



New Mexico

Teacher Assessments™

Study Guide

New Mexico Content Knowledge Assessments™

31 Teaching English to Speakers of Other Languages



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An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test: Helpful Hints

The first three sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[An Overview of the Testing Program, How to Prepare for the Assessments, and the Day of the Test:
Helpful Hints](#)



An Introduction to the New Mexico Content Knowledge Assessment for Teaching English to Speakers of Other Languages (TESOL)

The New Mexico Content Knowledge Assessments™ are designed to measure the subject matter knowledge and skills that are needed to teach effectively in New Mexico schools. The Teaching English to Speakers of Other Languages (TESOL) test is intended for individuals seeking an initial license or an endorsement in Teaching English to Speakers of Other Languages (TESOL).

The Teaching English to Speakers of Other Languages (TESOL) test consists of 100 selected-response questions.



Test Framework

Language, Language Development, and Culture
Learning Environment, Assessment, and Instruction
Professional Environment

SUBAREA I—LANGUAGE, LANGUAGE DEVELOPMENT, AND CULTURE

0001 Understand language in order to promote English Language Learners' English language and literacy development and to address the linguistic needs of new language learners.

For example:

- demonstrate knowledge of the components of language (e.g., phonology, morphology, syntax, semantics, pragmatics) and the implications of variations in these components for English Language Learners
- demonstrate knowledge of English phonology (e.g., phonemes, intonation patterns) and identify strategies for promoting English Language Learners' development of phonological skills used in listening (e.g., distinguishing sounds and word breaks, interpreting intonation), speaking (e.g., articulating sounds, using intonation), reading (e.g., applying phonemic and phonological awareness skills), and writing (e.g., applying regular phonics/spelling generalizations)
- demonstrate knowledge of English morphology (e.g., identifying morphemes, combining a root and affix, creating a compound word, using inflectional endings) and identify strategies for developing English Language Learners' knowledge and skills related to morphology to promote their English language and literacy development
- demonstrate knowledge of English syntax (e.g., identifying parts of speech, syntactic rules, and sentence patterns) and identify strategies for developing English Language Learners' knowledge and skills related to English syntax to promote their English language and literacy development
- apply knowledge of semantics (e.g., analyzing English words, phrases, and sentences with respect to meaning) to promote English Language Learners' English language and literacy development
- analyze how pragmatic features of oral and written English influence meaning (e.g., use of gestures, eye contact, physical proximity, nonverbal cues, formal and informal styles), recognize factors that affect a speaker's choice of pragmatic features (e.g., cultural and social norms, setting, purpose, audience), and identify strategies for explicitly teaching English Language Learners about the pragmatic features of social and academic English
- demonstrate knowledge of language variation and identify strategies for promoting English Language Learners' awareness of and respect for different language varieties as valid forms of communication

0002 Understand the process by which learners acquire both their first and second languages.

For example:

- demonstrate knowledge of current theories of first- and second-language acquisition (e.g., constructivist, interactionist, social-cultural)
- demonstrate knowledge of the integrated nature of cognitive and affective language development (e.g., the roles of comprehensible input and output, communicative interaction, problem solving, and critical thinking)
- demonstrate knowledge of cognitive processes used in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition)
- demonstrate knowledge of cognitive and social strategies used in developing another language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, role playing)
- demonstrate knowledge of oral language acquisition and (where applicable) written language acquisition in the first language (e.g., stages of linguistic development, the relationship of language acquisition to other aspects of development)
- demonstrate knowledge of oral and written language acquisition in English as an additional language (e.g., the interrelationship of oral and written language development, characteristic features of the five proficiency levels of English language development as applied in New Mexico [i.e., beginning, early intermediate, intermediate, early advanced, and advanced])
- demonstrate knowledge of similarities and differences between first- and second-language acquisition
- demonstrate knowledge of differences in social and academic language acquisition and learning and the time required to attain academic language proficiency
- demonstrate awareness of the importance of valuing students' first language and the implications of first-language loss for students' academic and social success

0003 Understand factors that influence second-language acquisition and apply this knowledge to facilitate the process of learning English as an additional language.

