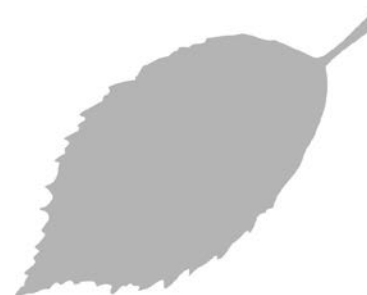


**Massachusetts
Tests for Educator Licensure® (MTEL®)**



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INTRODUCTION

This practice test consists of:

- 60 multiple-choice questions
- A description of an open-response item
- Sample test directions for the open-response item
- Sample open-response item: Part I
(Note: the actual assignment contains five parts.)
- Sample mentor text (Elementary 1–6)
- An example of a strong response
- The scoring rubric

To assist you in recording and evaluating your response on the practice test, a Multiple-Choice Answer Sheet, an Answer Key Worksheet, and an Evaluation Chart by test objective are included for the multiple-choice questions. Evaluation Information, a Sample Strong Response to Part I using the sample Mentor Text, and a Scoring Rubric are included for the open-response item.

PURPOSE OF THE PRACTICE TEST

The practice test is designed to provide an additional resource to help you effectively prepare for the MTEL Sheltered English Immersion (56) 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 Test Objectives is included in the Test Information Guide 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.

Sheltered English Immersion (56) Practice Test

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 Sheltered English Immersion (56) test, it is not possible to predict precisely how you might score on an official MTEL Sheltered English Immersion (56) test. Keep in mind that the subareas for which the test weighting is greatest will receive emphasis on this test. Refer to the Test Information Guide for additional information about how to prepare for the test.

* For tests that have subtests, candidates may take one or both subtests during the four-hour session.

**Sheltered English Immersion (56)
PRACTICE TEST**

MULTIPLE-CHOICE ANSWER SHEET

Question Number	Your Response
1	
2	
3	
4	
5	
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7	
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14	
15	
16	
17	
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20	

Question Number	Your Response
21	
22	
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35	
36	
37	
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Question Number	Your Response
41	
42	
43	
44	
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MULTIPLE-CHOICE QUESTIONS

1. According to Chapter 71A of the Massachusetts General Laws, which of the following statements accurately describes current state educational policy regarding the education of English learners in public schools?
 - A. English learners should be educated through SEI programs; other approved language programs, such as transitional bilingual education or dual language, are also allowed.
 - B. English learners should receive instruction in all subjects in English only, although they may receive support in SEI settings for one complete school year before being transferred to general education settings.
 - C. English learners of the same age should be placed in the same classrooms, regardless of their first language or level of English language proficiency, in order to promote development of social skills and bonds.
 - D. English learners who are entering kindergarten should be placed in general education classrooms, while English learners entering other grade levels should be placed in an SEI program.

2. The Alternate ACCESS for ELLs™ is an English language proficiency (ELP) assessment that monitors students' progress in acquiring academic English and was designed specifically to meet federal accountability requirements for the assessment of English learners who fall into which of the following categories?
 - A. English learners who are students with limited or interrupted formal education (SLIFE)
 - B. English learners who have significant cognitive disabilities that prevent them from participating in the state ELP assessment, even with accommodations
 - C. English learners who are enrolled in a public prekindergarten or kindergarten program
 - D. English learners whose discrepancy between their Oral Language and Literacy scores on the state ELP assessment is greater than three levels, even taking into account their scaled scores

3. The federal law known as the Individuals with Disabilities Education Act (IDEA) includes which of the following mandates with respect to English learners?
- A. Materials and procedures used to instruct English learners must include translations or transcriptions in a student's first language.
 - B. English learners must meet the same academic content and student achievement standards that all students are expected to meet.
 - C. Assessments that are used to determine an English learner's eligibility for special education must be administered in the student's dominant language.
 - D. English learners must be provided with peer mentors who can communicate in the students' first language as well as in English.
4. Massachusetts public school educators are required by state law to take which of the following actions with respect to the education of English learners?
- A. providing English learners with instructional materials in the core content areas that have been modified or customized to align with students' levels of English language proficiency
 - B. offering English learners content-area instruction in their first languages until they have acquired sufficient English language proficiency to be able to benefit from content instruction in English
 - C. ensuring that English learners become proficient in English through general education content classes taught solely in English
 - D. teaching English learners according to the same academic standards and curriculum frameworks as all students, regardless of the type of program (e.g., SEI, bilingual, ESL)
5. In which of the following situations is the student most likely exhibiting a language-based exceptionality or language-based disability rather than a factor or factors related to language development?
- A. An English learner's language patterns are unique to the student and unlike those of other students from the same cultural and linguistic group.
 - B. An English learner periodically shifts from the first language to English and then back to the first language.
 - C. An English learner was unable to attend school in the country of origin and has limited literacy development.
 - D. An English learner has had limited opportunities to hear/access and use academic language in the first language (L1) and has limited L1 vocabulary development.

6. A fifth-grade SEI class includes students from several different cultural backgrounds and with different levels of English proficiency. The teacher would like to create a classroom climate characterized by inclusion, cultural sensitivity, and cultural appreciation. Which of the following teacher strategies is likely to be most effective in accomplishing this goal?
- A. periodically asking students to openly share aspects of their personal lives and experiences related to their cultural identities and backgrounds
 - B. displaying visual materials in the classroom, such as photographs and illustrations, that depict a wide variety of cultures and cultural practices
 - C. reminding students to be respectful, patient, and courteous during class discussions, and regularly calling on students representing each culture
 - D. incorporating the cultural backgrounds of students into instruction through a variety of examples in areas such as art, geography, literature, and games
7. A middle school newly arrived English learner has a solid educational background in the first language and is at the developing level of English language proficiency. She performs well academically, but she frequently gets up and moves around the classroom during lessons and sometimes makes up short chants or songs related to the material. Which of the following explanations for the student's behavior should the teacher consider *first* in this situation?
- A. The student may not know how to study academic subject matter.
 - B. The student may be used to different educational practices and is demonstrating culturally influenced approaches to learning.
 - C. The student may have very limited academic English language skills.
 - D. The student may have a social or behavioral disorder that is affecting her ability to be aware of and sensitive to the social context.

8. At the beginning of the school year, an elementary school SEI teacher is planning informal, individual meetings with the parents/guardians of the English learners with whom the teacher will be working. The families are from various countries and cultures, and the teacher wants to build a trusting, productive relationship with each family. The teacher could most effectively begin to accomplish this goal by using the initial meeting primarily to:
- A. provide family members with instructional resources and help them develop a plan for supporting their child's educational program.
 - B. increase the teacher's understanding of each family's belief system and aspirations for their child.
 - C. discuss different approaches to problem solving and arrive at a consensus for managing any issues that might arise.
 - D. guide each family in developing a vision for their child's education that is aligned with the school culture.
9. A first-grade SEI teacher sometimes hears the parents/guardians of English learners express concern about the fact that they can only read with their child in the family's first language. When this occurs, the SEI teacher reassures the parents/guardians that listening to their child read in either the first language or English, as well as reading to the child, talking about stories, and encouraging the child to talk about his or her learning in the first language, are all very important endeavors. This response best demonstrates the teacher's understanding that these types of family interactions:
- A. support children's learning and English literacy development and communicate that education is valued by the family.
 - B. help establish strong school-home partnerships and promote collaboration between a child's family and teacher.
 - C. allow adult family members to develop some English academic language skills along with their children.
 - D. encourage children to analyze consciously the similarities and differences between their first language and English.

