

TE_xES | Texas Examinations of Educator Standards

Preparation Manual



154 English as a Second Language Supplemental (ESL)

PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES). This initiative will impact all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

More information about the new TExES tests and educator standards can be found at <http://www.sbec.state.tx.us>.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test questions

Sample test items and answer key

If you have questions after reading this preparation manual, please contact the State Board for Educator Certification, Office of Accountability at 1-512-238-3200.

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are comprised of Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are convened to recommend what the beginning educator should know and be able to do. To ensure vertical alignment of standards across the range of instructional levels, individuals with expertise in early childhood, elementary, middle, or high school education meet jointly to articulate the critical knowledge and skills for a particular content area. Participants begin their dialogue using a "clean slate" approach with the Texas Essential Knowledge and Skills (TEKS) as the focal point. Draft standards are written to incorporate the TEKS and to expand upon that content to ensure that all beginning educators possess the appropriate level of both knowledge and skills to instruct students successfully.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a paper-and-pencil-based or a computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks and may accept, revise, or reject test items. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report mailing date of each test administration. Information about receiving unofficial scores via the Internet and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 7. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

English as a Second Language Supplemental (ESL)

Competency:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Descriptive Statements:

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES Program.

TEST FRAMEWORK FOR FIELD 154: ENGLISH AS A SECOND LANGUAGE SUPPLEMENTAL (ESL)

**Domain I Language Concepts and Language Acquisition
(approximately 25% of the test)**

Standards Assessed:

English as a Second Language Supplemental Standard I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Supplemental Standard III:

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

**Domain II ESL Instruction and Assessment
(approximately 45% of the test)**

Standards Assessed:

English as a Second Language Supplemental Standard I:

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

English as a Second Language Supplemental Standard III:

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

English as a Second Language Supplemental Standard IV:

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

English as a Second Language Supplemental Standard V:

The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

English as a Second Language Supplemental Standard VI:

The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Domain III Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement
(approximately 30% of the test)**

Standards Assessed:

English as a Second Language Supplemental Standard II:

The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

English as a Second Language Supplemental Standard VII:

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

DOMAIN I—LANGUAGE CONCEPTS AND LANGUAGE ACQUISITION

Competency 001

The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

- Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.
- Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students' English language proficiency.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students' English language proficiency.
- Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

Competency 002

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

The beginning ESL teacher:

- Knows theories, concepts, and research related to L1 and L2 acquisition.
- Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development at various stages.
- Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
- Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
- Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology, and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

DOMAIN II—ESL INSTRUCTION AND ASSESSMENT

Competency 003

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

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).
- Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources, and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering students' communicative competence.
- Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
- Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004

The ESL teacher understands how to promote students' communicative language development in English.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.
- Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.
- Applies knowledge of practices, resources, and materials that are effective in promoting students' communicative competence in English.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English.
- Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate communicative language development.
- Knows how to provide appropriate feedback in response to students' developing English language skills.

Competency 005

The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

- Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.
- Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.
- Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).
- Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.
- Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' literacy development.
- Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006

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

The beginning ESL teacher:

- Applies knowledge of effective practices, resources, and materials for providing content-based ESL instruction; engaging students in critical thinking; and developing students' cognitive-academic language proficiency.
- Knows instructional delivery practices that are effective in facilitating ESL students' comprehension in content-area classes (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using hands-on and other experiential learning strategies; using realia, media, and other visual supports to introduce and/or reinforce concepts).
- Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.
- Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

Competency 007

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

The beginning ESL teacher:

- Knows basic concepts, issues, and practices related to test design, development, and interpretation and uses this knowledge to select, adapt, and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
- Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses, and limitations.
- Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
- Knows state-mandated LEP policies, including the role of the LPAC, and procedures for implementing LPAC recommendations for LEP identification, placement, and exit.
- Understands relationships among state-mandated standards, instruction, and assessment in the ESL classroom.
- Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

DOMAIN III—FOUNDATIONS OF ESL EDUCATION, CULTURAL AWARENESS, AND FAMILY AND COMMUNITY INVOLVEMENT

Competency 008

The ESL teacher understands the foundations of ESL education and types of ESL programs.

