

**TExES Bilingual Generalist
EC-6 (192)**

Online Diagnostic Test

Answer Sheet

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | 61. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | 62. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | 63. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | 64. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | 65. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | 66. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | 67. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | 68. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | 69. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | 70. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 51. (A) (B) (C) (D) | 71. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 52. (A) (B) (C) (D) | 72. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 53. (A) (B) (C) (D) | 73. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 54. (A) (B) (C) (D) | 74. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 55. (A) (B) (C) (D) | 75. (A) (B) (C) (D) |
| 16. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 56. (A) (B) (C) (D) | 76. (A) (B) (C) (D) |
| 17. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 57. (A) (B) (C) (D) | 77. (A) (B) (C) (D) |
| 18. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 58. (A) (B) (C) (D) | 78. (A) (B) (C) (D) |
| 19. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 59. (A) (B) (C) (D) | 79. (A) (B) (C) (D) |
| 20. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 60. (A) (B) (C) (D) | 80. (A) (B) (C) (D) |

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Questions 1–80

Instructions: Select the best answer.

- The use of thematic planning is ideal for English language learners (ELLs) because in this curriculum arrangement students are exposed to
 - cultural features through the use of concrete objects in real-life situations.
 - the same information in all content areas.
 - instruction in highly contextualized situations.
 - concepts and vocabulary related to the themes in various content areas.
- The main purpose of using semantic mapping in social studies is to
 - teach geography concepts to ELLs.
 - identify critical features of a given concept.
 - establish connections between concepts in two languages.
 - present a graphic representation of a process.
- The Spaniards Francisco Pizarro and Hernán Cortés conquered, respectively, which of the following two civilizations?
 - Mayan and Aztec
 - Inca and Aztec
 - Toltec and Olmec
 - Taino and Quechua
- The earliest European colonization efforts in North America began with the founding of
 - Virginia and Massachusetts.
 - Texas and New Mexico.
 - Saint Augustine and Roanoke.
 - New York and New Jersey.
- The Earth, spherical in shape, is artificially divided into 24 time zones to account for its rotation around the axis and its varying exposure to the sun. What is the degree of separation among these time zones?
 - 10°
 - 20°
 - 30°
 - 15°
- The tallest mountains in the world are part of the
 - Andes Range.
 - Himalayas Range.
 - Karakoram Range.
 - Kunlun Range.

7. The United States has 50 states and at least four territories. Based on these figures, what is the maximum number of senators who can serve in the U.S. Senate?
- (A) 50
(B) 100
(C) 54
(D) 435
8. A census of the population in the U.S. is conducted every 10 years. Based on census results, identify the agency or entity that can be affected by population changes.
- (A) House of Representatives
(B) U.S. Senate
(C) Justices of the Supreme Court
(D) The Executive Branch
9. Identify the syntactic structure that represents the following sentence—*Mary gave me a dollar.*
- (A) noun, intransitive verb, predicative nominative
(B) noun, intransitive verb, predicative adjective
(C) noun, transitive verb, indirect object, direct object
(D) noun, transitive verb, direct object
10. **Scenario:** Joe is a third grader having difficulties with American idioms. He often gets confused with expressions like “keep an eye on the baby” and “keep your nose clean.” Joe is having problems dealing with
- (A) academic English.
(B) denotative language.
(C) connotative language.
(D) metaphors and similes.
11. **Scenario:** Mr. Figueroa introduced a cooperative learning activity for fourth graders wherein the students were to identify the syntactic classification for selected words. Accent marks were used to indicate the appropriate pronunciation of a word, and also to give a clue to its meaning. The students were also to write a sentence with each of the words assigned.

Word		
Word	Classification	Example of Sentence
Example: in•sert´	Verb	I insert a key to open my door.
sub•ject´		
sub´•ject		
in´•sert		
con´•vert		
con•vert´		

In addition to promoting vocabulary development, what is the main phonological component presented through this activity?