10. An SEI teacher notices that English learners who share similar linguistic backgrounds often talk together before and after class, mostly in English, but with periodic insertions of words and phrases from their shared first language. Which of the following statements best describes the most likely rationale for the students' routine use of the two languages in these conversations?
- A. The students are expressing a sense of shared sociocultural identity with other members of the group.
 - B. The students are emphasizing important points by using the first language rather than English or nonverbal cues.
 - C. The students are compensating for a member of the group who is at a low level of English language proficiency.
 - D. The students are trying to improve their translation skills by using words and phrases they know in both languages.
11. In French, an adverb can be placed between a verb and its direct object. In English, however, an adverb cannot be placed between the verb and the direct object. So, an emerging/developing-level English learner whose first language is French might say "Margot plays often soccer" instead of "Margot often plays soccer." This type of error is most likely caused by which of the following processes related to second-language acquisition?
- A. interlanguage fossilization
 - B. language transfer or interference
 - C. translation equivalence
 - D. overgeneralization of a language form
12. English learners' ability to understand the meanings of words and phrases, including their ability to engage in fast mapping (forming ideas quickly about word meanings), is associated with which of the following areas of language development?
- A. semantics
 - B. phonology
 - C. discourse
 - D. syntax

13. According to research related to the process and nature of language transfer, in which of the following situations would linguistic factors typically present the most significant challenge for students who are learning to communicate in a second language?
- A. The first language and second language use tense forms that are similar but not identical.
 - B. There are some words that sound alike in the first and second languages but have different meanings.
 - C. The second language includes sounds or sound combinations that do not occur in the first language.
 - D. There are morphological elements in the first language that are similar to but not the same as those in the second language.
14. A fifth-grade SEI teacher is designing a physical science lesson on light absorption and color for a class that includes developing-level English learners. Students will shine flashlights (white light) in a dark room on red, blue, and green construction paper; shine the flashlights through red, blue, and green filters on each of the colored pieces of paper; and then write three sentences about their findings. The teacher plans to discuss light as the source of color and illustrate that transparent colored filters absorb certain wavelengths of color and transmit other wavelengths. For example, when the flashlight shines through a blue filter on blue paper, the paper reflects blue and appears blue. But when the flashlight shines through the blue filter on red paper, the blue is absorbed and no light is reflected, and the red paper appears black. To promote the English learners' ability to understand and participate successfully in this lesson, which of the following sets of words and phrases would be most appropriate to preteach?
- A. of, from, about, around, with, before, after
 - B. namely, in addition, in other words, specifically
 - C. at least, mostly, still, even though, in spite of, besides
 - D. so, as a result, therefore, because, since, due to
15. When producing oral language, a student considers the communicative context and manner of communication that is suitable for the relationship between speaker and listener(s). For example, the student evaluates the type of interaction that is taking place and the social and cultural circumstances in which the communication is occurring in order to determine the appropriate level of formality to use. In doing so, the student is demonstrating strength in which of the following areas of language proficiency?
- A. pragmatic competence
 - B. receptive language skills
 - C. grammatical competence
 - D. morphological skills

16. A first-grade SEI teacher's class includes an entering-level English learner whose family recently arrived in the United States. During the first six weeks of school, the student rarely communicates during class activities and rarely converses with classmates informally. According to second-language acquisition theory and considering common characteristics of newcomer students, which of the following teacher responses is most appropriate in this situation?
- A. greeting the student each morning with a series of conversational questions that prompt the student to engage in informal discourse
 - B. respecting the student's silence and continuing to provide opportunities for the student to engage in class activities using various modalities
 - C. gently explaining to the student, in private, the important role that class participation plays in second-language learning
 - D. consulting with a special education teacher to determine whether the student should be evaluated for a speech-language disorder
17. According to evidence-based educational research, which of the following factors has been shown to have the greatest positive influence on an English learner's second-language acquisition?
- A. The student has strong literacy skills in the first language.
 - B. The student receives English instruction from a teacher who shares the student's cultural background.
 - C. The student has strong adult role models in the home environment.
 - D. The student is provided with opportunities to interact with English learners of the same age.
18. An entering-level English learner is able to respond to basic academic content questions in English with two- or three-word responses. According to theories of second-language acquisition and principles of SEI instruction, the teacher could most effectively support the student's learning by providing feedback in which of the following ways?
- A. by rewording the student's correct answers
 - B. by communicating approval of the student's correct answers with nonverbal language and gestures
 - C. by validating the student's correct answers using complete sentences
 - D. by paraphrasing the student's correct answers and challenging the student to expand on the answers

19. A fourth-grade SEI teacher is concerned about an emerging-level English learner who has been developing English language skills at a much slower rate than expected. The student prefers to work alone on class activities and avoids interacting with classmates who are native English speakers. The student sometimes appears anxious in class and is often reluctant to communicate in English, except to use short formulaic expressions, such as "yeah" or "no thank you." Which of the following approaches is likely to be most appropriate for the teacher to use *first* in supporting the student's progress in second-language acquisition?
- A. trying out a few different strategies or modifications to the classroom environment aimed at lowering the student's affective filter
 - B. assigning the student a peer buddy who is an outgoing bridging- or reaching-level English learner and can speak on the student's behalf
 - C. reminding all students in the class that taking small academic risks and making mistakes is part of the natural progression of learning
 - D. permitting the student to work independently until the student is ready to participate actively in instructional discussions and activities in class
20. An SEI teacher frequently uses anecdotal records to help monitor English learners' language development throughout the school year. Following are notes the teacher made about a ninth-grade English learner.

Listening: identifies main ideas from short content-related oral presentations

Speaking: poses and responds to questions in small-group discussions

Reading: identifies detailed descriptions, procedures, and information in paragraphs

Writing: includes important information and related details

Given this evidence and according to the WIDA Can Do Descriptors, this student's current skills and abilities in English are most characteristic of those at which of the following English language proficiency levels?

- A. developing
- B. expanding
- C. bridging
- D. reaching

21. During an informal conversation with an SEI teacher, a middle school emerging-level English learner makes the following remarks.

"We were going to the zoo. There was big traffic. My mother she turned around the car. We went to the park."

