

## English as a Second Language (Grades K–12)

### Subtest 1 Sample Items

**1. An elementary school ESL teacher conducts a family literacy workshop for English language learners and their families. The teacher engages workshop participants in the following activities on the theme of ladybugs, which are considered a symbol of good luck in the families' heritage culture.**

- listening to a storybook about a ladybug
- using finger puppets to learn and recite a simple poem about a ladybug
- painting a rock to look like a ladybug

**This approach is likely to be most effective in accomplishing which of the following teacher goals?**

- providing opportunities for family members to contribute their knowledge and expertise in the classroom
- recognizing and respecting families' cultural experiences in order to encourage their involvement in the school community
- creating circumstances that empower students and their families to advocate for themselves in the school community
- promoting and supporting the social and political participation of family members in school curriculum and assessment decisions

**2. The primary purpose of the Minnesota Test of Emerging Academic English (TEAE) is to:**

- determine students' achievement in ESL classes.
- provide demographic information about students' home languages.
- measure students' level of English language proficiency.
- set specific learning objectives for students in ESL classes.

**3. An ESL teacher and a general education teacher collaborate to teach science to a sixth-grade class that includes English language learners. The teachers plan to have small groups of students conduct an experiment on gravity using various sizes of balls that are dropped from the same height. Which of the following considerations would be most important for the teachers to keep in mind when determining how to support the English language learners during this activity?**

- Their limited English proficiency may diminish their cognitive capacity for grasping target content-area concepts.
- They may have limited background experience with the culture-specific materials used in the activity.
- Their culturally influenced approaches to learning may hinder their motivation to participate in hands-on activities.
- They may have limited knowledge of content-specific language structures and functions used in the activity.

**4. An ESL teacher wants to encourage English language learners' oral language production and expression. Which of the following uses of technology-based resources would best address this goal?**

- Students "listen" to their own writing using text-to-voice software that converts their written texts into spoken words.
- Students create digital stories using a software program to record personal narratives that incorporate music and pictures.
- Students complete online pronunciation exercises using Internet ESL Web sites that include video and audio features.
- Students record themselves reading passages from books or articles using a digital voice recorder that offers several playback options.

**5. An ESL teacher is working with a group of intermediate-level English language learners on paragraph-writing skills. The students can produce coherent paragraphs on familiar topics; however, their writing contains numerous errors, and they tend to be resistant to revising their work. The teacher could best support these students' writing development by**

**taking which of the following steps?**

- A. assigning students to turn in drafts of their work and meeting with each student to discuss strengths and weaknesses in the writing
- B. asking students to exchange papers with another student to obtain feedback on their writing before turning in their work
- C. presenting to students a brief overview of the writing process and emphasizing the value and importance of revising one's work
- D. having students freewrite daily in a writing journal to develop their writing accuracy, fluency, and expression

**Answer Key**

Item Number	Correct Response	Subarea	Objective
1	B	I. Foundations of ESL Instruction, Communication, and Assessment	0002
2	C	I. Foundations of ESL Instruction, Communication, and Assessment	0003
3	D	II. Content and Communication Instruction and Assessment for English Language Learners	0004
4	B	II. Content and Communication Instruction and Assessment for English Language Learners	0005
5	A	II. Content and Communication Instruction and Assessment for English Language Learners	0006

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