For example:

- demonstrate knowledge of linguistic factors that influence second-language development (e.g., effects of first-language proficiency on second-language acquisition, positive and negative language transfer, first-language loss) and strategies for applying this knowledge to facilitate the process of learning English as an additional language
- demonstrate knowledge of cognitive and physical factors that influence second-language development (e.g., exceptionalities in learning, cognitive learning styles, prior knowledge, age, prior educational experiences) and strategies for applying this knowledge to facilitate the process of learning English as an additional language
- demonstrate knowledge of affective factors that influence second-language development (e.g., self-esteem, inhibition, intrinsic/extrinsic motivation, personality) and strategies for applying this knowledge to facilitate the process of learning English as an additional language
- demonstrate knowledge of sociocultural factors that influence second-language development (e.g., family expectations, culturally influenced approaches to learning, attitudes toward conformity and individuality, values regarding cooperation and competition, expectations regarding teacher-student interactions, first-language loss) and strategies for applying this knowledge to facilitate the process of learning English as an additional language
- demonstrate knowledge of socioeconomic and political factors that influence second-language development (e.g., reasons for learning English, family income and employment, access to health care, school organization and language policies, differential status of the first language or dialect and the target language, community influences and involvement) and strategies for applying this knowledge to facilitate the process of learning English as an additional language

0004 Understand the dynamics of culture and how to create an inclusive and culturally rich academic experience for English Language Learners.

For example:

- demonstrate knowledge of factors that contribute to the cultures of various peoples (e.g., internal and external elements) and that determine both their uniqueness and their interrelationships in a pluralistic society
- demonstrate knowledge of various processes of cultural contact (e.g., assimilation, acculturation, multiculturalism, accommodation), typical stages of the acculturation process (e.g., culture fatigue/shock), and factors that promote or impede adjustment to another culture
- recognize the important role culture plays in the classroom and the school and demonstrate knowledge of strategies for reflecting on one's own cultural value systems and beliefs as they relate to students and for learning about students' home cultures
- demonstrate knowledge of strategies for modeling the value of cultural diversity, validating the cultures of diverse groups, and facilitating positive interactions among culturally diverse students
- demonstrate knowledge of strategies for recognizing, respecting, and building upon the culture, history, and contributions of each student's ancestry to New Mexico and the United States (e.g., supporting English Language Learners in maintaining pride in and identifying with their home cultures)
- demonstrate knowledge of strategies for supporting a linguistically and culturally rich community of learners (e.g., recognizing and accepting the home language as a valid system of communication; respecting students' vernaculars, including social and regional language varieties; using primary-language resources to support students' access to the core curriculum; encouraging students' development of biculturalism; infusing multicultural perspectives throughout the curriculum; promoting students' awareness of the benefits of multilingualism and multiculturalism in a global society)

SUBAREA II—LEARNING ENVIRONMENT, ASSESSMENT, AND INSTRUCTION

0005 Understand how to create a caring, safe, and linguistically rich learning environment that promotes English Language Learners' language and literacy development and content-area learning.

For example:

- demonstrate knowledge of strategies for creating a climate of high expectations for all English Language Learners
- demonstrate knowledge of strategies for creating a linguistically rich classroom environment for English Language Learners (e.g., displaying stimuli that promote conversations; planning and structuring classroom interactions to support social and academic language development; self-monitoring one's own language use to maximize students' comprehension and verbal participation in class activities)
- demonstrate knowledge of effective and appropriate strategies for incorporating the first language to facilitate learning
- demonstrate knowledge of strategies for creating a secure learning atmosphere that promotes risk-taking and supports second-language development and content-area learning in a new language (e.g., emphasizing meaningful content and purposeful communicative activities, using explicit and implicit feedback appropriately)
- demonstrate knowledge of strategies for promoting student collaboration to facilitate English Language Learners' language development and learning (e.g., ways of grouping English Language Learners for different instructional purposes)
- demonstrate knowledge of strategies for promoting English Language Learners' independent language development and learning (e.g., providing practice in the use of various text-based and technological resources that support language development and content-area learning)

