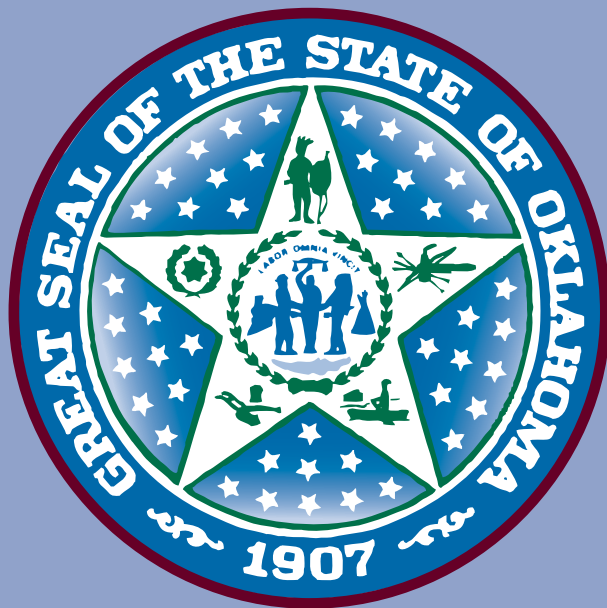


# Certification Examinations for Oklahoma Educators™

## Oklahoma Subject Area Tests™

# STUDY GUIDE

077 English as a Second Language (ESL)



Oklahoma Commission  
for Teacher Preparation

OK-SG-FLD077-02

# TABLE OF CONTENTS

## STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE.....	1-1
KEY FEATURES OF THIS STUDY GUIDE .....	1-1
FOR OTHER CEOE STUDY GUIDES.....	1-1
FOR FURTHER INFORMATION .....	1-1

## GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM.....	1-2
Test Development Process .....	1-2
Characteristics of the CEOE Tests.....	1-3
Test Descriptions .....	1-3
Test Administration .....	1-7
Score Reports .....	1-8
HOW TO PREPARE FOR THE TEST .....	1-8
Study the Competencies .....	1-8
Identify Resources .....	1-8
Study Techniques .....	1-8
Review the Practice Test Questions .....	1-8
SAMPLE TEST DIRECTIONS .....	1-9
Sample General Test Directions.....	1-9
Sample Constructed-Response Assignment Directions .....	1-10
THE DAY OF THE TEST.....	1-11
Preparation .....	1-11
At the Test Site.....	1-11

## FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
Test Competencies .....	2-1
Practice Test Questions .....	2-1
TEST COMPETENCIES .....	2-2
PRACTICE TEST QUESTIONS AND ANSWERS .....	2-12
Practice Selected-Response Questions .....	2-12
Practice Constructed-Response Assignment.....	2-22
A Very Good Response to the Practice Constructed-Response Assignment.....	2-23
CONSTRUCTED-RESPONSE ASSIGNMENT SCORING.....	2-25
Sample Performance Characteristics for Constructed-Response Assignments .....	2-25
Sample Scoring Scale for Constructed-Response Assignments .....	2-25

*Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.*

Copyright © 2007 by the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s). All rights reserved.  
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

Certification Examinations for Oklahoma Educators, CEOE, Oklahoma General Education Test, OGET, Oklahoma Professional Teaching Examination, OPTE, Oklahoma Subject Area Tests, and OSAT are trademarks, in the U.S. and/or other countries, of the Oklahoma Commission for Teacher Preparation and Pearson Education, Inc. or its affiliate(s).

NES and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).



# STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

---

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

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)





# FIELD-SPECIFIC INFORMATION

- Test Competencies
  - Practice Test Questions and Answers
  - Constructed-Response Assignment Scoring
- 

## INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

### Test Competencies

The test competencies are broad conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

### Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

If the test field included in this guide has a constructed-response assignment, a sample response is provided immediately following the practice constructed-response assignment. The sample response in this guide is for illustrative purposes only. Your written response should be your original work, written in your own words, and not copied or paraphrased from some other work.

A description of the process that is used for scoring the constructed-response assignment is provided in addition to the OSAT performance characteristics and score scale.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

## TEST COMPETENCIES: ENGLISH AS A SECOND LANGUAGE (ESL)

### SUBAREAS:

- I. Language and Language Learning
- II. Culture
- III. Planning, Implementing, and Managing ESL Instruction
- IV. Assessment
- V. Professionalism

### SUBAREA I—LANGUAGE AND LANGUAGE LEARNING

#### Competency 0001

**Understand the fundamentals of linguistics as related to the development of listening, speaking, reading, and writing for social and academic purposes.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of phonology, and describe ways to apply knowledge of phonology to help ESL students develop oral language, reading, and writing (including spelling) skills in English.

