



SECTION 4

SAMPLE TEST QUESTIONS FOR CTET 2: ASSESSMENT AND INSTRUCTION

The CTET Examination consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

This section of the CTET Examination Study Guide provides information about CTET 2: Assessment and Instruction, including a description of the test structure, sample test directions, sample multiple-choice questions and annotated responses, and sample constructed-response questions with sample responses and scoring information.

CTET 2: Assessment and Instruction Subtest Structure

Domain	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
1. Assessment of English Learners	15	1*
<i>Competencies</i> 1 Principles of Standards-Based Assessment and Instruction 2 Role, Purposes, and Types of Assessment 3 Language and Content-Area Assessment		
2. Foundations of English Language/Literacy Development and Content Instruction	25	1
<i>Competencies</i> 4 Foundations of Programs for English Learners 5 Foundations of English Language Literacy 6 Instructional Planning and Organization for ELD and SDAIE 7 Components of Effective Instructional Delivery in ELD and SDAIE 8 Effective Resource Use in ELD and SDAIE		
3. Approaches and Methods for ELD and Content Instruction	20	*
<i>Competencies</i> 9 ELD—Approaches and Methods 10 ELD—Listening and Speaking 11 ELD—Reading and Writing 12 Specially Designed Academic Instruction in English (SDAIE)		
Subtest Total:	60	2

*One constructed-response question assesses both domains 1 and 3.

Sample Test Directions for the Multiple-Choice Questions

GENERAL DIRECTIONS

This test contains two sections: (1) a multiple-choice section and (2) a written assignment section.

Each question in the first section of this test is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

You should 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.

The directions for the written assignment section appear before that section.

You may work on the multiple-choice section and the written assignment section in any order that you choose. Be sure to allocate your time carefully, so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

Select the **Next** button to continue.

Sample Multiple-Choice Questions

1. A second-grade teacher plans to include the following activities in a lesson addressing the California English Language Arts standard related to writing brief narratives that describe an experience.

- Read aloud a picture book about a family celebration.
- Lead a class discussion, in which students talk about the story and relate a personal experience about a special family celebration or event.
- Using the writing process, have students compose a short narrative about their own family celebration or event.

Which of the following would be the most appropriate strategy for differentiating this lesson for early-advanced-level English learners in the class?

- A. Provide the English learners with guiding questions to help them construct their narratives.
- B. Ask the English learners to draw pictures illustrating their experience instead of writing about it.
- C. Have the English learners practice recounting a personal experience to a partner, and then retell the story to the whole class.
- D. Have the English learners reread the picture book independently and allow them to copy the text for their narratives.

2. Which of the following describes the primary role of classroom assessment in instructional planning for students in English Language Development (ELD) programs?
- A. to determine which ELD standards correspond to particular grade levels and ELD proficiency levels
 - B. to determine the cost-benefit ratio of a particular ELD program design
 - C. to determine how well a particular school has addressed its ELD program goals
 - D. to determine student achievement and needs with respect to particular ELD standards

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3. A high school English teacher plans to use the following holistic-scoring method to assess students' compositions.

- The teacher selects four criteria (e.g., organization, clarity, grammar, and mechanics).
- With one point representing the lowest score on the scale and five points representing the highest, the teacher writes a description of each point with regard to the four criteria.
- The teacher assigns a composition a score of 1 to 5, based on which point description it matches best.

Several students in the teacher's classes are advanced-level English learners. An important *limitation* of using this method on a regular basis with English learners is that it:

- A. does not provide explicit feedback on specific areas of writing performance.
- B. is not based on generally accepted, objective performance criteria.
- C. does not provide students with an overall sense of whether their written work is improving.
- D. does not produce results that are straightforward and easy to understand.