0006 Understand how to support meaningful learning for English Language Learners through multiple paths to knowledge.

For example:

- recognize the importance of providing English Language Learners with multiple and varied opportunities to develop language and content-area knowledge and skills
- demonstrate knowledge of instructional approaches and strategies that allow English Language Learners to confront, explore, and understand important and challenging concepts and topics in meaningful ways (e.g., using a content-based English language development approach, relating topics and content to students' lives)
- demonstrate knowledge of innovative, communicative-based teaching techniques to enhance the language-acquisition process for English Language Learners
- demonstrate knowledge of a large repertoire of active teaching and learning strategies appropriate to the distinct learning needs of English Language Learners (e.g., preteaching vocabulary and language structures, activating prior knowledge, scaffolding tasks requiring academic language, contextualizing new vocabulary and concepts)
- demonstrate knowledge of a large repertoire of active teaching and learning strategies appropriate for English Language Learners at different age levels and English proficiency levels
- demonstrate knowledge of activities, strategies, and approaches that integrate listening, speaking, reading, and writing to promote English Language Learners' language development and content-area learning (e.g., cooperative problem solving, thematic units)
- demonstrate knowledge of procedures for identifying biases and deficiencies in existing curricula and strategies for modifying curricula to address English Language Learners' linguistic, cultural, and developmental needs

0007 Understand how to select, adapt, create, and use rich and varied resources to promote English Language Learners' language and literacy development and content-area learning.

For example:

- recognize the importance of using a variety of instructional resources, both text-based (e.g., texts, print media, charts) and non-text-based (e.g., visual aids such as illustrations, photographs, and graphs; audio and audiovisual materials; hands-on materials; realia), to support instruction that addresses English Language Learners' linguistic, cultural, and developmental needs
- identify criteria and methods for evaluating and selecting instructional materials for English Language Learners for a variety of instructional purposes
- demonstrate knowledge of how to create, adapt, modify, and use a variety of resources to address the linguistic needs of English Language Learners at various levels of English language proficiency
- demonstrate knowledge of how to explore, evaluate, and use technology, including applications, tools, educational software, and assorted documentation for use with all students
- demonstrate knowledge of strategies for acquiring resources from beyond the classroom (e.g., school and public library materials, family and community resources, primary-language materials, multicultural resources)

0008 Understand how to use assessment to support English Language Learners' language development and content-area learning.

For example:

- demonstrate knowledge of the role of assessment in standards-based instruction for English Language Learners and strategies for aligning assessment with relevant state standards (e.g., New Mexico Language Arts Content Standards, Benchmarks, and Performance Standards; New Mexico English Language Development Instructional Strategies) and with curriculum and instruction
- demonstrate knowledge of principles and theories of second-language assessment (e.g., using formative and summative assessment; using multiple assessment measures to evaluate English Language Learners' language development and learning; monitoring language development and learning on an ongoing basis; using assessment to guide short-term and long-term decision making)
- demonstrate knowledge of how to evaluate assessment instruments for use with English Language Learners (e.g., applying criteria such as validity and reliability) and recognize potential linguistic and cultural biases in assessment instruments, including standardized tests
- demonstrate knowledge of the advantages, limitations, uses of, and procedures for administering a variety of formal and informal assessment methods used to obtain information about English Language Learners' language development and learning, including alternative assessment measures (e.g., portfolio assessment, authentic assessment, rubrics)
- demonstrate knowledge of a variety of assessment methods that help English Language Learners reflect on their own progress
- demonstrate knowledge of how to interpret results of assessments and use the results to plan and modify instruction for English Language Learners and accommodate the needs of individual students
- identify strategies for communicating assessment results to English Language Learners and their parents/guardians in order to provide substantive feedback about student progress and promote ongoing progress