Demonstrate knowledge of morphology, and describe ways to apply knowledge of morphology to promote ESL students' development of vocabulary and literacy (including spelling) skills in English.

Demonstrate knowledge of syntax, and describe ways to apply knowledge of syntax to promote ESL students' social and academic language and literacy development in English.

Demonstrate knowledge of semantics, and describe ways to apply knowledge of semantics to help ESL students acquire and productively use a wide range of vocabulary in English.

Demonstrate knowledge of pragmatics, and describe ways to apply knowledge of pragmatics to help ESL students respond appropriately and communicate effectively in a variety of contexts (including formal and informal settings) and for a variety of purposes and audiences.

Demonstrate knowledge of the nature and value of language variation in English and the importance of building on the language that students bring to the ESL classroom (including the process of transferring language skills from the primary language to English) in order to extend their language proficiency.

Apply knowledge of strategies for serving as a good language model for ESL students and for providing opportunities for ESL students to be exposed to a variety of proficient English speakers.

Apply knowledge of strategies for supporting ESL students' self-monitoring of language skills (e.g., phonology, morphology, syntax, semantics) and self-correction in English.

Recognize how to locate and use linguistic resources to learn about the structure of English and that of students' home languages in order to address students' needs.

## Competency 0002

### **Understand current theories of second-language acquisition and English literacy development in the ESL classroom.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of current theories and research in second-language acquisition and literacy development.

Demonstrate knowledge of processes and stages of first- and second-language acquisition and literacy development.

Examine the role of the primary language (L1) in acquiring English as a second language (L2) (including the process of transferring reading skills from L1 to L2), and apply knowledge of strategies for building on students' current language skills as a foundation for learning English.

Recognize the nature and role of comprehensible input and output for second-language development, and apply knowledge of strategies for providing ESL students with comprehensible input and opportunities for producing comprehensible output.

Recognize the role of meaningful interaction in the development of communicative competence in a new language, and apply knowledge of strategies for providing opportunities for ESL students to communicate in diverse social and academic settings and to develop competence in communicating in socially and culturally appropriate ways.

Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., memorization, categorization, metacognition), and apply knowledge of strategies for explicitly teaching ESL students effective language learning and self-monitoring strategies to promote their language development.

Recognize the role of feedback in language development, and apply knowledge of strategies for appropriately monitoring ESL students' language errors and addressing students' needs.

## Competency 0003

**Understand variables that affect second-language acquisition and apply this knowledge to facilitate the process of learning English as a second language.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of individual variables (e.g., age, level of L1 language proficiency, level of L1 literacy, personality, motivation, self-esteem, inhibition, preferred learning styles and modalities) that can affect L2 acquisition, and apply knowledge of strategies for addressing individual students' needs.

Demonstrate knowledge of sociocultural and political variables that affect L2 acquisition (e.g., idioms; variations in register, dialect, and language genre; factors related to immigration, cultural transition, prior educational background and opportunities; and socioeconomic and legal status) and strategies for applying this knowledge to facilitate the process of learning English as a new language.

Demonstrate knowledge of cognitive variables that affect L2 acquisition (e.g., cognitive development, memory, planning and organization skills), and recognize the importance of using instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address students' specific cognitive strengths and needs.

Demonstrate knowledge of linguistic variables that affect L2 acquisition (e.g., difficulty level of language structures and vocabulary), and apply knowledge of strategies for developing ESL students' social and academic language proficiency in English.

## SUBAREA II—CULTURE

### Competency 0004

**Understand major concepts, principles, theories, and research related to the nature of culture, cultural processes, and the role of culture in language development and learning.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, the additive nature of culture, intra- and intergroup differences, acculturation, assimilation, accommodation, biculturalism).

Demonstrate knowledge of the interrelationship between language and culture and the effects of this interrelationship on ESL students' language development and learning.

Demonstrate knowledge of the content of culture (e.g., values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems) and the effects of cultural differences on learning and cross-cultural interactions.

Demonstrate knowledge of the process of cultural contact and stages or phases of acculturation (e.g., characteristics of culture shock).

Recognize the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' home cultures and the school culture), and demonstrate knowledge of cultural differences in approaches to learning (e.g., cooperation versus competition, visual/holistic versus verbal/linear-sequential, individual versus group).

