

PLACE[®]

STUDY GUIDE

17 Linguistically Diverse Education



Program for Licensing Assessments
for Colorado Educators[®]

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 17: LINGUISTICALLY DIVERSE EDUCATION

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES

TEST FIELD 17: LINGUISTICALLY DIVERSE EDUCATION

Subarea	Approximate Percentage of Questions on Test
Professional and Cultural Foundations of Linguistically Diverse Education	21%
Foundations of the English Language and Language Acquisition	29%
Assessment for Culturally and Linguistically Diverse Students	14%
Instruction for Culturally and Linguistically Diverse Students	36%

PROFESSIONAL AND CULTURAL FOUNDATIONS OF LINGUISTICALLY DIVERSE EDUCATION

Understand the historical, legal, and social background of programs for culturally and linguistically diverse students and how to pursue continuous professional development in culturally and linguistically diverse education.

Includes:

- demonstrate knowledge of various theories and philosophies related to English language development programs (e.g., Bilingual Education, Dual Language, English as a Second Language [ESL], Multicultural Education) and to the history of culturally and linguistically diverse education
- demonstrate knowledge of important legislation and court cases concerning the education of culturally and linguistically diverse students in Colorado and the United States
- demonstrate knowledge of English language development in different programs (e.g., Bilingual Education, Dual Language, ESL, Multicultural Education)
- demonstrate knowledge of current issues related to the education of culturally and linguistically diverse students
- demonstrate an awareness of the relevance of pursuing professional growth opportunities in the field of culturally and linguistically diverse education (e.g., engaging in ongoing professional reflection and analysis of instruction, participating in and accessing the resources of professional organizations related to teaching English as a second language)
- demonstrate knowledge of strategies for fostering the growth and development of colleagues with respect to their knowledge of the culturally and linguistically diverse education program and ways for providing professional leadership in order to meet the needs of culturally and linguistically diverse students

Understand how to communicate and collaborate with families, communities, and colleagues in order to identify and address the social, cultural, academic, and linguistic needs of culturally and linguistically diverse students and to support student achievement.

Includes:

- demonstrate knowledge of strategies for establishing and maintaining strong school–home and school–community relationships in order to support and promote culturally and linguistically diverse students’ development and learning
- demonstrate understanding of the importance of the family’s role in fostering primary-language development and strategies for supporting families in this area (e.g., promoting families’ awareness of available community resources)
- demonstrate knowledge of effective approaches for communicating with culturally and linguistically diverse families (e.g., appropriate use of translators, cultural mediators) and how to identify and create opportunities for families to contribute their knowledge and expertise in the classroom
- demonstrate knowledge of strategies for involving culturally and linguistically diverse families in various school forums and organizations where they can advocate for culturally and linguistically diverse children
- demonstrate knowledge of how to identify, evaluate, and utilize available community resources and how to facilitate relationships with members of students’ primary-language community
- demonstrate knowledge of strategies for collaborating effectively with other educational professionals in order to promote culturally and linguistically diverse students’ development and learning
- demonstrate knowledge of strategies the culturally and linguistically diverse education teacher could use to advocate for culturally and linguistically diverse education programs, students, and communities

Understand cross-cultural dynamics and how to create an inclusive and culturally rich learning experience for culturally and linguistically diverse students.

Includes:

- demonstrate knowledge of processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation), stages of the acculturation process (e.g., culture fatigue/shock), and factors that affect cross-cultural adjustment
- recognize the important role culture plays in the classroom and the school and demonstrate knowledge of strategies for reflecting on one's own cultural value systems and beliefs as they relate to students and for learning about students' home cultures
- demonstrate knowledge of how to model the value of cultural diversity by respecting and validating the wide variety of backgrounds, languages, and cultures students bring to the classroom
- demonstrate knowledge of cross-cultural communication, including differences in verbal and nonverbal communication (e.g., turn-taking cues; use of silence, eye contact, and other nonverbal cues; distance between speakers), and strategies for facilitating positive interactions among culturally and linguistically diverse students
- demonstrate an understanding of strategies that support culturally and linguistically diverse students in maintaining their first language and family and community traditions and taking pride in and identifying with their home cultures
- demonstrate knowledge of strategies for supporting a linguistically and culturally rich community of learners (e.g., recognizing and accepting the home language; respecting students' vernaculars; using primary-language resources to support students' access to the core curriculum; infusing multicultural perspectives throughout the curriculum; promoting students' awareness of the benefits of multilingualism and multiculturalism to enhance life choices and provide greater academic and career flexibility)

FOUNDATIONS OF THE ENGLISH LANGUAGE AND LANGUAGE ACQUISITION

Understand linguistics as related to the structures, functions, and use of the English language in order to promote the listening, speaking, reading, and writing skills of culturally and linguistically diverse students.