- (A) the use of sight words for decoding
(B) the importance of using accents to guide pronunciation of words in English
(C) the semantic value of word stress
(D) the importance of contrasting similar words to help in their spelling
12. The key feature of a balanced reading program is that it uses
- (A) a balance between the receptive and productive skills of the language.
(B) a balance between theory and application of reading concepts.
(C) phonics instruction as the primary method to teach English reading.
(D) the best practices from the skill-based and the meaning-based approaches.
13. Identify the rationale for the popularity of onset and rimes to teach spelling skills in English.
- (A) It is used to compensate for the grapheme–phoneme inconsistency of English.
(B) It is used to teach words as sight words.
(C) It is the best approach to teach words with multiple syllables.
(D) It is the best approach to teach the spelling pattern for prefixes and suffixes.

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14. What is the main reason for introducing the letter–sound correspondence of the *m*, *b*, *t*, *p*, and *s* prior to the letters like the *x* or *q*?
- (A) Children might have more interest in the first set of sounds.
 - (B) The first set of graphemes occurs more frequently in reading.
 - (C) Children have muscular control and can pronounce nasal sounds.
 - (D) The last set of graphemes can create language interference.
15. During the pre-reading stage of the shared book experience, teachers can increase interest in the story by
- (A) encouraging students to make predictions based on the title and the pictures.
 - (B) encouraging students to draw a picture representing the main idea of the story.
 - (C) encouraging students to draw pictures representing the characters of the story.
 - (D) introducing students to the author’s biography and books written by the author.
16. During the first reading of the shared book experience, the teacher reads the whole story in an enthusiastic and dramatic manner. The main purpose of this activity is
- (A) to make the content understood to children so they can enjoy it and corroborate their earlier predictions about it.
 - (B) to introduce decoding skills and the main idea.
 - (C) to introduce vocabulary unknown to the children and decoding skills.
 - (D) to review the parts of the book, check for comprehension and practice the use of contextual clues.
17. What is the main purpose of exposing third-grade Spanish-speaking children learning English as a second language to common prefixes that are used in both Spanish and English?
- (A) to present the idea that English has been influenced by other languages
 - (B) to present the idea that English has many foreign words
 - (C) to present the idea that elements from the first language can transfer to English
 - (D) to present the idea that English is not a difficult language
18. The word “predestined” is composed of
- (A) one inflectional morpheme and one derivational morpheme.
 - (B) one derivational morpheme, the root of the word, and two inflectional morphemes.
 - (C) two inflectional morphemes and the root of the word.
 - (D) one derivational morpheme, the root and one inflectional morpheme.
19. Silent sustained reading (SSR) is designed to promote
- (A) reading fluency.
 - (B) reading comprehension.
 - (C) word analysis.
 - (D) decoding skills.
20. The main purpose of an intergenerational literacy initiative is to
- (A) improve the literacy development of adults and the community.
 - (B) use children as a reason to involve parents in school activities.
 - (C) promote literacy among children using the support of parents and other family members.
 - (D) begin in preschool and continue through high school.
21. Kindergarten students can identify the main idea of a story by
- (A) drawing a picture representing the story.
 - (B) writing a short paragraph summarizing the story
 - (C) verbalizing the main points of the story and writing a chronology of events in the story.
 - (D) developing a detailed analysis of the story line.