0009 Understand concepts and strategies related to promoting English Language Learners' oral language development.

For example:

- demonstrate understanding of the role of the first language in the development of oral-language skills in the second language (e.g., language transfer) and the role of oral-language development in all aspects of literacy development and content-area learning
- demonstrate knowledge of a large repertoire of active teaching and learning strategies appropriate for building on, expanding, and extending English Language Learners' oral language development and communicative competence with various audiences and for various purposes and language situations
- demonstrate knowledge of strategies for promoting English Language Learners' oral-language development (e.g., scaffolding, providing appropriate wait time)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to listening (e.g., comprehending, reacting to, interpreting, and analyzing spoken information; acquiring, using, synthesizing, and evaluating spoken information for research and problem solving across the curriculum; using critical thinking to comprehend and analyze spoken information across the curriculum)
- demonstrate knowledge of the significance of communicative styles in the first language for oral-language development in English
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to speaking (e.g., retelling information; speaking to convey information; speaking to promote interpersonal communication; using verbal and nonverbal language to communicate information in a coherent and persuasive manner)

0010 Understand concepts and strategies related to promoting English Language Learners' development in reading and writing.

For example:

- demonstrate knowledge of stages and processes of literacy development in a second language and their application to English Language Learners (e.g., transferring and applying oral-language skills to support reading and writing development; transferring literacy skills from the first language) and strategies for addressing the range of students' needs and skills (e.g., as related to students' prior educational experiences, level or lack of primary-language literacy)
- demonstrate knowledge of a large repertoire of active teaching and learning approaches and strategies appropriate for promoting English Language Learners' reading and writing development at different stages of literacy development and levels of English language proficiency (e.g., language experience approach [LEA], scaffolding, schema development)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to beginning reading development (e.g., phonemic and phonological awareness skills, knowledge of the alphabetic principle, concepts about print)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to reading strategies (e.g., developing word recognition and decoding skills, including use of phonics, structural analysis, and context clues; applying grammar and punctuation to derive meaning; developing reading fluency)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to reading comprehension (e.g., reacting to and retelling stories and information; interpreting and analyzing stories and information; locating and using text-based resources to acquire information across the curriculum; gathering, using, synthesizing, and evaluating written information for research and problem solving across the curriculum)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to the writing process and the development of writing skills (e.g., demonstrating competence in the skills and processes of the writing process; writing to inform and persuade; writing in a variety of genres across the curriculum; applying grammatical and language conventions to writing; applying mechanical, punctuation, and spelling skills to writing)
- demonstrate knowledge of strategies for promoting English Language Learners' achievement of state standards related to literary analysis (e.g., identifying and making connections among literary works and literary elements, concepts, and genres; using language, literature, and media to gain and demonstrate awareness of world cultures, various social and cultural perspectives, and the role of the individual as a member of many cultures)

0011 Understand concepts and strategies related to promoting English Language Learners' content-area learning.

For example:

- identify basic methodologies appropriate to the development of English Language Learners' content-area knowledge and skills
- demonstrate knowledge of how to create meaningful content-area curricula for English Language Learners with materials and activities that foster critical-thinking skills
- recognize the importance of and strategies for integrating language and content objectives in content-area instruction for English Language Learners
- demonstrate knowledge of strategies for making concepts comprehensible to English Language Learners (e.g., activating prior knowledge, contextualizing new vocabulary and concepts, modifying language without simplifying content, preteaching content-specific vocabulary and language structures, providing appropriate primary-language support)
- demonstrate knowledge of strategies for helping English Language Learners construct and apply content-area knowledge and skills (e.g., analytical, organizational, study, and test-taking skills; knowledge and skills related to use of school library media centers and public libraries)
- demonstrate knowledge of ways to facilitate English Language Learners' use of cognitive strategies to promote their content-area learning (e.g., grouping words and concepts, making inferences, summarizing, integrating prior knowledge with new ideas)
- demonstrate knowledge of ways to facilitate English Language Learners' use of metacognitive strategies to promote their content-area learning (e.g., self-monitoring, reflection, analysis)
- demonstrate knowledge of strategies for providing content instruction within a variety of ESL/ELD (English as a second language/ English language development) instructional delivery models (e.g., bilingual education, Structured English Immersion [SEI])

