Massachusetts
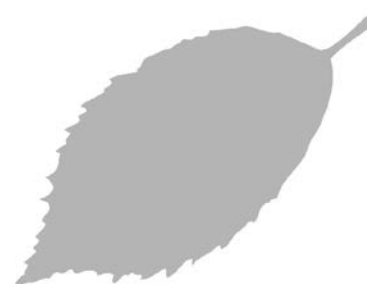# Tests for Educator Licensure® (MTEL®)

Sheltered English Immersion (56)

PRACTICE TEST APPENDIX:
Multiple-Choice Question Analyses

MTEL®

MULTIPLE-CHOICE QUESTION
ANALYSES

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.

Correct Response: A. According to Chapter 71A of the Massachusetts General Laws, as amended by Chapter 386 of the Acts of 2002 (Question 2), English learners should be educated through sheltered English immersion (SEI) during a period typically intended to last no more than one school year. In November of 2017, Chapter 138 of the Acts of 2017 (HB4032) further amended Chapter 71A to give public schools more flexibility in meeting the needs of English learners. According to Chapter 138, school districts can maintain their current SEI programming or use an alternative program, such as transitional bilingual education, that meets federal and state standards. Dual-language programs continue to be allowed under Chapter 71A as amended by Chapter 138. **B**, **C**, and **D** describe practices that are neither mandated in Massachusetts nor supported by research in second-language acquisition.

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

Correct Response: B. ACCESS for ELLs® 2.0, the WIDA Consortium's English language proficiency (ELP) assessment, meets federal requirements under the Every Student Succeeds Act (ESSA) for monitoring and reporting English learners' progress toward English language proficiency. However, the Individuals with Disabilities Education Act of 2004 (IDEA) requires states to use alternate assessments for students with significant cognitive disabilities who cannot participate in statewide assessments, even with accommodations. The Alternate ACCESS for ELLs™ fulfills these federal requirements for English learners in grades 1–12 who have significant cognitive disabilities and who are unable to participate meaningfully in the ACCESS for ELLs® 2.0. The ACCESS for ELLs® 2.0, rather than the Alternate ACCESS for ELLs™, is generally one of multiple assessments used to help determine whether an English learner is a student with a limited or interrupted formal education (SLIFE) (**A**). The Alternate ACCESS for ELLs™ does not cover prekindergarten or kindergarten (**C**); a separate test, Kindergarten ACCESS for ELLs™, is available. The Alternate ACCESS for ELLs™ is not used for English learners whose discrepancy between their Oral Language and Literacy scores on the state ELP assessment is greater than three levels, with or without scaled scores (**D**).

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.

Correct Response: C. According to the Individuals with Disabilities Education Act (IDEA), assessments that are used to determine an English learner's eligibility for special education must be administered in the student's dominant language. IDEA Part B stipulates that assessment and evaluation materials must be free of racial or cultural bias. IDEA does not stipulate that materials and procedures used to instruct English learners must include translations or transcriptions in a student's first language (**A**), that English learners must meet the same academic content and student achievement standards all students are expected to meet (**B**), or that English learners must be provided with peer mentors who can communicate in the students' first language as well as in English (**D**).

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)

Correct Response: D. In Massachusetts, public schools are responsible for educating English learners according to the same academic standards and content curriculum frameworks as all students, regardless of the type of program in which an English learner participates (see Chapter 71A of the Massachusetts General Laws, Section 7). According to state education policy, educators in SEI, two-way immersion, transitional bilingual education, and ESL programs should offer English learners the same core curriculum all students in the state are offered, whether instruction is offered in one language or two. 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 (**A**), 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 (**B**), and ensuring that English learners become proficient in English through general education content classes taught solely in English (**C**) are not mandated by Massachusetts state law. School districts may use SEI or alternative approaches, such as transitional bilingual education, to help English learners achieve state standards.

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.

Correct Response: A. When an English learner exhibits language patterns that do not correspond to Standard English, educators need to consider whether this is the result of typical second-language acquisition processes, such as language transfer from the first language, or if it suggests the presence of an exceptionality or disability. If other students from the same cultural and linguistic group exhibit the same language patterns as the given English learner, the patterns are most likely the result of a typical second-language acquisition process. The presence of a language-based exceptionality or disability is more likely when the English learner's language use differs from peers with the same background. **C** and **D** are incorrect because they both describe environmental factors that would likely affect an English learner's second-language development but not in ways that could be attributed to a language-based exceptionality or disability. **B** describes a phenomenon that is typical of most second-language learners regardless of their backgrounds and is not specific to or indicative of learners with special needs or exceptionalities.

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

Correct Response: D. The fostering of an inclusive classroom environment that is appreciative of diversity and culturally sensitive is best achieved when students' cultural backgrounds are incorporated regularly and in varied ways into instructional activities. Such a practice promotes engagement with cultural elements in meaningful academic contexts and demonstrates to students that their home culture is viewed as an important resource. While the strategy described in **A** may promote students' awareness of the various cultural backgrounds represented in the classroom, it is not implemented regularly and lacks an instructional context or purpose. **B** addresses diversity in a superficial way, does not include student engagement with the visuals mentioned, and is not specific to the cultural backgrounds of the students in the class. **C** focuses on respectful communication practices and equal acknowledgement of diverse cultural groups by the teacher. However, it does not provide any methods for developing appreciation for various cultures and does not acknowledge students' unique cultural experiences and funds of knowledge.

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.

Correct Response: B. Approaches to learning and the educational practices that stem from them can
vary widely from culture to culture. Given this student's behavior, her home culture likely promotes oral
expression in the form of chants and songs as a tool to enhance learning and values physical
movement as part of the learning environment. As a newly-arrived English learner, the student is not
likely to be aware that culturally determined educational practices in the United States differ from what
she has previously experienced. **A** and **C** are incorrect because the student has a strong educational
background, performs well academically in her new school, and is described as being at the developing
level of English language proficiency, rather than at a lower level such as entering or emerging. **D**
would be inappropriate to consider as the first explanation for the student's behavior considering the
fact that approaches to learning are culturally determined and that the student is a newcomer to the
U.S. educational system.

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.