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22. Reciprocal teaching is a technique used with struggling readers and is designed to
- (A) promote reading fluency.
 - (B) promote reading comprehension in the content areas.
 - (C) establish an environment where students can practice oral language skills.
 - (D) introduce cooperative learning activities.
23. When planning for the accommodations to be used when assessing special education students, the first element teachers should consider is
- (A) the cost associated with the proposed accommodations.
 - (B) the legality of the proposed adaptations.
 - (C) the feasibility of time and resources available for such accommodations.
 - (D) the type of disability the child has.
24. The key advantage of using interactive writing journals for emerging writers is:
- (A) Students can communicate silently in class.
 - (B) Students learn that writing can be used for communication.
 - (C) Students can correct each other's writing samples.
 - (D) Students can learn about personal information from teachers and peers.
25. Connectors are used in writing to create cohesive and coherent compositions. Connections like "on the contrary," "conversely," and "on the other hand" are commonly used in compositions addressing
- (A) opinion.
 - (B) sequencing.
 - (C) contrast.
 - (D) results.
26. English writing samples from Spanish-dominant ELLs may contain which key feature?
- (A) The stories are simple in content and written in a linear fashion.
 - (B) The stories might have complex sentence patterns and sophisticated words from Spanish.
 - (C) The stories might be perceived as disjointed and lacking a logical sequence.
 - (D) The stories might switch from Spanish to English within the same sentence.
27. Effective writing requires students to tailor compositions to their audience or to the purpose of an occasion. The writing portion of the STAAR test uses which of the following to achieve this purpose?
- (A) a multiple-choice test
 - (B) the use of specific instructions to guide children in the writing sample
 - (C) writing prompts
 - (D) the use of a series of questions to guide the development of the writing sample
28. Miscue analysis was developed by John Goodman to assess
- (A) the performance of children in silent sustained reading.
 - (B) the performance of children in writing.
 - (C) the performance of children in their ability to speak.
 - (D) the performance of children in oral reading.
29. Informal reading inventories are designed to
- (A) assess the literacy development of children in kindergarten through the fourth grade.
 - (B) identify the reading level of children.
 - (C) assess informally the performance of students in middle and high school.
 - (D) determine the level of complexity of reading passages.
30. Identify the statement that best represents the real value of manipulatives to teach mathematics:
- (A) Manipulatives are more appropriate for students at the preoperational stage of cognitive development.
 - (B) The use of manipulatives should be restricted to children in kindergarten to fourth grade.
 - (C) The use of manipulatives is more appropriate for teaching computation skills and geometry.
 - (D) Manipulatives can be used to teach mathematics in grades PK to high school.

PRACTICE TEST 1 – ANSWER EXPLANATIONS

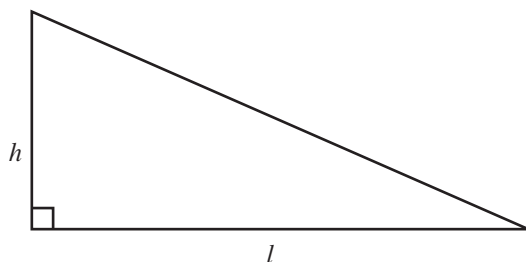
31. Multiply $\frac{3}{4}$ by $\frac{2}{3}$. Show your answer in simplified (reduced) form.

(A) $\frac{5}{7}$ (C) $\frac{1}{2}$
 (B) $\frac{5}{12}$ (D) $\frac{6}{12}$

32. Divide 6.2 by 0.05.

(A) 124
 (B) 1.24
 (C) 12.4
 (D) 0.124

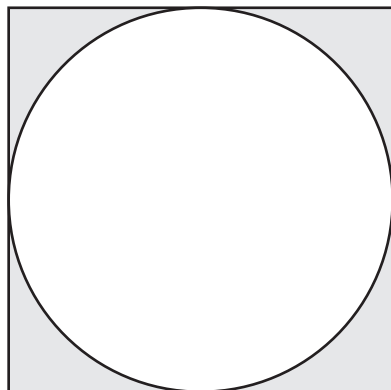
Use the figure below to answer the following question.



33. Which formula can be used to find the area of the triangle?

(A) $A = (l \times h)/2$
 (B) $A = (l + h)/2$
 (C) $A = 2(l + h)$
 (D) $A = 2(l \times h)$

Use the figure to answer the following question.



34. What is the approximate area of the shaded region, given that:

I. the radius of the circle is 6 units; and
 II. the square inscribes the circle?

(A) 106 square units
 (B) 31 square units
 (C) 77 square units
 (D) 125 square units

35. What is the linguistic benefit of using thematic units in instructing English language learners (ELLs)?

(A) ELLs enjoy the use of thematic units.
 (B) ELLs enjoy being taught concepts in their native language (L1) and in English (L2).
 (C) ELLs are exposed to similar vocabulary and concepts in multiple formats.
 (D) ELLs learn about mathematics and other content areas concurrently.

36. The concept of the zero evolved in India but was also developed, disconnectedly, by the

(A) Babylonians.
 (B) Mayans
 (C) Arabs.
 (D) Romans.

37. Which of the following is a complementary color pair?

(A) blue and green
 (B) red and green
 (C) yellow and red
 (D) purple and red

38. Flying buttresses, pointed arches, and stained glass windows are characteristic of which historic style of architecture?