SUBAREA III—PROFESSIONAL ENVIRONMENT

0012 Understand the historical and legal foundations of ESL/ELD programs in New Mexico and the United States and professional growth and leadership issues related to teaching English Language Learners.

For example:

- demonstrate knowledge of theoretical bases and methodologies associated with older and newer pedagogical approaches to teaching English as a second language (e.g., Audiolingual method, Natural Approach, Total Physical Response [TPR], communicative-based approaches, content-based approaches, Cognitive Academic Language Learning Approach [CALLA]) and evaluate their appropriateness for particular instructional circumstances
- demonstrate knowledge of the ESL/ELD component in bilingual education
- demonstrate knowledge of various theories and philosophies related to alternative language programs (e.g., bilingual programs) and the history of alternative language programs
- demonstrate knowledge of important legislation and court cases concerning the education of English Language Learners in New Mexico and the United States
- demonstrate knowledge of current trends and issues (e.g., language loss) related to the education of English Language Learners
- demonstrate knowledge of strategies for pursuing professional growth opportunities in the field of ESL (e.g., engaging in ongoing professional reflection and analysis of instruction, utilizing the resources of professional ESL associations)
- demonstrate knowledge of strategies for fostering the growth and development of colleagues with respect to their knowledge of the ESL/ELD program and for providing professional leadership in order to meet the needs of linguistically diverse students

0013 Understand how to develop effective linkages with families, communities, and colleagues in order to enhance the educational experience of English Language Learners.

For example:

- demonstrate understanding of the importance of establishing and maintaining strong school-home and school-community relationships in order to support and promote English Language Learners' development and learning
- demonstrate understanding of the importance of the family's role in fostering primary-language development and strategies for supporting families in this area (e.g., promoting families' awareness of available resources, including school and public library resources)
- demonstrate knowledge of methods for effectively communicating with linguistically diverse families (e.g., appropriate use of translators and cultural mediators, correspondence in the home language whenever possible)
- demonstrate knowledge of opportunities within the school environment for English Language Learners' families to contribute their knowledge and expertise and for assisting families in becoming active change agents on behalf of their children
- demonstrate knowledge of how to identify and utilize available community resources and how to establish and maintain relationships with members of students' primary-language community
- demonstrate knowledge of strategies for collaborating effectively with other educational professionals in order to promote English Language Learners' development and learning
- identify situations in which the ESL/ELD teacher may be called on to advocate for the ESL/ELD program, English Language Learners, and/or their families and demonstrate knowledge of effective advocacy strategies for use with school staff, families, and the community



Sample Test Directions

A sample of the general directions for the New Mexico Content Knowledge Assessment for Teaching English to Speakers of Other Languages (TESOL) is shown in the box below.

You should have in front of you:

- (1) a test booklet for the assessment for which you registered (check the assessment name on the front cover);
- (2) an Answer Sheet A; and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

Each question in this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on Answer Sheet A in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question: 1. What is the capital of New Mexico?
- A. Albuquerque
 - B. Las Cruces
 - C. Santa Fe
 - D. Silver City

The correct answer to this question is C. You would indicate that on Answer Sheet A as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

You may use the margins of the test booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Answers that are in the test booklet will not be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, and be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.



