

**Massachusetts  
Tests for Educator Licensure<sup>®</sup> (MTEL<sup>®</sup>)**



**English as a  
Second  
Language (54)  
PRACTICE TEST**



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## INTRODUCTION

This document is a printable version of the Massachusetts Tests for Educator Licensure® (MTEL®) English as a Second Language (54) Online Practice Test. This practice test is a sample test consisting of 100 multiple-choice questions and 2 open-response item assignments.

To assist you in recording and evaluating your responses on the practice test, a [Multiple-Choice Answer Sheet](#), an [Answer Key Worksheet](#), and an [Evaluation Chart](#) by test objective are included for the multiple-choice questions. A blank [Response Sheet](#), [Evaluation Information](#), and [Sample Responses and Analyses](#), as well as a [Scoring Rubric](#), are included for the open-response items. Lastly, there is a [Practice Test Score Calculation](#) worksheet.

## PURPOSE OF THE PRACTICE TEST

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

## TAKING THE PRACTICE TEST

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

## INCORPORATING THE PRACTICE TEST IN YOUR STUDY PLAN

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

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

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

**ENGLISH AS A SECOND LANGUAGE  
PRACTICE TEST**

## GENERAL TEST DIRECTIONS

This practice test consists of two sections: (1) a multiple-choice question section and (2) an open-response item assignment section. Each multiple-choice question on the practice test has four answer choices. Read each question carefully and choose the ONE best answer. Record each answer on the answer sheet provided.

- Sample Question:
1. What is the capital of Massachusetts?
    - A. Worcester
    - B. New Bedford
    - C. Boston
    - D. Springfield

The correct answer to this question is C. You would indicate that on the answer sheet.

The open-response section of this practice test requires written responses. Directions for the open-response item assignments appear immediately before those assignments.

You may work on the multiple-choice questions and open-response item assignments in any order that you choose. You may wish to monitor how long it takes you to complete the practice test. When taking the actual MTEL English as a Second Language (54) test, you will have one four-hour test session in which to complete the test.

**MULTIPLE-CHOICE ANSWER SHEET**

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<b>Question Number</b>	<b>Your Response</b>
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## MULTIPLE-CHOICE QUESTIONS

1. Which of the following examples provides the strongest support for the nativist notion that all children are born with an innate sense of universal language principles that can be applied to the acquisition of any language?
  - A. A child can produce structurally complex novel utterances at a very young age.
  - B. A child creates a new language to speak with an imaginary friend.
  - C. A child can repeat verbatim the words of songs from favorite television programs.
  - D. A child mimics adult speech when playing with other children.
  
2. An ESL teacher is designing a listening lesson for sixth-grade intermediate-level English language learners. Which of the following guidelines should the teacher follow in order to align the lesson with the comprehensible input hypothesis?
  - A. Use a familiar aural selection appropriate for beginning-level students.
  - B. Choose an aural selection that is slightly above the students' comprehension level.
  - C. Provide a difficult aural selection along with a written script to which students can refer.
  - D. Locate an aural selection that comes with a written translation in the students' primary language.
  
3. Which of the following situations best illustrates James Cummins' theory of Common Underlying Proficiency (CUP)?
  - A. An English language learner who has knowledge of an academic concept in the first language quickly grasps the concept when it is introduced in English.
  - B. English language learners who speak different first languages typically make similar errors when learning English.
  - C. An English language learner who has limited proficiency in the first language develops English language proficiency in a relatively short period of time.
  - D. English language learners sometimes switch between the first language and English when speaking.

4. Which of the following types of instructional activities would be most appropriate for English language learners at advanced stages of English language development?
- A. regular exercises and drills that focus on the student's development of accurate English pronunciation, spelling, and grammar
  - B. frequent opportunities for the student to use English in challenging, authentic situations
  - C. extensive modeling and scaffolding of the student's oral and written English language skills and strategies
  - D. immediate correction of the student's spoken and written language errors in English
5. Which of the following utterances would be most typical of an English language learner who is in the early production stage of language acquisition?
- A. "Give me please that blue crayon."
  - B. "Crayon I."
  - C. "The crayons fell."
  - D. "Want crayon."
6. Which of the following vocabulary-learning activities most clearly involves metacognition?
- A. rewriting vocabulary words from a classroom word wall in alphabetical order
  - B. identifying unfamiliar words in a reading passage
  - C. looking up bolded vocabulary words from a textbook chapter in the book's glossary
  - D. locating synonyms for a given vocabulary word in the thesaurus



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

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

*Teacher:* Look at the parts of the word.

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

*Teacher:* Right. Now look at the sentence.

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

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

- A. repetition and memorization
- B. translation and transfer
- C. imagery and representation
- D. elaboration and inference

8. An English language learner overgeneralizes the regular past tense *-ed* to irregular verbs, such as *holded* for *held*. This student is most clearly demonstrating:
- A. the memorization of an incorrect verb form.
  - B. the acquisition of a new vocabulary word.
  - C. the extension of a known word to a new meaning.
  - D. the process of internalizing a grammatical rule.
9. An English language learner is extroverted and enjoys interacting with others. He is not afraid to try to communicate even when he is uncertain of the accuracy of his speech. These personality traits are likely to affect this student's English language acquisition in which of the following ways?
- A. facilitating language acquisition by supporting his ability to self-monitor his language production and to internalize language rules
  - B. hindering language acquisition by encouraging the fossilization of nonstandard language forms in his interlanguage development
  - C. facilitating language acquisition by promoting his willingness to take risks and his motivation to integrate into the new culture
  - D. hindering language acquisition by creating social distance between him and speakers of the target language who do not share these traits

10. Which of the following factors is likely to have the most significant impact on the degree to which an English language learner is able to acquire native-like pronunciation in English?
- A. the age at which the student begins learning English
  - B. the amount and type of second-language instruction the student receives
  - C. the grammatical features of the student's first language
  - D. the extent to which the student desires to maintain his or her first language
11. An ESL teacher asks an English language learner, "Where is your pencil?" The student replies, "He is on my desk." Which of the following best explains this error in the student's use of the personal pronoun *he* to refer to an object?
- A. The student is confusing animate and inanimate objects.
  - B. The student speaks a first language in which inanimate objects are marked for gender.
  - C. The student is unfamiliar with the word *pencil*.
  - D. The student is overgeneralizing rules for the appropriate use of a pronoun in place of a noun phrase.
12. An English language learner is at an advanced stage of English language acquisition. However, the student continues to make certain consistent syntactic errors despite a general level of proficiency. This phenomenon can best be explained as:
- A. delay in internalizing prescriptive grammar rules.
  - B. positive transfer from the first language.
  - C. fossilization of interlanguage structures.
  - D. code-switching between two languages.
13. Which of the following English words is most commonly pronounced with the vowel sound /ə/ (i.e., schwa)?
- A. where
  - B. who
  - C. what
  - D. why

14. An English language learner has difficulty distinguishing between the sounds /b/ and /v/ in English words (e.g., *bet/vet*, *boat/vote*) because in the student's first language the sounds /b/ and /v/ are spoken interchangeably in words. Which of the following provides the most accurate explanation of this linguistic phenomenon?
- A. English is a tonal language in which pitch affects the meaning of a word, while the student's first language is not a tonal language.
  - B. The sounds /b/ and /v/ are voiced consonants in English, while they are voiceless consonants in the student's first language.
  - C. Consonant-vowel phoneme sequences in the student's first language are more complex than they are in English.
  - D. The sounds /b/ and /v/ are distinct phonemes in English, while they are allophones of the same phoneme in the student's first language.