## Competency 0005

**Understand diverse cultural groups, the effect of ESL students' cultural identities on language development and learning, and teaching strategies that are sensitive to the needs of students from diverse cultural groups.**

*The following topics are examples of content that may be covered under this competency.*

Recognize how to use a variety of resources (print and nonprint) to learn about world cultures and the cultures of students in the ESL classroom.

Recognize the impact of world events on ESL students and their families (e.g., U.S. immigration history, patterns, and policies; events in students' home countries).

Demonstrate knowledge of cultural differences in communication styles (e.g., nonverbal elements, turn-taking features) and strategies for applying this knowledge to enhance ESL teaching.

Recognize how the cultural identity of individuals affects their language development and learning and that levels of cultural identity will vary among students, and apply knowledge of strategies for providing students with opportunities to use their cultural perspectives to promote learning.

Analyze the effects of racism, stereotyping, and discrimination on teaching and learning and ways to address these issues purposefully in the ESL classroom (e.g., by promoting an inclusive classroom climate, by designing ESL instruction that reflects antibias approaches) and the school community (e.g., recognizing students' language rights).

## SUBAREA III—PLANNING, IMPLEMENTING, AND MANAGING ESL INSTRUCTION

### Competency 0006

**Understand concepts, research, and best practices related to planning, managing, and implementing standards-based instruction for ESL students.**

*The following topics are examples of content that may be covered under this competency.*

Recognize how to plan ESL instruction around standards-based subject matter and language-learning objectives.

Apply knowledge of current instructional approaches, methods, and practices in the field of ESL.

Apply knowledge of strategies for planning ESL instruction based on assessment of students' language proficiency and prior knowledge.

Apply knowledge of strategies for addressing students' varying educational backgrounds (e.g., students with limited formal schooling) and varying levels of English language proficiency when planning and delivering standards-based instruction.

Apply knowledge of strategies for creating a secure, positive, and motivating language-learning environment for ESL students that encourages them to be actively involved in learning, to take risks, and to extend their learning inside and outside the classroom.

Recognize how to incorporate a variety of activities in instruction that develop authentic uses of language and explore content-area topics in order to maximize ESL students' language learning and concept development.

Demonstrate knowledge of scaffolding techniques, and apply knowledge of strategies for scaffolding language tasks (both oral and written) to promote ESL students' language development and learning.

Recognize how to create learning opportunities that integrate listening, speaking, reading, writing, and comprehension for a variety of academic and social purposes.

## Competency 0007

### **Understand how to locate, develop, adapt, and use resources effectively in ESL instruction.**

*The following topics are examples of content that may be covered under this competency.*

Recognize how to locate, develop, adapt, and use an appropriate variety of materials and resources to promote students' language, literacy, and content-area development, including books and other print materials, visual aids, props, games, realia, and technology.

Demonstrate knowledge of strategies for selecting and adapting materials and other resources in the ESL classroom in order to ensure that instructional resources are appropriate to ESL students' developing language and content-area skills and abilities.

Recognize how to select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials to promote students' language, literacy, and content-area development, including appropriate use of primary-language materials.

Evaluate strategies for using appropriate technological resources to enhance language, literacy, and content-area instruction for ESL students (e.g., computers and related devices, software, the Internet and other media).

## Competency 0008

### **Understand concepts, research, and best practices related to promoting ESL students' oral language development.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of activities and strategies that build and expand on ESL students' oral language experiences, situations, and interactions both inside and outside the classroom.

Recognize how to use a variety of meaningful, purposeful activities for developing ESL students' communicative competence (e.g., paired and small-group conversations, creative drama, role-playing).

Apply knowledge of strategies for developing ESL students' listening skills for a variety of academic and social purposes.

Apply knowledge of strategies for developing ESL students' speaking skills for a variety of academic and social purposes and audiences.

Describe the role of oral language development in literacy and content-area instruction.

## Competency 0009

### **Understand concepts, research, and best practices related to promoting ESL students' literacy development.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge of orthographic, linguistic, and rhetorical influences of the primary language on ESL students' English literacy development (e.g., positive and negative transfer from the primary language).

Apply knowledge of specific literacy needs of ESL students (e.g., students with limited literacy in their home language).

Recognize how to design standards-based reading instruction adapted to and appropriate for ESL students (e.g., selecting and using different texts and genres for students at different proficiency levels and developmental stages, using both literature and content-area texts to develop students' reading skills).