Sample Selected-Response Questions

This section presents sample selected-response questions for you to review as part of your preparation for the New Mexico Content Knowledge Assessment for Teaching English to Speakers of Other Languages (TESOL). To demonstrate how the test competencies may be assessed, each sample question is preceded by the competency that it measures. On an actual test, the competencies will not be given.

The sample selected-response questions are designed to illustrate the nature of the test questions. They should not be used as a diagnostic tool to determine your individual strengths and weaknesses. The selected-response questions require you to demonstrate more than the ability to recall factual information. They ask you to think critically about the information, to analyze it, to consider it carefully, or to apply it to a hypothetical situation.

Work through each question carefully before referring to the answer key, which is located at the end of the section.

Competency 0002

Understand the process by which learners acquire both their first and second languages.

1. An ESL teacher encourages students to skim through a text before reading, set a purpose for reading, check their comprehension of the text frequently while reading, and reflect afterward on what they understood and did not understand in the text. This practice is most likely to promote the students' overall language development because these types of activities:
 - A. simplify the level of language input to which students are exposed.
 - B. scaffold a complex academic task so that students can complete it.
 - C. help students develop cognitive and metacognitive learning strategies.
 - D. build students' schema and background knowledge.

Competency 0004

Understand the dynamics of culture and how to create an inclusive and culturally rich academic experience for English Language Learners.

2. An ESL teacher regularly invites members of students' families and communities to the classroom to share important aspects of their lives, such as talking about their jobs, demonstrating culturally specific customs and crafts, and teaching key words and phrases from the home language. This practice is likely to benefit English Language Learners primarily by:
 - A. demonstrating that students' home cultures and ways of life are valued and respected by the school.
 - B. creating less cognitively demanding activities in the classroom to relieve some of the stress students may feel in having to learn a new language.
 - C. focusing students on the economic advantages of being bilingual in a global society.
 - D. demonstrating for students that people from different cultures speak, behave, and look at the world in completely different ways.

Competency 0005

Understand how to create a caring, safe, and linguistically rich learning environment that promotes English Language Learners' language and literacy development and content-area learning.

3. A fifth-grade social studies class that includes English Language Learners at the early-advanced level is going to have a guest speaker from the local government. The guest speaker, who is a monolingual English speaker, has been invited to the class to answer questions about an aspect of government that the class has been studying. The teacher tells the class that he expects each of them to ask the guest speaker at least one appropriate question during the visit, but some of the English Language Learners express anxiety about this aspect of the lesson. Which of the following adaptations to the lesson would be the most appropriate for the teacher to make in response to the students' concerns?
- A. The English Language Learners are exempted from the assignment but must take notes about the content of their classmates' questions.
 - B. The speaker is asked to give a short presentation instead of answering questions and all students prepare a summary of the presentation.
 - C. The English Language Learners are provided with a list of appropriate questions by the teacher and allowed to pick one to use.
 - D. All students work in small groups to brainstorm possible questions and to practice asking the questions in advance of the visit.

Competency 0006

Understand how to support meaningful learning for English Language Learners through multiple paths to knowledge.

4. A new ESL teacher observes that the school's mainstream language arts and content-area curricula do little to reflect the backgrounds of English Language Learners or the backgrounds of the school's English-speaking students who are of Native American or Hispanic heritage. Which of the following approaches to multicultural curricular reform is likely to be most effective in addressing these concerns?
- A. organizing schoolwide celebrations in honor of specific cultural events and holidays such as Native American Week and Cinco de Mayo
 - B. inviting members of various cultural groups to come to the school and demonstrate crafts and other activities that play an important role in their culture
 - C. developing instructional units for classroom teachers to use that focus on multicultural themes such as heroes from different cultures
 - D. advocating for a comprehensive curriculum review and overhaul to ensure that multicultural perspectives are infused throughout the curriculum

Competency 0008

Understand how to use assessment to support English Language Learners' language development and content-area learning.