(A) Romanesque
 (B) Renaissance
 (C) Byzantine
 (D) Gothic

39. Some of the musical instruments typically introduced in K–4 are

(A) tambourine, triangle, and sticks.

- (B) flute, clarinet, and trumpet.
 (C) violin, guitar, and Guitarrón.
 (D) bongos, piano, and harp.
40. Identify the most appropriate first step to take in helping a child experiencing heat exhaustion.
- (A) Get the child out of the heat and initiate CPR.
 (B) Get the child to a shaded area and give him/her water to drink.
 (C) Get the child out of the heat and seek medical attention immediately.
 (D) Get the child to a shaded area and pour ice water on top of the child.
41. Activities that develop gross motor-visual skills almost always involve the use of a
- (A) ball.
 (B) balance beam.
 (C) trampoline.
 (D) exercise mat.
42. For an aerobic workout to be effective, exercise should be performed at an individual's target heart rate for a minimum of
- (A) 15 minutes.
 (B) 20 minutes.
 (C) 30 minutes.
 (D) 45 minutes.
43. The most appropriate and safest way to provide exercise for kindergarten and first grade students is through
- (A) jogging and walking.
 (B) contact sports.
 (C) games that require endurance.
 (D) games that require physical activity.
44. Identify the test designed to measure flexibility in children.
- (A) pull-up test
 (B) sit-and-reach test
 (C) grip strength test
 (D) push-up test
45. **Scenario:** Ms. Pachuta uses a fish tank filled with water to teach students how to make predictions about the ability of objects to float or sink. Students have fun with this activity, but they don't really know the scientific principle demonstrated in it, which can be best described as
- (A) the mass and amount of matter in an object.
 (B) the concept of density and its relation to mass and volume.
 (C) the properties of matter.
 (D) the concept of weight and its connection with gravitational forces.
46. What is the role of evaporation and condensation in the water cycle?
- (A) They recycle and redistribute the water in an ecosystem.
 (B) They keep the ecosystem clean of pollutants.
 (C) They provide water for vegetation and animals.
 (D) They change water from liquid to vapor.
47. The capability of predatory animals to develop new physical traits to improve their ability to capture prey represents an example of
- (A) intelligent creation.
 (B) adaptation.
 (C) metamorphosis.
 (D) reproduction.
48. Ms. Salinas used the following statement to teach the position of the planets (even the newly designated "dwarf planet," Pluto) with regard to the sun:
- | | | | | | |
|---------|------------|---------|--------|---------|--------|
| Mercury | Venus | Earth | Mars | Jupiter | Saturn |
| My | very | elegant | mother | just | served |
| Uranus | Neptune | Pluto | | | |
| us | nutritious | pizza. | | | |
- Identify the statement below that best characterizes the use of mnemonic devices to teach content.
- (A) Some students can analyze the structure of the sentence and remember information about the space.

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- (B) For some students this device can lead to application of concepts and the use of higher-order thinking skills.
- (C) For some students this activity might lack purpose, while for others it might be an effective way to remember facts.
- (D) Students should definitely reject this approach, because it emphasizes rote memorization.
49. Use the information above to answer the following question: How many planets have a year shorter than that of the Earth?
- (A) 4
- (B) 8
- (C) 2
- (D) 1
50. **Scenario:** Ms. Cena asked her students to bring their raincoats outside to observe the clouds. Once outside, her students observed cumulus clouds. Based on their observation, what kind of weather were they experiencing that day?
- (A) a sunny day
- (B) a cloudy day
- (C) a rainy day
- (D) a snowy day
51. The members of the Constitutional Convention did not make English the official language of the nation because
- (A) leaders of the nation and the population in general spoke different languages.
- (B) they did not think that language was an important part of the Constitution.
- (C) such a language policy violated the separation of the three branches of the government.
- (D) such a language policy was unnecessary for launching the new nation.
52. Based on the Tenth Amendment of the U.S. Constitution, the power to set language policy was technically relegated to
- (A) the President of the United States.
- (B) the Supreme Court of the United States.
- (C) individual states.
- (D) the state judicial branches.
53. Identify the statement that best describes the status of bilingual education during the second part of the nineteenth century in the United States.
- (A) Bilingual education was non-existent.
- (B) A large number of states had bilingual education programs.
- (C) Instruction in a language other than English was prohibited.
- (D) Native American groups were allowed to experiment with bilingual education.
54. Identify the main reason for the disappearance of bilingual education from public view at the end of the nineteenth and the beginning of the twentieth century.
- (A) the lack of interest in bilingual education nationwide
- (B) restrictions on immigration and the xenophobia caused by World War I
- (C) Most people were already bilingual; thus there was no need for the program.
- (D) the declaration of English as the official language of the nation
55. The key difference between one-way (developmental) and two-way bilingual education is:
- (A) The one-way program teaches only one language and the two-way program teaches two.
- (B) The one-way program was designed for children who were predominantly English speakers and the two-way program was developed for English language learners.
- (C) The one-way serves ELLs with a common language and two-way program serves both ELLs and native English speakers.
- (D) The one-way provides instruction in English as a second language and the two-way offers instruction in two languages.
56. The emergence of modern-day bilingual education program came as a result of
- (A) court cases and the intervention of the Federal government.