The beginning ESL teacher:

- Knows the historical, theoretical, and policy foundations of ESL education and uses this knowledge to plan, implement, and advocate for effective ESL programs.
- Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness.
- Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.
- Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009

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

The beginning ESL teacher:

- Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).
- Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.
- Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.
- Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
- Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010

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

The beginning ESL teacher:

- Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and ARD meetings, serving on SBDM committees, serving as a resource for teachers).
- Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
- Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
- Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The English as a Second Language Supplemental (ESL) test is designed to include 60 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these questions will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to answer a multiple-choice question, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

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

- Single items
- Items with stimulus material

You may have two or more items related to a single stimulus. This group of items is called a cluster. Following the last item of a clustered item set containing two or more items, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for answering each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final response must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the question. The following question is an example of this type. It tests knowledge of English as a Second Language Supplemental (ESL) competency 002: *The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.*

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

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

Suggested Approach

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

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

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

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

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

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

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

ITEMS WITH STIMULUS MATERIAL

Some questions are preceded by stimulus material that relates to the item. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to answer these types of questions. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content. Then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to answer the question.

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

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

As you consider items set in educational contexts, try to use the identified teacher's point of view to answer the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a description of an ESL teacher's use of literature response groups).

Read the information below; then answer the two questions that follow.

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

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

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures competency 001: *The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.*

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

- A. language development is an integrated process.
 - B. language instruction should emphasize oral development over written development.
 - C. language development is a sequential process.
 - D. language instruction should emphasize receptive language skills before expressive language skills.
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Consider carefully the information presented in the stimulus regarding the types of student activities that are involved in the literature response groups. Then read the first item, which requires you to complete the sentence by identifying a fundamental concept underlying the teacher's use of the literature response groups. Look at the response options to consider which option will correctly complete the sentence.

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

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

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

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

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

Now you are ready to answer the next question. The second question measures competency 005: *The ESL teacher understands how to promote students' literacy development in English.*

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

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

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

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

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

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

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

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

SECTION IV

SAMPLE ITEMS

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

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

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

English as a Second Language Supplemental (ESL)

Competency 001

1. Use the writing sample below to answer the question that follows.

The students, who had studied hard for their examination, which was given at the end of the school year.

Based on this sample, the student who wrote this seems to be having difficulty making sure that:

- A. the subject and verb of a sentence agree.
- B. a sentence contains a subject and predicate.
- C. a subordinate clause is placed after the word it modifies.
- D. the correct pronoun is used to begin a subordinate clause.

Competency 002

2. Periodically throughout the school year, a high school ESL teacher gives students a checklist to complete individually. Following are examples of the types of statements found on the checklist.

Yes or No:

- I look for word patterns in a sentence to help me read and understand it.
- I use note taking and flashcards to reinforce new language and vocabulary I have learned.
- I make word associations when learning new language and vocabulary.
- I use visualization to help remember new vocabulary.

Completing this checklist is likely to benefit students most by:

- A. helping them become effective at evaluating their own language proficiency.
- B. helping them develop strategies for overcoming misunderstandings when communicating.
- C. encouraging them to compensate for gaps in their current language knowledge and skills.
- D. encouraging them to use various cognitive strategies for internalizing language.

Competency 003

3. According to the Texas Essential Knowledge and Skills (TEKS) English Language Arts curriculum, ESL students in grades four through eight are expected to "tell important events and ideas gleaned from video segments, graphic art, or technology presentations." Students in a sixth-grade ESL class are studying astronomy. Which of the following activities related to the unit would address this TEKS objective most effectively?
- A. After the class discusses a reading about the origins of the universe, the teacher helps students design a PowerPoint presentation to assist them in teaching another class about the topic.
 - B. After examining diagrams, descriptions, and photographs of the planets, students create a short oral presentation on a planet of their choice.
 - C. Students use string and foam balls to create a three-dimensional representation of the solar system, and then they hang it from the ceiling.
 - D. The teacher gives students a list of questions about a specific star or planet and asks them to locate educational Web sites in which they might find the answers.

