Texas Examinations of Educator Standards™ (TExES™) Program

Preparation Manual

English as a Second Language Supplemental (154)

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About The Test

Test Name	English as a Second Language Supplemental
Test Code	154
Time	5 hours
Number of Questions	80 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES English as a Second Language Supplemental (154) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 80 multiple-choice questions are based on the English as a Second Language Supplemental test framework. The test may contain questions that do not count toward the score.

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

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Language Concepts and Language Acquisition	25%	English as a Second Language I, III
II.	ESL Instruction and Assessment	45%	English as a Second Language I, III–VI
III.	Foundations of ESL Education, Cultural Awareness and Family and Community Involvement	30%	English as a Second Language II, VII

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The Standards

English as a Second Language Standard I
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Standard II
The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

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

English as a Second Language Standard IV
The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

English as a Second Language Standard V
The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language and culture.

English as a Second Language Standard VI
The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

English as a Second Language Standard VII
The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.

- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I — Language Concepts and Language Acquisition

Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

The beginning ESL teacher:

A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.

B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.

C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.

D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

Competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

The beginning ESL teacher:

A. Knows theories, concepts and research related to L1 and L2 acquisition.

B. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English-language development at various stages.

C. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

D. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

E. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

Domain II — ESL Instruction and Assessment

Competency 003: *The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.*

The beginning ESL teacher:

A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking, reading and writing.

B. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.

C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.

D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

E. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

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Competency 004: *The ESL teacher understands how to promote students' communicative language development in English.*

The beginning ESL teacher:

A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

B. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

C. Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.

D. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.

E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.

G. Knows how to provide appropriate feedback in response to students' developing English-language skills.

Competency 005: *The ESL teacher understands how to promote students' literacy development in English.*

The beginning ESL teacher:

A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.

B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

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C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

D. Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.

E. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.

F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS.

G. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006: *The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.*

The beginning ESL teacher:

A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students' levels of English-language proficiency; engaging students in critical thinking; and developing students' cognitive-academic language proficiency across content areas.

B. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.

C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive- academic language development and content-area learning.

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D. Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007: *The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.*

The beginning ESL teacher:

A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

D. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.

E. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.

F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

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Domain III — Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008: *The ESL teacher understands the foundations of ESL education and types of ESL programs.*

The beginning ESL teacher:

A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.

B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.

C. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009: *The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.*

The beginning ESL teacher:

A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

B. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.

C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

D. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.

E. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

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Competency 010: *The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.*

The beginning ESL teacher:

A. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal (ARD) meetings, serving on Site-Based Decision Making (SBDM) committees, serving as a resource for teachers).

B. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.

C. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.

D. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the English as a Second Language Supplemental test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as an English as a Second Language teacher.

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

When you are ready to respond to a multiple-choice question, you must choose one or more answer options. Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The English as a Second Language Supplemental test is designed to include a total of 80 multiple-choice questions, out of which 60 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

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For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting <u>all</u> that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.

- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.

- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.

- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.

- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.

- **Dragging and dropping answer choices into "targets" on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.

- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

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

— Single Questions
— Clustered Questions

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

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four or more answer options appear below the question.

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The following question is an example of the single-question format. It tests knowledge of English as a Second Language Supplemental Competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

Example

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

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

Suggested Approach

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

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

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

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

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

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

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

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2 Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

Strategy 3 Use a combination of both strategies. Apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the questions first" strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

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

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

Example

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

Use the information below to answer the questions that follow.

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

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

Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of English as a Second Language Supplemental Competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

1. The teacher's use of literature response groups and journals demonstrates a strong understanding that

   A. language development is an integrated process.
   B. language instruction should emphasize oral development over written development.
   C. language development is a sequential process.
   D. language instruction should emphasize receptive language skills before expressive language skills.

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Suggested Approach

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

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

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

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

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

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

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

2. To best support and encourage students' ongoing interaction with literature, it would be most effective for the teacher to

    A. help students learn how to select books that are likely to be comprehensible and of interest to them.
    B. encourage students occasionally to read literature independently without talking or writing about it.
    C. monitor the reader response groups and journals and correct students' misconceptions about the books.
    D. make presentations to students about standard guidelines for literary evaluation and criticism.