Correct Response: B. To begin building a "trusting, productive relationship" with families who may have widely varying cultural values and perspectives regarding formal education (e.g., with respect to the family's, student's, and teacher's roles), an SEI teacher needs to demonstrate to parents/guardians that the teacher acknowledges the important role families play in their child's development and education and that the teacher respects and values their perspectives. Focusing the initial meeting on asking thoughtful questions and listening to the family in order to learn about their values and their aspirations or vision for their child's future (**B**) is an important first step in building trust and thus laying the foundation for a productive partnership. **A** and **D** are both overly directive and would send the message that "the school knows best," rather than demonstrating that the teacher views the families as valued partners. **C** would likely send the message that the teacher anticipates problems in working with the family and/or student. This would not be an effective way for an SEI teacher to begin to establish a "trusting, productive relationship" with a family the first time they meet.

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.

Correct Response: A. Research shows that possessing and reading books at home is linked to academic success. Additionally, students who are literate in their first languages have proven to be successful in learning English as a second language and also tend to develop second-language literacy skills more rapidly. **B** is incorrect because, although reading with a child in their first language at home is beneficial, it does not necessarily promote collaboration between the teacher and the family. **C** is incorrect because the reading and the discussions take place in the family's first language and therefore do not provide the opportunity for adults to develop English academic-language skills. **D** is incorrect because the family's first-language interactions about a book written in the first language are not likely to be focused on analyzing or making comparisons between the first language and English but rather on discussing the text.

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.

Correct Response: A. Developing and maintaining a shared sociocultural identity is empowering to English learners. Insertions of words and phrases from their shared first language reinforces students' sense of community with their peers. **B** is incorrect because, in this scenario, there is no evidence that the English learners are emphasizing important points when using their first language. **C** is incorrect because the students are described as having "similar linguistic backgrounds" and conversing "mostly in English," so it is unlikely that one of their members is at a significantly lower level of English language proficiency. **D** is incorrect because the students are conversing "mostly in English" and only periodically insert a word or phrase from their shared language. They are clearly not engaging in translation practice.

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

Correct Response: B. The scenario describes a classic example of transfer from the first language that produces an error in the new language. Language transfer refers to the influence of linguistic features of one language (e.g., the syntactic feature described in this item) on another language. People commonly experience language transfer in the context of new language learning. Positive transfer of a linguistic feature makes learning easier, while negative transfer or interference occurs when the use of a feature from the first language produces an error in the new language. Interlanguage fossilization (**A**) refers to a linguistic error that has become a permanent feature of a language learner's production in the new language. It may or may not be an error related to language transfer. Translation equivalence (**C**) refers to a word or phrase in one language that corresponds to or is equivalent with a word or phrase in another language. Overgeneralization of a language form (**D**) takes place when a person extends a language rule that has been learned to a word to which it does not apply (e.g., saying *childs* instead of *children*, *runned* instead of *ran*).

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

Correct Response: A. Semantics (**A**) is an area of linguistics concerned with the relationships between words and phrases and the meaning they convey within a given language. English learners (and all language learners) possess a mental lexicon that maps objects, concepts, etc., to distinct words and phrases as part of the process of comprehending and producing language. English learners are able to use prior knowledge, inference, visuals, etc., in order to fast-map the basic concept of a new word to their mental lexicons after even a brief exposure to the word. This initial concept undergoes revision and gains more depth and nuance through subsequent exposures to the word in a process called "extended mapping." Although **B**, **C**, and **D** are also areas of linguistics, they are incorrect because they focus on aspects of language other than the meaning of words and phrases. Phonology (**B**) focuses on the sound system of a language. Discourse (**C**) focuses on oral or written units of language longer than a sentence (e.g., a paragraph, a conversation, a text, a debate). Syntax (**D**) focuses on the structure of sentences in a language (e.g., rules governing word order, subject-verb agreement).

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.

Correct Response: C. Language learners typically draw upon, or transfer, linguistic features from the first language when learning to communicate in a second language. Positive language transfer occurs when features of the two languages correspond and thus facilitate successful communication and language learning in the second language. However, if the second language includes features that do not exist at all in the first language, as is the case in **C**, the language learner is faced with the challenge of learning an element of the second language entirely from scratch. This is particularly difficult when the new elements are sounds or sound combinations. Research suggests that babies learn the sounds of the language(s) to which they are exposed at a very young age and stop paying attention to the sounds of other languages that do not exist in the home language(s) as early as ten months old. This poses a significant challenge to a person learning a new language beyond early childhood. If the new language contains new sounds, the person's brain literally cannot perceive them until the new sounds are "mapped" through conscious effort and multiple exposures, a process that can take years. Only after a new sound is mapped in the brain can the language learner begin to learn to pronounce it. Thus, learning completely new sounds or sound combinations poses a more significant challenge to a language learner than the need to adjust preexisting knowledge when applying it to a new context. **A**, **B**, and **D** all describe situations in which some level of positive language transfer can take place with some adjustments.

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

Correct Response: D. The described science lesson requires students to participate in and communicate about an experiment in which certain actions produce certain results. In order to describe and draw conclusions about the experiment, the developing-level English learners will benefit most from learning vocabulary that is specifically used to describe cause-and-effect relationships among actions and/or concepts. The words listed in **A** would not be particularly helpful because they are adverbial phrases commonly used to describe or qualify space, placement, or location. The words and phrases in **B** are commonly used to add information or express agreement. The words and phrases in **C** are commonly used to persuade or express emphasis or contrast in an argument or opinion.

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

Correct Response: A. Pragmatic competence refers to the ability to engage in verbal and nonverbal communication in a way that is deemed contextually appropriate according to the values of a given society and culture. One aspect of pragmatic competence is the ability to change the level of formality of language used in an interaction according to the relative status of the participants and the purpose for the interaction. By considering how to produce language that conforms to a specific sociocultural context, the student in the scenario is demonstrating strength in pragmatic competence. Receptive language skills (**B**) are those involved in interpreting language provided by others through listening, reading, and viewing, rather than the production of language, which is the main focus of the scenario. Grammatical competence (**C**) is the ability to recognize and use the rules of a language that dictate how words function and how they are put together to create meaningful sentences. Morphological skills (**D**) are involved in the structural analysis of words (e.g., identifying roots, prefixes, suffixes) and word formation.