Includes:

- demonstrate knowledge of English syntax (e.g., identifying parts of speech, syntactic rules, and sentence patterns) and morphology (e.g., inflectional endings, roots, suffixes) and identify strategies for developing culturally and linguistically diverse students' knowledge and skills related to English syntax to promote their English language and literacy development
- apply knowledge of semantics (e.g., analyzing English words, phrases, and sentences with respect to meaning) to promote culturally and linguistically diverse students' English language and literacy development
- demonstrate knowledge of English phonology (e.g., phonemes, intonation patterns) and identify strategies for promoting culturally and linguistically diverse students' development of phonological skills used in reading (e.g., applying phonemic and phonological awareness skills), writing (e.g., applying regular phonics/spelling generalizations), and oral communication (e.g., distinguishing and articulating English phonemes and words, interpreting and using intonation)
- demonstrate knowledge of comparative linguistics and how the features and styles of English compare with those of other languages

Understand sociolinguistic factors that affect the use of language in different situations and how to promote culturally and linguistically diverse students' sociolinguistic competence in English.

Includes:

- analyze how pragmatic features of oral and written English influence meaning (e.g., use of formal and informal styles of discourse; use of gestures, eye contact, physical proximity, and nonverbal cues) and recognize factors that affect a speaker's choice of pragmatic features (e.g., cultural and social norms, setting, purpose, audience)
- demonstrate knowledge of strategies for explicitly teaching culturally and linguistically diverse students about the pragmatic features of social and academic English in a variety of situations
- demonstrate knowledge of language variation (e.g., historical variation, regional variation, dialects) and factors that affect language variation (e.g., physical and/or social isolation; language contact) and identify strategies for promoting culturally and linguistically diverse students' awareness of, respect for, and understanding of different varieties of English
- demonstrate knowledge of strategies for providing culturally and linguistically diverse students with a wide variety of linguistic experiences (e.g., exposure to a variety of proficient English speakers, opportunities to use both social and academic English)
- demonstrate knowledge of how the status of a language or language variety impacts language acquisition and the learning environment

Understand first- and second-language acquisition and learning, including the nature of bilingualism and multilingualism, the relationship between first- and second-language acquisition, and the implications of language acquisition processes for teaching English.

Includes:

- demonstrate knowledge of current theories of first- and second-language acquisition (e.g., constructivist, interactionist, social-cultural) and models of bilingualism and multilingualism
- demonstrate knowledge of differences between social- and academic-language skills and identify strategies for promoting students' development of social and academic English
- demonstrate knowledge of the stages of first-language acquisition and characteristic features of the different proficiency levels in learning English
- demonstrate knowledge of the interrelationships among the domains (i.e., listening, speaking, reading, and writing) and similarities and differences between first- and second-language acquisition
- demonstrate knowledge of the integrated nature of cognitive development and language development (e.g., the roles of comprehensible input and output, communicative interaction, problem solving, and critical thinking) and identify strategies for applying this knowledge to promote students' English language development
- demonstrate knowledge of cognitive processes used in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and identify strategies for applying this knowledge to promote students' English language development
- demonstrate knowledge of cognitive and social strategies used in acquiring English (e.g., repetition, using formulaic expressions, elaboration, self-monitoring, appealing for assistance, requesting clarification, role-playing) and identify strategies for applying this knowledge to promote students' English language development

Understand factors that affect second-language acquisition and how to apply this knowledge to facilitate the process of learning English.

Includes:

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

ASSESSMENT FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

Understand various concepts and issues related to assessing culturally and linguistically diverse students, including different types of assessments used in culturally and linguistically diverse education and their purposes, uses, and limitations.