4. In California, required program components for English learners *at all grade levels* include which of the following?

- A. providing English Language Development and primary-language support
- B. providing content-based ELD and Specially Designed Academic Instruction in English (SDAIE)
- C. providing English Language Development and access to the core curriculum
- D. providing content-based ELD and primary-language development

5. A high school biology teacher teaches advanced-level English learners using Specially Designed Academic Instruction in English (SDAIE). Which of the following activities in a SDAIE lesson about vascular and nonvascular plants would be most appropriate and effective to use with students at this proficiency level in order to promote their English language and literacy development?
- A. Have students examine a moss specimen and a leaf with a hand lens, and then draw and label their observations.
 - B. Have students dissect several representative species of vascular and nonvascular plants, and then make a chart listing each plant's features.
 - C. Have students observe and discuss similarities and differences between vascular and nonvascular plants, and then write an essay summarizing their findings.
 - D. Have students collect a variety of vascular and nonvascular plants and then compile a data table listing their characteristics.
6. A middle school mathematics teacher is planning Specially Designed Academic Instruction in English (SDAIE) for a group of intermediate-level English learners. Which of the following guidelines would be most appropriate for the teacher to follow when planning lessons for this class?
- A. Take advantage of the fact that mathematics is not as dependent on language as other content areas and focus lessons on mathematical skills that require minimal use of language.
 - B. Make lessons more accessible to English learners by having them work on mathematical concepts and skills that are below their developmental level.
 - C. Postpone lessons related to higher-level mathematical concepts until the English learners have attained an advanced level of receptive-language proficiency in English.
 - D. Include language objectives in each lesson specifically related to the technical vocabulary and content-specific language structures used in the lesson.

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7. A high school teacher uses Specially Designed Academic Instruction in English (SDAIE). In addition to providing English learners with content and language instruction, the teacher also provides them with explicit instruction in how to group or classify vocabulary and terminology according to semantic and syntactic attributes. This practice is likely to be most effective in promoting English learners' content and language development in which of the following ways?
- A. by enabling English learners to plan and organize their writing more effectively
 - B. by promoting English learners' comprehension and retention of new language
 - C. by helping English learners to identify main ideas and supporting ideas more efficiently
 - D. by reducing English learners' anxiety with respect to performing specific language tasks
8. A kindergarten ELD teacher includes clothing and other realia from English learners' home cultures in the dress-up corner and in other learning centers throughout the classroom. The teacher also ensures that all students learn the names and functions of the various objects. Which of the following describes the most likely outcome of this practice?
- A. Using realia from cultures outside of the United States will tend to delay the English learners' assimilation into U.S. mainstream culture.
 - B. Interacting with familiar objects will tend to promote English learners' language development by providing meaningful stimuli for classroom conversations.
 - C. Teaching vocabulary from English learners' home languages will tend to delay English learners' vocabulary development in English.
 - D. Learning about realia from other cultures will tend to promote English learners' understanding of the challenges faced by different immigrant groups in U.S. society.

9. An upper-elementary teacher is choosing materials for a group of early-intermediate-level English learners for a content-based ELD lesson on volcanoes. Which of the following guidelines would be most appropriate for the teacher to follow when deciding which written materials to use in this lesson?
- A. Emphasize illustrations and hands-on materials and avoid use of written texts with students who have low levels of English proficiency.
 - B. Select a grade-appropriate text and adapt it by modifying vocabulary and sentence structures.
 - C. Provide the students with a brief outline of key facts about the topic, instead of having them read a text.
 - D. Choose a text written for a lower grade level so that the text's level of language matches the students' English proficiency level.
10. A middle school earth science class that includes several English learners is about to begin studying a new topic. Which of the following introductory activities would be most effective in promoting the English learners' listening comprehension during the lesson?
- A. The students read a grade-level-appropriate text about the topic.
 - B. The teacher uses guided discussion and contextualization to clarify the meaning of key vocabulary.
 - C. The students write what they know about the topic.
 - D. The teacher constructs sets of minimal pairs and conducts a warm-up listening exercise with students.