Competency 003

4. A high school ESL teacher is working with a class of beginning-level English Language Learners. The teacher asks one student to stand up. She asks another to pick up a pencil. The teacher involves each of the students at different points during the activity. According to proponents of the Total Physical Response approach, this activity helps students develop English language skills primarily because it:
- A. encourages them to use English within authentic contexts.
 - B. allows them to discover a wide range of concepts and rules related to English grammar.
 - C. prompts them to use English to accomplish different goals.
 - D. helps them to develop kinesthetic connections to various English words and phrases.

Competency 004

5. An ESL teacher gives students individual copies of the form shown below. Use this form to answer the question that follows.

Task Card	
Directions: Read the list of phrases below. You are going to listen to a tape of people having conversations. As it is playing, check (✓) any of the phrases you hear.	
<input type="checkbox"/> <i>Excuse me, do you know . . .</i>	<input type="checkbox"/> <i>Would you mind . . .</i>
<input type="checkbox"/> <i>Do you know where . . .</i>	<input type="checkbox"/> <i>Is there someplace where . . .</i>
<input type="checkbox"/> <i>Have you seen . . .</i>	<input type="checkbox"/> <i>Could you tell me . . .</i>

This instructional activity would be a particularly effective way for an ESL teacher to introduce ESL students to:

- A. acceptable language for continuing different types of conversation.
- B. polite ways to recognize another person's social status.
- C. standard methods used to conclude a conversation.
- D. appropriate forms of social requests for information and assistance.

Competency 004

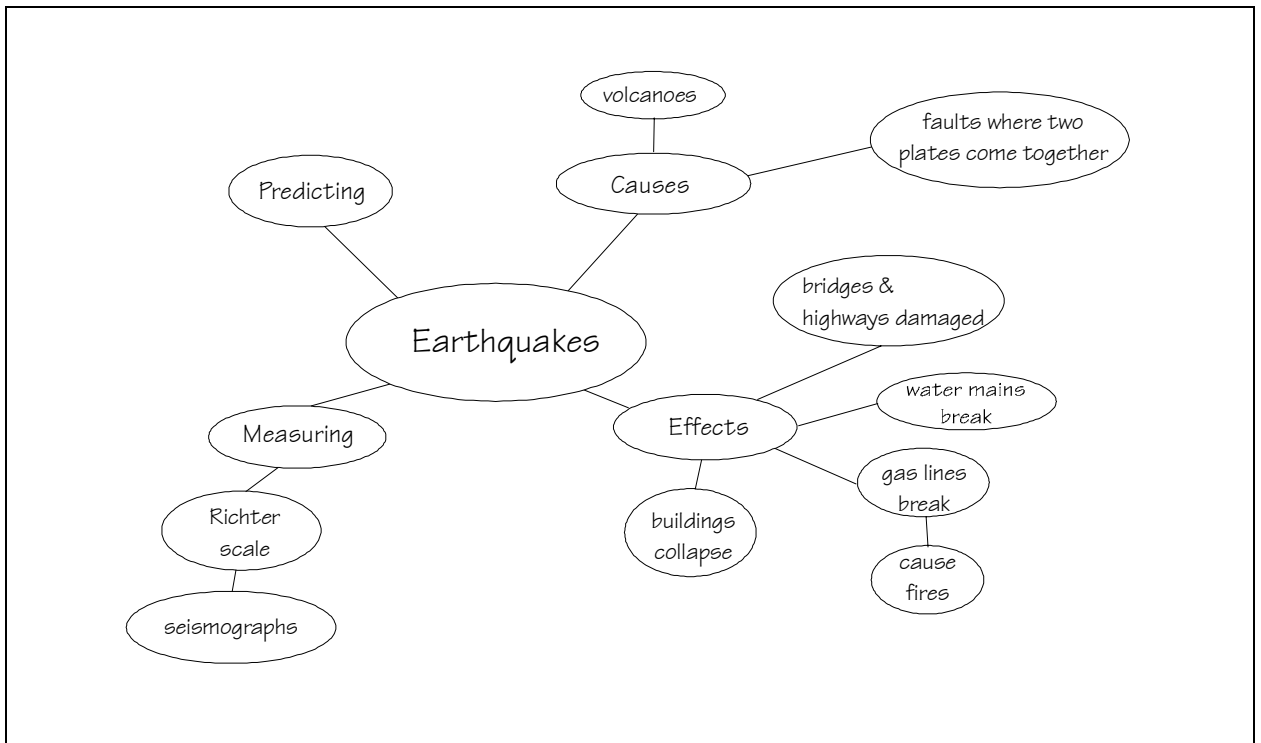
6. Which of the following best explains why English Language Learners need to receive direct instruction in the use of nonverbal elements of English?
- A. The meanings of gestures and body language vary from culture to culture.
 - B. People need explicit instruction in nonverbal communication because they lack instinctive communication skills.
 - C. Cultures associated with English tend to have more taboos related to the body than other cultures.
 - D. Nonverbal gestures only have meaning when they are connected to specific phrases in the oral language.