15. Use the sentence below to answer the question that follows.

This remarkable species of lichen makes its home in the inhospitable terrain of the Atacama Desert.

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

- A. the correct spelling of the words.
  - B. the connotative meaning of the words.
  - C. the grammatical function of the words.
  - D. the root forms of the words.
16. Which of the following words consists of a root word and an inflectional suffix?
- A. hopping
  - B. famous
  - C. assistant
  - D. baker

17. Which of the following sentences contains errors in syntax?
- A. There sister who moved to Florida last year works with her husband in reel estate.
  - B. Every day my brother older eats at home lunch.
  - C. We cannot go swimming because the waters are too deep and there are too much waves.
  - D. I was boring in school today, but then we singed a funny song.

18. Use the sentence below to answer the question that follows.

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

The underlined portion of the sentence is an example of:

- A. a verb phrase.
- B. an adverbial clause.
- C. a noun phrase.
- D. a relative clause.

19. A person walks into a room with an open window, shivers, and says to others in the room, "Wow! It's really cold in here!" In this context, this utterance is most likely intended to function pragmatically as:
- A. an observation that the window is open.
  - B. a personal expression of dislike for the cold.
  - C. a request for someone to close the window.
  - D. a greeting and opening to casual conversation.

20. Familiarity with the pragmatics of a language would best help a language learner understand which of the following aspects of the language?
- A. the rules governing the use of inflectional and derivational affixes in the language
  - B. the role of intentional silence in interpersonal interactions in the language
  - C. the ways in which positive statements can be negated in the language
  - D. the influence of other languages on the historical development of the language

21. Results of William Labov's research on standard and nonstandard varieties of spoken English have served primarily to:
- A. reinforce traditional approaches to teaching students who speak nonstandard dialects of English.
  - B. reduce the stigma attached to speaking a nonstandard dialect of English.
  - C. encourage educators to design specialized curricula for speakers of nonstandard dialects of English.
  - D. promote the use of nonstandard dialects of English in media such as news broadcasts and newspapers.
22. Joshua Fishman's sociolinguistic research on the language use of Yiddish speakers contributed most to an understanding of:
- A. the influence of gender on everyday language use.
  - B. the development and change of dialects over time.
  - C. the impact of socioeconomic class on communication styles.
  - D. the connections among language, nationality, and personal identity.
23. While conducting research on a controversial issue for a class assignment, a high school student who is a proficient English speaker finds a legal brief that addresses his research topic. Although he reads above grade level in English, he has significant difficulty comprehending the language of the legal brief. This example best illustrates which of the following sociolinguistic concepts?
- A. language functions
  - B. dialect diversity
  - C. idiomatic language
  - D. register variation
24. An English language learner observes that some native English speakers drop the third person singular inflection -s from present tense verbs and asks an ESL teacher for an explanation. The teacher could best address the student's inquiry in the context of a discussion about:
- A. dialect diversity in English.
  - B. irregular verb forms in English.
  - C. degrees of formality in English.
  - D. connected speech in English.

25. Which of the following statements best describes the stance most researchers of sheltered/structured English immersion (SEI) have taken toward the use of students' primary language in the SEI classroom?
- A. Students' English language development can be severely hindered by any use of the primary language.
  - B. Students need to receive most content-area instruction in the primary language to support the ongoing development of academic concepts.
  - C. Students should be encouraged to develop their primary-language skills outside of school but to use only English in school.
  - D. Students can benefit from minimal use of their primary language to clarify communication and to enhance motivation and self-esteem.
26. Sheltered/structured English immersion (SEI) program models in the United States have been based on research on successful French immersion programs in Canada. In the application of this research, it is most important to take into consideration which of the following distinctions between Canadian French immersion and SEI?
- A. The primary goal of Canadian French immersion is to teach subject-area content, while the primary goal of SEI is to teach the second language.
  - B. Canadian French immersion students are typically grouped heterogeneously, while SEI students are grouped homogeneously by second-language proficiency level.
  - C. In Canadian French immersion, majority-language students learn a minority language, while, in SEI, minority-language students learn a majority language.
  - D. Canadian French immersion students are discouraged from using the primary language, while SEI students are encouraged to use the primary language.

27. Which of the following recommendations would researchers of sheltered/structured English immersion (SEI) be most likely to make regarding the design of an effective SEI program?
- A. Place English language learners in SEI classes as a last resort if they demonstrate over a period of months an inability to function successfully in a mainstream classroom.
  - B. Hire bilingual paraprofessionals for each primary language represented by English language learners in an SEI class.
  - C. Base decisions about the placement of English language learners in SEI classes on the results of standardized academic achievement assessments.
  - D. Explore strategies for keeping SEI class sizes small and for maximizing and/or extending instructional time for English language learners.
28. Principles of sheltered/structured English immersion (SEI) are primarily based on the assumption that second-language learners learn best when:
- A. they are allowed to acquire language proficiency naturally over time.
  - B. instruction is adjusted to accommodate students' level of language proficiency.
  - C. they are offered opportunities for self-expression and identity formation.
  - D. instruction is organized according to a sequence of discrete language forms.

29. The main goal of sheltered/structured English immersion (SEI) instruction is to develop English language learners':
- A. academic language proficiency in English in order to achieve grade-level academic learning standards.
  - B. basic oral and written communication skills in English in order to participate in everyday language situations.
  - C. language ego and cultural identity in English in order to overcome inhibitions in language learning.
  - D. subskills in listening, speaking, reading, and writing in English in order to comprehend and produce fluent, accurate language.
30. Which of the following questions should be an ESL teacher's most important consideration when developing language objectives for a sheltered/structured English immersion (SEI) math lesson?
- A. Which grade-level math content standards are addressed in the lesson?
  - B. What are each student's current language strengths?
  - C. Which language structures and functions support the math content of the lesson?
  - D. What is each student's current level of achievement in math?
31. An ESL teacher teaches early-intermediate-level English language learners in a sheltered/structured English immersion (SEI) program. At the beginning of each SEI lesson, the teacher creates a graphic organizer, such as a semantic map, on the board to review concepts from previous lessons. The teacher then refers to content from the graphic organizer when introducing important concepts from the current lesson. This practice best illustrates which of the following key components of SEI?
- A. metacognitive development
  - B. teacher modeling
  - C. content adaptation
  - D. schema building