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

Correct Response: B. Many people undergo a silent, or pre-production, period when they are beginning to learn a new language. They need time to absorb the patterns and vocabulary of the second language before they feel ready to produce it. Newcomer students have the additional stress of learning about the cultural aspects of communication and interaction in U.S. classrooms. In this scenario, the teacher should respect the student's silence and consider various alternative modes through which the student may feel more comfortable participating in class activities (e.g., through drawing content-related pictures, using gestures). The strategy described in **A** is incorrect because it forces engagement in language production before the student is ready, while **C** places additional stress upon a student who is already confronting multiple challenges. Both of these strategies could overwhelm the student and hinder language development. **D** is incorrect because this strategy assumes that a silent period is indicative of a speech-language disorder, which it is not.

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.

Correct Response: A. Being literate in one's first language provides an English learner with linguistic and conceptual foundations that do not need to be relearned when acquiring a second language. For example, an English learner who has developed strong literacy skills in the first language has developed reading comprehension skills and strategies and background knowledge that can transfer directly to the new language. If the student's first language is alphabetic, the student also has developed phonological awareness and decoding skills that can transfer directly to English, even if new letter-sound correspondences need to be learned. **B**, **C**, and **D** are all factors that are likely to be beneficial to the English learner's social-emotional and sociocultural development, which can, in turn, indirectly benefit language learning. However, their impact is not likely to be as significant or as direct as the development of first-language literacy skills.

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

Correct Response: C. In SEI classrooms, English learners should engage with grade-level content to the same degree as students who are native English speakers. The primary difference between the two populations is that English learners should receive supports to facilitate comprehension and communication according to their individual English language proficiency levels. It is typical of an entering-level English learner to produce responses to academic content questions using a few words. The most effective way for the SEI teacher to support the student's language development and learning is to validate the student's correct responses and extend them using complete sentences. This practice affirms, reinforces, and encourages the student's content development, while also providing a model for extending the student's language skills that is reasonable and appropriate for the student's current English language proficiency level. **A** is incorrect because it sends the message that the student's efforts at communicating understanding are not effective. **B** does not provide the student with any scaffolds to foster language development. **D** requires the student to participate in English communication at a level that is unreasonably high for an entering-level English learner.

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

Correct Response: A. Before considering other reasons for this student's relatively slow progress in developing English language skills (such as an emotional or language disorder), an appropriate first step for the teacher to take is to attempt to lower the student's affective filter. Stephen Krashen's concept of the affective filter refers to a psychological barrier that, when low, can accelerate language acquisition by allowing second-language learners to more readily absorb input and take risks when using language. A high affective filter can slow down the process of language acquisition because learners may fear making mistakes, so they avoid speaking, or they may be too self-conscious to ask for clarification when they do not understand a message. To lower the affective filter of the student in question, the teacher can implement various strategies or modify the classroom environment to see if the student becomes more comfortable and interactive. **B** and **D** both decrease the necessity for the student to communicate with others in English, whereas practice interacting with others in various contexts is necessary for developing English language skills at an appropriate rate. **C** is incorrect because, even though the whole class is being addressed, the student may still feel singled out, resulting in the affective filter being raised rather than lowered. In addition, while a student may comprehend that in theory making mistakes is a natural part of language learning, the student may still not feel comfortable or motivated enough to actively take such risks.

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

Correct Response: A. According to the WIDA Can Do Descriptors, the student in the scenario is at Level 3 (Developing) in all language domains (listening, speaking, reading, and writing). The WIDA Can Do Descriptors describe various receptive and productive language tasks that English learners can be expected to perform at each of six proficiency levels, regardless of the cognitive complexity of the tasks they are performing. The descriptors represent points along a continuum of language development ranging from Level 1 (entering) through Level 6 (reaching). The student described in the scenario has moved beyond sentence-level comprehension and production of language to comprehension and production of language at the discourse level (e.g., paragraphs, oral presentations, discussions, inclusion of specific details) that are indicative of Level 3 (developing). As the student progresses through Level 4 (expanding) (**B**), Level 5 (bridging) (**C**), and Level 6 (reaching) (**D**), the English that the student can comprehend and produce will become increasingly specific, nuanced, varied, abstract, and extended.

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

Correct Response: A. The student in the scenario is demonstrating the ability to narrate using simple sentences, which is appropriate for an emerging-level English learner. Although able to sequence ideas logically, the student would benefit from explicit instruction in using transition words to connect ideas. Learning to clarify relationships among ideas by using transitions, such as *but*, *and*, *so*, and *then*, would help other students better understand this student's utterances, improve the student's discourse-level language skills, and move the student closer to the developing level of English language proficiency. **B** and **D** are incorrect because both require a level of language proficiency that is unreasonably high for an emerging-level English learner. Using figurative language and explaining the reasons for choices are both competencies that are indicative of expanding-level English language proficiency and above. **C** is incorrect because the student is already displaying the ability to convey content (narrating an event that occurred in the past) using high-frequency words such as *go*, *big*, *traffic*, *car*, *zoo*, *park*, and *turn around*.

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

Correct Response: A. Active learning refers to classroom activities in which students engage with content or practice skills in meaningful, and often interactive, contexts. In **A**, the children are taking the initiative in a high-interest activity, while the teacher encourages them to attend to and produce oral English by narrating and asking questions about the activity. Oral language and vocabulary development are integrated naturally into the activity because children are motivated to find ways of communicating with one another within the authentic context of dramatic play. **B** encourages the children to produce language and make meaningful connections to their first languages but remains on the surface level of labeling and memorization rather than engagement in communication for authentic purposes. Both **C** and **D** are incorrect because they place the English learners in relatively passive roles, which is likely to decrease their motivation for retaining the language to which they are exposed.

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.