Competency 005

7. Which of the following strategies would be most effective in helping intermediate and advanced ESL students improve their reading rates and reading fluency?
- A. providing frequent opportunities for students to read and reread texts written at their independent reading levels
 - B. expanding students' vocabulary knowledge by assigning challenging texts at and beyond their instructional reading levels
 - C. encouraging students to use various comprehension strategies, such as self-monitoring, predicting, and questioning
 - D. administering timed reading tests to students each week to motivate them to read more quickly and accurately

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

A middle school science class that contains many ESL learners is taught collaboratively by the science teacher and the ESL teacher. The two teachers introduce the topic of earthquakes by leading a class discussion and creating on the chalkboard the semantic map shown below.



Competency 006

8. As an introductory activity, this strategy is helpful to ESL students primarily because it:
- A. takes advantage of their cross-cultural perspectives.
 - B. promotes their confidence in producing authentic language.
 - C. allows them to develop or review key concepts and vocabulary.
 - D. provides them with detailed information in concise form.

Competency 006

9. Encouraging ESL students to create their own semantic maps is most likely to promote their content-area learning by helping them develop skill in:
- A. using descriptive language.
 - B. organizing and categorizing information.
 - C. evaluating the reliability of information.
 - D. predicting the results of a sequence of events.



Competency 007

10. Use the information below to answer the question that follows.

A fifth-grade student arrived from his home country, El Salvador, last year with no prior formal education. He is now in his second year in a Texas school and is receiving bilingual and ESL services. He is still at the beginning stages of Spanish literacy development, English language development, and academic development.

What would be the state policy with regard to the assessment of academic skills in this student's case?

- A. The language proficiency assessment committee (LPAC) may recommend that the assessment of English language skills be waived; however, an assessment of academic skills must be administered in either English or Spanish.
- B. Since he is enrolled in the bilingual program, assessment of academic skills must be administered in either English or Spanish.
- C. The LPAC may determine that neither English nor Spanish proficiency tests would be an appropriate measure for school accountability.
- D. Since he is now in his second year of enrollment in a U.S. school, the school must administer an assessment of academic skills in English.

Competency 007

11. A middle school ESL teacher is working with a group of ESL students whose English-language abilities vary. Which of the following would be the most appropriate strategy for evaluating the progress of students who are at different proficiency levels in English?

- A. using multiple measures, such as observations, test scores, and samples of daily work
- B. selecting language achievement tests that have been normed on a similar student population
- C. establishing a grading curve and distributing students' test results along the curve
- D. assessing students only in those areas of English in which they have achieved competence

Competency 008

12. Which of the following best characterizes the education of language-minority children in the United States before World War II?

- A. There was no concerted effort to assist non-English-speaking students in school.
- B. English as a Second Language programs were common in larger urban school systems only.
- C. Children who did not speak English could be prevented legally from registering in school.
- D. The majority of limited-English speakers attended bilingual parochial schools.