Includes:

- demonstrate knowledge of the role of assessment in standards-based instruction for culturally and linguistically diverse students and strategies for aligning assessment with relevant state standards (e.g., English Language Development Standards for the State of Colorado, Colorado Model Content Standards) and with curriculum and instruction
- demonstrate knowledge of principles and theories of second-language assessment (e.g., using formative and summative assessment and formal and informal assessment, using multiple assessment measures to evaluate students' language development and content-area learning, monitoring language and concept development on an ongoing basis, using assessment to guide short-term and long-term decision making)
- demonstrate knowledge of how to evaluate assessment instruments for use with culturally and linguistically diverse students (e.g., applying criteria such as validity and reliability) and recognize potential linguistic and cultural biases in assessment instruments, including standardized tests
- demonstrate knowledge of the advantages, limitations, uses of, and procedures for administering a variety of formal and informal assessment instruments and tools used to obtain information about culturally and linguistically diverse students' language development and learning, including alternative assessment measures (e.g., portfolio assessment, authentic assessment)

Understand how to select and use various language proficiency and content-area assessments and analyze and interpret assessment results to inform, evaluate, and adapt instruction for culturally and linguistically diverse students.

Includes:

- demonstrate knowledge of how to select and use a variety of listening assessments; analyze and interpret results from these assessments; and use this information to inform, evaluate, and modify individual and group instruction related to students' receptive language development in English
- demonstrate knowledge of how to select and use a variety of speaking assessments; analyze and interpret results from these assessments; and use this information to inform, evaluate, and modify individual and group instruction related to students' expressive language development in English
- demonstrate knowledge of 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 individual and group instruction related to students' reading development in English
- demonstrate knowledge of 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 individual and group instruction related to students' writing development in English
- demonstrate knowledge of 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 adapt individual and group instruction related to students' development of content-area knowledge and skills in English
- demonstrate knowledge of the range of knowledge and skills at each language proficiency level (e.g., Lau A, Lau B, and Lau C; non English proficient [NEP], limited English proficient [LEP], fluent English proficient [FEP]) and recognize when a student's performance falls outside the expected range and may indicate the need for classroom interventions or additional services
- identify strategies for communicating assessment results to culturally and linguistically diverse students and their families in order to provide meaningful feedback on student progress and promote ongoing progress
- identify strategies for communicating assessment results to other educators, the school district, and other appropriate entities that may require data about student achievement

INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

Understand how to create a learning environment that promotes culturally and linguistically diverse students' language and literacy development and content-area learning.

Includes:

- demonstrate knowledge of strategies that support and maintain high academic performance expectations for culturally and linguistically diverse students
- demonstrate knowledge of strategies for creating a culturally and linguistically rich classroom environment (e.g., using manipulatives, realia, and varied visuals; planning and structuring classroom interactions to support social- and academic-language development; self-monitoring language use to maximize students' comprehension and verbal participation in class activities; using the first language to facilitate learning)
- demonstrate knowledge of strategies for creating a safe learning atmosphere that promotes risk taking and supports second-language development and content-area learning (e.g., emphasizing meaningful content and purposeful communicative activities, using explicit and implicit feedback appropriately)
- demonstrate knowledge of strategies for promoting student collaboration to facilitate English language development and content-area learning (e.g., using different student-grouping strategies for different instructional purposes)
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' independent language development and learning (e.g., promoting students' self-monitoring of language skills and self-correction, providing various resources and experiences that support language development and content-area learning)
- demonstrate knowledge of strategies for providing culturally and linguistically diverse students with varied and meaningful opportunities to develop language and content-area knowledge and skills (e.g., using a content-based ESL approach and communicative-based teaching techniques; integrating listening, speaking, reading, and writing; using cooperative problem solving and thematic units; relating topics and content to students' lives)
- demonstrate knowledge of instructional strategies (e.g., previewing vocabulary and language structures, activating prior knowledge, scaffolding tasks requiring academic language, contextualizing new vocabulary and concepts) that address the distinct learning needs of culturally and linguistically diverse students, including students with learning disabilities

Understand how to select and use resources that are appropriate for students' age, developmental grade, and language-proficiency levels, are aligned with the curriculum and student learning standards, and promote culturally and linguistically diverse students' achievement.