32. The Natural Approach to second-language instruction is primarily based on the theory that:
- A. language consists of a set of universal, natural principles that are learned through direct instruction and immediate error correction.
  - B. language acquisition is a subconscious process that occurs when language is used for natural, meaningful interaction.
  - C. language is learned through habit formation by imitating and practicing sounds and patterns in the natural environment.
  - D. language learning is a social, inductive process of natural growth within a supportive and empathetic learning community.
33. Which of the following methods of second-language instruction would be most appropriate to use with middle school English language learners who are at the transitioning level of English language acquisition?
- A. sheltered content teaching
  - B. Natural Approach
  - C. language experience approach
  - D. Total Physical Response
34. An ESL teacher who is planning to implement the Cognitive Academic Language Learning Approach (CALLA) with early-intermediate- and intermediate-level English language learners decides to begin with lessons that address science content. Which of the following best describes the primary rationale for this decision?
- A. Students tend to require more time to comprehend science concepts because the language is more complex and abstract than that of other content areas.
  - B. The vocabulary of science tends to be more universal than that of other content areas, which facilitates linguistic and conceptual transfer from students' primary languages.
  - C. Science concepts tend to be more concrete than those of other content areas and therefore lend themselves to contextualized, hands-on discovery learning.
  - D. The language of science tends to be less academic than that of other content areas, which eases students' transition from social language to academic language.

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

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

35. The practice of conducting instructional conversations in the SEI classroom supports the goals of SEI primarily because instructional conversations provide English language learners with opportunities to:
- A. receive corrective feedback on the accuracy of language output.
  - B. use content-area learning strategies to facilitate comprehension.
  - C. receive comprehensible input from proficient English speakers.
  - D. use academic English interactively in meaningful ways.
36. Which of the following guidelines should the teacher follow in implementing instructional conversations in the SEI setting?
- A. Ensure that the amount of student talk in instructional conversations is greater than the amount of teacher talk.
  - B. Make active participation in instructional conversations optional based on a student's comfort level.
  - C. Give students primary responsibility for determining the direction and ultimate goal of instructional conversations.
  - D. Limit student discussion of personal opinions or experiences during instructional conversations.

37. An ESL teacher works with a multilevel class of English language learners. Which of the following instructional practices would likely best promote the oral language development of all students in the class?
- A. providing students with immediate corrective feedback on their oral language production errors
  - B. utilizing a range of question types from those that prompt a nonverbal response to those that prompt an elaborate verbal response
  - C. using natural, rapid speech that contains reduced forms and challenging vocabulary
  - D. grouping students according to linguistic background and proficiency level for communicative activities

38. Use the passage below to answer the question that follows.

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

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

- A. High-frequency English words often have difficult pronunciations.
- B. English speakers tend to use academic words infrequently in everyday social interactions.
- C. High-frequency English words often have multiple meanings.
- D. English speakers tend to use colloquialisms and figures of speech frequently.

39. Middle school English language learners watch an episode of a popular television program without sound and work in small groups to create scripts of what they think the characters in the episode are saying. Then, students make audio recordings of their scripts to be played along with the video. This activity promotes the students' communicative language competence primarily by:
- A. prompting their use of cohesive devices to communicate clearly.
  - B. developing their ability to negotiate meaning in a conversation.
  - C. exposing them to a variety of proficient English speakers.
  - D. encouraging their oral language production in a meaningful context.

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

1. A teacher pronounces pairs of words (e.g., thorn/torn, mother/mother, boat/both).
2. Students identify whether the words are the same or different.
3. The teacher presents written sentences that contain a missing word (e.g., "The \_\_\_\_\_ man needed a new heart").
4. The teacher reads each sentence, inserting a given word (e.g., "tin") for the missing word.
5. Students select from a choice of two words (e.g., tin/thin) which word the teacher inserted in the sentence.

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

- A. listening comprehension.
- B. grammatical competence.
- C. phoneme discrimination.
- D. auditory processing.

41. Which of the following informal listening comprehension assessment tasks would be most appropriate to use with a beginning-level English language learner?
- A. The student produces a short response to a teacher's open-ended question about a familiar topic.
  - B. The student identifies a picture that corresponds to a teacher's aural input.
  - C. The student completes a short cloze exercise while listening to audiotaped aural input.
  - D. The student retells a simple story after listening to the story read aloud.
42. An ESL teacher is planning to assess English language learners' communicative language skills by conducting structured oral interviews. The teacher will use a rubric to score student responses in such areas as describing a personal experience and expressing a person opinion. Which of the following guidelines would be most important for the teacher to follow when administering this type of oral language assessment?
- A. Provide students with possible responses when they hesitate or fail to respond to a question and move on quickly if a student appears unable to respond.
  - B. Ask questions that elicit expected responses on topics of which the teacher and student have shared knowledge.
  - C. Avoid making assumptions based on knowledge of a student or on the student's past performance and base judgments on the language produced in the interview.
  - D. Allow students to determine the topic and direction of the interview with limited input or guidance from the teacher.

43. An ESL teacher is selecting a formal listening comprehension assessment to use with early-intermediate-level English language learners. Each of the potential tests requires a student to listen to audiotaped aural input and respond to written comprehension questions. Which of the following features would be most important for the teacher to consider when selecting an assessment for this purpose for students at this level?
- A. the methods by which the test results are scored and reported
  - B. the visual layout and attractiveness of the test materials
  - C. the number of speakers used in the test's aural input
  - D. the linguistic difficulty of the test questions
44. During a teacher read-aloud of a big book, a first-grade English language learner is able to correctly point to an illustration of a horse when he is asked the question, "Where is the horse?" However, in an oral retelling of the story after the read-aloud, he searches for but is unable to recall and produce the word *horse*. Which of the following provides the best explanation for the student's difficulty?
- A. Phonemes in the word are difficult for him to pronounce because they do not exist in his primary language.
  - B. Assessment anxiety in the context of the oral retelling is hindering him from demonstrating his knowledge of the word.
  - C. He is over-relying on picture cues to help him make meaning from the words in the story.
  - D. The word is in his aural receptive vocabulary but has not yet been incorporated into his oral expressive vocabulary.

45. Results on the Massachusetts English Proficiency Assessment (MEPA) indicate that a newly arrived English language learner is at the beginning level of oral language proficiency in English. The student exhibits above-average oral language proficiency in the primary language. Based on this information, which of the following approaches by the ESL teacher would best promote this student's oral language development in English?
- A. providing extensive opportunities for the student to develop primary-language skills to strengthen the foundation for English development
  - B. fostering the student's interlanguage development by encouraging the student to translate from the primary language into English
  - C. facilitating transfer of skills and strategies from the student's primary language to English by building on existing primary-language skills
  - D. preventing interference from the student's primary language by asking the student to try to think and speak only in English

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

*Student A:* You gonna use the scissor?

*Student B:* (smiling) OK.

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

*Student B:* (looking confused and shrugging)

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

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

Based on this dialogue, Student B would benefit most from oral language instruction in:

- A. using conversational repair strategies.
- B. producing comprehensible pronunciation.
- C. applying social conventions of turn-taking.
- D. understanding complex grammatical structures.

