



• • • SECTION 4 • • •

SAMPLE TEST ITEMS FOR SUBTEST II: ESOL ASSESSMENT AND INSTRUCTION

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

Copyright © 2008 Pearson Education, Inc. or its affiliate(s). All rights reserved.
Evaluation Systems, Pearson, P.O. Box 226, Amherst, MA 01004

Oregon Educator Licensure Assessments, ORELA, and the ORELA logo are trademarks, in the U.S. and/or other countries, of the Oregon Teacher Standards and Practices Commission and Pearson Education, Inc. or its affiliate(s).
Pearson and its logo are trademarks in the U.S. and/or other countries of Pearson Education, Inc. or its affiliate(s).

SAMPLE TEST DIRECTIONS

A sample of the general directions for English to Speakers of Other Languages (ESOL) Examination Subtest II 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 II 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.

Objective 0010

Understand how to locate, develop, adapt, and use resources effectively in standards-based ESOL instruction.

1. A high school ESOL teacher who works with English Language Learners from a variety of backgrounds wants to incorporate multicultural literature into the curriculum. When deciding whether to use a particular text, the teacher should consider which of the following questions *first*?
 - A. Does the text have a clearly identifiable theme and well-developed setting?
 - B. Does the text reflect the traditions and perspectives of a variety of different cultural groups?
 - C. Does the text follow the typical patterns and conventions of the genre?
 - D. Does the text portray the cultural group or groups represented accurately and realistically?

Objective 0011

Understand how to use technology to enhance student learning, professional productivity, and professional development in ESOL.

2. A high school ESOL teacher collaborates with a content-area teacher to plan social studies instruction for a class that includes several early-advanced English Language Learners. The ESOL teacher has located a particularly well-constructed virtual tour to use in a unit about Oregon state history. Which of the following is the most important benefit of this type of technology for supporting English Language Learners' learning?
- A. Virtual tours use visuals and hyperlinks to aid students' comprehension of key vocabulary and concepts.
 - B. Virtual tours offer students the opportunity to review content as needed because the information is accessible from any computer with an Internet connection.
 - C. Virtual tours provide differentiated materials that allow students to learn at a difficulty level that is appropriate for their skill level.
 - D. Virtual tours facilitate students' achievement of instructional objectives by optimizing the amount of classroom time spent on learning content.

Objective 0013

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 English Language Learners.

3. An ESOL teacher wants to monitor English Language Learners' progress in writing over time. Which of the following types of assessment would likely be most effective for this purpose?
 - A. a norm-referenced proficiency test
 - B. a performance-based portfolio assessment
 - C. a criterion-referenced achievement test
 - D. an observation-based informal assessment

Objective 0014

Understand research-based best practices in standards-based ESOL instruction.

4. A middle school ESOL teacher is having intermediate English Language Learners read a passage from a science textbook. Prior to reading the passage, the students preview the passage and the teacher preteaches key content vocabulary found in the passage. Which of the following would be the most effective strategy for scaffolding the students' comprehension of the passage?
- A. Students write summaries of the main ideas of the passage and then compare their summaries with a model summary provided by the teacher.
 - B. Students complete a K-W-L chart before and after reading the passage and then discuss their charts in small groups, consulting the teacher as needed.
 - C. Students write paraphrases of the passage and then receive feedback from the teacher on the accuracy and thoroughness of the paraphrases.
 - D. Students translate the passage into their primary language and then compare their translations with those of other students who have the same primary language.

Objective 0016

Understand how to promote English Language Learners' content-area learning in English and their achievement of the Oregon Academic Standards in the content areas.

5. An eighth-grade social studies teacher and an ESOL teacher are planning to team teach a unit on the historical development of worldwide transportation modes to a class that includes several English Language Learners. The ESOL teacher would like to enhance the English Language Learners' learning by activating their prior knowledge about the content of the unit in an introductory lesson. Which of the following steps would likely best help the ESOL teacher prepare for the lesson?
- A. Collect a series of photographs that illustrate how transportation modes have changed in the United States during the last two centuries.
 - B. Use a bilingual dictionary to translate a list of vocabulary words related to transportation into the English Language Learners' primary languages.
 - C. Conduct research into the transportation modes that were and are used in the home countries of the English Language Learners.
 - D. Compile a bibliography of resources that contain information about the transportation modes used in the United States and around the world.

Answer Key for Sample Multiple-Choice Items

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

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