Correct Response: C. Research has shown that incorporating visual supports into learning environments helps students contextualize and organize new information in a way that facilitates comprehension and retention. For English learners, visual reinforcements serve as conceptual scaffolding and provide opportunities for connecting language, images, and concepts in meaningful ways. The visuals act as "shortcuts" that provide the English learners with access to demanding content in ways that are not mediated through the second language, which makes the process of listening comprehension less overwhelming and more successful. **A**, **B**, and **D** are all accurate, research-based statements about language learning, but none of them relate to the specific situation described in the scenario. **A** refers to opportunities for students to use academic language, while the scenario focuses on visual supports that the teacher provides to the students. **B** focuses too much on technology, while the list of visuals given in the scenario also includes items that are not technology-based. **D** addresses oral language only to the extent that it is foundational to 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

Correct Response: C. The concept of tiered vocabulary is a central component of WIDA's approach to teaching English learners within academic contexts. The words the teacher is planning to target for preteaching and instruction in the scenario are Tier Two academic words that are used within multiple disciplines and refer to abstract concepts or skills. Ongoing direct instruction in Tier Two words and phrases is extremely important for English learners' academic success because such words occur frequently in academic texts, assignments, and assessments across subject areas and are therefore important tools for understanding a variety of academic tasks. **A** is incorrect because Tier One words are usually concrete, occur with high frequency in informal oral language, and can be clarified quickly without the need for much direct instruction. **B** is incorrect because there is no evidence that the vocabulary described would have cognates in the first language, and, even if it did, there is no reason why the words would occur more frequently in one language than another. In fact, the words listed occur with high frequency in English academic discourse. **D** is incorrect because Tier Three words are unique to specific disciplines, whereas the words provided as examples in the scenario are used across the curriculum.

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.

Correct Response: A. According to the Massachusetts Department of Elementary and Secondary Education, Sheltered English Immersion (SEI) is an approach to teaching academic content, including English language arts, in English to English learners. Instruction is primarily in English and teachers shelter content through a variety of strategies, such as scaffolding. **B** does not accurately describe how materials are presented in SEI classes. **C** describes a transitional bilingual education model. The strategy described in **D** is inaccurate because the SEI teacher should not modify the content. English learners should be taught the same content as students whose first language is English. Also, SEI classes can include English learners at any level of English language proficiency, including at entering and emerging levels.

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

Correct Response: D. In an SEI program, the scope of content aligns with the general education curriculum, and principles of sheltered instruction are used for content-area instruction in all core academic areas (e.g., social studies, math, science, language arts) and across grade levels. The goal of sheltered instruction is to provide English learners with access to the core curriculum by teaching in a way that is meaningful and comprehensible to second-language learners. SEI teachers provide differentiated content instruction to English learners using the scaffolds and language supports students need to develop content knowledge and related academic language. **A** is incorrect because the SEI teacher should use grade-level materials, and the scope of content in an elementary SEI class should not be limited to teaching reading comprehension strategies. Similarly, **B** and **C** are incorrect because they limit the scope of content to a few topics or a single curricular area, and they focus on materials that are not likely to fully address the grade-level core curriculum.

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

Correct Response: B. According to principles of sheltering content for English learners, the primary determinant for grouping students is their level of English language proficiency. Massachusetts school policy on SEI classrooms supports this principle. Typically, students within a grade are grouped according to overall English language proficiency level, particularly in elementary school classrooms where students receive most of their language instruction in a single class. Massachusetts law also allows SEI classrooms to group together English learners of different ages but whose degree of English proficiency is similar. **A** is incorrect because the SEI teacher should take into account students' English language proficiency in all language domains, not just their literacy level. The grouping strategies described in **C** and **D** are incorrect because students' native language should not be the primary consideration for instructional grouping.

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

Correct Response: C. Research in second-language acquisition suggests that a language-learning environment is most effective when students are presented with comprehensible content, or input. Furthermore, to ensure ongoing language growth, the level of linguistic input should be just above the students' current language proficiency level but scaffolded in such a way as to be understood. In SEI classrooms, comprehensible content/input is a critical element of instruction. Effective SEI teachers seek to integrate new and unknown words, phrases, and concepts with familiar ones in order to make the input challenging yet accessible to English learners. **A** is incorrect because second-language instruction using an SEI approach is focused on promoting English learners' development of academic language proficiency for academic achievement, not on developing students' social language skills for interpersonal communication. **B** is incorrect because learners are grouped according to their level of English language proficiency in Massachusetts SEI programs, not by their native-language backgrounds. **D** is incorrect because virtually all instruction and materials in SEI programs are in English. Students do not receive 40 percent of their instruction in the first language.

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

Correct Response: B. According to the scenario, the purpose of classroom observation is to improve teaching and learning. It is the classroom teacher who knows most about his or her current needs in regard to instruction. Therefore, the classroom observation is likely to be most productive if the SEI teacher can provide information to the ESL teacher about particular aspects of the SEI teacher's instructional delivery that would benefit most from careful evaluation. Having a discussion with the ESL teacher prior to the classroom observation in order to note specific challenges that the SEI teacher has encountered in improving student learning would be an appropriate approach to focusing the ESL teacher's observation and feedback. **A** is unrealistic because having the SEI teacher ask the ESL teacher to provide research related to pedagogical principles that the SEI teacher is trying to use in specific lessons assumes that the SEI teacher is applying the principles well enough that they would be recognizable to the ESL teacher. Asking the ESL teacher to gently interrupt the SEI teacher and provide corrective suggestions or recommendations (**C**) is not best practice and would likely be distracting for students and disruptive to the classroom routine. Implementing a new technique or strategy for working with the English learners each time the ESL teacher observes the SEI teacher's classroom (**D**) is not in the best interests of the students. The goal of the observations is to improve teaching and thereby learning, not "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

Correct Response: D. Students with limited or interrupted formal education (SLIFE) are at a disadvantage when compared to peers who have had ongoing formal schooling. The U.S. educational system prioritizes logical reasoning, formal modes of classifying knowledge, and written language as a learning tool and information source. Students who have limited literacy skills and/or are unfamiliar with foundational content-area concepts and the (often abstract) academic language through which content is taught require explicit instruction in these skills and concepts in order to succeed academically. **A** and **C** are incorrect because they both presume that students with limited or interrupted formal education will not be successful academically, and they direct the students into post-school life/career paths without input from the students themselves. Such presumption is both inaccurate and inappropriate. **B** is not the most efficient way to use special instructional time, considering the urgency of developing the students' academic thinking and language as a pathway to their school achievement.

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.

Correct Response: D. Social language is usually highly contextualized, features relatively short utterances and repetitious vocabulary, and is produced during interactions with others during which people can effectively convey meaning despite imperfect/imprecise language. In contrast, academic language is often context-reduced and relatively complex and varied. Successfully comprehending and producing academic language requires English learners to become acquainted with words, phrases, and grammar that they typically do not encounter in everyday life and to convey abstract ideas with precision and accuracy. As a result, it often takes longer to develop academic language. **A** is incorrect because the student in the scenario is able to communicate effectively with others in complete sentences and thus does not display gaps in knowledge of usage or syntax. Additionally, according to research, acquisition of social language skills in a second language, however rapidly it occurs, does not impede acquisition of academic language skills. **B** is incorrect because the student displays strong expressive skills in social situations. Research has shown that, in regard to **C**, exactly the opposite is true: conceptual understanding gained in the first language transfers quite readily to content-area learning in a second language, thereby enhancing acquisition of academic English.

