159
26 to 30	83		66 to 70	170
31 to 35	94		71 to 75	181
36 to 40	105		76 to 80	192
41 to 45	116		81 to 85	203
46 to 50	127		86 to 90	214
51 to 55	137		91 to 95	225
56 to 60	148		96 to 100	236

Table 2:

Number of Open-Response Question Points	Estimated MTEL Score
2	24
3	30
4	36
5	42
6	48
7	54
8	60

Print the form below to calculate your estimated practice test score.

Multiple-Choice Section

Enter the total number of multiple-choice questions you answered correctly:

Use Table 1 above to convert that number to the score and write your score in **Box A**:   **A:**

Open-Response Section

Enter the number of points (1 to 4) for your first open-response question:

Enter the number of points (1 to 4) for your second open-response question:

======

Add those two numbers (Number of open-response question points):

Use Table 2 above to convert that number to the score and write your score in **Box B**:   **B:**

Total Practice Test Score (Estimated MTEL Score)

Add the numbers in **Boxes A and B** for an estimate of your MTEL score: **A + B =**