Given this evidence, to improve the student's ability to communicate effectively for social purposes in the school setting, and to support the student's progress toward the next English language proficiency level, the student would likely benefit most from explicit instruction focused on developing which of the following speaking skills?

- A. connecting ideas in discourse using transitions
 - B. describing everyday events using metaphors
 - C. conveying content through high-frequency words
 - D. explaining the pros and cons of choices
22. A prekindergarten SEI teacher would like to promote the oral language and vocabulary development skills of several four-year-old English learners while they are engaged in active learning in the classroom. Which of the following strategies is likely to be most effective for accomplishing this goal?
- A. inviting the children to dress up and play in a dramatic play area, while describing and asking simple questions in English about what the children are doing
 - B. labeling common classroom objects in the children's first languages and in English, and encouraging the children to say both names
 - C. posting a simple list of each day's activities in English, and reading the list to the children during circle time at the beginning of the day
 - D. meeting the children at the classroom door, and narrating the class rules in English for putting away coats and other belongings and unpacking backpacks

23. A middle school SEI teacher regularly uses photographs, artwork, video clips, and graphic organizers during lesson activities, especially when the lesson content is cognitively demanding or delivered primarily through lecture and discussion. This approach best demonstrates the teacher's understanding of which of the following research-based concepts related to promoting English learners' oral language development in the SEI classroom?
- A. Frequent opportunities to use academic language optimize students' retention of new language structures.
 - B. Robustly incorporating technology into instruction enhances student engagement in language learning.
 - C. Visual reinforcements help support students' listening comprehension and enhance overall learning.
 - D. Oral language and listening comprehension provide an important foundation for literacy development.
24. A high school SEI teacher is planning instruction focusing on teaching English learners vocabulary words that are essential for understanding various written assignments, assessment tasks, and end-of-chapter textbook exercises. These vocabulary words often present challenges to English learners because the words tend to occur in print more frequently than in oral language. The teacher plans to target such words (e.g., *complex*, *evidence*, *determine*, *establish*, *verify*, *evaluate*) for preteaching and discussion. Which of the following descriptions accurately characterizes the type of vocabulary that the SEI teacher is targeting?
- A. Tier One high-frequency words that have multiple meanings depending on their context in the text
 - B. Tier One and Two cognates that occur with high frequency in the first language and low frequency in English
 - C. Tier Two academic words that are used across disciplines and represent abstract concepts or skills
 - D. Tier Three low-frequency academic words that represent discipline-specific and technical concepts

25. Which of the following statements accurately characterizes SEI programs for English learners in Massachusetts public schools?
- A. Nearly all instruction is in English and presented in the context of a curriculum designed for students learning the language, and students learn to read and write in English.
 - B. Most instruction is presented in English, but reading, writing, and mathematics materials are typically presented in students' first language or translated as appropriate.
 - C. The program should follow a language acquisition process in which substantial portions of instruction and materials for core subjects are initially delivered in students' first language.
 - D. The program should deliver standard content curricula in English, with content modifications as needed, to students who have already acquired some level of English language proficiency.
26. An elementary school SEI teacher is planning instruction for a small group of English learners. Which of the following descriptions most accurately characterizes the scope of content that the teacher should cover in SEI instruction?
- A. just-below-grade-level literary texts from the state language arts curriculum framework to teach reading comprehension strategies such as imaging, predicting, checking, and summarizing
 - B. high-interest lesson topics and unit themes from the general education curriculum that are well aligned with English learners' prior knowledge and experiences
 - C. standards related to informational texts from the state language arts curriculum framework but with a focus on visual rather than language-based presentation
 - D. grade-level, core academic areas from the general education curriculum along with related second-language skills and learning strategies
27. When developing targeted lessons on topics such as academic language structures, an SEI teacher typically plans to have English learners work in pairs or small groups. Which of the following additional strategies related to grouping would be most closely aligned with the principles of SEI instruction?
- A. grouping students with low literacy levels together
 - B. grouping students by English language proficiency level
 - C. grouping students by shared language group
 - D. grouping students of different language backgrounds together

28. Which of the following strategies is a defining feature of second-language instruction using the SEI approach?
- A. promoting English learners' social language skills in structured interpersonal communication activities
 - B. grouping English learners by language background rather than by grade level or subject area for instruction
 - C. using comprehensible content presented clearly in language just above students' current level of language proficiency
 - D. providing first-language instruction for approximately 40 percent of the school day for one year, or until students transition into English-only classes
29. A high school SEI teacher asks an ESL teacher to observe his or her SEI classes periodically for professional development purposes. In which of the following ways could the SEI teacher optimize the benefit of the ESL teacher's observation and collaboration in this situation?
- A. asking the ESL teacher to provide research related to the underlying pedagogical principles the SEI teacher is trying to use in specific lessons focused on second-language instruction
 - B. discussing beforehand specific challenges that the SEI teacher has encountered in improving student learning and asking the ESL teacher to observe class instruction in that context
 - C. asking the ESL teacher to gently interrupt the SEI teacher when the ESL teacher notices inappropriate teaching methods and provide corrective suggestions or recommendations
 - D. implementing a new technique or strategy for working with the English learners in the class each time the ESL teacher observes in order to gather both positive and negative feedback
30. At a middle school, several students with limited or interrupted formal education (SLIFE) will attend a new student orientation in which they will tour the school, meet their SEI and ESL teachers, and go over their class schedules. During the school year, the SEI teachers will offer special instruction specifically designed to address the educational needs of this group of students and help promote their school achievement. Which of the following goals should be the primary focus of this special instruction?
- A. promoting the students' social and career-related language skills so they can pursue individualized vocational goals
 - B. establishing rapport with the students and discovering and discussing their personal interests, hobbies, and strengths
 - C. developing the students' basic life skills to prepare them for living independently and productively in society
 - D. providing the students with academic language and conceptual foundations to support their access to the core curriculum

31. A fourth-grade English learner is able to speak in short complete English sentences when engaging in casual conversations with other students and teachers. However, the student has difficulty using academic language and is sometimes reluctant to participate verbally in class learning activities. Which of the following statements accurately provides a research-based explanation for this variability in the student's communication abilities?
- A. Second-language learners who acquire social language in the target language too quickly may develop gaps in knowledge of usage and syntax.
 - B. Like many English learners, the student's receptive language skills are much stronger than the student's expressive language skills.
 - C. Core content-area concepts that English learners have already learned in the first language must be relearned in English.
 - D. English learners may take longer to acquire academic language skills than they do social language skills.
32. The English learners in a high school SEI world history class are at the bridging level of English language proficiency and can produce language with few grammatical errors. The students demonstrate strong foundational reading skills and subject-matter knowledge. As part of a lesson, the class will read an informational article on major economic and social developments in China in the twentieth century. Which of the following strategies would be most appropriate for the SEI teacher to use to scaffold the reading assignment for the English learners?
- A. preteaching the distinctions between literal and inferential comprehension skills and noting that both types of skills are needed for the reading task
 - B. providing the students with a supplementary text on twentieth-century world history written in English for students at a lower grade level
 - C. preteaching any idiomatic expressions, false cognates, and content-specific vocabulary essential for comprehending the article
 - D. providing a written summary of the key ideas in the article and asking students to complete an exercise linking supporting details to each main idea

33. In an SEI mathematics class, students take turns writing brief passages on a whiteboard to show ways in which they can apply one of the concepts they have studied to a real-life problem. One student shares the passage shown below.