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

Correct Response: C. English learners at the bridging level (WIDA Level 5) are approaching comparability with native English-speaking peers in their ability to process and produce English within academic settings. When reading an informational article in a history class, they may benefit from scaffolding that refines their already strong English language skills, such as being pretaught idiomatic language and being made aware of false cognates that could make the reading confusing in some places. English learners at this level, as well as native English speakers, will also benefit from previewing essential content-specific vocabulary before reading an academic text. **A** is incorrect because high school bridging-level English learners, especially those with strong foundational reading skills, would already be aware of the distinctions between literal and inferential comprehension and regularly apply those skills during reading activities. **B** and **D** are incorrect because they describe scaffolds that English learners at significantly lower English proficiency levels would require and that are therefore inappropriate for students at the bridging level.

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

Correct Response: D. The passage in question contains several words that have different meanings depending on the context in which they appear and/or the role they play in a sentence. "Picture" is used as a verb here with the abstract meaning "imagine," which is quite different from the more common noun that refers to a concrete visual. Other examples include "color" and "figure" used as verbs, and "needs" used as a noun. Encountering polysemous, or multiple-meaning, words in academic settings is especially challenging for English learners because they may only be familiar with specific meanings of the words that do not apply to the new context. Multiple-meaning words, especially when they have meanings related to abstract concepts, are part of Tier Two vocabulary. **A** is incorrect because, although the passage does include some technical vocabulary (e.g., *surface area*, *solid*), these words were likely part of the prior instruction mentioned in the scenario. **B** is incorrect because the passage contains no compound sentences. **C** is incorrect because all the language in the passage is used in a literal, not a figurative way.

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

Correct Response: D. The intent of the social studies unit in this scenario is to use the context of influential historical speeches to make students aware of persuasive text structures. Analyzing the structures of these speeches at the discourse level requires students to pay attention to their coherence and cohesion as whole texts. Modeling how to use a graphic organizer to create a visual outline of the components of each persuasive speech will facilitate English learners' comprehension of how this type of text is organized from beginning to end. **A** focuses on the selection criteria for the excerpts and is inappropriate as a means of scaffolding because asking English learners to follow multiple types of persuasive appeals would make the task more confusing than clarifying. **B** is incorrect because it focuses students' attention on evaluating the quality of individual samples of supporting evidence (by distinguishing facts and opinions) rather than on determining how the key components of a speech work together to build an argument and persuade an audience. **C** is incorrect because it provides the English learners with background knowledge that might be useful for comprehending the speeches in terms of content but not in terms of structure.

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

Correct Response: B. Portfolio assessment is an authentic, performance-based type of assessment that allows SEI teachers to monitor the progress of their students often and through multiple means. Portfolios can include a variety of indicators of student performance (e.g., student presentations, test data, checklists, exercise sheets, video recordings of oral work). Ongoing assessment through a portfolio system can provide snapshots of where students are throughout the school year and cross-checks on student progress, which allows the SEI teacher to target the social and academic language needs of individual English learners and adapt instruction accordingly. End-of-unit assessments (**A**), norm-referenced assessments (**C**), and culminating performance assessments (**D**) are all incorrect because they are various types of summative assessments rather than a system of formative assessment as described in the scenario.

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

Correct Response: D. According to Chapter 71A of the Massachusetts General Laws, section 7, a standardized, nationally normed test of academic subject matter shall be administered in English at least once each year to all public school students in grades 2 and higher who are English learners to ensure that their educational progress in learning English together with other academic subjects is appropriately monitored. In addition, federal and state laws both stipulate that a nationally normed test of English proficiency in reading, writing, listening, and speaking should be administered annually to all students in grades K–12 who are English learners. Use of the ACCESS for ELLs® 2.0 testing system to measure English learners' English proficiency and progress fulfills these requirements. The ACCESS for ELLs® 2.0 is not used to screen English learners for cognitive, social-emotional, or functional behavior factors that indicate a limited or interrupted formal education (**A**), supply baseline evaluations to inform formal diagnostic testing involving English learners' receptive or expressive English (**B**), or produce aggregate data that allow comparisons between English learners' performance in foundational reading tasks and established benchmarks for those tasks (**C**).

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.

Correct Response: C. By offering English learners a variety of supplies, tools, manipulatives, and graphic organizers, the teacher demonstrates awareness that English learners may differ in the ways that they navigate a learning environment and perceive and comprehend information, and that they may have different ways of approaching academic content and tasks. Some English learners may explain themselves well in writing but not in speech; others may use outlines, illustrations, labeling, or demonstrations with manipulatives to show understanding. By encouraging English learners to show the problem-solving steps they use in algebra and geometry activities via class supplies and/or through speaking, writing, or drawing, the teacher demonstrates awareness of the importance of providing students with multiple means of exhibiting their knowledge or skills during informal, formative assessments. The options involving drawings and manipulatives provide the additional benefit of allowing students with very limited English language proficiency to demonstrate their understanding nonverbally. **A** is incorrect because, although the means of assessment described in the scenario provide flexibility, they do not permit students to establish their own pace for learning while receiving ongoing feedback. **B** is incorrect because Total Physical Response (TPR) is a teaching and learning method involving the coordination of students' speech and physical actions; the item scenario does not describe incorporating TPR principles into authentic assessment of students' content-area skills. **D** is incorrect because, in this item scenario, there is no modeling of 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.

Correct Response: A. Test reliability refers to the degree to which an assessment yields consistent results. A standardized test of English language proficiency for English learners is considered reliable when it produces stable and consistent results. For example, when an English learner's skills are measured on two occasions (with no instruction in between) with the same test, the two sets of scores should be similar. Or, when alternate forms of a test are given to the same English learners, or a matched student population, on two occasions, the scores on the two forms should show a high degree of reliability. The principle described in **B** is incorrect because it addresses the predictive validity of a test, not the reliability of a test. Neither **C** nor **D** describe circumstances or outcomes associated with the reliability of standardized tests of English language proficiency.