- (B) court cases and the pressure of individuals in higher education.
- (C) federal and state bilingual education legislation mandating bilingual education.
- (D) the influx of refugees and the availability of funds to support their relocation.
57. In the last few years, the two-way dual language programs have received public support in the United States. What is the main reason for the popularity of this language program?
- (A) The program allows for the maintenance of L1 and L2.
- (B) It allows the inclusion of children from mainstream groups.
- (C) The program has been endorsed by the U.S. Department of Education.
- (D) It is grounded in solid scientific research.
58. Identify the similarities between the Language Proficiency Assessment Committee (or equivalent body) and the Admission Review and Dismissal (ARD).
- (A) Both are mandated by the federal bilingual legislation.
- (B) Both are mandated by the Individuals with Disability Education Act (IDEA).
- (C) The committees regulate admission and dismissal to the bilingual and special education programs, respectively.
- (D) The membership of both committees must be composed of the parents of the child along with teachers and an administrator.
59. Identify the statement that best summarizes the research findings associated with the development of proficiency in L2 and age of initial exposure to the language.
- (A) Children exposed to the second language before puberty develop native-like pronunciation in the second language.
- (B) Children who are exposed to a second language after puberty will develop a similar language proficiency level as children who came in contact with the L2 at an earlier age.
- (C) Children exposed to L2 after puberty master pronunciation, grammar and reading better than younger children.
- (D) Children may have advantages over adults in the mastery of pronunciation, but adults might have an advantage in the acquisition of the abstract components of language.
60. ELLs go through specific stages of second language acquisition. These stages are pre-production, early production, speech emergence, and intermediate and advanced fluency. Identify the stage where students begin to understand written information accompanied by concrete objects and based on prior experiences.
- (A) Pre-production
- (B) Early production
- (C) Speech emergence
- (D) Intermediate Fluency
61. The development of second language proficiency is best achieved when
- (A) the language of instruction leads to the development of functional communication skills in L2.
- (B) the language is taught deductively by involving students with activities in which they use language and derive language principles in a conscious manner.
- (C) instruction is contextualized and presented together with meaningful memorization drills.
- (D) students are exposed to idiomatic expressions and tongue twisters to facilitate communication.
62. Mary is a middle school ELL without prior schooling in L1. She is having problems with the graphophonemic cuing system of English. She can recognize the name and logos of stores and a few sight words, but she cannot decode written communication. Based on this information, Mary is having problems with the