"Picture needing to color a box. In order to figure your paint needs, you need to know the surface area of the box. You can find the surface area of a solid by adding the area of each face of the solid together."

Which of the following characteristics of the above passage is likely to make it particularly challenging for English learners to comprehend?

- A. technical terminology
 - B. compound sentences
 - C. figurative language
 - D. words with multiple meanings
34. At the beginning of a social studies unit focused on analyzing influential historical speeches, a middle school SEI teacher wants to help students recognize key elements of persuasive speeches. To this end, the teacher plans to lead students in reviewing excerpts of historical speeches to identify a main topic or argument, reasons that support the argument, facts or examples used by the speaker to validate the reasons, and the speaker's conclusion or call to action. Which of the following differentiation strategies would be most effective in helping the English learners in the class comprehend the speeches at the discourse level to facilitate their successful achievement of the goals of this lesson?
- A. ensuring that each speech excerpt selected for analysis by the English learners includes at least two types of persuasive appeals
 - B. reviewing for the English learners the difference between facts and opinions and providing examples of facts (e.g., statistics, expert opinions) that speakers may use to support an argument
 - C. providing the English learners with an overview of the backgrounds of each of the speakers and the historical context in which each speech was given
 - D. modeling for the English learners how to use a graphic organizer for persuasive text to help track each speaker's argument or claim, supporting evidence, and conclusion

35. An SEI teacher monitors and reviews English learners' social and academic language development using a variety of evidence, such as drafts of student writing, video recordings of student role-playing and oral presentations, and checklists and self-reflections completed by students. Which of the following types of assessment is this teacher using?
- A. end-of-unit assessments
 - B. portfolio assessment
 - C. norm-referenced assessments
 - D. culminating performance assessment
36. Which of the following functions does the ACCESS for ELLs® 2.0 testing system primarily serve in Massachusetts public schools?
- A. screening English learners for cognitive, social-emotional, or functional behavior factors that indicate a limited formal education or a recently interrupted formal education
 - B. supplying baseline evaluations to inform formal diagnostic testing used to determine the specific nature of English learners' receptive or expressive English language difficulties
 - C. yielding aggregate data that allow comparisons between English learners' performance in foundational reading tasks and established benchmarks for those tasks
 - D. measuring on an annual basis English learners' proficiency in reading, writing, listening, and speaking English and their general progress in learning English
37. An SEI teacher who teaches algebra and geometry classes that include English learners regularly invites students during problem-solving activities to use class supplies, such as grid paper, algebra tiles and blocks, algebra expressions and equations dominoes, geometric foam shapes, geoboards, circle and angle protractors, and graphic organizer worksheets. To evaluate students' progress in achieving unit objectives, the teacher uses an ongoing informal system of assessment, in which the teacher asks students to "show the steps" they use in solving representative problems. The teacher encourages students to explain their work orally or in writing, through drawings and/or through any of the class supplies described. This type of systematic formative assessment is particularly sensitive to the needs of English learners primarily because it:
- A. permits students to establish their own pace for learning while receiving ongoing feedback.
 - B. incorporates the principles of Total Physical Response (TPR) into an authentic assessment of the students' content-area skills.
 - C. allows students to use multiple methods to demonstrate their content knowledge and skills.
 - D. models various assessment strategies that students can use in self-monitoring their discipline-specific academic language development.

38. According to principles of assessment, a standardized test of English language proficiency for English learners is considered reliable under which of the following circumstances?
- A. The test produces stable and consistent results when administered on different occasions to the same student or group of students, or a matched student population.
 - B. There is strong evidence that a student's score on the test can be used as a valuable and accurate tool for predicting the student's future language-related behaviors.
 - C. The test is sensitive enough to show incremental gains or losses in student progress in different domains of language development from one year to the next.
 - D. There is strong evidence that inferences made about students on the basis of test scores are directly related to the language proficiency standards underlying the test.
39. A few entering- and emerging-level English learners in a fifth-grade SEI class are students with limited or interrupted formal education (SLIFE). Initial screenings indicate that the students lack basic phonemic awareness skills. During small-group instruction in the English language arts (ELA) block, the SEI teacher begins teaching the students techniques for identifying, segmenting, and blending the phonemes in regular single-syllable vocabulary words. In addition to using oral cues and pictures, which of the following instructional strategies would be most effective?
- A. incorporating additional developmental activities, such as generating rhymes, counting syllables, and blending the onset/rime of target words
 - B. asking the students to take turns reading simple printed advertisements, using visual context clues from the ads to determine the meanings of unfamiliar words
 - C. engaging the students in beginning writing activities in which phonetic spelling and conventional spelling are equally valued as tools for learning new vocabulary words
 - D. using printed words as prompts to emphasize the relationship between phonemes and letters and to build a foundation for future phonics skills instruction
40. A middle school SEI social studies teacher would like to promote English learners' development of skills for close reading of informational texts. Which of the following student strategies would best support this goal?
- A. identifying a text's organizational structure before reading and using visualization and mental imagery during reading to picture the main ideas
 - B. scanning the first and last paragraphs of the text and attempting to predict a text's conclusions and outcomes while reading
 - C. setting a purpose for reading and annotating the text's key vocabulary, ideas, and details while keeping the purpose for reading in mind
 - D. using sentence frames to summarize each supporting detail and semantic maps to draw connections between key vocabulary words in the text

41. A third-grade SEI teacher wants to select a pre-reading activity that will help scaffold English learners' comprehension of a new text that the class will be reading. To best achieve this goal, the teacher should select a pre-reading activity that will provide the English learners with:
- A. supplementary, interesting, and little-known facts about the topics addressed in the first few chapters of the text.
 - B. an overview of important concepts and vocabulary presented in the first few chapters of the text.
 - C. alternative ways of accessing the same content covered in the text, such as audio recordings or computer tutorials.
 - D. an opportunity to scan individual chapters in the text to determine which ones will be most challenging.
42. During a health and fitness unit, an SEI teacher shares brief but sometimes complex excerpts from fitness blogs and journals about a wide range of health- and fitness-related issues. The teacher uses think-alouds to highlight and clarify new content-specific vocabulary in the excerpts and uses questioning to develop students' conceptual understanding of the new content. In which of the following ways does the use of the think-aloud strategy promote English learners' content-area reading?
- A. by enhancing their ability to use annotation strategies to identify main ideas
 - B. by building their academic language and background knowledge
 - C. by helping them distinguish between oral and written language conventions
 - D. by encouraging them to use clues about text structure to enhance comprehension
43. In a seventh-grade science class, an SEI teacher notes that an English learner demonstrates bridging-level listening skills, participates in class, and exhibits understanding of science-related terminology during class discussions. When the student is asked to read aloud an excerpt from the science text in class, the student reads fluently. However, the student demonstrates limited comprehension of what he reads. The SEI teacher could most effectively address the needs of this student by:
- A. demonstrating for the student the strategy of skimming a text to determine its language demands.
 - B. guiding the student in using self-monitoring and text-feature analysis strategies while reading.
 - C. encouraging the student to think about personal experiences that may relate to topics mentioned in the text.
 - D. reviewing with the student techniques for decoding words and using context clues to determine their meaning.