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

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

47. The teachers want to support the English language learners' communicative language development by promoting their active participation in group activities and discussions during the project. Which of the following strategies would likely best address this goal?
- A. assigning each group member a role (e.g., activities director, graphics director, secretary, treasurer) with specific duties appropriate to his/her strengths
  - B. placing the English language learners together in a group and encouraging them to use their primary language when necessary to facilitate communication
  - C. circulating among groups and periodically grading students on their group participation to ensure that all group members are contributing to group discussions
  - D. rotating English language learners to different groups on a regular basis to provide them with opportunities to interact with a variety of native-English-speaking peers
48. The ESL teacher videotapes the project presentations and then meets individually with each English language learner to view the recording of the student's portion of the presentation. In addition to helping the teacher make an accurate assessment of a student's language proficiency, this assessment strategy has which of the following benefits for English language learners?
- A. developing students' ability to retain aural input in their short-term memory
  - B. helping students process speech at different rates of delivery
  - C. illustrating for students the importance of producing accurate grammatical forms
  - D. prompting students to self-monitor their oral language production



49. According to the findings of the National Reading Panel (2000), a key component of an effective early reading program is explicit instruction in:
- A. phonemic awareness skills.
  - B. academic language structures.
  - C. content-area concepts and skills.
  - D. listening comprehension.
50. Based on findings in reading research, which of the following second-grade students would likely experience the greatest difficulty comprehending a grade-level text?
- A. a student who has good listening comprehension skills but poor automatic word recognition skills
  - B. a student who has a well-developed oral vocabulary but lacks familiarity with informational text structures
  - C. a student who demonstrates good literal comprehension but poor inferential comprehension
  - D. a student who can read aloud fluently but struggles to stay focused during silent reading
51. Which of the following are key indicators of a student's reading fluency development?
- A. range of reading preferences and motivation to read
  - B. reading accuracy and reading rate
  - C. knowledge of word-learning and reading comprehension strategies
  - D. reading level and comprehension
52. Research has shown that which of the following factors has the most significant impact on a student's vocabulary growth during the upper-elementary grades?
- A. the frequency and amount of the student's independent reading
  - B. the student's level of mastery of basic phonics skills
  - C. the extent to which the student engages in social interactions
  - D. the student's level of interest in content-area topics

53. Which of the following should be an important consideration when a teacher is planning reading instruction for elementary school students?
- A. Frequent sustained silent reading is essential to the mastery of fundamental reading skills during the early stages of literacy development.
  - B. Weaknesses in basic reading skills are best addressed implicitly, without direct intervention, as part of a holistic approach to literacy development.
  - C. Application of reading skills to authentic tasks in other modalities (i.e., listening, speaking, and writing) is an essential component of literacy development.
  - D. Basic reading skills develop in a natural, predictable sequence that is relatively fixed for all learners regardless of their background or stage of cognitive development.
54. A student learning to read in English who has grasped the alphabetic principle recognizes that:
- A. spoken English has more vowel phonemes than consonant phonemes.
  - B. every syllable of an English word must contain at least one consonant and one vowel.
  - C. written letters in English represent the component sounds in spoken words.
  - D. each letter of the English alphabet corresponds to one English phoneme.
55. A second-grade teacher is teaching a series of reading comprehension lessons focused on helping students recognize basic elements of story grammar. During one lesson, the teacher guides students in retelling familiar stories aloud using a story grammar chart to scaffold their retellings. The teacher's inclusion of this activity in the lesson best illustrates:
- A. a constructivist approach to teaching literary response skills.
  - B. an effective strategy for providing independent practice of a newly acquired reading skill.
  - C. an indirect approach to developing oral vocabulary knowledge.
  - D. an effective use of an oral language activity to enhance development of a reading skill.

56. A kindergarten teacher leads an activity in which students practice counting on their fingers the number of separate sounds they hear in simple words. This activity promotes development of which of the following literacy skills?
- A. phonics skills
  - B. phonemic awareness
  - C. letter knowledge
  - D. word consciousness
57. Which of the following statements best describes the relationship between spelling and phonics instruction in an effective, research-based reading curriculum?
- A. Systematic spelling instruction takes priority over explicit phonics instruction in the early grades.
  - B. Phonics instruction is used as needed to remediate specific areas of spelling difficulty.
  - C. Systematic spelling instruction is coordinated with and reinforces explicit phonics instruction.
  - D. Phonics instruction is supplemented by spelling instruction focused on phonetically irregular words.
58. A teacher could most effectively promote a beginning reader's ability to read phonetically irregular words by teaching the student to notice which of the following features of a word *first*?
- A. the sequence of letters in the word
  - B. regular, decodable elements in the word
  - C. the textual context of the word
  - D. the overall visual shape of the word
59. A sixth-grade teacher includes explicit instruction in common Greek and Latin roots (e.g., *flex*, *struct*) and affixes (e.g., *pre-*, *-ology*) as a regular part of vocabulary instruction. This strategy supports students' reading development primarily by:
- A. expanding students' knowledge of common textual features of academic texts.
  - B. enhancing students' appreciation of the origins of content-area words.
  - C. prompting students' use of morphology to determine the meanings of new words.
  - D. fostering students' development of word consciousness.

60. Which of the following strategies would be most effective in promoting a first-grade student's reading fluency?
- A. providing the student with scaffolded practice in reading comprehension strategies
  - B. creating frequent opportunities for the student to engage in silent reading of high-interest texts
  - C. providing the student with focused review of phonics generalizations and word analysis strategies
  - D. creating frequent opportunities for the student to engage in oral reading of decodable texts
61. A teacher would like to promote third-grade students' use of syntactic and semantic context cues to determine the meanings of unfamiliar words in a passage. Which of the following should be an important consideration for the teacher to keep in mind when planning instruction to address this goal?
- A. Contextual analysis strategies are more effective when combined with word analysis strategies.
  - B. Dictionary definitions tend to be more helpful than context cues in supporting word comprehension.
  - C. Most readers develop an implicit awareness of context cues independently.
  - D. Informational texts tend to lend themselves to contextual analysis more than do literary texts.
62. An ESL teacher wants to support early-intermediate-level English language learners' development of reading comprehension and literary response skills. Which of the following types of reading activities would be most appropriate and effective for this purpose?
- A. language experience approach activities in which students dictate to the teacher a shared story and then read the story together
  - B. readers theatre activities in which students work together to read and dramatize a script of a folktale
  - C. word sort activities in which students read target vocabulary words and then create a semantic map of the words
  - D. choral reading activities in which students participate in repeated oral readings of pattern books or poems

63. A high school English language learner has limited literacy skills in both the primary language and in English. An ESL teacher could best promote this student's English reading development by *first* developing the student's:
- A. decoding and word recognition skills using meaningful print texts that have real-life functions.
  - B. listening comprehension skills using various audio and video materials.
  - C. background knowledge about high-priority concepts using grade-level content-area texts.
  - D. vocabulary knowledge and skills using lists of high-frequency words.
64. An English language learner who is literate in a language that follows highly consistent letter-sound correspondence patterns is likely to have the most difficulty decoding which of the following English words?
- A. myself
  - B. anything
  - C. someone
  - D. everybody
65. Which of the following factors is likely to have the most significant impact on a transitioning-level English language learner's ability to comprehend a chapter from a grade-level content-area textbook?
- A. the amount of prior knowledge the student has about the topic of the text
  - B. the rate at which the student reads the text
  - C. the extent to which the student is actively engaged in the reading process
  - D. the degree to which the student attends to discourse cues in the text
66. Which of the following statements is most accurate regarding English language learners' development of phonemic awareness in English?
- A. English language learners must have a high level of oral language proficiency in English before they can develop phonemic awareness.
  - B. English language learners whose primary language uses a nonalphabetic script may have particular difficulty acquiring phonemic awareness in English.
  - C. English language learners must have strong literacy skills in the primary language in order to develop phonemic awareness in English.
  - D. English language learners may have particular difficulty acquiring phonemic awareness of English phonemes that do not exist in their primary language.