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11. A middle school teacher helps a group of intermediate-level English learners analyze new words in a reading passage by focusing on the words' roots and derivational suffixes. How is this activity most likely to promote the students' English language development?
- A. The activity will improve their ability to identify main ideas and details in informational texts.
 - B. The activity will help them use and understand compound and complex sentences in a variety of contexts.
 - C. The activity will facilitate their use of standard dictionaries to determine meanings of unknown words.
 - D. The activity will expand their vocabularies by increasing their awareness of semantically related morphemes.
12. Which of the following is the *first* step in planning a lesson using Specially Designed Academic Instruction in English (SDAIE)?
- A. planning an activity to access English learners' prior knowledge
 - B. identifying explicit content and language development objectives
 - C. identifying multiple strategies for assessing English learners' progress
 - D. planning ways to contextualize new concepts and vocabulary

Annotated Responses to Sample Multiple-Choice Questions

Assessment of English Learners

1. **Correct Response: A.** (KSA: 001) Second-grade early-advanced-level English learners should have little difficulty understanding a book that is read aloud and describing personal experiences during a class discussion. However, they may require extra support in the composition process. A teacher can best help these students meet the state English Language Arts standard in this area by providing them with writing scaffolds, such as models and guiding questions, as they construct their narratives.
2. **Correct Response: D.** (KSA: 002) The primary goal of classroom-based assessment in English Language Development (ELD) programs should be to measure students' progress toward achieving defined learning standards. The results of such assessments should then be used to inform instructional planning by identifying students' learning needs.
3. **Correct Response: A.** (KSA: 003) Effective feedback on English learners' writing performance should include concrete, detailed suggestions for improvement. A holistic scoring system is not intended to provide individual students with explicit feedback on specific areas of writing performance or to provide them with guidance in how to improve specific aspects of their writing. Rather, holistic scoring is designed to offer an efficient way to score written responses quickly.

Foundations of English Language/Literacy Development and Content Instruction

4. **Correct Response: C.** (KSA: 004) The ultimate program goal for all English learners is their achievement of grade-level content standards as defined in the state content standards for English Language Arts and other areas of the core curriculum. Therefore, required program components for English learners at all grade levels must include both English Language Development *and* access to the curriculum in all core content areas.
5. **Correct Response: C.** (KSA: 005) An effective SDAIE lesson that is appropriate for advanced-level high school English learners should provide students with opportunities to negotiate meaning through discussion, promote both their oral and written academic-language development through purposeful academic tasks, and encourage their higher-order thinking. A lesson that includes observing, discussing, comparing/contrasting, and summarizing addresses these key elements of an effective SDAIE lesson.
6. **Correct Response: D.** (KSA: 006) Technical vocabulary and content-specific language structures can significantly hinder content-area learning for intermediate-level English learners, especially in subjects like science and mathematics. The content of a SDAIE lesson is made more accessible to English learners by incorporating explicit language objectives into the lesson that address the specialized language used in the lesson.
7. **Correct Response: B.** (KSA: 007) One goal of SDAIE is to equip English learners with learning strategies that they can use to develop their content knowledge and language skills independently. The practice of teaching students to group or classify vocabulary and terminology according to semantic and syntactic attributes provides them with cognitive tools for comprehending and remembering new language and concepts in a variety of academic contexts.
8. **Correct Response: B.** (KSA: 008) Using realia from English learners' home cultures in the classroom is likely to stimulate meaningful classroom conversations as students are motivated to explore, ask about, and explain various aspects of the objects. These conversations promote students' language development and build on and enhance their conceptual frameworks.

Approaches and Methods for ELD and Content Instruction

9. **Correct Response: B.** (KSA: 009) Maximizing English learners' exposure to comprehensible written materials that will develop their academic language is a key component of content-based ELD instruction. Adapting a grade-appropriate text by modifying the vocabulary and sentence structures ensures that the text's language will be comprehensible to English learners, while still promoting their academic-language development and providing them with access to grade-level content.
10. **Correct Response: B.** (KSA: 010) When a middle school content-area class begins studying a new topic, English learners are likely to be presented with unfamiliar content and vocabulary. Activating and building the students' schema about the topic is important for promoting their listening comprehension during the lesson. Guided discussion and contextualization to clarify the meaning of key vocabulary are two key methods for developing schema and promoting listening comprehension.
11. **Correct Response: D.** (KSA: 011) Skilled readers use knowledge of morphemes and structural analysis strategies, such as analyzing words' roots and derivational suffixes, to discern and retain the meanings of unfamiliar words encountered in text. Instruction in structural analysis is likely to expand English learners' vocabularies by equipping the students with morphological knowledge that will help them learn the meanings of new words.
12. **Correct Response: B.** (KSA: 012) SDAIE lessons must include both language development and content-area instruction. When planning a SDAIE lesson, a teacher must have a clear understanding of both the relevant content-area standards that will be addressed by the lesson *and* what language knowledge and skills are essential for acquiring these content standards. Therefore, the teacher of English learners must first clearly define a lesson's content *and* language objectives before designing other elements of the lesson.