44. A first-grade SEI teacher plans to use a variety of activities, including read-alouds, to help promote entering- and emerging-level English learners' oral language and literacy development. Which of the following general guidelines would be most important for the teacher to follow for the read-alouds in order to achieve this goal?
- A. choosing books that mainly contain decodable words
 - B. reading with a natural cadence in a neutral and consistent tone
 - C. choosing books with repeated language structures and vocabulary
 - D. reading a text aloud once then inviting students to read it independently
45. In a fourth-grade class that includes developing- and expanding-level English learners, the SEI teacher plans to lead the whole class in a close reading of an informational article about the effects of climate change and the decline in Arctic sea ice on the habitat and activities of polar bears. Before the reading, the teacher explicitly explains to the English learners key Tier One and Tier Two words in the article that are likely to be unfamiliar to them. The teacher also explicitly preteaches to all students the meanings of a few key domain-specific vocabulary words from the text. After the reading, which of the following strategies is likely to be most effective for the teacher to use in reinforcing students' comprehension of the information in the article, including the English learners' comprehension?
- A. asking the students to retell what the article is about using the new words they have learned
 - B. asking the students to read sections of the article aloud using appropriate phrasing and intonation
 - C. asking the students to create a time line of any key events or developments covered in the article
 - D. asking the students to locate and highlight the key words the teacher taught on a copy of the article

46. The students in a fifth-grade SEI class have been studying a unit on chemical reactions and have recently conducted some simple experiments related to the unit. The teacher is reviewing students' written responses to short-answer assignments about the experiments. The following is a representative sample of one English learner's writing.

"When the sugar we dissolve in water, the sugar still the sugar is. When the sugar we burn, the sugar not is the sugar anymore. It becomes a new substance. Burning the sugar a chemical reaction is causing."

Given this evidence, when planning instruction to improve the student's academic writing, which of the following factors would be most important for the teacher to consider?

- A. The student is having difficulty understanding new academic vocabulary related to the unit and would benefit from vocabulary reinforcement activities.
 - B. The student is likely struggling with the concepts underlying the lesson and would benefit from writing assignments that are not content based.
 - C. The student is having difficulty applying Standard English writing conventions and would benefit from explicit instruction in punctuation and mechanics.
 - D. The student is likely transferring syntactical patterns from the first language and would benefit from explicit instruction in English syntax.
47. In introducing a new unit on writing research reports to a class that includes English learners, an SEI teacher emphasizes that every paragraph in a report has a job to do. The teacher explains that those jobs can include capturing the audience's attention, providing context or background information, describing a procedure or sequence, explaining a cause and effect, connecting ideas together, comparing and contrasting findings, analyzing a problem, summarizing an issue, and describing a solution. The teacher provides the English learners with a brief model research report and asks the students to read the report, identify the main job each paragraph is doing, and annotate their answers in the margin of the text. Students will then discuss their notes. This activity reflects the SEI teacher's awareness of the importance of promoting English learners' academic writing development by helping them:
- A. distinguish between various types of informational texts.
 - B. identify the characteristic features of common literary genres.
 - C. recognize the rhetorical features commonly used in informational texts.
 - D. analyze factors that may impede readers' comprehension of academic texts.

48. A high school English language arts class includes English learners who have varying levels of English language proficiency. The SEI teacher is working with students on the following learning standard:

Write arguments (brief essays, letters to the editor, advocacy speeches) to support claims in an analysis of important topics or issues, using valid reasoning and relevant and sufficient evidence.

Which of the following strategies for scaffolding instruction would be most appropriate for the SEI teacher to use to promote bridging-level English learners' achievement of this learning standard?

- A. providing a checklist for students to use when editing their arguments that focuses on key conventions of mechanics and punctuation
 - B. providing students with sentence frames and a word bank from which they can construct a generic, one-paragraph argument
 - C. providing students with a graphic organizer that includes areas for each of the key components of a written argument
 - D. providing graphics for students to use to illustrate parts of their argument that they find challenging to explain verbally
49. Which of the following general instructional approaches would be most appropriate for SEI teachers to use in promoting English learners' academic writing development?
- A. choosing interesting everyday topics for English learners to write about and modifying assignment length requirements (e.g., fewer sentences, shorter paragraphs)
 - B. aligning expectations for English learners' writing performance on class assignments at or slightly below their current level of writing competency
 - C. assigning students with highly developed communication skills to review English learners' writing and provide them with feedback
 - D. guiding English learners in the use of supports (e.g., writing templates, semantic maps) that are aligned with given writing assignments

50. During a writing unit, an SEI teacher has been teaching grammar and usage (e.g., lessons on verb tenses, prepositions, phrasal verbs, gerunds versus infinitives) to a group of English learners. The teacher notices that one student consistently avoids using a particular grammatical structure that has been taught, even when specifically asked to include it in brief writing tasks. In responding to this situation, the SEI teacher should carry out which of the following actions *first*?
- A. determining whether the grammatical structure that the student is avoiding is present or absent in the first language
 - B. considering whether the student has received so much corrective feedback that the student is reluctant to work with grammatical structures
 - C. investigating whether the student's early exposure to the first language was interrupted or limited in some way
 - D. conducting a self-reflection to consider whether the teacher is effectively identifying and correcting grammatical errors made by the student
51. In a high school English language arts (ELA) class, an expanding-level English learner who enjoys writing expresses concern to the SEI teacher that she seems to be making many grammatical and usage errors in her English compositions and writing assignments. The teacher and student review some of the student's recent written work, and the teacher points out that the student's errors are typical of students who share her first language and proficiency level. Which of the following teacher strategies would be most effective for responding to this student's writing needs?
- A. providing the student with a rubric addressing her most frequent errors that she can use as a checklist for self-monitoring while writing
 - B. creating a glossary of grammatical terms with definitions and examples that the student can refer to during writing activities
 - C. pairing the student with a high-achieving classmate who can work with her on close editing and revising of future language arts assignments
 - D. teaching the language arts class a series of mini-lessons on Standard English grammatical conventions and rules