Apply knowledge of the developmental process of reading in a second language to design instruction adapted to and appropriate for ESL students in concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.

Apply knowledge of the alphabetic principle and the sequential development of phonological skills to design explicit, systematic instruction in phonemic awareness, phonological awareness, phonics, and spelling for ESL students at all stages of reading and spelling development.

Apply knowledge of strategies for helping ESL students develop reading skills in a variety of contexts and for a variety of purposes, for developing students' reading fluency, and for promoting students' interest and engagement in reading.

Apply knowledge of strategies for facilitating ESL students' reading comprehension before, during, and after reading, for promoting students' understanding of and responses to different genres of text (e.g., guided reading, literature circles), and for developing students' literal, inferential, and critical/evaluative reading comprehension skills.

Recognize how to design standards-based writing instruction adapted to and appropriate for ESL students (e.g., developing students' writing through a range of activities from simple sentence formation to expository writing, using different genres for students at different proficiency levels and developmental stages, providing explicit instruction regarding contrasts between English and the writing systems of students' home languages).

Apply knowledge of approaches and strategies for promoting ESL students' writing development in English (e.g., providing explicit instruction in the writing process, providing opportunities for ungraded writing such as interactive journals).

Apply knowledge of strategies for helping ESL students acquire skills across a range of genres, rhetorical and discourse structures, and writing conventions in English.

## Competency 0010

### **Understand concepts, research, and best practices related to promoting ESL students' development of content-area knowledge and skills.**

*The following topics are examples of content that may be covered under this competency.*

Apply knowledge for addressing specific academic needs of ESL students (e.g., students with limited formal schooling).

Describe strategies for activating ESL students' prior knowledge related to content-area objectives, including using knowledge of students' home cultures to enhance learning.

Apply knowledge of strategies for contextualizing content and vocabulary (e.g., through demonstrations, illustrations) and modifying language (e.g., repeating key concepts, breaking up long sentences, paraphrasing) to make content-area lessons accessible to ESL students.

Identify strategies for integrating language and content objectives in ESL instruction (e.g., through the use of thematic units).

Demonstrate knowledge of content-based ESL instructional methods that are effective in developing ESL students' academic language skills and content knowledge.

Apply knowledge of cognitive learning strategies (e.g., organizational skills, study skills, test-taking skills) that support ESL students' development of content-related language and learning skills.

## SUBAREA IV—ASSESSMENT

### Competency 0011

**Understand various concepts and issues related to assessing ESL students, including different types of assessments used in ESL programs and their purposes, uses, and limitations.**

*The following topics are examples of content that may be covered under this competency.*

Recognize the importance of using a variety of different assessment strategies with ESL students (e.g., observation, portfolio, student self-assessment, formal assessment).

Recognize the importance of, and strategies for, aligning assessment with curriculum and instruction.

Demonstrate knowledge of the challenges associated with assessing ESL students, and identify psychological issues (e.g., test anxiety, limited testing experiences) and issues related to cultural bias (e.g., unfamiliar images or references) and linguistic bias (e.g., unfamiliar test language or formats) that may affect ESL students' assessment results.

Demonstrate knowledge of assessment issues related to ESL students who may have a disability or who may be gifted and talented.

Demonstrate knowledge of different types of assessment (e.g., norm-referenced, criterion-referenced), including differences between performance-based and traditional assessments.

Demonstrate knowledge of various purposes of assessment (e.g., diagnosis, placement, evaluation of content-area achievement, evaluation of language proficiency, evaluation of instruction, program evaluation), including the difference between formative and summative assessment, and apply knowledge of strategies for selecting assessment(s) appropriate for an identified purpose.

Describe national and state requirements for identifying, reclassifying, and exiting ESL students from language support programs, and recognize how to apply this knowledge to make informed decisions regarding placement and reclassification of students in ESL programs.

Demonstrate knowledge of technical aspects of assessment (e.g., validity, reliability) and ways to apply this knowledge to select or design valid, reliable performance-based and traditional assessments for different purposes in the ESL classroom.

## Competency 0012

**Understand how to select and use various language and content-area assessments, analyze and interpret assessment results, and use this information to inform, evaluate, and modify instruction for ESL students.**

*The following topics are examples of content that may be covered under this competency.*

Recognize how to select assessments, including technology-based assessments and student self- and peer-assessments, that are appropriate for ESL students at varying levels of English language proficiency and literacy development.

Describe how to select and use a variety of oral-language assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' oral-language development.