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

Correct Response: D: Using printed words as prompts provides English learners who lack basic phonemic awareness skills with a visual support in addition to the supports already provided by context (pictures) and auditory cues. Using printed words for phonemic awareness instruction also helps accelerate the students' reading development because it helps them make explicit connections between sounds (phonemes) and letters or letter combinations. The skills targeted by **A** are lower-level phonological awareness skills that precede the skills that the students are working on. **B** is incorrect because it describes a contextual word-identification/vocabulary-learning strategy, which does not build phonemic awareness. **C** is incorrect because spelling patterns, including phonics-based patterns, rely on students' understanding of letter-sound (grapheme-phoneme) correspondence, which the students in the scenario have likely not yet developed.

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

Correct Response: C: In a close-reading routine or protocol, students establish a purpose for reading a text (often to learn new content), read and reread key parts of the text, and annotate the text with regard to key elements (e.g., vocabulary, main ideas, theme, author's argument and claims, evidence provided by the author in support of claims). Teaching English learners how to identify a purpose for reading and annotate a text with regard to key elements would best prepare them to read complex informational texts closely and with deeper understanding. **A** is incorrect because visualization and text-structure analysis are strategies that support comprehension but do not set a purpose for the reader or provide an opportunity for readers to synthesize information through annotation. Scanning and predicting (**B**) are pre-reading strategies that are useful for many reading purposes, but close reading does not require students to use these pre-reading strategies. In fact, predicting is discouraged in many close-reading protocols. Instead, students are encouraged to focus on the text itself (e.g., what the text says, what the text means, what inferences can be made from the text). Semantic mapping and summarizing (**D**) may provide students with comprehension support but are not essential skills in most close-reading routines or protocols.

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.

Correct Response: B: Providing English learners with a vocabulary and concept overview prior to reading a new text helps activate students' schema related to the text's content. The overview provides the teacher with the opportunity to explain academic language and content that may be conceptually unfamiliar to the students, thus preparing them to access the material covered by the text. **A** and **C** provide extension opportunities to further students' interests but do not promote their comprehension, help them monitor for understanding, or activate schema. **D** provides students with a strategy for supporting their independent comprehension-monitoring skills but does not scaffold content learning or build academic language to support reading comprehension.

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

Correct Response: B: A think-aloud strategy allows the SEI teacher to model his or her own thinking while reading a complex information text. It provides the opportunity for the teacher to model important reading comprehension strategies, such as independent vocabulary-learning strategies and how to deconstruct complex sentences. In this scenario, the teacher also purposefully selects texts on a wide range of content-specific topics, thus building the English learners' background knowledge related to the health discipline. **A** and **C** are incorrect because they focus on concepts and skills related to writing that are not typically part of a think-aloud strategy. **D** focuses on teaching students about the use of text structure as a comprehension strategy, which does not relate to the teacher's actions in the scenario.

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.

Correct Response: B: Self-monitoring skills are metacognitive skills that are an essential part of reading comprehension. Self-monitoring involves being aware of one's thinking during reading, including actively thinking about a text's meaning (e.g., whether the vocabulary is familiar, whether the text makes sense, what parts of the text are challenging or confusing) and engaging in self-questioning about the text during reading. By teaching the English learner self-monitoring skills, the student will be able to recognize when comprehension has broken down, determine the area(s) of difficulty, and take action (e.g., rereading, determining the meaning of unfamiliar vocabulary) in order to repair comprehension. Text-feature analysis involves learning how to use text features (e.g., headings, subheadings, bold text, photographs, diagrams, captions) to support reading comprehension. Such text features can provide schema and context in informational texts and often help clarify the content presented in the text. Since science textbooks frequently utilize text features, the English learner in this scenario can become a more strategic reader by learning text-feature analysis. **A** is incorrect because simply learning to skim a text to determine its language demands will not provide the student with strategies for meeting those demands. The ability to make personal connections to a text (**C**) may help motivate the student to continue reading but does not improve the student's comprehension. **D** is incorrect because the student is described as a fluent reader, which implies that the student is already an accurate decoder (fluency involves reading a text accurately, at an appropriate rate, and with appropriate expression). Decoding is an area of strength for the student, so focusing on reviewing decoding skills is unlikely to improve the student's reading comprehension.

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

Correct Response: C: An essential component of listening and reading comprehension in a school setting is being able to understand academic language. And an essential component of effective instruction in academic language (vocabulary and Standard English language conventions) is providing English learners with repeated, meaningful exposures to new vocabulary and language structures that include opportunities to use the new vocabulary and language structures in purposeful communication. Choosing texts for read-alouds that provide multiple exposures to new vocabulary and language structures will help support English learners' academic-language development, which in turn will support their reading comprehension. **A** is incorrect because, while decodable texts are ideal for supporting students' development of essential beginning-reading skills (phonics), this is not the purpose of a read-aloud. Read-alouds provide an ideal opportunity to deepen and extend English learners' language development and listening comprehension. Books that primarily contain decodable words are not likely to expose English learners to language that is just above their current language proficiency level, which research has shown is the optimal input level for promoting second-language acquisition. **B** is incorrect because readers should alter their intonation according to a text's punctuation and content. Reading aloud a text in a neutral and consistent tone would not facilitate English learners' listening comprehension or their understanding of new vocabulary or language structures in the text. In addition, prosody (reading aloud with appropriate intonation and expression) should be modeled explicitly to entering- and emerging-level English learners. **D** is incorrect because SEI teachers need to provide entering- and emerging-level English learners with sufficient scaffolding before expecting them to read a new text independently. Reading aloud a text once does not provide English learners with adequate support to promote their reading comprehension or language development.

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

Correct Response: A. Asking English learners to retell what the article is about using the target words requires them to summarize the main ideas and details of the text and to apply the new vocabulary meaningfully. The process of summarizing reinforces and increases retention of the new vocabulary and content. **B** is incorrect because while practicing reading the text aloud with appropriate phrasing and intonation would support the students' development of prosody, a key indicator of reading fluency, it would not necessarily contribute to vocabulary growth or content learning. Creating a time line (**C**) would not be an appropriate strategy to use with this text because the text most likely has a cause/effect text structure, not a chronological text structure. Locating and highlighting the key words that the teacher taught (**D**) would not particularly support text comprehension or vocabulary development because the students are not applying the words or content meaningfully.

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.