52. During a health education unit, students learn about lifestyle behaviors that influence personal health in positive or negative ways, as well as ways in which media can influence public attitudes and behaviors related to health and wellness. In one lesson, the SEI teacher leads English learners in identifying, discussing, and analyzing the techniques used in print and digital public health messages in various media. Later, the SEI teacher wants to engage students in a writing activity that will prompt them to think analytically and creatively about health-related influences and will help reinforce for the English learners the new concepts and academic language they encountered in the materials they read with the teacher. Which of the following activities is likely to be most effective in achieving these goals?
- A. showing the class video clips of health-related advertisements and public service announcements and having students take notes about which ones are most effective
 - B. having students work in small groups to design a public health message that includes artwork and persuasive text about a health topic relevant to their lives
 - C. asking students to maintain a log for one week in which they keep track of the number of health-related messages they are exposed to on a daily basis via social media
 - D. having students work with a partner to distinguish between lifestyle factors that can or cannot be controlled and enter them on a T-chart graphic organizer
53. A middle school SEI class includes several English learners who have grade-level literacy skills in their first language. When the teacher provides instruction in Standard English writing conventions, discourse patterns, and text structures, the teacher often encourages these students to consciously compare the elements to those of their first language. The teacher also encourages the students to engage in prewriting planning in the first language as needed and allows entering- and emerging-level English learners to develop drafts of writing assignments in the first language. The teacher's actions best demonstrate understanding of which of the following principles of effective writing instruction for English learners?
- A. developing students' awareness of the writing-reading connection, i.e., how writing supports reading and vice versa
 - B. using students' prior writing skills and abilities as a bridge to writing in English
 - C. differentiating students' writing instruction in English according to their varying language proficiency levels
 - D. engaging students in frequent, authentic, and purposeful writing activities

54. An elementary school SEI teacher regularly asks English learners at the developing and expanding levels to complete learning logs following lessons or learning sequences. Students use the logs to independently evaluate their progress in what they are learning and studying. Then the teacher guides students in sharing and discussing what they have written in the logs. An example of one of the teacher's learning log templates is shown below.

Learning Log	
Question	Student Response
What did I learn in class today and why? What did I find interesting?	
My Notes What questions do I still have about what I learned? What do I need help with?	
Teacher's Notes/Responses	

This activity benefits English learners' academic development primarily because it:

- A. provides English learners with valuable practice in basic technical writing.
- B. allows the teacher to provide English learners with specific, explicit feedback on language-learning errors.
- C. promotes English learners' awareness of processes and strategies for thinking and learning.
- D. helps create a supportive classroom learning environment that encourages English learners to take risks.

55. Which of the following writing activities would best promote sixth-grade English learners' content-area development in the English language arts and is aligned with the WIDA ELD Standards for students at the developing level of English language proficiency?
- A. using sentence frames to write complete sentences that each express a clear idea about personal interests or favorite activities
 - B. writing a short essay that compares and contrasts two literary excerpts from different genres that were read aloud and discussed in class
 - C. using an informational text that includes a table, graph, or chart and writing a paragraph with a few complex sentences that explains the information
 - D. writing a short opinion-piece paragraph that includes one main claim or argument, some relevant reasons or details, and a few compound sentences
56. According to the WIDA ELD Standards for the language of social studies, an expanding-level English learner is more likely than an emerging-level English learner to perform which of the following types of elementary-level social studies tasks with success?
- A. working in a small group to list the steps for producing multimedia social studies presentations using graphic organizers and illustrated word banks
 - B. explaining and giving specific examples of positive and negative impacts of European expansion overseas using graphic organizers
 - C. working in a small group to complete simple templates that list the features of democracies and other common forms of governments
 - D. following a historical route on a physical map of the United States based on simple oral descriptions, illustrated word banks, and manipulatives

57. In a middle school science class that includes English learners at the developing and expanding levels of language proficiency, the SEI teacher plans to supervise small groups of students as they perform experiments, prepare lab reports, and discuss their observations and findings in class. According to standards-based instruction regarding the language of science and the WIDA ELD Standards, which of the following types of language scaffolding would be most appropriate to provide to the English learners to promote their academic success in this class?
- A. preteaching intermediate- to advanced-level vocabulary words (e.g., *impact*, *dissolve*, *release*, *chemical equation*), language forms and conventions with gerunds (e.g., *varying ...*, *decreasing ...*), and the use of paragraph frames for summarizing results
 - B. working with students to develop repetitive sentence frames for describing the different outcomes of experimentation, and guiding students in using them to organize and document results
 - C. preteaching beginning- to intermediate-level vocabulary words (e.g., *changed*, *reaction*, *each time*, *without*), language forms and conventions with compound sentence frames (e.g., "We saw ... with ...and it ..."), and the use of graphics (e.g., drawings, diagrams) for sorting data
 - D. working with students to help them differentiate between pairs of content-specific words and phrases (e.g., *dependent* and *independent variables*, *control* and *experimental groups*, *quantitative* and *qualitative data*) and use them in discourse

58. For an upcoming unit, a second-grade SEI teacher will lead students in setting up and running a classroom "healthy snack bar" with donated supplies. Once a week for five weeks, families of students will be invited to the lunchtime snack bar, where students will design menus, take orders, serve food and beverages, ring up purchases at a cash register, and make change. Students will also tell families about their jobs at the snack bar and how they work together during setup. The SEI teacher wants to work with two developing-level English learners to improve their social and instructional language skills in relation to the following unit goal:

Participate in collaborative conversations about class activities with peers and adults in small and large groups.

Which of the following teacher strategies is likely to be most effective in helping the two students accomplish this goal in the context of this instructional unit?

- A. using sentence frames to help the students write short, simple sentences about working cooperatively on the class snack bar and their individual roles there, and then asking the students to read and reread the sentences aloud
 - B. using oral sentence starters and models with the students to prompt them to produce statements about working cooperatively on the class snack bar and their individual roles there
 - C. asking the students to make drawings or pictorial representations of the class snack bar and their individual roles there and then "show and tell" their work to the teacher and the other English learners
 - D. reciting to the students simple sentences about the class snack bar and working cooperatively, and then having the students repeat the sentences back in a call-and-response pattern
59. Which of the following descriptions best characterizes how SEI teachers should apply the WIDA ELD Standards?
- A. as a framework outlining a comprehensive approach for developing the social, instructional, and academic language of English learners
 - B. as a set of teacher competencies and knowledge requirements for earning an ESL or SEI teaching endorsement
 - C. as a reliable evaluation tool for analyzing content-area curricula to ensure that they integrate content-area reading skills for English learners
 - D. as a K–12 scope and sequence of academic skills in English language arts that English learners must achieve

60. Which of the following student standards, paraphrased from the *2017 Massachusetts Curriculum Framework for English Language Arts and Literacy*, is likely to be especially challenging for high school bridging-level English learners to achieve?
- A. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.
 - B. Demonstrate command of the basic conventions of Standard English capitalization, spelling, punctuation, and sentence structure.
 - C. Participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing one's own ideas clearly.
 - D. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or exaggerated or distorted evidence.