Suggested Approach

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

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

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

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

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

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

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Multiple-Choice Practice Questions

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

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

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

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COMPETENCY 001

1. Which of the following is most important for effective second-language acquisition?

    A. Engaging in social activities and meaningful interactions
    B. Memorizing and practicing frequently used words and phrases
    C. Interacting primarily with the teacher and other adults
    D. Learning with various structured and rote activities

Answer and Rationale

COMPETENCY 002

2. Which of the following statements is primarily true about the relationship between a student's first- and second-language acquisition?

    A. Cognitive development in L1 should be discontinued through the elementary years in order to achieve cognitive and academic success in L2.
    B. Cognitive development in L1 should be limited through the elementary years in order to achieve cognitive and academic success in L2.
    C. Students who receive formal schooling in L1 do better at acquiring L2 than students with no schooling in L1.
    D. Students who receive formal schooling in L1 do worse at acquiring L2 than students with no schooling in L1

Answer and Rationale

COMPETENCY 003

3. It is most important for a teacher who provides content instruction to ESL students to do which of the following?

    A. Expect the ESL students to remain academically behind their peers
    B. Discourage ESL students from using nonstandard English
    C. Provide lower-level content instructional materials to the ESL students
    D. Incorporate content materials that are culturally relevant to the ESL students

Answer and Rationale

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COMPETENCY 004

4. Hanh, a Vietnamese student, has been in the United States for eighteen months. She is progressing in her schoolwork, but she rarely speaks to her classmates or teachers. Which of the following is the best action for the teacher to take to help increase Hanh's oral proficiency in English?

   A. Partnering Hanh with an English-speaking peer during oral discussions and presentations
   B. Incorporating daily lessons on social interactions that include role-playing
   C. Providing Hanh with a list of common phrases in English for her to memorize and practice
   D. Providing individual social lessons for Hanh to practice speaking until she is comfortable

Answer and Rationale

COMPETENCY 005

5. Which of the following statements is most accurate regarding the transfer of literacy knowledge and skills from L1 to L2?

   A. Literacy instruction should be confined to L1 to prevent negative transfer between L1 and L2.
   B. Literacy instruction should be confined to L2 to prevent negative transfer between L1 and L2.
   C. Literacy experiences developed in L1 with native language scaffolding have a positive impact on literacy development in L2.
   D. Literacy experiences developed in L1 through home reading activities have a negative impact on literacy development in L2.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

6. Which of the following is the best strategy to help ELLs when having phonetic struggles?

   A. Presenting small group lessons on digraphs, consonant blends, and vowel sounds
   B. Focusing on context clues and word structure analysis during read-alouds
   C. Integrating activities with high-frequency words into learning centers
   D. Modeling think-aloud strategies during guided reading

Answer and Rationale

COMPETENCY 006

7. An ESL teacher wants to use graphic organizers to help ELLs understand expository texts. Which FOUR of the following graphic organizers are best to use for this purpose?

   A. Venn diagram
   B. Time line
   C. Thinking map
   D. Story map
   E. Word web

Answer and Rationale

COMPETENCY 007

8. An ESL teacher finds it difficult to set aside time to observe the specific academic language proficiency of the ELLs in the classroom. Therefore, the teacher makes notes on ELLs' progress as it is observed during the natural course of the school day. The teacher is primarily using

   A. an anecdotal log.
   B. a formal assessment.
   C. a performance-based assessment.
   D. a portfolio.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

9. Martin, a fifth-grade ELL who is a beginning reader, is having difficulty understanding an idiom encountered in his assigned fiction reading. After the teacher explains the meaning of the idiom, the best strategy for helping Martin remember the idiom is to have him

    A. translate the idiomatic language into his native language.
    B. draw a picture of what the idiomatic language describes.
    C. use a dictionary to find and copy the literal meaning of the idiom.
    D. find other instances of idiomatic language in English writing.

Answer and Rationale

COMPETENCY 001

10. Which of the following statements most accurately identifies state-mandated Limited English Proficient (LEP) policies?

    A. ELLs who meet requirements and exit the special language program are monitored for one year.
    B. School districts that have at least two ELLs at one grade level must provide ESL services.
    C. The Language Proficiency Assessment Committee (LPAC) assesses the proficiency levels of ELLs annually.
    D. The identification and placement of ELLs occurs within the first four weeks of their enrollment in school.

Answer and Rationale

COMPETENCY 005

11. A fifth-grade teacher is using the Sheltered Instruction Observation Protocol (SIOP) Model in a science class with both ELLs and native English speakers. Which THREE of the following practices should the teacher incorporate to be consistent with the SIOP Model for instruction?