67. An ESL teacher who works with a group of second-grade intermediate-level English language learners wants to use a particular book with students because of its engaging content and useful vocabulary. However, the book is written above most students' instructional reading level. Which of the following strategies for using the book would be most appropriate in this situation?
- A. organizing a jigsaw reading in which different students read different parts of the book and discuss each part of the book in small groups
  - B. adapting the book by condensing the content and simplifying the language and then having students read the book independently
  - C. conducting an interactive read-aloud of the book in which students listen to the book and participate in activities related to the content of the book
  - D. presenting a book walk of the book and then making the book available in the classroom library for students to check out
68. An elementary school ESL teacher asks a beginning-level English language learner to describe a personal experience. As the student speaks, the teacher records the student's words verbatim on a sheet of paper. Then, the teacher guides the student in various reading exercises using the dictated text. This strategy promotes the student's reading development primarily because it helps the student:
- A. make connections between spoken and written English.
  - B. transfer his or her primary-language literacy skills to English.
  - C. develop an awareness of basic sentence structure in English.
  - D. expand his or her expressive oral vocabulary in English.
69. An ESL teacher regularly reads aloud a variety of fiction and nonfiction texts to early-intermediate-level English language learners. Which of the following best describes why this practice is especially beneficial for English language learners' reading development?
- A. Students are provided with carefully modified comprehensible input in English.
  - B. Students are introduced to the alphabetic principle and to letter-sound correspondence in English.
  - C. Students are encouraged to use visualization as a reading comprehension strategy.
  - D. Students are exposed to the natural rhythm of English and to a range of English vocabulary.

70. An ESL teacher assesses English language learners' reading fluency by having students complete a daily silent reading of a 100-word passage and monitoring the amount of time it takes each student to complete the reading. Which of the following additional assessment tasks would best help the teacher to obtain an accurate measure of students' reading fluency?
- A. Students record a personal reflection about the passage in a journal.
  - B. Students write sentences from the passage that the teacher dictates.
  - C. Students list unknown words from the passage in a personal glossary.
  - D. Students read the passage aloud and the teacher keeps a running record.
71. An ESL teacher administers an Informal Reading Inventory (IRI) to a sixth-grade intermediate-level English language learner. The student is able to answer comprehension questions related to a fifth-grade narrative passage with 95 percent accuracy but struggles to read and answer comprehension questions related to a fourth-grade expository passage. Which of the following is the best interpretation of these assessment results?
- A. The student is progressing normally in reading development but lacks experience and practice with the language of academic texts.
  - B. The student is performing below expectations in reading development and should receive focused English language development instruction.
  - C. The student is progressing normally in reading development but fails to use metacognitive and cognitive strategies to aid comprehension.
  - D. The student is performing below expectations in reading development and is in need of intensive reading remediation.

72. An ESL teacher is conducting an informal observation of an English language learner's reading skills. The teacher takes notes as the student reads a grade-level text aloud and responds to comprehension questions related to the text. Following is an excerpt from the teacher's notes.

- *comprehension is incomplete*
- *recalls details from the text but seems to have difficulty making connections between ideas from one paragraph to the next*
- *reads very slowly but accurately*
- *tends to read in a monotone with little attention to punctuation*

Based on this assessment information, this student would likely benefit most from instruction designed to develop the student's:

- A. phonics skills.
- B. receptive vocabulary.
- C. reading fluency.
- D. background knowledge.

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

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

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

- A. word recognition skills and reading fluency
- B. knowledge of syntax and vocabulary
- C. decoding and spelling skills
- D. metacognitive reading strategies

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

- A. a portion of an Internet news article on an interesting topic
- B. a selection of song lyrics from popular songs
- C. an excerpt from a children's storybook
- D. a section of a grade-level content-area text



75. An ESL teacher has early-intermediate-level English language learners engage in daily free-writing in which students write as much as they can about a familiar topic without paying attention to grammar or spelling. This practice supports the English language learners' writing development primarily by:
- A. familiarizing them with patterns of written discourse in English.
  - B. promoting their writing fluency in English.
  - C. prompting them to use sentence variety in their English writing.
  - D. enhancing their written English vocabulary.
76. An ESL teacher uses a writer's workshop approach in which small groups of English language learners regularly work together to brainstorm ideas for writing, conference about one another's writing, and prepare their writing for publication. Which of the following statements best describes the most important benefit of this approach for English language learners' writing development?
- A. The collaborative nature of writer's workshop promotes students' understanding of writing as a collective process.
  - B. Writer's workshop boosts students' self-confidence in their writing ability and reduces their writing-related anxiety.
  - C. The interactive nature of writer's workshop supports students' progress through the various stages of the writing process.
  - D. Writer's workshop helps the teacher maximize the amount of class time students spend on writing-related tasks.

77. Middle school intermediate-level English language learners are working on an essay-writing assignment. Students have brainstormed ideas and written first drafts of their essays. An ESL teacher could most effectively guide the students through the writing process by having them participate in which of the following activities *next*?
- A. verifying the accuracy of the information in their drafts by conducting online and library research
  - B. creating a class compilation of essays by adding illustrations and other graphics and formatting their drafts for publication
  - C. proofreading their drafts to correct spelling and grammatical errors
  - D. working in pairs to read one another's drafts and suggest revisions to improve the clarity and organization of the essays
78. Which of the following should be the primary focus of instruction for English language learners in the prewriting stage of the writing process?
- A. helping students generate the vocabulary and structures they need to express their ideas
  - B. justifying for students the value of and purposes for writing
  - C. providing students with clear guidelines regarding assignment expectations and grading criteria
  - D. promoting students' use of standard English grammatical conventions

79. Early-intermediate-level English language learners are practicing producing simple descriptive sentences in speech and in writing. All of the students are able to produce full sentences orally and most can write full sentences with some teacher assistance. Several students, however, are at beginning stages of literacy development and are unable to write full sentences. Which of the following adaptations to the activity would be most effective in promoting these students' beginning writing skills?
- A. giving the students a short text and having them identify which sentences are descriptive
  - B. asking the students to identify from a set of true/false descriptive sentences those that are false and then rewrite the sentences to be true
  - C. pairing each of the students with a more advanced classmate and having them dictate descriptive sentences for their partners to write
  - D. providing the students with a set of descriptive sentences to copy in a writing notebook
80. An ESL teacher introduces transitioning-level English language learners to the poem "Where I'm From" by George Ella Lyon in which the author begins, "I am from . . ." and goes on to list items and phrases that characterize her background. The teacher asks students to choose a line from the poem that they find interesting and discuss their choices in small groups. Then the teacher has students create their own "Where I'm From" poems. Which of the following additional steps during the lesson would best support the students' writing development?
- A. Students copy the poem from the board and practice reciting it in pairs.
  - B. Students arrange sentence strips of the poem to re-create the full poem from memory.
  - C. Students orally generate "I am from . . ." statements and share them with one another.
  - D. Students prepare and present a dramatic choral reading of the poem.