Describe how to select and use a variety of reading assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' reading development.

Describe how to select and use a variety of writing assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' writing development.

Describe how to select and use a variety of content-area assessments, analyze and interpret results from these assessments, and use this information to inform, evaluate, and modify instruction related to ESL students' development of content-area knowledge.

## SUBAREA V—PROFESSIONALISM

### Competency 0013

**Understand the historical and research foundations of ESL programs, how to pursue professional growth opportunities in the field of ESL, and how to serve as a professional ESL resource to colleagues.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of the historical evolution of laws and policy in the field of ESL, including the effects of significant federal and state legislation, court cases, and demographic changes on the evolution of ESL programs.

Demonstrate knowledge of the historical evolution and research base of ESL teaching approaches and methodologies.

Demonstrate knowledge of characteristics, goals, and research on the effectiveness of various models and types of ESL programs.

Apply knowledge of strategies for pursuing professional growth opportunities in the field of ESL (e.g., formulating a professional development plan based on personal interests, taking advantage of professional associations and other academic organizations, engaging in a continuous cycle of professional reflection and analysis of instruction).

Apply knowledge of strategies for serving as a professional ESL resource in the school community (e.g., modeling effective ESL teaching practices, helping other teachers and school administrators to work effectively with ESL students, planning and implementing professional ESL workshops for colleagues).

Apply knowledge of a variety of collaborative teaching models (e.g., parallel teaching, alternative teaching, team teaching) and ways to work with colleagues to assist ESL students as they transition into general education and content-area classrooms.

## Competency 0014

**Understand how to serve as a resource liaison and advocate for ESL students and how to build effective partnerships with families and the community to support student learning and achievement.**

*The following topics are examples of content that may be covered under this competency.*

Demonstrate knowledge of school and community resources available to ESL students and their families, and apply knowledge of strategies for helping students and their families participate fully in the school and community.

Describe ways to advocate for ESL students and their families in various school contexts, including how to support students and their families in making decisions and advocating for themselves in the school community.

Apply knowledge of strategies for working with colleagues to provide comprehensive, challenging educational opportunities for ESL students and for ensuring ESL students' full access to school resources, including educational technology.

Identify the benefits of, and strategies for, creating effective partnerships between the school and various community resources to support ESL students' learning and achievement.

Describe the important roles that families play in their children's development, and apply knowledge of culturally responsive strategies for communicating and building partnerships with ESL students' families.

Apply knowledge of strategies for establishing an educational environment that supports, develops, and encourages the social, academic, and political involvement of ESL students' families in the school community.

## PRACTICE TEST QUESTIONS AND ANSWERS: ENGLISH AS A SECOND LANGUAGE (ESL)

### Practice Selected-Response Questions

#### Competency 0002

Understand current theories of second-language acquisition and English literacy development in the ESL classroom.

---

1. Before ESL students begin a new content-area reading assignment, their ESL teacher instructs them to stop at specific points in the text and ask themselves if they have understood what they have read. This activity facilitates second-language acquisition primarily by:
  - A. developing the ESL students' reading fluency.
  - B. facilitating the ESL students' retention of new content-area vocabulary.
  - C. improving the ESL students' categorization skills.
  - D. promoting the ESL students' development of metacognitive skills.

**Correct Response: D.** Metacognitive skills facilitate second-language acquisition by enhancing ESL students' ability to think about what and how they are learning. Monitoring one's own comprehension and evaluating how well one has achieved a learning objective are two key metacognitive skills.

### Competency 0003

Understand variables that affect second-language acquisition and apply this knowledge to facilitate the process of learning English as a second language.

---

2. Several high-intermediate-level students in a middle school ESL class have difficulty planning and organizing expository essays. Which of the following would be the most appropriate *first* step for the ESL teacher to take in order to develop the students' planning and organization skills in written English?
- A. Have the students read a variety of compositions that represent different types of essays and then work in small groups to categorize the essays according to type.
  - B. Explain the structure of an expository essay to the students, and then have them practice writing an essay independently.
  - C. Teach the students how to use semantic mapping as a prewriting technique, and then have them practice mapping the main and supporting ideas for an essay.
  - D. Have the students work with peer editors who can help them identify their errors in English syntax and writing conventions.

**Correct Response: C.** Semantic mapping is an activity in which students group or categorize concepts in a graphic organizer. This activity can be used as an effective prewriting technique that also promotes students' development of several important metacognitive and cognitive language-learning strategies including planning, organization, elaboration, and imagery (using a graphic to help visualize and learn new information).