    A. Using explicit instruction in vocabulary
    B. Requiring that most classwork be done independently
    C. Providing clarification in the first language
    D. Intertwining content and language goals in lessons

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

12. A high school ESL teacher hosts a career day in which bilingual professionals attend and give presentations about how proficiency in more than one language has helped them succeed. Which of the following is a primary benefit of the presentations for ELLs?

    A. Identifying with members of the community who speak their language
    B. Understanding the advantages of being multilingual
    C. Choosing best career paths that align with their goals
    D. Learning which companies emphasize multilingual careers

Answer and Rationale

COMPETENCY 009

13. A high school ESL teacher is creating a teacher training session focusing on the linguistic diversity of the school. Which of the following paradigms will most benefit the school's ELLs?

    A. Using the ELLs' native languages and cultures as a basis for building new knowledge
    B. Encouraging all students to use only English while at school
    C. Keeping ELLs in the ESL program as long as possible
    D. Asking administrators to allow teachers to lead the ESL program

Answer and Rationale

COMPETENCY 008

14. Which of the following is a primary characteristic of teaching ELLs using the sheltered English instruction model?

    A. Students are provided with content adapted to their level of proficiency to facilitate comprehension.
    B. Students receive instruction exclusively in English and do not have the distractions of a mainstream classroom environment.
    C. Students are taught in both English and their native language so that they eventually become fluent in both.
    D. Students who recently arrived in the United States are given specific interventions to help their transition.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

15. An elementary school with a high number of ELLs wants to increase the participation of ELL families in the school's Parent-Teacher Organization (PTO). Which of the following will encourage the greatest involvement by families of ELLs in the PTO?

   A. Asking the teachers to send home flyers detailing the activities led by the PTO
   B. Having the principal call each of the ELL families to ask them to become members of the PTO
   C. Providing translators at the PTO meetings while covering meaningful topics for ELL families
   D. Offering English classes for the parents of ELLs so that they can fully participate in PTO meetings

Answer and Rationale

COMPETENCY 009

16. At the beginning of the year, an ESL teacher has each student create an "All About Me" book. Students with a higher level of English-language proficiency write and illustrate the book independently. Those students with a lower level of English-language proficiency are allowed to create the book in their native languages. Which of the following statements best explains the primary benefit of the activity?

   A. The ESL students will gain a greater mastery of the usage of written English.
   B. The teacher will gain an understanding of the cultural background of the students.
   C. The ESL students will gain a greater appreciation of American culture.
   D. The teacher will gain a better idea of the students' organizational skills.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

17. A school district is establishing an ESL program for the first time and must do so in compliance with established criteria. The district first puts into place a mechanism that will determine the program's effectiveness in achieving its instructional goals for ELLs. The evaluation ensures that the program will primarily fulfill requirements established by

A. *Brown* v. *Board of Education of Topeka*.
B. *Castañeda* v. *Pickard*.
C. the No Child Left Behind Act of 2001.
D. *Plyler* v. *Doe*.

Answer and Rationale

COMPETENCY 003

18. Kenny, an ELL, writes the following statement in his journal.

"My friend, which I met at college, comes from San Marcos, who is located near San Antonio, Texas."

Based on the statement, Kenny will most benefit from further instruction in

A. relative pronouns.
B. possessive pronouns.
C. reflexive pronouns.
D. indefinite pronouns.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

19. Marcos is an ELL who is literate in his native language and speaks English well but struggles with reading informative texts in English. After assigning a research project, the teacher wants to find a way to support Marcos' English literacy development as he completes the assignment. Which of the following is the best way to accomplish the teacher's goal?

    A. Providing Marcos with research in English presented in an audio format that he can listen to and then present his findings to the class
    B. Supplementing English texts with research in Marcos' native language and having him present his findings in English
    C. Translating informative texts to Marcos' native language and having him conduct his research using the translated texts
    D. Pairing Marcos with a native English speaking peer who can help to explain the research they find in English

Answer and Rationale

COMPETENCY 002

20. An ESL student uses the following sentence during show-and-tell.

    "I want a motorcycle verde."

    The sentence primarily illustrates the concept of

    A. dysnomia.
    B. code-switching.
    C. biliteracy.
    D. automaticity.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

SET LEADER FOR QUESTIONS 21–23

Use the information below to answer the questions that follow.