81. As part of spelling instruction, an ESL teacher has English language learners go through the motions of "painting" a word on the wall as they recite the letters of the word. This strategy is likely to promote students' English spelling skills primarily by:
- A. adding variety to an otherwise routine memorization task.
  - B. helping students associate new learning with prior learning.
  - C. activating areas of the brain associated with literacy.
  - D. helping students internalize learning through kinesthetic activity.
82. An ESL teacher is implementing a lesson on English parts of speech with intermediate-level English language learners. The teacher prompts students to associate each grammatical category with a different color (e.g., nouns are "blue words," verbs are "green words"). Then the teacher has students use colored pens or highlighters to mark words in simple English sentences with their corresponding colors. This activity best promotes the students' understanding of English:
- A. syntax.
  - B. mechanics.
  - C. vocabulary.
  - D. spelling.

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

- A. asking students to grade their peers' writing based on the number of errors in the writing
- B. providing students with a rubric or checklist to complete as they review their peers' writing
- C. encouraging students to give only positive feedback on their peers' writing
- D. instructing students to focus on only one type of error at a time when reviewing their peers' writing

84. Which of the following is an example of an authentic writing assessment task for English language learners?

- A. composing a response to a letter from a teacher
- B. revising errors embedded in a paragraph
- C. writing a sentence that a teacher dictates
- D. converting a sentence from present tense to past tense

85. A first-grade teacher writes the following sentence on the board and asks students to copy it in their notebooks.

Living things need food and water.

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

L lvingthln gSn eedfO Odan dWat  
er

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

- A. The student is having difficulty seeing the board properly.
- B. The student has not yet grasped the concept of how word boundaries are represented in print.
- C. The student is having difficulty with letter formation.
- D. The student has not yet grasped the concept that written letters correspond to spoken sounds.

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

An ESL teacher works with a multilevel class of English language learners. The teacher engages students in the following collaborative writing activity.

1. One student in the class—the "interviewee"—agrees to be interviewed by class members.
2. Each class member serves as an "interviewer" by asking the interviewee a prepared question (e.g., "What is your favorite food?").
3. The interviewee responds to each interviewer's question (e.g., "I love chocolate") or says "pass" if he/she does not want to respond to a question.
4. Each interviewer paraphrases the interviewee's response to his/her question (e.g., "His favorite food is chocolate").
5. The teacher records each interviewer's paraphrase on chart paper using correct mechanics and grammar.
6. Once each interviewer has asked his/her question, students discuss the sentences on the chart paper, using a coding system to categorize the sentences by topic (e.g., personal preferences).

86. Which of the following additional activities related to the sentences would most effectively promote the students' understanding of informational text structures in English?
- A. Pairs of students take turns reading the sentences aloud and questioning one another about the content of each sentence.
  - B. Each student writes a short autobiography, using the sentences as models for their own writing.
  - C. Students participate in a whole-class discussion of how each sentence could be revised to be more sophisticated and descriptive.
  - D. Small groups of students organize and rewrite the sentences into paragraphs with topic sentences.

87. Which of the following adaptations of this activity would most effectively promote the writing development of transitioning-level English language learners in the class?
- A. In Steps 2 and 3, transitioning-level students translate for beginning-level students the interviewer's question and interviewee's response.
  - B. In Step 4, transitioning-level students, rather than the interviewer, paraphrase the interviewee's response.
  - C. In Step 5, transitioning-level students, with guidance from the teacher, record the interviewers' paraphrases on the chart paper.
  - D. In Step 6, transitioning-level students copy down the sentences on the chart paper into a writing notebook.

88. An ESL teacher wants to promote English language learners' ability to use the cognitive learning strategy of outlining the contents of content-area textbooks. Which of the following steps would be most appropriate for the teacher to take *first* when teaching the strategy to students?
- A. asking students to write a journal reflection about the impact of outlining on their comprehension of a sample textbook passage
  - B. preparing a partial outline of a sample textbook passage for students to practice completing as they read the passage silently
  - C. modeling for students the outlining process by thinking aloud while creating an example outline of a sample textbook passage
  - D. having students work together in small groups to create an outline of a sample textbook passage that they have read aloud as a group
89. An ESL teacher wants to adapt a social studies text by rewriting it to make it more comprehensible for sixth-grade intermediate-level English language learners. Which of the following guidelines would be most appropriate for the teacher to follow when adapting the text for this purpose?
- A. Condense the content of the text by identifying the main idea and eliminating any sentence that does not relate directly to the main idea.
  - B. Reorganize the text so that each paragraph begins with a clear topic sentence and add transition words to show clear connections between ideas.
  - C. Elaborate the text by using appositives to define key words and using synonyms to explain concepts in a variety of different ways.
  - D. Simplify the language of the text and provide concrete definitions of important vocabulary using familiar words and visual representations.

90. A middle school ESL teacher wants to support intermediate- and transitioning-level English language learners' academic vocabulary development through their independent reading. The teacher could best address this goal by providing which of the following types of reading materials in the classroom library?
- A. fiction and nonfiction books on a variety of high-interest topics
  - B. multicultural literature that represents a variety of cultures
  - C. subject-area textbooks written for elementary school students
  - D. bilingual versions of familiar classic literature
91. A tenth-grade intermediate-level English language learner has a strong primary-language background in math and a good grasp of grade-level math concepts. However, he often performs poorly on math tests in English because he has difficulty comprehending story problems. Which of the following teacher strategies would be most effective in addressing this student's difficulty and facilitating his development of cognitive-academic language proficiency?
- A. giving him a list of important math terms and abbreviations in English to translate into his primary language and then memorize
  - B. providing him with individualized guided practice in breaking down and paraphrasing math story problems in English
  - C. offering him the option to skip over story problems on math tests or to respond to story problems in his primary language
  - D. arranging for him to receive one-on-one math tutoring from a bilingual aide using a primary-language math textbook