Information About the Constructed-Response Questions

Each examinee's typed responses to the constructed-response questions will be scored using a method known as focused holistic scoring. In this method, scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the examinee demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method *focuses* on the specific performance characteristics, it is *holistic* in that each assigned score indicates the overall effectiveness of these characteristics working in concert in the response to the assignment.

Performance Characteristics

The following characteristics guide the scoring of responses to the written assignments.

Purpose	The response fulfills the charge of the assignment in relation to the relevant CTET Examination Knowledge, Skills, and Abilities.
Application of Content	The response accurately and effectively applies the relevant CTET Examination Knowledge, Skills, and Abilities.
Support	The response is supported with appropriate examples and/or sound reasoning reflecting an understanding of the relevant CTET Examination Knowledge, Skills, and Abilities.

Scoring Scale

Scores will be assigned to each response to the assignment according to the following scoring scale.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The "3" response reflects a general command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The "2" response reflects a limited command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. • The response provides limited support with few examples and/or some flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the assignment. • The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. • The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, illegible, or written in a language other than English, or it contains an insufficient amount of original work to score.
B	The written response is blank.

Sample Test Directions for the Constructed-Response Questions

DIRECTIONS FOR THE WRITTEN ASSIGNMENTS

This section of the test consists of two written assignments. You are to prepare a written response of approximately 150–300 words on each assigned topic. You should use your time to plan, write, review, and edit your response to each assignment.

Read each assignment carefully before you begin to write. Think about how you will organize your response. You may use the booklet of yellow erasable sheets to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the responses you type in the on-screen response boxes.**

Your responses will be evaluated on the basis of the following criteria:

PURPOSE: The response fulfills the charge of the assignment in relation to the relevant CTEL Examination Knowledge, Skills, and Abilities.

APPLICATION OF CONTENT: The response accurately and effectively applies the relevant CTEL Examination Knowledge, Skills, and Abilities.

SUPPORT: The response is supported with appropriate examples and/or sound reasoning reflecting an understanding of the relevant CTEL Examination Knowledge, Skills, and Abilities.

Your responses will be evaluated on the criteria above, not on writing ability. However, your responses must be communicated clearly enough to permit valid judgment of your knowledge and skills. The final version of your responses should conform to the conventions of edited American English. They should be your original work, written in your own words, and not copied or paraphrased from some other work.

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

Select the **Next** button to continue.

Sample Constructed-Response Assignment 1

An essential part of effective instruction for English learners at all proficiency levels is providing a balanced, comprehensive reading program.

In a written response:

- describe two key components of a balanced, comprehensive reading program for English learners; and
- explain how each of the components you described would be effective in promoting English learners' English literacy development.

Sample Constructed-Response Assignment 2

Word analysis skills play an essential role in English learners' literacy development.

In a written response focusing on English learners at the beginning proficiency level:

- describe one instructional strategy that would be appropriate to use for developing English learners' word analysis skills;
- explain how the strategy you described would help develop English learners' word analysis skills;
- describe one type of assessment that could be used to determine whether the instructional strategy you described has been effective in improving English learners' word analysis skills; and
- explain why this type of assessment is appropriate for this purpose.

Sample Strong Response for Assignment 1

A balanced, comprehensive reading program would include several components, but I will discuss two of the most important for my high school students.

One of the most important components of the reading program is explicit instruction in reading comprehension strategies such as analyzing a text in terms of its text structure, purpose, etc., drawing conclusions based on evidence from a text, and summarizing texts in their own words. It's also essential to explicitly teach them metacognitive comprehension skills such as self-monitoring (asking yourself questions as you read). Providing explicit instruction in comprehension strategies is effective in promoting English learners' literacy development because it provides them with the tools they need to be able to construct meaning as they read. It also helps them become more independent as readers, which is essential as they transition to mainstream high school coursework.