DESCRIPTION OF AN OPEN-RESPONSE ITEM

The open-response item is an assignment that includes five parts to allow candidates to show their knowledge of sheltering content. Candidates will use one of 10 mentor texts for the basis of their response. Each mentor text is an informational text that is representative of the kind of content and academic language features a student might encounter in texts in a given content area. Candidates will read the test directions, read the assignment, and select a mentor text for the basis of their response.

After choosing a mentor text as the focus of your lesson, you will be expected to show evidence of a detailed, working knowledge of Sheltered English Immersion strategies and how to employ those various strategies to create a well-developed SEI lesson plan. In your response to each of the five parts of the open-response item, you will be expected to demonstrate:

- Your ability to plan a lesson in each of the following areas.
 - Vocabulary tiering for:
 - Reading comprehension
 - Writing development
 - Vocabulary strategies to support:
 - Oracy and discourse development
 - Reading comprehension
 - Writing development
 - Oracy and discourse development to support:
 - Reading comprehension
 - Writing development
- Your ability to integrate SEI supports for all four language domains into a single lesson.
- Your ability to differentiate instruction by appropriately selecting and/or modifying SEI strategies across all four domains (speaking, listening, reading, writing) to meet the needs of English language learners at all WIDA English Language Development (ELD) levels.
- Your ability to incorporate and differentiate assessment components in your SEI lesson, including demonstrating understanding of the evidence of student comprehension and language/content learning you would expect to see as a result of the instructional and differentiation strategies you proposed in your essay.

SAMPLE TEST DIRECTIONS FOR OPEN-RESPONSE ITEMS

(Note: These sample directions are for the actual test assignment that consists of 5 parts. This practice test includes Part I only.)

This section of the test consists of an open-response item assignment that consists of five parts. You will be asked to prepare a written response for each of the five parts and your five responses together should total approximately 1,500 words. You should use your time to plan, write, review, and edit your response to each part of the assignment. **You must write responses to each of the five parts.**

For this assignment, you are an SEI teacher who is designing a content lesson for a class that includes English language learners. You will be presented with mentor texts in the following subject areas: Biology (8–12), Chemistry (8–12), Early Childhood (PreK–2), Earth Science (8–12), Elementary (1–6), English (8–12), Mathematics (8–12), Physics (8–12), Social Science (8–12), and Technology/Engineering (5–12). You will need to select ONE of these mentor texts and then use your knowledge of SEI instruction and the mentor text to write a response to each of the five parts of the assignment. You must use the same mentor text for all five parts of the assignment. The WIDA ELD levels will also be available for your reference.

Your responses must describe key processes involved in planning one SEI lesson that integrates the components of vocabulary development and oracy, reading comprehension, and written discourse to support English language learners' content and academic-language development with respect to the mentor text you selected. Be sure to support all your responses with specific examples from your selected mentor text.

Your responses to this 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


Note that you must respond to Part I(a) (identifying the mentor text you selected) for your five responses to the assignment to be scored.

This open-response item assignment is intended to assess knowledge of sheltered English immersion (SEI). 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 SEI educators. 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.

Sheltered English Immersion (SEI) Practice Test

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.

Before you begin, you should familiarize yourself with all five parts of this assignment so that you can plan your response to each of the five sections accordingly. The entire assignment will be presented on the next screen. The

complete text will also be available for reference through the  button that will be available during each part of the assignment.

SAMPLE OPEN-RESPONSE ITEM: PART I

*Please note: the open-response assignment for Sheltered English Immersion consists of **5 parts**; a sample for Part I is provided here. The actual assignment will contain five parts as described in the Description of an Open-Response Item above.*

PART I: MENTOR TEXT SELECTION AND ANALYSIS

- a. Identify the grade-level cluster (early childhood, elementary, or secondary) of the mentor text you selected as the basis for your response. If you selected a secondary mentor text, also identify the discipline (e.g., biology).
- b. Given the content addressed in the mentor text you selected, identify a relevant content objective for the lesson.
- c. Identify key academic language features of your mentor text at the tiered vocabulary (word/phrase) level (i.e., list all Tier One, Tier Two, and Tier Three vocabulary essential to understanding the mentor text).
- d. Identify key academic language features of your mentor text at the sentence level (e.g., language forms and conventions) and the discourse level (e.g., linguistic complexity, text density, background knowledge requirements, cohesion, coherence).
- e. Given your content objective for the lesson and considering the tiered vocabulary and other academic language features of your mentor text, provide one relevant language objective for your lesson for each of the components below (i.e., provide a total of three language objectives):
 - i. vocabulary development & oracy
 - ii. reading comprehension
 - iii. written discourse

Be sure you support your response to Part I with specific examples from your selected mentor text, as appropriate.

SAMPLE MENTOR TEXT (ELEMENTARY 1–6)

¹People in many walks of life are affected by the weather. ²Needless to say, people have been trying to predict, or forecast, the weather for a long time. ³They observed clouds and watched for changes in the wind. ⁴Meteorologists are scientists who use weather data to understand and forecast the weather. ⁵Wind is one of the factors they study.

⁶Wind can vary in both speed and direction. ⁷Therefore, meteorologists use different types of instruments to measure wind. ⁸Two important tools are wind vanes and anemometers.

⁹A wind vane is one of the oldest weather instruments. ¹⁰Its use dates back thousands of years. ¹¹Placed at the highest point of a tall structure, it is designed to spin around so that it points in the direction from which the wind is blowing. ¹²Thus, if the wind vane points north, the wind is coming from the north. ¹³To this day, wind direction is always reported as the direction from which the wind is coming.

¹⁴An anemometer is used to measure wind speed. ¹⁵One common type uses a propeller to gauge wind speed. ¹⁶The wind makes the propeller rotate. ¹⁷A recording device counts the number of rotations in a given period of time. ¹⁸The results are typically reported in miles or kilometers per hour.

¹⁹Try making a weather forecast. ²⁰What type of weather is likely coming to your area? ²¹How could data from a wind vane provide a clue? ²²When might the weather change? ²³What clues would the data from an anemometer provide?

PRACTICE TEST RESULTS

PRACTICE TEST RESULTS OVERVIEW

The practice test provides valuable information regarding your preparedness for the MTEL Sheltered English Immersion (56) 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, a Sample Strong Response to Part I using the sample Mentor Text, and a Scoring Rubric are provided for the open-response item. You may wish to refer to this information when evaluating your practice test response.