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- (A) grapheme-morpheme correspondence.
(B) alphabetic principle of L1 and L2.
(C) letter-sound correspondence.
(D) sound system in L2.
63. Second language learners often experience problems with the semantic and cultural components of the English language. What language component will most likely be impacted by this situation?
- (A) The use and understanding of figurative language or idioms.
(B) The application of phonological analysis.
(C) The use of syntactic and phonological components.
(D) The application of the lexical and structural components.
64. Knowledge of common cognates between L1 and L2 can support reading comprehension. What are cognates?
- (A) Words with similar or identical spelling and meaning in two languages.
(B) Homophones in the two languages.
(C) Homographs in the two languages.
(D) Words that are spelled similarly in two languages but have different meaning.
65. The alphabetic principle describes children's ability to understand that
- (A) English and other European languages are alphabetic languages.
(B) letters and letter combinations represent specific sounds.
(C) children need to memorize the alphabet prior to the introduction of formal reading.
(D) learning the alphabet is a prerequisite for the introduction of dictionary skills.
66. Which of the following statements BEST describes the advantages of students who arrive at the threshold level of L1?
- (A) They have developed the positive self-esteem needed to acquire a second language.
(B) They have a deep understanding of culture and its implications for the acquisition of L2.
(C) They possess the linguistic knowledge-base in L1 needed to transfer to L2.
(D) They can apply contrastive analysis theory to the acquisition of L2.
67. Identify the statement that correctly describes Normal Curve Equivalent (NCE) scores and National Percentiles (NPRs).
- (A) NCEs are based on actual raw scores and NPRs are not.
(B) NPRs are based on the scores of a national norm and NCE are based on scores from a local norm.
(C) Both NCEs and NPRs are derived from raw data.
(D) NPRs are based on raw scores and NCEs are based on derived scores.
68. Identify the statements that BEST describe portfolio assessment and/or its advantages.
- (A) Portfolio provides information about academic progress in the content areas.
(B) Portfolio assessment is a collection of the student's work that helps in tracking student progress.
(C) Data from portfolio is confidential and should be used for official purposes only.
(D) Portfolio assessment provides students with opportunities to understand the assessment process used in the United States.
69. The main purpose of rubrics is to
- (A) guide students to comply with the objectives of the lesson.
(B) provide students with guidelines for the development of effective instruction for English language learners.
(C) Guide students to use high order thinking skills.

COMPETENCY CHECKLIST

- (D) Provide students with information on the content and the level of mastery required for an assessment activity.
70. Ms. Ramos believes that culturally and linguistically diverse Learners (CLDL) must be assessed with instruments designed specifically for them. She refuses to allow CLDL to be tested using the traditional instruments used for native English speaking students. Mr. Hart, her colleague, believes that they should be tested using the instruments currently used by the district. What compromise can they work out?
- (A) Administer the usual diagnostic battery but take into account the students' linguistic background in interpreting the test profile.
- (B) Delay assessment until the student is exited from the language development program.
- (C) Administer only nonverbal measures.
- (D) Administer first-language assessment instruments until the child is exited from the special language program.
71. In preparation for high-stakes summative examinations, students should be introduced to
- (A) test-taking skills and the format of the test.
- (B) filling in the blanks and forced answers format.
- (C) multiple-choice test and matching type of format.
- (D) relaxation techniques and scoring rubrics.
72. Identify the statement that best describes portfolio assessment.
- (A) Portfolio provides information about academic progress in the core courses like mathematics, science and social studies.
- (B) Portfolio assessment is a collection of the student's work that helps in tracking student progress.
- (C) Data from portfolio is confidential and should be used for official purposes only.
- (D) Portfolio assessment provides students with opportunities to practice with the assessment process used in the United States.
73. Based on the developmental characteristics of children in kindergarten-first grade, teachers should develop tests that
- (A) are challenging and comprehensive.
- (B) are culturally responsive and easy to grade.
- (C) can be scored in 5–10 minutes.
- (D) can be answered in 5–10 minutes.
74. Using non verbal testing can minimize the impact of language in testing; however, the use of non verbal instrument has an intrinsic limitation that can its effectiveness. Identify the statement that best explains the main problem of using a non-verbal to assess with students from diverse cultural backgrounds.
- (A) Non-verbal communication is confusing and threatening to students.
- (B) Non-verbal communication can be confusing due to linguistic differences
- (C) Non-verbal communication is a culturally-bound process
- (D) Non-verbal communication should not be allowed in the classroom.
75. Assessing ELLs using instruments designed for mainstream students might create problems because these instruments might contain _____ that can affect the results.
- (A) wrong information
- (B) cultural bias
- (C) hateful and ignorant information
- (D) classified information
76. Identify the problems with the use of translated assessment instruments.
- (A) It can lead to a false sense of security about the validity of the instrument.
- (B) It can be understood as a way to “water down the curriculum.”