Includes:

- recognize the importance of using a variety of instructional resources, both text-based (e.g., texts, print media, charts) and non-text-based (e.g., visual aids such as illustrations, photographs, and graphs; audio and audiovisual materials; hands-on materials; realia), to address students' linguistic, cultural, and developmental needs
- apply criteria (e.g., alignment with curriculum, English Language Development Standards for the State of Colorado, Colorado Model Content Standards; appropriateness for target students and instructional purpose; free from bias) for evaluating and selecting materials for culturally and linguistically diverse students
- demonstrate knowledge of how to design, acquire, adapt, modify, and use resources (e.g., inclusion of school and public library materials, family and community resources, primary-language and multicultural materials) to address the linguistic needs of students at various levels of English language proficiency
- demonstrate knowledge of how to acquire, explore, evaluate, and use technology, including applications, tools, educational software, and assorted documentation for use with culturally and linguistically diverse students
- demonstrate knowledge of strategies for promoting students' knowledge of and access to resources and selection of materials for different instructional purposes (e.g., independent reading, academic research)

Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' oral communication skills in English.

Includes:

- demonstrate knowledge of a large repertoire of differentiated teaching and learning strategies appropriate for building on, expanding, and extending culturally and linguistically diverse students' oral-language development and communicative competence with various audiences and for various purposes
- recognize the importance of assessing, planning, and implementing oral-language instruction that is systematic, sequential, and engaging
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' English vocabulary development
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' achievement of state standards related to listening
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' achievement of state standards related to speaking

Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' literacy development.

Includes:

- demonstrate knowledge of stages and processes of literacy development and their application to culturally and linguistically diverse students (e.g., transferring literacy skills from the first language; transferring and applying oral-language skills to support literacy development) and strategies for addressing specific needs of students (e.g., as related to prior educational experiences, level or lack of primary-language literacy)
- demonstrate knowledge of a large repertoire of differentiated teaching and learning strategies appropriate for developing culturally and linguistically diverse students' reading and writing at different stages of literacy development and levels of English language proficiency (e.g., Language Experience Approach, scaffolding, schema development)
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' achievement based on state standards related to beginning reading development (e.g., phonological and phonemic awareness skills, concepts about print)
- recognize the importance of assessing, planning, and implementing beginning reading instruction that is systematic, sequential, and engaging
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' achievement based on state standards related to reading skills and fluency (e.g., developing decoding and other word identification skills, including use of phonics and context clues; applying grammar and punctuation to derive meaning; developing reading fluency) and reading comprehension
- demonstrate knowledge of strategies for promoting culturally and linguistically diverse students' achievement based on state standards related to the writing process and the development of writing skills (e.g., applying grammatical and language conventions to writing; applying mechanical, punctuation, and spelling skills to writing; applying voice, style, sentence fluency, ideas and organization, and word choice in writing)
- demonstrate knowledge and use of children's and adolescent literature from various cultures and strategies for promoting culturally and linguistically diverse students' achievement based on state standards related to literary analysis

Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' content-area learning.

Includes:

- demonstrate knowledge of a variety of teaching and learning approaches appropriate to the development of culturally and linguistically diverse students' content-area knowledge and skills (e.g., content-area instruction in the primary language, content-based ESL, Cognitive Academic Language Learning Approach [CALLA], sheltered content instruction, Total Physical Response [TPR])
- demonstrate knowledge of how to assess, plan, and implement standards-based and meaningful content-area curricula for culturally and linguistically diverse students with enhanced materials and activities that foster critical-thinking skills
- recognize strategies for integrating language and content objectives in content-area instruction for culturally and linguistically diverse students
- demonstrate knowledge of strategies for making concepts comprehensible to culturally and linguistically diverse students (e.g., activating prior knowledge, contextualizing new vocabulary and concepts, modifying language without simplifying content, previewing content-specific vocabulary and language structures, providing primary-language support)
- demonstrate knowledge of strategies for helping culturally and linguistically diverse students construct and apply content-area knowledge and skills (e.g., developing analytical, organizational, study, research, and test-taking skills; developing knowledge and skills related to the use of school library/media centers and public libraries)
- demonstrate knowledge of ways to facilitate culturally and linguistically diverse students' use of cognitive strategies (e.g., grouping words and concepts, making inferences, summarizing, integrating prior knowledge with new ideas) and metacognitive strategies (e.g., planning, monitoring, evaluating, revising) to promote their content-area learning