As part of an informal assessment of ELLs' writing skills in English, an ESL teacher elicits brief written narratives from students on the topic "My Best Family Vacation." Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.
3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

COMPETENCY 001

21. The students' samples best illustrate a pattern of L1 interference in

    A. phonology.
    B. morphology.
    C. semantics.
    D. syntax.

Answer and Rationale

COMPETENCY 001

22. Which of the following activities should the teacher implement to best help students address the L1 interference?

    A. Practicing minimal pairs
    B. Identifying phonemic distinctions
    C. Cutting sentences apart
    D. Learning orthographic skills

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

23. Based on the writing samples, which of the following is the most appropriate instructional focus for the teacher to use with the ELLs?

    A. Complex language structures
    B. Basic sentence structure
    C. Figurative language
    D. Detailed descriptions

Answer and Rationale

COMPETENCY 008

24. Which TWO of the following are federal requirements for the education of ELLs?

    A. ELLs must have access to the core curriculum.
    B. ELLs must be given the opportunity to learn in their native language.
    C. ELLs must exit an ESL program in no less than three years.
    D. ELLs must be given opportunities for English-language development.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	A	**Option A is correct** because second-language acquisition occurs most easily with meaningful interaction in social settings. **Option B is incorrect** because memorizing frequently used words and phrases with no genuine context will not have a positive effect on second-language acquisition. **Option C is incorrect** because second-language acquisition occurs most often when interacting with peers as well as adults. **Option D is incorrect** because second-language acquisition occurs most often when interacting primarily in social settings rather than structured settings. Back to Question
2	002	C	**Option C is correct** because first-language acquisition has a positive correlation to second-language acquisition. **Option A is incorrect** because cognitive development in L1 should be continued through the elementary years in order to achieve cognitive and academic success in L2. **Option B is incorrect** because cognitive development in L1 must be developed to at least the comparable level of native English speaking peers in order to achieve cognitive and academic success in L2. **Option D is incorrect** because students who receive formal schooling in L1 do better than students with no primary language schooling. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
3	003	D	**Option D is correct** because the use of culturally relevant materials supports the students' need for acculturation within the classroom, and the use of L1 allows students to reach cognitive understanding while incorporating L2. **Option A is incorrect** because while modification of student instruction is necessary, teachers must maintain positive expectations for student achievement. **Option B is incorrect** because a teacher should encourage the use of nonstandard English as a way for students to express themselves more easily. **Option C is incorrect** because maintaining low expectations and lowering the level of instructional materials negatively affects ELL achievement. Rather than lowering the objectives, the teacher should adapt instructional materials to support instruction during L2 acquisition. Back to Question
4	004	B	**Option B is correct** because the gradual introduction of social interaction lessons that promote role-playing will provide a safe environment for an ELL to practice speaking in L2. **Option A is incorrect** because partnering her with an English-speaking peer during discussions and presentations will not encourage Hanh to speak and develop her oral skills. **Option C is incorrect** because providing her with a list of common phrases will not provide an authentic context for Hanh, and she will not be encouraged to develop her oral skills. **Option D is incorrect** because individual lessons will continue to isolate the speaking opportunities and will do little to encourage social interactions that are important to second language acquisition. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
5	005	C	**Option C is correct** because students with L1 literacy instruction benefit when transferring skills to L2. Scaffolding instruction from the native language reduces negative transfer. **Option A is incorrect** because there is not enough evidence to recommend definitively that overall literacy instruction should be confined to either L1 or L2. **Option B is incorrect** because there is not enough evidence to recommend definitively that overall literacy instruction should be confined to either L1 or L2. **Option D is incorrect** because home reading activities provide a positive effect to literacy development regardless of the language used. Back to Question
6	004	A	**Option A is correct** because this is an appropriate strategy for addressing phonetic issues. **Option B is incorrect** because this will not address phonetic problems, but rather assist with word meanings. **Option C is incorrect** because this will not address phonetic problems since high frequency words are not decodable. **Option D is incorrect** because this will not address phonetic problems, but rather assist with comprehension. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
7	006	A, B, C, E	**Option A is correct** because a Venn diagram can help the students understand similarities and differences between two topics. **Option B is correct** because a time line can help the students understand the sequence of events in a text. **Option C is correct** because a thinking map can help the students understand the connection between topics and details. **Option E is correct** because a word web can help students understand the vocabulary used in a reading selection. **Option D is incorrect** because a story map is used with fictional texts, not expository. Back to Question
8	007	A	**Option A is correct** because an anecdotal log includes notes about students recorded throughout the day. **Option B is incorrect** because a formal assessment requires a specific time for administration and set expectations for what is being assessed. **Option C is incorrect** because a performance-based assessment requires students to perform a specific task. **Option D is incorrect** because a portfolio is a collection of a variety of work that has been completed over a period of time. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
9	006	B	**Option B is correct** because research has shown that drawing pictures of the idiomatic language, especially for beginning readers, significantly increases understanding of the true meaning of the language. **Option A is incorrect** because translating in the native language is likely to cause greater confusion in both English and the native language. **Option C is incorrect** because the literal meaning of idiomatic language is typically very different from the intended meaning. **Option D is incorrect** because reading other examples of idioms is unlikely to help the student understand the particular idiom with which he is struggling. Back to Question
10	007	D	**Option D is correct** because state requirements require that ELL identification and placement must occur within the first four weeks of enrollment. **Option A is incorrect** because students who meet requirements and exit the ESL program are monitored for two years. **Option B is incorrect** because school districts with one ELL must provide ESL services. **Option C is incorrect** because the LPAC is not responsible for assessing the students. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