5. A first-grade ESL teacher has been working with beginning-level students toward helping them achieve the following content standard in the New Mexico English Language Development Instructional Strategies: *With scaffolding, begin to retell familiar stories.* The teacher has done a shared reading of a folktale with the class and has clarified the meaning of new vocabulary words. The teacher is certain that the students have understood the story but few are able to retell it. Which of the following is the most appropriate way of scaffolding the task, consistent with the state standard?
- A. having the students act out the story using gestures and props
 - B. giving the students the option of retelling the story in the primary language
 - C. encouraging the students to repeat the story sentence by sentence as the teacher rereads it
 - D. having the students tell the story with the use of picture prompts and guided questions

Competency 0009

Understand concepts and strategies related to promoting English Language Learners' oral language development.

6. Before beginning a new instructional unit, a teacher regularly has students discuss with a partner or in small groups what they already know about the new topic. This activity is likely to be especially beneficial for the English Language Learners in the class because:
- A. written-language development promotes oral-language development and vice versa.
 - B. the development of metacognitive learning strategies is dependent on oral-language production.
 - C. productive-language activities are easier in a new language than are receptive language activities.
 - D. the use of oral language to access prior knowledge plays an important role in concept development.

Competency 0010

Understand concepts and strategies related to promoting English Language Learners' development in reading and writing.

7. A kindergarten ESL teacher asks a group of English Language Learners to identify the beginning sound in familiar English words (e.g., the /b/ sound in *book*). In another lesson, the teacher asks them to identify the ending sound of familiar words (e.g., the /t/ sound in *cat*). These types of activities are effective in promoting students' beginning reading development in which of the following areas?
- A. directionality of print
 - B. letter-sound correspondence
 - C. phonemic awareness
 - D. letter recognition

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

A high school ESL teacher who uses a content-based ESL approach is working with a group of early-advanced-level English Language Learners. The students will be reading a chapter from a science textbook and an article from a periodical as part of a new interdisciplinary unit. The students will read both texts independently.

Competency 0011

Understand concepts and strategies related to promoting English Language Learners' content-area learning.

8. Which of the following teaching strategies would be most effective in helping the students apply cognitive learning strategies when reading the textbook chapter?
- A. encouraging the students to review the chapter's headings, subheadings, and illustrations before reading in order to develop questions to answer as they read
 - B. having the students complete a questionnaire before reading to help them identify their own preferred learning modalities
 - C. giving the students an outline that already lists the chapter's main ideas and asking them to complete the outline as they read by filling in the supporting details
 - D. encouraging the students to use a relatively slow reading rate when reading the chapter in order to maximize their comprehension

Competency 0011

Understand concepts and strategies related to promoting English Language Learners' content-area learning.

9. Before the students begin reading the article from the periodical, the teacher reminds them to stop at frequent intervals during their reading to check if they have understood what they just read. This practice would be effective in supporting students' content-area learning primarily because self-monitoring promotes students' use of:
- A. social-affective learning strategies.
 - B. compensatory learning strategies.
 - C. metacognitive learning strategies.
 - D. memory-based learning strategies.

Competency 0013

Understand how to develop effective linkages with families, communities, and colleagues in order to enhance the educational experience of English Language Learners.

10. An ESL teacher is given an opportunity to do a presentation for mainstream teachers at an all-staff meeting for the school. Which of the following topics is likely to be most beneficial to the teachers to help them promote English Language Learners' achievement in mainstream classes?
- A. a theoretical overview of the stages of literacy development as they apply to English Language Learners
 - B. strategies for scaffolding and adapting content-area instruction and assessments for English Language Learners
 - C. a historical overview of alternative-language programs and research on the effectiveness of various program models
 - D. approaches for providing English Language Learners with corrective feedback on syntax and pronunciation



Answer Key for the Sample Selected-Response Questions

1. C
2. A
3. D
4. D
5. A
6. D
7. C
8. A
9. C
10. B