Correct Response: D. The student's writing sample provides evidence of difficulty with English word order or syntax. The student misplaces the direct object (sugar) in the first and second sentences and incorrectly places the verb or verb phrase at the end of the clause or sentence in the first, second, and fourth sentences. The consistency of the student's errors suggests that they have likely been caused by first-language interference or "negative transfer." To help the student avoid these errors in future academic writing, the SEI teacher needs to make the student aware that English does not use these syntactic patterns. The teacher should also provide the student with explicit instruction in English syntax (i.e., explicit explanation, examples, and modeling; guided practice with corrective feedback followed by independent practice) related to the correct placement of verbs and direct objects. **A** and **B** are incorrect because the student's statements demonstrate appropriate use of academic vocabulary and understanding of the concepts related to the lesson. **C** is incorrect because the writing sample does not include errors involving punctuation or mechanics (e.g., capitalization, spelling).

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.

Correct Response: C. The teacher provides the opportunity for practice and understanding of commonly used rhetorical features (e.g., transition words and phrases) when asking students to identify the main job of each paragraph. Providing the students with explicit examples of rhetorical features and a clear model of a research report gives them the resources and guidelines they need to develop their own academic writing related to research reports. **A** is incorrect since the teacher has neither provided various types of informational texts nor the instruction necessary to distinguish between various types of texts. **B** is incorrect because the teacher in this scenario focuses on one genre (research report) as opposed to a variety of literary genres. **D** is incorrect because the teacher in the scenario focuses on developing English learners' understanding of the structure of research reports in order to develop their ability to write research reports. The teacher does not focus on factors that impede reading comprehension.

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

Correct Response: C. Research suggests utilizing a teacher-adapted graphic organizer is an appropriate scaffold for bridging-level students to guide their academic writing in a particular genre. In this scenario, the graphic organizer includes the key components of a written argument. **A** is incorrect because it targets students' ability to edit their writing for grammar and mechanics, whereas, in this scenario, the objective of the lesson is to help students write an effective argument. **B** and **D** are incorrect because the strategies of sentence frames, word banks, and illustrations are not consistent with effective scaffolding for bridging-level English learners.

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

Correct Response: D. Guiding English learners in the use of supports such as writing templates and semantic maps provides students with the appropriate tools to write independently. Students will be able to use their own knowledge of academic language combined with the information provided to them within the templates and maps for successful writing development. Choosing interesting topics and modifying the length of writing assignments (**A**) is incorrect because, while this may be an appropriate strategy for motivating reluctant writers, it does nothing to promote English learners' development of academic writing. **B** is incorrect because SEI teachers should never set performance expectations for students below their current ability level. To promote English learners' language growth, second-language instruction should challenge and scaffold students just above their current level of performance. **C** is incorrect because, in this scenario, the objective is on promoting English learners' academic writing development. The objective of peer review and feedback is generally focused narrowly on the revising and editing stages of the writing process and would not involve explicit instruction or scaffolding in academic writing (e.g., knowledge of organizational structures and rhetorical devices associated with various genres of academic text).

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

Correct Response: A. English learners develop the ability to use grammatical structures in English more rapidly when there are similar grammatical structures in their first language. Consequently, it is not unusual for an English learner to avoid using a particular grammatical structure in English when it is absent in the first language. The student may require additional practice in order to fully comprehend the meaning or function of the new structure and feel confident about using it. **B** is incorrect because, in this scenario, the student has avoided only one particular grammatical structure that has been taught but is not avoiding others that have been taught and corrected. **C** is incorrect because a lack of early exposure to an English learner's first language will not cause the student to avoid only one particular grammatical structure that has been taught in English. **D** is incorrect because, although teacher self-reflection is an important step, it would not be the most appropriate *first* step in this scenario.

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

Correct Response: A. Providing the English learner with an individualized rubric addressing her most frequent errors is an appropriate differentiated support in this situation. Having a checklist will enable the English learner to find and fix her own errors, which leads to self-correcting and eventually eliminating those errors in the future. **B** is incorrect because, while a glossary of grammatical terms with examples is a good resource, it is not focused enough on the English learner's specific errors to address her individual needs. **C** is incorrect because having a high-achieving classmate work on editing the English learner's writing puts the responsibility for monitoring on the classmate, whereas with an individualized rubric the English learner can learn self-monitoring, thus building a sense of agency, independence, and empowerment.. **D** is incorrect because, in this scenario, the errors that the English learner makes are common for that student's language-proficiency level and first language. There is no evidence in the scenario that the entire class needs 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

Correct Response: B. In this scenario, the students first received explicit instruction in ways media can influence attitudes and behaviors related to health and fitness, and the persuasive techniques that media use in digital and print public health messages. They then worked as a whole class to analyze and discuss a variety of messages. Working in a small group to practice applying the new concepts and skills is an appropriate next step. This activity also includes supports such as peer interaction, the integration of art work into their message, and selection of a topic meaningful to their lives, which will help scaffold the persuasive writing task for English learners at a range of English proficiency levels. **A** is incorrect because viewing video clips and public service announcements while English learners take notes is a passive activity and does not provide the supports necessary to promote learning. **C** is incorrect because, in this scenario, students are asked to think analytically. Tracking the number of health related messages they are exposed to on social media is not a task that would develop analytical thinking. **D** is not correct because it focuses only on lifestyle factors, whereas the assignment encompasses both lifestyle behaviors and ways in which media can influence those behaviors.

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

Correct Response: B. Research shows that educational programs that incorporate the first language of an English learner and promote language transfer result in academic success, including achievement in English literacy. Also, applying prior knowledge to a new task is a best practice that has proven successful across all language modalities and content domains. **A** is not correct because, in this particular scenario, the teacher is not instructing the students on nor emphasizing the writing-reading connection. **C** is incorrect because it does not reflect the actions of the teacher in the scenario with regard to students' first language. **D** is not correct because this scenario is focused on the best practice of using prior knowledge as a strategy for writing no matter the frequency or purpose of the assignment.

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.