11	005	A, C, D	**Option A is correct** because ELLs will benefit from explicit instruction in vocabulary as they learn how to negotiate meaning. **Option C is correct** because clarifying in the first language will help the ELLs gain a better understanding of English, and it will give them better access to the content of the lesson. **Option D is correct** because a major feature of sheltered instruction is that both language and content goals are articulated for every lesson. **Option B is incorrect** because in a sheltered instruction classroom there should be frequent and varied opportunities for interaction among students and between the students and teacher. Back to Question
12	010	B	**Option B is correct** because students are able to see personal cases of people becoming successful by using their bilingual abilities as an advantage. **Option A is incorrect** because the presenters may not speak their same language. **Option C is incorrect** because the presentation is focused on benefits of bilingualism, not various careers. **Option D is incorrect** because this would not be the primary benefit since it is not the topic of the presentation. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
13	009	A	**Option A is correct** because when educators view different languages as an asset or resource, they will value those languages in the classroom. **Option B is incorrect** because encouraging only English usage tells students who know other languages that those languages are not an asset for them, the school, or society as a whole. **Option C is incorrect** because keeping ELLs in the ESL program longer than needed will lead to frustration and a belief that language diversity is a problem to be solved. **Option D is incorrect** because administrators are vital to setting the tone of how students with diverse native languages are viewed in the school. A hands-off approach will communicate the belief that ELLs and the ESL program are not important. Back to Question
14	008	A	**Option A is correct** because this is a characteristic of using sheltered English instruction. **Option B is incorrect** because this is a characteristic of an immersion program. **Option C is incorrect** because this is a characteristic of a dual language program. **Option D is incorrect** because this is a characteristic of newcomer centers. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
15	010	C	**Option C is correct** because having a meeting that addresses both the language and topic needs of ELL families is likely to increase involvement, since it will be meaningful to them and they will feel welcomed. **Option A is incorrect** because sending home flyers with information on PTO-led activities will not change families' perspectives of the PTO. They may not understand the information or find a connection with it. **Option B is incorrect** because although personal phone calls from the school are encouraged, a call asking families to become members of an organization that they may not be familiar with is not likely to increase participation. **Option D is incorrect** because although providing English classes is beneficial for parents of ELLs, learning a second language takes time. In addition, ELL families shouldn't be made to feel that they need to acquire English in order to participate in school activities. Back to Question
16	009	B	**Option B is correct** because each student is creating a book about his or her own life, and it will be reflective of his or her culture, giving the teacher a window into the student's life. Allowing students at different levels of proficiency to either complete it in English or their native languages demonstrates that the emphasis is not on the mechanics of the book, but rather on the content. **Option A is incorrect** because not all of the students are creating their books in English; it is all dependent on their proficiency level in English. **Option C is incorrect** because the assignment addresses the culture from which the students came, not the one to which they are acclimating themselves. **Option D is incorrect** because although the students may use their organizational skills to complete the assignment, it is not the primary benefit of the activity. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
17	008	B	**Option B is correct** because *Castañeda v. Pickard* established the requirement that programs must be evaluated to determine their effectiveness in achieving their instructional goals. **Option A is incorrect** because *Brown v. Board of Education* established the requirement that the race-based segregation of children into "separate but equal" public schools violates the Equal Protection Clause of the Fourteenth Amendment and is unconstitutional. **Option C is incorrect** because No Child Left Behind established the requirement that states, school districts, and schools must ensure that all students are proficient in grade-level math and reading. **Option D is incorrect** because *Plyler v. Doe* prohibited public schools and school personnel from adopting policies or taking actions that would deny students access to education based on their immigration status. Back to Question
18	003	A	**Option A is correct** because "which" and "who" are relative pronouns. **Options B, C and D are incorrect** because "which" and "who" are not possessive pronouns, reflexive pronouns or indefinite pronouns. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
19	002	B	**Option B is correct** because the use of native-language research to supplement English texts will help Marcos understand the academic content and continue to develop his English-speaking skills. In addition, it will allow Marcos to use his native language to scaffold his learning in English. **Option A is incorrect** because simply providing an audio version of research in English will not be an effective way to support English literacy or academic content. **Option C is incorrect** because translating the texts into his native language and limiting his research to the translated texts will not develop his English literacy. **Option D is incorrect** because although working with a classmate is a good procedure for listening to English, it will not help the nonnative speaker become proficient in literacy. Back to Question
20	002	B	**Option B is correct** because code-switching is the ability of an ELL to mix languages during communication. **Option A is incorrect** because dysnomia is a marked difficulty in remembering names or recalling words needed for oral or written language. **Option C is incorrect** because biliteracy is the ability to effectively communicate or understand written thoughts and ideas through the grammatical systems, vocabularies, and written symbols of two different languages. **Option D is incorrect** because automaticity is a general term that refers to any skilled and complex behavior that can be performed rather easily with little attention, effort, or conscious awareness. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
21	001	D	**Option D is correct** because the students' samples combine L2 words with L1 sentence structure (syntax). **Option A is incorrect** because phonology refers to sounds. **Option B is incorrect** because morphology refers to word structure. **Option C is incorrect** because semantics refers to meaning. Back to Question
22	001	C	**Option C is correct** because cutting sentences apart is used in syntax surgery to help students see the differences between word order in English and in their L1. **Options A and B are incorrect** because practicing minimal pairs and identifying phonemic distinctions best help students who struggle with English phonology. **Option D is incorrect** because orthographic activities are best for addressing spelling issues. Back to Question
23	003	B	**Option B is correct** because the samples demonstrate a pattern of difficulty with basic sentence structure, which is a component of syntax. **Option A is incorrect** because the samples demonstrate only a basic ability to write in English, and therefore complex language structures would not be an appropriate focus. **Option C is incorrect** because figurative language should be introduced after students have a firm grasp on the basics of writing. **Option D is incorrect** because providing detailed descriptions would be an appropriate focus only after the students have a grasp on the basics of English writing. Back to Question