### Competency 0004

Understand major concepts, principles, theories, and research related to the nature of culture, cultural processes, and the role of culture in language development and learning.

---

3. An upper-elementary-level ESL student who recently arrived in the United States comes from a culture in which instructional practices (e.g., teacher-student interactions, instructional formats) are very different from those typically used by U.S. teachers. Which of the following responses to this situation by the ESL teacher would best reflect principles of cultural accommodation?
- A. Immediately begin the process of immersing the new student in the instructional practices and culture of the ESL classroom.
  - B. Make appropriate adjustments to instructional practices for the new student which take into account the student's culturally influenced approaches to learning.
  - C. Make adjustments to instructional practices for both the new student and continuing students in order to promote all the students' crosscultural understanding.
  - D. Allow the new student to observe the class for a few days without participating in instruction, so that the student can get used to the culture of the new classroom.

**Correct Response: B.** Cultural accommodation is a mutual process in which members of two different cultures each accept some cultural change as they adapt to each other's culture. To put this principle into practice in the ESL classroom, the teacher would make appropriate instructional modifications for the new ESL student in order to ensure that instruction is inclusive of and responsive to the student's culturally influenced approaches to learning.

## Competency 0006

Understand concepts, research, and best practices related to planning, managing, and implementing standards-based instruction for ESL students.

---

4. A high school ESL teacher would like to plan ESL instruction around Standard 13 of the Oklahoma Priority Academic Student Skills (PASS), which relates to the rights, responsibilities, and benefits of citizenship in the United States. Based on principles of standards-based instruction, which of the following questions should the ESL teacher consider *first*?
- A. What background knowledge do my students already have about citizenship?
  - B. What vocabulary words do my students need to know to understand specific texts about citizenship?
  - C. How will my students demonstrate what they learn about citizenship?
  - D. How can authentic materials about citizenship be adapted for my students?

**Correct Response: A.** In standards-based education, student learning standards identify by grade level and content area what students should know and be able to do. Teachers should use the standards to plan assessments and then use the assessment results to inform instruction. Therefore, the first step in planning standards-based instruction is to assess students' current knowledge with respect to a given standard.

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

A middle school ESL teacher is teaching a content-based (life science) ESL unit on cells. For one activity in the unit, the teacher uses an Internet Web site that presents a series of interactive diagrams of cells with written explanations. The students view the Web site, complete an activity worksheet using the information, and share their findings in a class discussion.

**Competency 0007**

Understand how to locate, develop, adapt, and use resources effectively in ESL instruction.

---

5. The primary benefit of using this Internet activity with ESL students is that the activity:
- A. promotes students' content-area and academic-language development through a variety of modalities.
  - B. ensures that beginning-level ESL students are exposed to comprehensible input.
  - C. reinforces students' understanding of content-area material through concrete practice.
  - D. focuses on students' social-language development using an academic setting.

**Correct Response: A.** In this ESL lesson, students use viewing, reading, writing, listening, and speaking to help develop their academic-language skills (e.g., content-specific vocabulary and language structures) as well as their content-area knowledge with respect to the lesson's content.

### Competency 0010

Understand concepts, research, and best practices related to promoting ESL students' development of content-area knowledge and skills.

---

6. The ESL teacher wants to use the Internet activity to give students practice in applying cognitive learning strategies to content-based subject matter. Which of the following student tasks in the activity worksheet would most likely address this goal?
- A. reading a brief introduction to the Web site and its contents
  - B. answering questions about the presentation and format of the Web site
  - C. using a glossary of terminology that appears in the Web site
  - D. completing a graphic organizer summarizing key information from the Web site

**Correct Response: D.** Completing a graphic organizer summarizing key information from the Web site would provide the students with opportunities to apply a variety of cognitive learning strategies including imagery (using a graphic to help visualize and learn new information), summarization, categorization, and deduction.

## Competency 0009

Understand concepts, research, and best practices related to promoting ESL students' literacy development.

---

7. Several intermediate-level ESL high school students are writing reports about meteorology for a mainstream science class. The ESL teacher would like students to check their reports for proper mechanics, accuracy, and organization. Which of the following strategies would best promote students' language skills as they finalize their written work?
- A. Tell students they can have the teacher read and revise their work before it is turned in.
  - B. Encourage students to read their reports aloud to identify any errors.
  - C. Direct students to work in pairs following a correction guide to identify errors in each other's work.
  - D. Remind students that the science teacher will expect them to turn in their best writing.