PRACTICE QUESTIONS: LINGUISTICALLY DIVERSE EDUCATION



1. No Child Left Behind (NCLB) has shaped the nature of schooling for language-minority children. Which of the following aspects of NCLB has had the broadest-reaching effect on programming for English Language Learners?
 - A. adequate yearly progress (AYP) determined from mandatory standardized testing
 - B. parental involvement in school and classroom activities
 - C. maintenance of a safe and civil learning environment
 - D. use of scientifically based research to select teaching methods
2. An ELL teacher would like to promote the involvement of culturally and linguistically diverse parents/guardians in various school forums and organizations. Which of the following strategies would be most appropriate and effective in achieving this goal?
 - A. encouraging parents/guardians to attend adult English language and literacy classes to improve their English
 - B. making parents/guardians aware of various volunteer opportunities in the classroom and school
 - C. promoting parents'/guardians' understanding of the school system and avenues for parent/guardian advocacy
 - D. providing parents/guardians with information regarding the schedule of upcoming school events

3. An ELL teacher is working with a class of culturally and linguistically diverse English Language Learners. The teacher wants to help facilitate positive interactions among students by improving students' understanding of nonverbal communication. Which of the following principles should the teacher emphasize when addressing this topic with the class?
- A. Nonverbal communication styles can vary significantly from individual to individual.
 - B. Nonverbal cues carry more precise meaning than do linguistic aspects of speech.
 - C. Nonverbal communication conventions carry meaning that can differ from culture to culture.
 - D. Nonverbal elements of language are more common in informal speech acts than in formal speech acts.
4. A first-grade English Language Learner draws a picture of a cat and writes below the picture, "mi cat rel bg." She shows the picture to the ELL teacher and reads aloud, "My cat real big." After discussing the picture with the student, the teacher would like to use the writing sample as a springboard for promoting the student's phonological skills as they relate to reading and writing. Based on evidence in this sample, which of the following strategies would be most appropriate for the teacher to use *next* with this student?
- A. pointing out the word *cat* and helping the student use letter cards to build other words based on the sound pattern *-at* (e.g., bat, hat, sat)
 - B. having the student point to each letter she has written and asking her to identify and pronounce accurately the name of each letter
 - C. writing the correct spelling of each word below the student's writing and asking her to copy each corrected word several times
 - D. pronouncing the words exactly as the student has written them and asking her if she thinks she has spelled all the words correctly

5. An elementary teacher regularly arranges for beginning- and intermediate-level English Language Learners to collaborate on hands-on content-area projects (e.g., creating maps, building dioramas, conducting experiments) with Lau D and Lau E students. This practice is likely to promote the English Language Learners' English language development primarily by giving them an opportunity to:
- A. develop their awareness of the syntactical complexities of English sentences.
 - B. become familiar with conventions of the classroom culture (e.g., turn-taking, listening when teachers talk).
 - C. engage in purposeful communication with proficient English speakers.
 - D. reflect on similarities and differences between their primary language and English.
6. An ELL teacher is working with a group of beginning-level English Language Learners who are reluctant to initiate interactions with others, even to meet their own basic needs. Given the students' English proficiency level, which of the following strategies would be most appropriate for the teacher to use to address the students' needs and promote their language learning?
- A. having the students practice appropriate formulaic expressions used in greetings and introductions in a supportive classroom environment
 - B. encouraging the students to self-monitor their speech for errors in vocabulary and grammar when engaging in conversations
 - C. having the students read aloud in pairs a series of conversational dialogues that are progressively more difficult in meaning and syntactical structure
 - D. encouraging the students to engage in frequent, informal, small-group discussions about familiar current issues in their cultural communities

7. Test reliability is one criterion used to evaluate assessment instruments. Which of the following factors would indicate to an ELL teacher that a given language test has high reliability?
- A. The test's results can be used to evaluate the effectiveness of the program for English Language Learners.
 - B. The test's items are free from cultural or linguistic bias.
 - C. The test assesses the ELL performance standards that it is supposed to assess.
 - D. The test yields consistent results across multiple administrations.
8. An ELL teacher plans an eight-week unit on paragraph writing for a group of intermediate-level English Language Learners. Students will practice writing different types of paragraphs that include such elements as topic sentences and supporting details. They will also work on writing conventions such as standard spelling, capitalization, and punctuation. Which of the following unit assessments would provide the teacher with the most useful information about the English Language Learners' writing progress?
- A. a norm-referenced writing test administered at the beginning and end of the unit
 - B. portfolios of student writing samples updated regularly throughout the unit
 - C. a criterion-referenced writing test given at the conclusion of the writing unit
 - D. peer evaluations of student writing conducted at the beginning, middle, and end of the unit