Another important component of a balanced, comprehensive reading program is giving English learners opportunities to practice their reading skills and really develop a love of reading. Age-appropriate texts that relate in meaningful ways to the students' life experiences are essential. High school teachers of any subject can include both fiction and nonfiction texts in their curriculum and develop interdisciplinary units with other content-area teachers. Using meaningful texts is effective in promoting English literacy because the students can understand and internalize better the themes or concepts they are reading about when they already have some schema to build on. Also, they can figure out and remember new vocabulary better when the context is familiar and when they can associate new words with things they already know. Finally, and perhaps most importantly, using engaging meaningful texts motivates English learners to want to read more and to enjoy reading!

The opinions expressed in the sample responses to the performance assignments are provided for illustrative purposes only and do not necessarily represent the views of either the California Commission on Teacher Credentialing or the Evaluation Systems group of Pearson.

Sample Weak Response for Assignment 1

A balanced, comprehensive reading program for English learners would include unlimited access to primary-language aides such as bilingual dictionaries. Literacy development must include an element of connection or interest--that is, students must see the value in literacy and discover for themselves the doors that reading skills can open. If students have access to a variety of reading materials, from periodicals to fiction and non-fiction, their personal interest in, and appreciation for, improving their reading skills is more likely to grow. Furthermore, if students have the translation/reference tools available to them, such as bilingual dictionaries, they will feel empowered and able to make progress in terms of vocabulary. Both of these components--a diversity of reading material and access to primary-language/English translation tools--are two essential components of a balanced, comprehensive reading program that would also include regular assessment and tracking of student progress.

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Sample Strong Response for Assignment 2

When working with English learners at a beginning ELD level, it would be appropriate to develop their word analysis skills in the form of direct phonics instruction. That's assuming that they don't already have literacy skills in their primary language and that they do already have some basic oral English language skills. Also, before starting beginning-level reading instruction the teacher needs to make sure that the students have developed adequate phonemic awareness, understanding of the alphabetic principle, and some knowledge of English letter-sound correspondence.

An appropriate activity for these beginning-level English learners is for the teacher to write a few frequently occurring consonants (e.g., b, m, s) on the board and review the sounds they make. Then the teacher should introduce a frequently occurring rime (phonogram) (e.g., -at) and model for the students how to blend the onset and rime to form words that the English learners know in English (e.g., bat, mat, sat). As they say the words, the teacher writes the words. Finally, the teacher "sounds out" the list of words and invites the students to sound out the words.

This activity would help to develop beginning-level English learners' word analysis skills by reinforcing the knowledge they already have of particular consonants, introducing them to a common English phonogram (-at), and beginning to build their foundation of phonics knowledge.

The teacher can assess students' understanding of this word analysis (phonics) strategy by showing them additional consonants (e.g., f, h, p, r) and prompting them to construct words that they know in English (e.g., fat, hat, pat, rat). A related assessment would be to show them these new words and prompt them to sound them out independently.

This is an appropriate assessment strategy because it will help the teacher determine whether the students have internalized and generalized the phonics strategy and can apply it to new words, which will help the teacher plan future reading instruction. Students who have generalized the strategy are ready to learn new phonograms, while students who have not will require additional practice and reinforcement of the concept.

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Sample Weak Response for Assignment 2

Developing word analysis skills is essential for English learners' reading development. In order to build word analysis skills in my middle school students, I encourage them to first define a new word in their own language in their heads and then they should try to translate the definition into English. For some words, students can try acting out the word with a partner or in front of the whole class. Then the other students try to guess the word.

All of these strategies would help a student understand the word and what it means. They would build the student's self confidence that they really understand the word. The student would also develop a sense of ownership in the new word.

The teacher could assess the student's understanding of the word while he or she was acting out the word in a skit or a role play. That is, did they use the word in the correct context? Did they pronounce it right? The teacher could also ask the student to make up a sentence using the word and share the sentence with the class. Also, the teacher could put the word on a flashcard and show it to the student along with other words that the class has been studying and see if the student can read it now.

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