**Correct Response: C.** The use of a correction guide promotes ESL students' language skills by helping them develop the knowledge and skills they need to monitor their own written work (e.g., knowledge about what types of mechanical errors to look for; skill in conducting a systematic review). Working with a partner provides the students with practice in applying the new knowledge and skills to written work and in applying communicative-language skills when discussing the work.

## Competency 0011

Understand various concepts and issues related to assessing ESL students, including different types of assessments used in ESL programs and their purposes, uses, and limitations.

---

8. An ESL teacher is planning assessments to be used at the beginning of the school year in various ESL classes. Which of the following is the *first* step the teacher should take when planning these assessments?
- A. Refer to the Oklahoma and national student standards in order to align assessments with the standards.
  - B. Select assessments that involve both oral and written input and output.
  - C. Design a scoring rubric that takes into account cultural factors affecting student performance.
  - D. Ensure that assessments include a peer assessment component.

**Correct Response: A.** In standards-based education, classroom assessments should be based on and aligned with relevant state and national student learning standards.

### Competency 0013

Understand the historical and research foundations of ESL programs, how to pursue professional growth opportunities in the field of ESL, and how to serve as a professional ESL resource to colleagues.

---

9. Which of the following activities of an ESL teacher is likely to be most effective in promoting the teacher's ongoing professional development in the field of ESL?
- A. selecting and joining a professional organization for ESL educators
  - B. working with a mentor or administrator in ESL to develop and implement a professional growth plan.
  - C. referring regularly to his or her university textbooks and basing instructional decisions on research cited in these texts
  - D. meeting regularly with his or her students' mainstream classroom teachers in order to plan ESL instruction that is aligned with the school curriculum

**Correct Response: B.** A professional growth plan is an effective tool for establishing professional goals that are tailored to the specific needs of the ESL teacher and his or her students and for identifying specific strategies for achieving these goals. A mentor or administrator in ESL can provide the teacher with valuable support in developing his or her plan and with guidance and feedback about the teacher's progress toward achieving specific goals.

### Competency 0014

Understand how to serve as a resource liaison and advocate for ESL students and how to build effective partnerships with families and the community to support student learning and achievement.

---

10. Which of the following would be the most important step in creating effective partnerships between the ESL program and members of ESL students' communities?
- A. identifying specific difficulties ESL students are encountering in the school and community
  - B. ensuring that the times and settings of school meetings and functions are posted in the community
  - C. identifying specific resources that community members can share in the collaborative process
  - D. ensuring that the school offers a community-oriented English literacy program for nonnative speakers

**Correct Response: C.** Community members are more likely to become active stakeholders in the ESL program if they know how their unique resources can directly benefit students and they perceive themselves as valued partners in the school community.

## Practice Constructed-Response Assignment

### 11. Read the information below; then complete the exercise that follows.

Effective ESL teachers use a variety of meaningful, purposeful oral-language activities in order to promote ESL students' communicative competence in English.

Write a response in which you:

- specify a grade level and age range for a group of ESL students that you will focus on in your written response;
- describe one meaningful, purposeful oral-language activity that would be appropriate to use with beginning-level ESL students at the specified grade/age level in order to promote their communicative competence in English;
- describe one meaningful, purposeful oral-language activity that would be appropriate to use with intermediate-level ESL students at the specified grade/age level in order to promote their communicative competence in English; and
- explain how each of the activities you described would be effective in promoting the ESL students' English language development and learning.



**FOR YOUR REFERENCE ONLY**—*The constructed-response item is written to assess understanding in Subarea III, Planning, Implementing, and Managing ESL Instruction, which consists of the competencies listed below.*

*Understand concepts, research, and best practices related to planning, managing, and implementing standards-based instruction for ESL students.*

*Understand how to locate, develop, adapt, and use resources effectively in ESL instruction.*

*Understand concepts, research, and best practices related to promoting ESL students' oral language development.*

*Understand concepts, research, and best practices related to promoting ESL students' literacy development.*

*Understand concepts, research, and best practices related to promoting ESL students' development of content-area knowledge and skills.*

## A Very Good Response to the Practice Constructed-Response Assignment

I will focus my written response on a group of sixth-grade ESL students who range in age from eleven to thirteen.