92. Which of the following would be a permissible assessment accommodation for English language learners on the state standardized content-area assessment?
- A. allowing students to use an approved bilingual word-to-word dictionary
  - B. giving students the test for the grade level that best matches their English language proficiency
  - C. providing students with a glossary of common content-area terms and their English definitions
  - D. paraphrasing or translating test directions for students who express a lack of understanding
93. An ESL teacher wants to assess third-grade English language learners' understanding of a sheltered science unit on physical properties of matter. The teacher has students work in class to create displays of objects that possess various physical properties and complete tables describing the objects' properties. The teacher evaluates the students' work using a scoring rubric and takes notes as students orally describe their displays. The primary benefit of this type of assessment is that it provides:
- A. a formal, quantifiable indicator of students' academic progress.
  - B. an authentic, multidimensional indicator of students' academic performance.
  - C. a global, comprehensive measure of students' academic achievement.
  - D. an objective, standardized measure of students' mastery of academic benchmarks.
94. An ESL teacher who teaches sheltered English has English language learners maintain a daily learning log. Each day, students write about new concepts and words they learned in the day's lessons and how the new concepts and words relate to those learned in previous lessons. Which of the following additional learning log tasks would most effectively promote the students' self-assessment of their content-area learning?
- A. Students look up in a dictionary each new word from the day's lessons and write a definition and sample sentence for each word.
  - B. Students work with a partner to edit their learning log entry for grammatical errors and then rewrite the entry using correct grammar.
  - C. Students record questions they still have about lesson material and describe learning strategies they used during the day's lessons.
  - D. Students transfer the new concepts and words they wrote about in their learning log onto index cards to be used in studying for class tests.

95. As part of sheltered English instruction, an ESL teacher asks transitioning-level English language learners to read a content-area passage and then write a summary of the passage. Which of the following questions should be the teacher's most important consideration when evaluating the students' summaries?
- A. Is a student's writing legible and of sufficient length?
  - B. Does a student accurately and consistently apply conventions of Standard English?
  - C. Is a student's writing well-organized and sufficiently detailed?
  - D. Does a student demonstrate adequate comprehension of important concepts?
96. An ESL teacher who teaches sheltered English administers weekly teacher-created math quizzes that assess the content taught during the week's math lessons. The teacher could most appropriately use the results of such quizzes to:
- A. identify students who are performing below grade level and should be referred for math intervention services.
  - B. determine whether a student has mastered a given math concept and is ready to receive instruction in a new concept.
  - C. draw conclusions about students' general levels of progress toward achieving grade-level math performance standards.
  - D. make decisions about a student's readiness to be placed in a general education classroom for math instruction.

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

A middle school ESL teacher is beginning a sheltered multidisciplinary thematic unit on the tropical rain forest with early-intermediate-level English language learners.

97. The teacher has decorated the classroom with realia related to the rain forest, such as artificial tropical trees and pictures of tropical animals, and has labeled objects with content-area vocabulary related to the rain forest. The teacher wears safari attire and plays music with sounds of the rain forest. This use of realia best demonstrates the teacher's understanding of how to:
- A. facilitate content learning by lowering English language learners' affective filters.
  - B. connect content to English language learners' personal experiences.
  - C. scaffold English language learners' comprehension of content-area concepts.
  - D. contextualize content for English language learners.
98. The teacher introduces the rain-forest unit by reading aloud the picture book *The Great Kapok Tree*, a story in which animals of the Amazon rain forest convince a man not to cut down a native kapok tree. This use of literature as part of sheltered content instruction promotes the English language learners' content learning primarily by:
- A. scaffolding their use of cognitive learning strategies.
  - B. building their knowledge of content-specific vocabulary.
  - C. developing their cognitive-academic language proficiency.
  - D. exposing them to content-specific language structures.

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

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

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

99. Which of the following conclusions would be most appropriate for a teacher to draw about this student based on these assessment results?
- A. The student is performing within the expected range for her level of English proficiency but has had limited exposure to the content being tested.
  - B. The student is performing significantly below the expected range for her amount of time in U.S. schools and should be referred for special education services.
  - C. The student is performing within the expected range for her age and grade level but could benefit from additional practice, especially in the area of mathematics.
  - D. The student has spent enough time in U.S. schools to be tested using standardized assessment, so the test results are a valid measure of her content knowledge.
100. Based on the information above, which of the following strategies would likely best promote this student's content-area learning?
- A. placing her in a self-contained English immersion class to facilitate her development of cognitive-academic language proficiency
  - B. teaching her a variety of test-taking strategies to use when she takes academic achievement tests
  - C. seating her with an academically advanced peer who can help her with class assignments when necessary
  - D. providing her with individualized, differentiated academic instruction in her specific areas of weakness

## DIRECTIONS FOR THE OPEN-RESPONSE ITEM ASSIGNMENTS

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 150–300 words (1–2 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment.

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response.

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

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

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

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

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

Write or print your response in the space provided following the assignment.

**OPEN-RESPONSE ITEM ASSIGNMENT #1**

**Use the information below to complete the exercise that follows.**

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

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

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

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

*Teacher:* A scarf?

*Student:* Yes. And mitts.

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

*Student:* Um ... red?

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

*Student:* (no response)

*Teacher:* Are the mittens green or blue?

*Student:* Blue!

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

*Student:* (no response)

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

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

*Teacher:* Do you like snow?

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

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

*Student:* No ... No have.

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

*Student:* (no response)

*Teacher:* It snows in winter here.

*Student:* (smiling) When snow?

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

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

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

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

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







**OPEN-RESPONSE ITEM ASSIGNMENT #2**

Use the information below to complete the exercise that follows.

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

The **European Union (EU)** is a political partnership among 27 European countries. The European Union was established to unify European countries in order to increase their political and economic power in the world. All EU members use the same currency, which is called the **euro**. They can also enter and leave one another's countries freely. Several countries would like to be members of the European Union. A country must meet many standards to join the European Union. The country must have a strong economy and a democratic government that respects human rights. It must also accept a set of shared laws.

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

The European Union is a force to powerfel in the world. All the countries in the world want to join the EU so that country can increase their political and economic power. And they can use the euro. And they can enter and leave another's countries freely. However not all countries are possible to exist in the EU because they don't have a economy strong and a democratic. Or they don't respect human rights. Or they don't have a set of shared laws.

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

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

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





## **PRACTICE TEST RESULTS**

## PRACTICE TEST RESULTS OVERVIEW

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

### Multiple-Choice Questions

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

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

### Open-Response Items

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

### Total Test

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

**MULTIPLE-CHOICE QUESTION  
ANSWER KEY WORKSHEET**

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



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

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
35	0003	D		
36	0003	A		
37	0004	B		
38	0004	C		
39	0004	D		
40	0004	C		
41	0004	B		
42	0004	C		
43	0004	D		
44	0004	D		
45	0004	C		
46	0004	A		
47	0004	A		
48	0004	D		
49	0005	A		
50	0005	A		
51	0005	B		
52	0005	A		
53	0005	C		
54	0005	C		
55	0005	D		
56	0005	B		
57	0005	C		
58	0005	B		
59	0005	C		
60	0005	D		
61	0005	A		
62	0006	B		
63	0006	A		
64	0006	C		
65	0006	A		
66	0006	D		
67	0006	C		
68	0006	A		