Total Test

Although you cannot use this practice test to precisely predict how you might score on an official MTEL Sheltered English Immersion (56) 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	A		
2	0001	B		
3	0001	C		
4	0001	D		
5	0002	A		
6	0002	D		
7	0002	B		
8	0003	B		
9	0003	A		
10	0003	A		
11	0004	B		
12	0004	A		
13	0004	C		
14	0004	D		
15	0004	A		
16	0005	B		
17	0005	A		
18	0005	C		
19	0005	A		
20	0005	A		
21	0006	A		
22	0006	A		
23	0006	C		
24	0006	C		
25	0007	A		
26	0007	D		
27	0007	B		
28	0007	C		
29	0007	B		
30	0008	D		
31	0008	D		
32	0008	C		
33	0008	D		
34	0008	D		

**MULTIPLE-CHOICE QUESTION
ANSWER KEY WORKSHEET (continued)**

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0009	B		
36	0009	D		
37	0009	C		
38	0009	A		
39	0010	D		
40	0010	C		
41	0010	B		
42	0010	B		
43	0010	B		
44	0010	C		
45	0010	A		
46	0011	D		
47	0011	C		
48	0011	C		
49	0011	D		
50	0011	A		
51	0011	A		
52	0011	B		
53	0011	B		
54	0012	C		
55	0012	D		
56	0012	B		
57	0012	A		
58	0012	B		
59	0012	A		
60	0012	D		

Count the number of multiple-choice questions you answered correctly:
 _____ of 60 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: The World of English Language Learners and Their Teachers	
Objective 0001: Analyze and apply knowledge of data and policies relevant to English language learners.	
1A____ 2B____ 3C____ 4D____	____/4
Objective 0002: Apply knowledge of diversity within English language learner populations.	
5A____ 6D____ 7B____	____/3
Objective 0003: Apply knowledge of cultural and social aspects of teaching in the SEI classroom and school.	
8B____ 9A____ 10A____	____/3
Subarea I (Objectives 0001–0003) Total ____/10	

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea II: Teaching Language and Sheltering Content in the Classroom

Objective 0004: Examine the role of language and linguistics in instructing English language learners.	
11B ___ 12A ___ 13C ___ 14D ___ 15A ___	___/5

Objective 0005: Apply knowledge of second-language acquisition and the contributing factors in the SEI classroom.	
16B ___ 17A ___ 18C ___ 19A ___ 20A ___	___/5

Objective 0006: Analyze strategies for promoting oral language, listening comprehension, and vocabulary development in the SEI classroom.	
21A ___ 22A ___ 23C ___ 24C ___	___/4

Objective 0007: Apply knowledge of principles of sheltering content for English language learners in the classroom.	
25A ___ 26D ___ 27B ___ 28C ___ 29B ___	___/5

Objective 0008: Analyze strategies for teaching academic language in the SEI classroom.	
30D ___ 31D ___ 32C ___ 33D ___ 34D ___	___/5

Objective 0009: Apply knowledge of assessment of English language learners in the SEI classroom.	
35B ___ 36D ___ 37C ___ 38A ___	___/4

Subarea II (Objectives 0004–0009) Total ___/28

**MULTIPLE-CHOICE QUESTION
PRACTICE TEST EVALUATION CHART (continued)**

Subarea III: Literacy and Standards-Based Content Teaching for English Language Learners

Objective 0010: Analyze strategies for teaching reading in the SEI classroom.							
39D	40C	41B	42B	43B	44C	45A	____/7

Objective 0011: Analyze strategies for teaching writing in the SEI classroom.							
46D	47C	48C	49D	50A	51A	52B	____/8
53B							

Objective 0012: Apply knowledge of standards-based content teaching for English language learners.							
54C	55D	56B	57A	58B	59A	60D	____/7

Subarea III (Objectives 0010–0012) Total ____/22

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 Response

On the following pages, you will find a sample strong response. PLEASE DO NOT REVIEW THE SAMPLE RESPONSE UNTIL AFTER YOU HAVE WRITTEN YOUR OWN RESPONSE. When you do review the sample response included here, please note the following points:

- ✓ For the purposes of the practice test, the response is identified as "strong" rather than given a score point of 1–4.
- ✓ The sample strong response may contain flaws; however, this does demonstrate the performance characteristics of a "strong response."
- ✓ The sample strong response demonstrates the examinee's appropriate understanding and application of the subject matter knowledge. However, the response does not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.

Compare your practice response to the Sample Response to determine how similar your response is to the sample strong response. Also review 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 response.

**OPEN-RESPONSE ITEM
SCORING RUBRIC AND SAMPLE RESPONSE**

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	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • 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	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • 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	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • 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	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • 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.

SAMPLE STRONG RESPONSE TO SAMPLE OPEN-RESPONSE ITEM: PART I

a. Elementary 1–6 science

b. Content Objective: Students will predict local weather changes using data gathered from a wind vane and an anemometer.

c. Tiered Vocabulary

Tier 1 Vocabulary: cloud, wind, tall, people

Tier 2 Vocabulary: weather, walks of life (idiom), affected, scientists, needless to say, data, observed, speed, direction, instruments (multiple meaning), measure, dates back, structure, spin, north, recording device, miles, clue, vary, predict, factor, therefore, thus (transition words), to this day, rotate → rotations, tools, given (multiple meaning), type, likely, provide, from which

Tier 3 Vocabulary: meteorologists, wind vane, anemometer, gauge, miles/kilometers per hour, forecast, propeller

d. Key Academic Language Features

Sentence Level

—several passive constructions ("people . . . are affected by the weather," "wind direction is always reported as . . .") and many uses of "to + verb" to mean "in order to"/"for the purpose of" ("is used to measure wind and speed," "is designed to spin around . . .")

—it may difficult to trace the pronouns "its" (sentence 10) and "it" (11) to their antecedent (wind vane, sentence 9). Sentence 10 begins with a participial clause describing "it."

—use of modal auxiliary verbs in the last three sentences to indicate varying degrees of certainty/possibility and to prompt speculation ("How could data provide a clue? When might the weather change?")

(continued)

Discourse Level

- expository text with embedded definitions, e.g., "meteorologists are scientists who use . . .;" also, in sentence 2: "to predict, or forecast, the weather"
- some sentences begin with transition words/phrases (e.g., needless to say, therefore, thus, to this day) which need to be understood to follow the organizational structure of the passage
- paragraph 1 switches among the present, past progressive, and simple past tense verbs
- the last paragraph poses a series of wh-questions that are not explicitly answered in the text and require inference on the part of the reader (the reader may expect to find all the answers in the text)
- requires background knowledge on the part of the reader, e.g., understanding distance (miles and/or kilometers), direction (north, south, east, west), knowledge of local weather patterns (if the ELL comes from the desert or rainforest and is new to the area, Massachusetts weather terminology/experience might be lacking)

e. Language Objectives:

- i. Vocabulary & Discourse: Students will orally summarize for a partner how a weather vane and anemometer measure weather using vocabulary from the mentor text.
- ii. Reading Comprehension: Students will analyze the information from the first three paragraphs in the text to answer the questions in the last paragraph with the use of data from weather vanes and anemometers.
- iii. Written Discourse: Students will compose a paragraph-length weather forecast for kite-flying peers using modal auxiliary verbs and citing data gathered from weather vanes and anemometers.