According to the Oklahoma student standards (PASS), sixth graders should be able to demonstrate thinking skills in listening and speaking. "Twenty Questions" is one activity that would be appropriate to use to promote the communicative competence and thinking skills of the beginning-level students in this group. In this activity, students work in pairs, one member of the pair asking the other simple yes-or-no questions to determine the identity of a mystery object or person. At the end of a game, partners switch roles. After explaining the game, I would demonstrate one game in front of the class, modeling different question formations that use the simple present tense and writing samples on the board. I would also model the kinds of questions that would most likely elicit useful information. During the game, I would circulate among the pairs, giving assistance as needed and also encouraging students to draw on their partner's language skills.

This activity would be effective in promoting beginning-level ESL students' English language development because it gives the students the opportunity to apply their language knowledge purposefully (i.e., thinking of and forming appropriate questions in English) and within a well-defined structure. This structure frees beginning-level students from some of the difficulties implicit in a more open-ended conversational activity. It would also motivate the students to put their knowledge of question formation into communicative practice. Also, modeling questions that would elicit useful information would promote the students' learning by encouraging their critical thinking and problem-solving skills.

To promote the communicative competence and thinking skills of the intermediate-level ESL students in this class, I would have these students interview each other about personal interests and experiences. For this activity, I would first review question formation as well as model questions that use different question words (e.g., why, what, how). Students would then work in small groups to generate interview questions. After each group had time to brainstorm and write several questions, I would lead a guided discussion, in which students would share and refine their interview questions as a whole group. Students would copy the "finalized" questions in their "reporters' notebooks." I'd then assign each student a partner and the partners would take turns interviewing each other. As I circulated among the pairs, I'd encourage the interviewees to give detailed answers and the interviewers to take notes and to generate additional follow-up questions as necessary. Afterward, the students would use their notes to report orally to the class what they learned about their partner.

(continued)

### A Very Good Response to the Practice Constructed-Response Assignment (continued)

The pre-interview activity (generating questions) would be effective in promoting intermediate-level students' English language development because the small-group format encourages participation of all students and provides an opportunity for the students to negotiate meaning as they generate appropriate questions. The guided class discussion promotes both language development and learning by encouraging the students to evaluate the various questions with respect to content and grammatical correctness. The prepared list of questions provides both a "safe" structure for the students and a springboard for more extended communication as the students become interested in each other's lives and begin to engage in more open-ended conversations. Finally, the oral reports promote language development and learning by developing students' summarization and elaboration skills.

## CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

### Sample Performance Characteristics for Constructed-Response Assignments

<b>PURPOSE</b>	The extent to which the response achieves the purpose of the assignment
<b>SUBJECT MATTER KNOWLEDGE</b>	Accuracy and appropriateness in the application of subject matter knowledge
<b>SUPPORT</b>	Quality and relevance of supporting details
<b>RATIONALE</b>	Soundness of argument and degree of understanding of the subject matter

### Sample Scoring Scale for Constructed-Response Assignments

<b>SCORE POINT</b>	<b>SCORE POINT DESCRIPTION</b>
<b>4</b>	<p><b>The "4" response reflects a thorough knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is fully achieved.</li> <li>• There is a substantial, accurate, and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence is sound; there are high-quality, relevant examples.</li> <li>• The response reflects an ably reasoned, comprehensive understanding of the topic.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is largely achieved.</li> <li>• There is a generally accurate and appropriate application of subject matter knowledge.</li> <li>• The supporting evidence generally supports the discussion; there are some relevant examples.</li> <li>• The response reflects a general understanding of the topic.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a partial knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is partially achieved.</li> <li>• There is a limited, possibly inaccurate or inappropriate application of subject matter knowledge.</li> <li>• The supporting evidence is limited; there are few relevant examples.</li> <li>• The response reflects a limited, poorly reasoned understanding of the topic.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no knowledge and understanding of the subject matter.</b></p> <ul style="list-style-type: none"> <li>• The purpose of the assignment is not achieved.</li> <li>• There is little or no appropriate or accurate application of subject matter knowledge.</li> <li>• The supporting evidence, if present, is weak; there are few or no relevant examples.</li> <li>• The response reflects little or no reasoning about or understanding of the topic.</li> </ul>
<b>U</b>	<b>The response is unscorable because it is illegible, not written to the assigned topic, written in a language other than English, or of insufficient length to score.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS  
NATIONAL EVALUATION SYSTEMS  
AMHERST, MA 01004-9007**

**[www.octep.org](http://www.octep.org)  
[www.ceoe.nesinc.com](http://www.ceoe.nesinc.com)**