9. An ELL teacher is selecting a variety of instructional resources for a combined first- and second-grade ELL class. Which of the following materials would be most effective to use in addressing several of the benchmarks for Standards 1 and 2 (listening and speaking) of the English Language Development Standards for the State of Colorado?
- A. a bulletin board highlighting English letter sounds and sound patterns
 - B. a set of bilingual dictionaries and electronic "language masters"
 - C. a variety of sing-along audiotapes with tape players
 - D. a large collection of read-aloud story and picture books
10. An ELL teacher plans to use a series of KWL charts during an upcoming sheltered-content science unit. The primary benefit of engaging in this type of activity with English Language Learners is that a KWL chart:
- A. allows for a broad range of verbal and nonverbal responses from students at beginning levels of proficiency.
 - B. provides students with practice in independent study skills such as researching a topic and taking notes.
 - C. helps students activate prior knowledge and then critically evaluate prior conceptions about a topic.
 - D. allows the teacher to modify the language used in instruction without simplifying the content.

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

A first-grade teacher regularly reads aloud to a class that includes several English Language Learners who have limited literacy skills in their primary language or in English. Each time she reads a book, she uses the following approach.

1. Show students the cover of the book and then point to the title and read the title aloud.
2. Show students the pictures in the book by turning the pages of the book in succession.
3. Prompt the students to make predictions about what will happen in the story based on the pictures.
4. Read the story.
5. Lead students in a discussion about whether their predictions about the story were accurate.

- | | |
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| <p>11. The prereading activities described in Steps 1 and 2 are likely to support the English Language Learners' English literacy development primarily by promoting their understanding of:</p> <ol style="list-style-type: none"> A. the alphabetic principle. B. English phonology. C. concepts of print. D. English syntax. | <p>12. The teacher would like to extend the lesson to promote the English Language Learners' oral vocabulary development. Which of the following additional activities would likely be most effective for achieving this goal?</p> <ol style="list-style-type: none"> A. Before Step 1, the teacher writes selected words on the board and explains to the students the meanings of the words. B. After Step 2, the teacher introduces selected words related to the pictures in the story and engages the students in a discussion of the pictures using the words. C. Before Step 4, each student looks up in the dictionary a selected word from the story and shares the definition with the class. D. After Step 5, the students draw a picture related to the story, and the teacher writes under each student's picture a caption that includes selected words from the story. |
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ANSWER KEY: LINGUISTICALLY DIVERSE EDUCATION

Question Number	Correct Response	Objective
1.	A	Understand the historical, legal, and social background of programs for culturally and linguistically diverse students and how to pursue continuous professional development in culturally and linguistically diverse education.
2.	C	Understand how to communicate and collaborate with families, communities, and colleagues in order to identify and address the social, cultural, academic, and linguistic needs of culturally and linguistically diverse students and to support student achievement.
3.	C	Understand cross-cultural dynamics and how to create an inclusive and culturally rich learning experience for culturally and linguistically diverse students.
4.	A	Understand linguistics as related to the structures, functions, and use of the English language in order to promote the listening, speaking, reading, and writing skills of culturally and linguistically diverse students.
5.	C	Understand sociolinguistic factors that affect the use of language in different situations and how to promote culturally and linguistically diverse students' sociolinguistic competence in English.
6.	A	Understand first- and second-language acquisition and learning, including the nature of bilingualism and multilingualism, the relationship between first- and second-language acquisition, and the implications of language acquisition processes for teaching English.
7.	D	Understand various concepts and issues related to assessing culturally and linguistically diverse students, including different types of assessments used in culturally and linguistically diverse education and their purposes, uses, and limitations.
8.	B	Understand how to select and use various language proficiency and content-area assessments and analyze and interpret assessment results to inform, evaluate, and adapt instruction for culturally and linguistically diverse students.
9.	D	Understand how to select and use resources that are appropriate for students' age, developmental grade, and language-proficiency levels, are aligned with the curriculum and student learning standards, and promote culturally and linguistically diverse students' achievement.
10.	C	Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' content-area learning.
11.	C	Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' literacy development.
12.	B	Understand concepts and effective, research-based instructional strategies related to promoting culturally and linguistically diverse students' oral communication skills in English.