PRACTICE TEST 1 – ANSWER EXPLANATIONS

- (C) It can affect the development in L2.
(D) It can affect the integrity of the assessment process.
77. Identify one of the key advantages for using on-going assessment as part of instruction.
- (A) Students get adjusted to formal assessment instruments used in schools.
(B) Students develop interest in the testing instruments.
(C) The stress associated with testing is minimized.
(D) The stress associated with testing increases with the frequency of testing.
78. From the district’s administrative point of view, formal assessment is used mostly
- (A) for diagnostic purposes and for accountability purposes.
(B) to make instructional decisions at the classroom level.
(C) for accountability reporting, to teach test-taking skills and content.
(D) to promote analytical and reading skills among students
79. Effective approaches for teaching English as a second language are
- (A) student-centered and communication driven.
(B) sequenced based on the complexity of the grammatical structures and teacher-centered.
(C) geared toward grammaticality with little emphasis on communication.
(D) teacher-centered and multicultural in nature.
80. Identify the techniques that best represent the concept of Sheltered English Instruction (SEI).
- (A) Speaking slowly in English and provide support in L1 as needed to promote comprehension.
(B) Using non-verbal communication to promote comprehension.
(C) Evaluate the mastery of the content taught at least once per week.
(D) Use visuals, hands-on activities and contextualize instruction to ensure comprehension

**TExES Bilingual Generalist
EC-6 (192)**

Answer Explanations

Answer Key

- | | | | |
|---------|---------|---------|---------|
| 1. (D) | 21. (A) | 41. (A) | 61. (A) |
| 2. (B) | 22. (B) | 42. (B) | 62. (C) |
| 3. (B) | 23. (D) | 43. (D) | 63. (A) |
| 4. (C) | 24. (B) | 44. (B) | 64. (B) |
| 5. (D) | 25. (C) | 45. (B) | 65. (A) |
| 6. (B) | 26. (C) | 46. (A) | 66. (C) |
| 7. (B) | 27. (C) | 47. (B) | 67. (A) |
| 8. (A) | 28. (D) | 48. (C) | 68. (B) |
| 9. (C) | 29. (B) | 49. (C) | 69. (D) |
| 10. (C) | 30. (D) | 50. (A) | 70. (A) |
| 11. (C) | 31. (C) | 51. (A) | 71. (A) |
| 12. (D) | 32. (A) | 52. (C) | 72. (B) |
| 13. (A) | 33. (A) | 53. (B) | 73. (D) |
| 14. (B) | 34. (B) | 54. (B) | 74. (C) |
| 15. (A) | 35. (C) | 55. (C) | 75. (B) |
| 16. (A) | 36. (B) | 56. (A) | 76. (A) |
| 17. (C) | 37. (B) | 57. (B) | 77. (C) |
| 18. (D) | 38. (D) | 58. (C) | 78. (A) |
| 19. (B) | 39. (A) | 59. (D) | 79. (A) |
| 20. (C) | 40. (B) | 60. (C) | 80. (D) |

Bilingual Generalist EC-6 (192)

Diagnostic Test

Answer Explanations

1. (D)

Concepts and vocabulary are introduced through the thematic unit. Through repeated exposure to content, ELLs have a better chance to internalize the concepts and vocabulary contained in it. Choice (A) is incorrect because it fails to describe the full benefit of thematic instruction. Cultural exposure can occur in any instructional setting. Choice (B) is incorrect because, in thematic instruction, students do not get the same content in all areas. The only element that is common to all classes is the theme. Choice (C) is incorrect because instruction delivered in highly contextualized situations is not restricted to thematic instruction. **Competency 020**

2. (B)

Semantic mapping is a visual representation of interconnected characteristics or features of a given concept. This interrelatedness can be represented with words or symbols. For example, the concept of *landscape* can be linked to pictures of lakes, rivers, mountains, grass, trees, and other images that represent possible attributes of the concept. This word mapping can be linked to geography (A); however, the intended meaning of the word goes beyond geography. People can use semantic mapping to contrast concepts in L1 and L2 (C), but the process was not designed to accomplish only that. Choice (D) describes a possible type of mapping, but does not represent the specific type of mapping required in the question—semantic. **Competency 020**

