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SAMPLE TEST ITEMS FOR SUBTEST I: FOUNDATIONS OF ESOL

This section of the study guide provides sample test directions and sample multiple-choice items with an answer key for Subtest I of the Oregon Educator Licensure Assessments® (ORELA®) English to Speakers of Other Languages (ESOL) Examination.

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SAMPLE TEST DIRECTIONS

A sample of the general directions for English to Speakers of Other Languages (ESOL) Examination Subtest I is shown in the box below.

You should have in front of you:

- (1) a test booklet,
- (2) an answer sheet, and
- (3) a No. 2 lead pencil.

IF YOU DO NOT HAVE ALL OF THESE MATERIALS, PLEASE INFORM THE TEST ADMINISTRATOR. PLEASE REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

DIRECTIONS

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

Sample Question:

1. What is the capital of Oregon?
 - A. Pendleton
 - B. Portland
 - C. Salem
 - D. Beaverton

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. A B C D

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing. You may use the margins of this booklet for scratch paper, but all of your answers must be recorded on the answer sheet. Only the responses recorded on the answer sheet will be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your answers at any time during the testing session. Be sure you have answered all questions and properly recorded all of your responses on your answer sheet before raising your hand for dismissal. Your test materials will be collected by a test administrator before you are dismissed.

FOR SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. If you have any questions, please ask them now before beginning the test.



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

SAMPLE MULTIPLE-CHOICE ITEMS

This section presents sample multiple-choice items for you to review as part of your preparation for Subtest I of the English to Speakers of Other Languages (ESOL) Examination. To demonstrate how the test objectives may be assessed, each sample item is preceded by the objective that it measures. On an actual test, the objectives will not be given.

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

Work through each item carefully before referring to the answer key, which follows the sample multiple-choice items.

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

An ESOL teacher plans the following lesson for early-intermediate English Language Learners.

1. The teacher writes these phrases on the board:

Greetings

Hello. How are you?
Hi! How are you doing?
Hey! How's it going?
What's up?

Responses

I'm fine. How are you?
Just fine. And you?
Not bad. How about you?
Not much. What's up with you?

2. The teacher explains how the different greetings and responses are used in various informal and formal contexts.
3. The teacher has pairs of students role-play a variety of situations that involve the use of the greetings and responses.
4. Students discuss any communication difficulties or questions they had during the role-play activity.

Objective 0001

Understand language systems as they relate to the development of listening, speaking, reading, and writing in English for social and academic purposes.

1. This lesson plan demonstrates the teacher's understanding of which of the following concepts related to communicative competence in a language?
 - A. Development of communicative competence is facilitated by the repeated use of patterned drills and scripted dialogues.
 - B. Development of communicative competence typically progresses through the stages of preproduction, early production, and speech emergence.
 - C. Communicative competence includes not only grammatical competence but also pragmatic, strategic, and discourse competence.
 - D. Communicative competence is learned through direct instruction and guided practice and is best developed in structured educational settings.

Objective 0002

Understand major concepts, theories, research, and practices related to primary-language acquisition and development of a new language.

2. The role-play activity described in steps 3 and 4 of this lesson plan is designed to encourage learner-to-learner interaction. An important benefit of this type of activity is that it provides English Language Learners with opportunities to:
 - A. develop accuracy in spoken language.
 - B. become familiar with different dialects of English.
 - C. transfer language skills from the primary language.
 - D. practice producing comprehensible output in English.

Objective 0004

Understand major concepts, principles, theories, and research related to culture.

3. A new English Language Learner who recently arrived in the United States seemed to adjust well initially to the U.S. classroom, actively engaging in class activities and seeking to make new friends. Lately, however, the student has been demonstrating signs of culture shock, acting withdrawn in class and only interacting with other students who speak the same primary language. This change in the student's behavior is most likely a result of:
- A. the teacher's lack of cross-cultural sensitivity due to unconscious ethnocentrism.
 - B. the student's feelings of frustration and disillusionment due to real and perceived differences between the United States and the home country.
 - C. the teacher's failure to communicate high expectations for all students' academic performance.
 - D. the student's growing sense of individualism and independence from the cultural values of any country.

Objective 0006

Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.

4. The English Language Learners in a middle school class all speak the same primary language. The ESOL teacher includes in the curriculum bilingual books and books in English that have been translated from or that contain words from the students' primary language. This strategy is likely to promote learning by providing students with opportunities to:
 - A. draw on their cultural background to support language development.
 - B. extend their language learning inside and outside the classroom.
 - C. build on their oral language ability to develop literacy skills.
 - D. engage in meaningful, purposeful interactions.

Objective 0008

Understand how to support English Language Learners' learning and achievement through effective advocacy in the learning community, strong partnerships with students' families and community members, and collaboration with colleagues.

5. An elementary school ESOL teacher is sitting in on a parent-teacher conference being held between the parents of an English Language Learner and the student's classroom teacher. The ESOL teacher observes several exchanges, like the one shown below, during the conference.

Teacher: Your child's decoding skills are at grade level.

Parent: Oh?

Teacher: Yes, and he makes many connections as he reads.

Parent: I'm not sure . . . he is doing well?

The ESOL teacher would like to help promote better communication between the student's parents and the classroom teacher in the future. Which of the following strategies would likely be most effective in addressing this goal?

- A. suggesting that the teacher provide the parents with a brief written summary of the highlights of the student's performance
- B. offering to be available after meetings to clarify for the parents anything they did not understand
- C. providing the parents with a glossary of relevant educational terminology written in their primary language
- D. recommending that the teacher use non-technical language to describe the student's progress for the parents

Answer Key for Sample Multiple-Choice Items

1. C
2. D
3. B
4. A
5. D

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