Correct Response: C. The strategy of asking students to respond in their learning logs to questions such as "What did I learn in class today?" and "What did I find interesting?" promotes English learners' use of metacognition, the processes and strategies individuals use to think about their thinking and learning. Asking students to respond to "What questions do I still have?" and "What do I need help with?" and guiding students in thinking about and discussing what they write in the logs further promotes students' metacognitive skills. By explicitly teaching metacognitive learning strategies, SEI teachers can activate students' prior knowledge, build on that background knowledge, and help equip students with strategies and skills for academic learning. **A** and **B** are incorrect because, although the learning log activity requires students to write, the activity's focus is not on providing English learners with valuable practice in basic technical writing (**A**) or on allowing the teacher to provide English learners with specific, explicit feedback on language-learning errors (**B**). **D** is incorrect because, while having students share and discuss reflections on what they learned in class and what they still need help with can help create a supportive classroom environment, this outcome is secondary to the main intent of the learning log activity, which is to promote students' ability to reflect on their own learning and develop strategies for building on prior knowledge, identifying and accessing comprehensible content, and addressing gaps in knowledge.

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

Correct Response: D. According to the WIDA ELD Standards for the language of language arts, as well as the WIDA Can Do Descriptors: Grade Level Cluster 6–8, developing-level sixth-grade English learners would be expected to have the ability to produce a short paragraph that includes one main idea (claim or argument) and some supporting details using both simple and compound sentences; therefore, writing a short opinion-piece paragraph that includes one main claim or argument and some relevant details and that uses a few compound sentences would be most appropriate for students at this proficiency level and grade band. **A** is incorrect because using sentence frames to write complete sentences that each express a clear idea about personal interests or favorite activities is at too low a level linguistically and conceptually. Such an activity would not sufficiently challenge sixth-grade developing-level English learners. Although students at this level might be able to compare characters or events in a story, writing a short essay that compares and contrasts two literary excerpts from different genres (**B**) is more appropriate for English learners at a higher language proficiency level and grade level. Developing-level English learners would be expected to be able to compose short narratives and expository essays in grades 9-12, not grades 6-8. The activity described in **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, is aligned with WIDA standards for high school English learners at the expanding and bridging levels of English language proficiency.

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

Correct Response: B. According to the WIDA ELD Standards for the language of social studies (e.g., in Grade 5), an expanding-level English learner is expected to be able to explain and give examples of positive and negative impacts of exploration (in this case, European expansion overseas) using graphic organizers. At the same grade level, an emerging-level English learner is expected to state positive and negative impacts of exploration using illustrated word banks in L1 or L2. **A**, **C**, and **D** are incorrect because they all require the students to produce language using scaffolds that would be more appropriate for emerging-level English learners than for expanding-level students.

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

Correct Response: A. At the developing and expanding levels of language proficiency, middle school students benefit from scaffolding activities that involve preteaching topic-related vocabulary words and language forms and conventions they will likely encounter in core academic classes. The SEI teacher can best meet the students' needs by preteaching intermediate- to advanced-level words and terminology, as well as gerund forms associated with the subject area at the middle school level. According to the WIDA ELD standards, all students should know content-related words and expressions appropriate for their grade level, regardless of language proficiency. WIDA recommends that students be able to describe scientific questions and conclusions using word banks and graphic organizers, such as using paragraph frames to summarize procedures and findings. **B** is incorrect because repetitive sentence frames would be inadequate for describing the different outcomes of experimentation and for organizing and documenting results in a middle school science class. **C** is incorrect because teaching beginning- to intermediate-level vocabulary words and the use of compound sentence frames and graphics for sorting data would be more appropriate for students at the elementary level. **D** is incorrect because working with the English learners to help them differentiate between pairs of content-specific words and phrases such as *quantitative* and *qualitative data* is too narrow in scope and does not encompass enough academic language development to promote middle school English learners' academic success in their science class.

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

Correct Response: B. According to WIDA's *2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12* (Social and Instructional Language Standard 1), second-grade English learners at the developing level should be able to produce statements about working collaboratively in small groups using oral sentence starters and models. Sentence starters are stems or partial sentences used to prompt students to complete the sentence. They provide a frame for students to use in expressing an idea or answering a question. For example, in the context of the class snack bar, oral sentence starters might be "My job is to _____." and "We all worked together to _____." To help English learners progress to higher levels of academic language proficiency, SEI teachers can challenge them with sentence starters that are just above their current language level. **A** is incorrect because, although sentence frames provide almost-complete sentences to which students add details, writing and then reciting them aloud does not provide students with the opportunity to participate in collaborative interpersonal or small-group communication. Neither does asking the students to make drawings or pictorial representations of the class snack bar and their individual roles and then presenting a "show and tell" (**C**), or reciting to students simple sentences about the class snack bar and cooperation and then having students repeat back the sentences (**D**).

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

Correct Response: A. In 2012, as part of the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative, the Massachusetts Board of Elementary and Secondary Education adopted the WIDA English Development Standards Framework. Since then, school districts have been asked to integrate the WIDA ELD Standards into content-area curricula and use the framework as a starting point to help students, families, teachers, and administrators in advocacy efforts to improve English learner' access to grade-level, standards-based academic content. The WIDA ELD standards promote social and instructional language and academic language proficiency in language arts, mathematics, science, and social studies. **B** and **C** are not correct because the WIDA ELD Standards are not a set of teacher competencies and knowledge requirements for an ESL or SEI endorsement (**B**), nor are they an evaluation tool for analyzing the integration of reading skills into content-area curricula (**C**). WIDA states specifically that the ELD standards are not a scope and sequence of language skills (**D**).

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.

Correct Response: D. According to the WIDA ELD Standards and other measures of English language proficiency development, while English learners at the bridging level may be able to interpret cause and effect connections (reasoning) in oral discourse and evaluate the intent of a speech, they are likely to experience difficulty in identifying false reasoning or exaggerated or distorted evidence. This particular literacy standard, from the Grades 9–10 section of the "Speaking and Listening Standards for Literacy in the Content Areas," requires advanced literacy and evaluative skills such as assessing a speaker's stance, tone, premises, connections among ideas, word choice, and use of rhetorical devices. In addition, while English learners might be able to identify faulty reasoning or distorted evidence in text, this is much more difficult to do while listening to a speech in which messages are immediate and then gone. **A**, **B**, and **C** are incorrect because high school bridging-level English learners are likely to have little difficulty determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content (**A**); demonstrating command of the basic conventions of Standard English capitalization, spelling, punctuation, and sentence structure (**B**); or participating effectively in a range of collaborative discussions with diverse partners (**C**). These are all skills that English learners who are at lower proficiency levels would be expected to perform, so they would not be challenging to bridging-level students.