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

Question Number	Objective Number	Correct Response	Your Response	
			Correct?	Incorrect?
69	0006	D		
70	0006	D		
71	0006	A		
72	0006	C		
73	0006	B		
74	0006	D		
75	0007	B		
76	0007	C		
77	0007	D		
78	0007	A		
79	0007	C		
80	0007	C		
81	0007	D		
82	0007	A		
83	0007	B		
84	0007	A		
85	0007	B		
86	0007	D		
87	0007	C		
88	0008	C		
89	0008	D		
90	0008	A		
91	0008	B		
92	0008	A		
93	0008	B		
94	0008	C		
95	0008	D		
96	0008	B		
97	0008	D		
98	0008	B		
99	0008	A		
100	0008	D		

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

\_\_\_\_\_ of 100 multiple-choice questions

## MULTIPLE-CHOICE QUESTION PRACTICE TEST EVALUATION CHART

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

### Subarea I: Foundations of Second-Language Instruction

**Objective 0001: Understand processes and stages of language acquisition and factors affecting second-language development.**

1A\_\_\_\_ 2B\_\_\_\_ 3A\_\_\_\_ 4B\_\_\_\_ 5D\_\_\_\_ 6B\_\_\_\_ 7D\_\_\_\_ 8D\_\_\_\_  
9C\_\_\_\_ 10A\_\_\_\_ 11B\_\_\_\_ 12C\_\_\_\_ \_\_\_\_\_/12

**Objective 0002: Understand basic linguistic and sociolinguistic concepts related to instruction for English language learners.**

13C\_\_\_\_ 14D\_\_\_\_ 15C\_\_\_\_ 16A\_\_\_\_ 17B\_\_\_\_ 18B\_\_\_\_ 19C\_\_\_\_  
20B\_\_\_\_ 21B\_\_\_\_ 22D\_\_\_\_ 23D\_\_\_\_ 24A\_\_\_\_ \_\_\_\_\_/12

**Objective 0003: Understand sheltered/structured English immersion (SEI) theories, programs, and instructional approaches for English language learners.**

25D\_\_\_\_ 26C\_\_\_\_ 27D\_\_\_\_ 28B\_\_\_\_ 29A\_\_\_\_ 30C\_\_\_\_ 31D\_\_\_\_  
32B\_\_\_\_ 33A\_\_\_\_ 34C\_\_\_\_ 35D\_\_\_\_ 36A\_\_\_\_ \_\_\_\_\_/12

Subarea I (Objectives 0001–0003) Total \_\_\_\_\_/36

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

**Subarea II: Second-Language and Content Learning**

**Objective 0004: Understand strategies for promoting and assessing English language learners' oral language skills and communicative language development.**

37B\_\_\_\_ 38C\_\_\_\_ 39D\_\_\_\_ 40C\_\_\_\_ 41B\_\_\_\_ 42C\_\_\_\_ 43D\_\_\_\_  
44D\_\_\_\_ 45C\_\_\_\_ 46A\_\_\_\_ 47A\_\_\_\_ 48D\_\_\_\_ \_\_\_\_\_/12

**Objective 0005: Understand theory, research, and practice related to developing reading skills and reading comprehension in English as a first language.**

49A\_\_\_\_ 50A\_\_\_\_ 51B\_\_\_\_ 52A\_\_\_\_ 53C\_\_\_\_ 54C\_\_\_\_ 55D\_\_\_\_  
56B\_\_\_\_ 57C\_\_\_\_ 58B\_\_\_\_ 59C\_\_\_\_ 60D\_\_\_\_ 61A\_\_\_\_ \_\_\_\_\_/13

**Objective 0006: Understand reading instruction and assessment for English language learners.**

62B\_\_\_\_ 63A\_\_\_\_ 64C\_\_\_\_ 65A\_\_\_\_ 66D\_\_\_\_ 67C\_\_\_\_ 68A\_\_\_\_  
69D\_\_\_\_ 70D\_\_\_\_ 71A\_\_\_\_ 72C\_\_\_\_ 73B\_\_\_\_ 74D\_\_\_\_ \_\_\_\_\_/13

**Objective 0007: Understand writing instruction and assessment for English language learners.**

75B\_\_\_\_ 76C\_\_\_\_ 77D\_\_\_\_ 78A\_\_\_\_ 79C\_\_\_\_ 80C\_\_\_\_ 81D\_\_\_\_  
82A\_\_\_\_ 83B\_\_\_\_ 84A\_\_\_\_ 85B\_\_\_\_ 86D\_\_\_\_ 87C\_\_\_\_ \_\_\_\_\_/13

**Objective 0008: Understand instruction and assessment related to the development of English language learners' cognitive-academic language proficiency and content area learning.**

88C\_\_\_\_ 89D\_\_\_\_ 90A\_\_\_\_ 91B\_\_\_\_ 92A\_\_\_\_ 93B\_\_\_\_ 94C\_\_\_\_  
95D\_\_\_\_ 96B\_\_\_\_ 97D\_\_\_\_ 98B\_\_\_\_ 99A\_\_\_\_ 100D\_\_\_\_ \_\_\_\_\_/13

**Subarea II (Objectives 0004–0008) Total \_\_\_\_\_/64**

## OPEN-RESPONSE ITEM EVALUATION INFORMATION

### How Open-Response Items Are Scored

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

### How to Evaluate Your Practice Responses

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

- ✓ For the purposes of the practice test, responses are identified as "strong" or "weak" rather than given a score point of 1–4.
- ✓ The responses identified as "strong" may contain flaws; however, these responses do demonstrate the performance characteristics of a "strong response."
- ✓ The two "strong" responses demonstrate the examinees' appropriate understanding and application of the subject matter knowledge. However, these responses do not necessarily reflect the full range of "correct answers" that would demonstrate an understanding of the subject matter.
- ✓ The "Analysis" accompanying each "strong" and "weak" response discusses the main attributes of the responses, but does not identify all flaws or strengths that may be present.

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

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

Massachusetts Tests for Educator Licensure®  
**SCORING RUBRIC FOR SUBJECT TESTS**

**Performance Characteristics:**

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

**Scoring Scale:**

Score Point	Score Point Description
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects an adequate knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is adequate; there are some acceptable, relevant examples.</li> <li>• The response reflects an adequately reasoned understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a limited knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects a weak knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

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

Sample weak responses to the open-response item assignments will be available in summer 2010.

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

Analyses for weak responses to the open-response item assignments will be available in summer 2010.



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

Sample weak responses to the open-response item assignments will be available in summer 2010.

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

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

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

Sample strong responses to the open-response item assignments will be available in summer 2010.

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

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

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

Sample strong responses to the open-response item assignments will be available in summer 2010.

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

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

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

Sample weak responses to the open-response item assignments will be available in summer 2010.

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

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

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

Sample weak responses to the open-response item assignments will be available in summer 2010.

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

Analyses for weak responses to the open-response item assignments will be available in summer 2010.

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

Sample strong responses to the open-response item assignments will be available in summer 2010.

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

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

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

Sample strong responses to the open-response item assignments will be available in summer 2010.

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

Analyses for strong responses to the open-response item assignments will be available in summer 2010.

## **PRACTICE TEST SCORE CALCULATION**

The practice test score calculation information will be available in late spring 2010, following setting of qualifying scores.