Question Number	Competency Number	Correct Answer	Rationales
24	008	A, D	**Option A is correct** because federal law requires that ELLs be given access to the core curriculum. **Option D is correct** because federal law requires that ELLs be given the opportunity to develop their English proficiency. **Option B is incorrect** because federal law does not require that ELLs be given the opportunity to learn in their native language. **Option C is incorrect** because federal law does not have any requirement for an exit time period. Back to Question

Study Plan Sheet

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

Preparation Resources

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

JOURNALS

The Modern Language Journal, University of Wisconsin Press.

NABE Journal, National Association for Bilingual Education.

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

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

OTHER RESOURCES

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ONLINE RESOURCES

Center for Applied Linguistics — www.cal.org

International Reading Association — www.reading.org

National Association for Bilingual Education — www.nabe.org

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

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

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

Texas Education Agency — www.tea.texas.gov

Texas Education Agency, Curriculum Division, Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act — http://tea.texas.gov/TitleIII/PartA/

Texas Education Agency, Curriculum Division, Bilingual and English as a Second Language Education Programs — http://tea.texas.gov/bilingual/esl/education/

Texas Education Agency, Student Assessment Division, Information on State Assessments for English Language Learners — http://tea.texas.gov/student.assessment/ell/

Texas Education Agency, Student Assessment Division, TELPAS Resources — http://tea.texas.gov/student.assessment/ell/telpas/