Competency 008

13. Research indicates that the most effective school programs for English Language Learners include ESL staff development programs that:
- A. demonstrate methodology for integrating content instruction with linguistic objectives.
 - B. extend not just to ESL teachers but to the entire school staff.
 - C. emphasize intensive literacy instruction across the grade levels.
 - D. include not only ESL training but also second-language training in the primary language(s) of the students.

Competency 009

14. An ESL teacher teaches in a middle school with a diverse student population. In addition to providing her ESL students with language and content instruction, she also helps the students learn how to articulate their feelings, provides them with practice in taking the perspective of others (e.g., through role plays, debates), and encourages the expression of diverse points of view. These practices are particularly effective in:
- A. recognizing and responding to the linguistic diversity of the students.
 - B. promoting students' academic achievement.
 - C. reducing student conflicts that result from cultural and other misunderstandings.
 - D. resolving students' cultural identity crises.

Competency 009

15. A middle school ESL teacher regularly includes news and magazine articles in the ESL curriculum that focus on multinational organizations or businesses and that highlight careers in which it is advantageous or essential to have knowledge of more than one language. The use of such reading materials in the ESL program is beneficial for English Language Learners primarily because the materials will help students:
- A. identify the features of different types of speech communities and networks.
 - B. recognize the benefits of being bilingual and bicultural in a global society.
 - C. understand the circumstances that may have brought their families to the United States.
 - D. decide where they would like to live and work when they grow up.

Competency 010

16. Acting in his role as advocate for ESL students, an ESL teacher has asked if he could conduct a presentation at an upcoming staff meeting on ways mainstream teachers can improve communication with English Language Learners. Which of the following kinds of information would be most helpful and appropriate for the ESL teacher to share with colleagues?
- A. techniques for introducing and reinforcing new language constructions and how to coach students on pronunciation
 - B. details about the cultural heritage and religious beliefs of the various ethnic groups represented in the school and how these might impact student achievement
 - C. suggestions on ways to correct student errors in ways that avoid damaging a student's self-esteem and reward student initiative
 - D. strategies for clarifying information, checking for comprehension, and controlling the use of complex phrasing, idioms, and cultural references

Competency 010

17. Educators in the ESL program at an elementary school involve students' families in program decision-making and support families' participation in other school activities and projects. These practices best reflect an awareness of which of the following factors affecting language development?
- A. English Language Learners whose families have positive opinions about school and learning are more likely to develop English language proficiency.
 - B. Family members are students' first teachers, and the more they know about language instruction, the better they can teach their children specific aspects of language.
 - C. Family involvement in school activities provides students with a model of the kind of purposeful communication that is the ultimate goal of language instruction.
 - D. Students' family members are better able to evaluate the effectiveness of language instruction when they are familiar with the curriculum.

ANSWER KEY

Item Number	Correct Answer	Competency
1	B	001
2	D	002
3	B	003
4	D	003
5	D	004
6	A	004
7	A	005
8	C	006
9	B	006
10	C	007
11	A	007
12	A	008
13	B	008
14	C	009
15	B	009
16	D	010
17	A	010

SECTION V

PREPARATION RESOURCES

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

Journals

The Modern Language Journal, University of Wisconsin Press.

NABE Journal, National Association for Bilingual Education.

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

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

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

Other Sources

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Web Sites

- Center for Applied Linguistics, <http://www.cal.org>
- Center for Research on Education, Diversity & Excellence, <http://www.crede.ucsc.edu>
- International Reading Association, www.reading.org
- National Association for Bilingual Education, www.nabe.org
- National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs, <http://www.ncbe.gwu.edu>
- Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, www.ed.gov/offices/OELA
- Teachers of English to Speakers of Other Languages, www.tesol.org
- Texas Center for Bilingual/ESL Education, <http://www.tcbee.org/ProfDev.htm>
- Texas Education Agency, Division of Curriculum and Professional Development, Bilingual/ESL Education, www.tea.state.tx.us/curriculum/tearesources.html