3. (B)

Francisco Pizarro conquered the Incas of Peru, and Hernán Cortés conquered the Aztecs of Mexico. Choice (A) is incorrect because the Maya had virtually disappeared before the arrival of the Spaniards to America. Choice (C) is incorrect because these Mesoamerican groups, the Toltec and Olmec, disappeared before the Spanish colonization. Choice (D) is incorrect because the Tainos were from the Caribbean, an area that was under Spanish control before the intervention of Cortés and Pizarro. Additionally, the word *Quechua* refers to the language spoken by the Incas and other groups in the Andes mountains. **Competency 021**

4. (C)

The Spaniards established St. Augustine, the first permanent European colony in North America, in 1565, near what is today Jacksonville, Florida. Subsequent to this, the English made an attempt to establish a colony off the coast of North Carolina—Roanoke. Choice (A) is incorrect because Virginia, Massachusetts, and all the American colonies were established in the seventeenth century. Choice (B) is incorrect because New Mexico was established a few years later in 1598 to become the first European colony west of the Mississippi. The first mission in Texas was established more than one hundred years later in 1682. Choice (D) is incorrect because the Dutch did not begin bringing families to the area of New York and New Jersey until 1624. **Competency 021**

5. (D)

The Earth, a sphere, has 365 degrees, and its rotation around its axis takes 24 hours. This rotation creates day and night. The correct choice is 15 degrees, which is calculated by dividing 365 degrees by 24 hours of day/night. Choices (A), (B), and (C) are incorrect based on the previous explanation. **Competency 022**

6. (B)

With the exception of peak K2, the top 10 mountain peaks are all part of the Himalayas Range. Choice (A) is incorrect, because, despite the fact that the Andes Range contains several high mountains, none of them ranks within the top 50 in the world. Choice (C) is incorrect because only three of the top 20 mountains in the world are part of the Karakoram Range. Choice (D) is incorrect because only one mountain from the Kunlun Range ranks within the first 25. **Competency 022**

7. (B)

The U.S. Constitution provides for two senators to represent each of the 50 states, for a total of 100. Territories are not represented in the U.S. Senate. Choices (A) and (C) are incorrect based on the previous explanation. Choice (D) is incorrect because it represents the current number of members of the U.S. House of Representatives. **Competency 023**

8. (A)

The number of members of the House of Representative is adjusted to reflect a proportion of the total U.S. population; thus, every time there is a census, the number can change. Choices (B), (C), and (D) are incorrect because population changes do not affect the composition of the Senate, Supreme Court, or the Executive Branch. **Competency 023**

9. (C)

The sentence contains a noun (Mary), a transitive verb (gave), an indirect object (me), and a direct object (dollar). The key clue to answering this question correctly is found within the type of verb used in the sentence—a transitive verb. Transitive verbs by definition can take objects. To determine if the sentence contains a direct object or an indirect object, we ask the following two questions: Mary gave what?—the answer is the direct object—a dollar. The second question is, Mary gave it to whom?—the answer is *me*—the indirect object. Choices (A) and (B) are incorrect because both contain intransitive verbs. Choice (D) is incorrect because it does not contain an indirect object. **Competency 005**

10. (C)

Idiomatic expressions rely on culture referents and connotative or implied meaning. That is why ELLs experience difficulties understanding them. Choice (A) is incorrect because idioms are not regarded as academic English expressions, but as a part of social language. Choice (B) is incorrect because denotative language refers to the literal meaning of the words and obviously idioms have implied meaning. Choice (D) is incorrect because idioms do not necessarily incorporate direct (metaphors) or indirect comparisons (similes). **Competency 005**

11. (C)

The words presented in this activity show the importance of word stress and how it can alter the meaning and the syntactic classification of words. Choice (A) is incorrect because the words mentioned are typical of the type taught as sight words. Choice (B) is incorrect because written accents are not traditionally used to teach English pronunciation. However, teachers of ELLs often use accent marks to help students identify the primary stress in words. Choice (D) is incorrect because both sets of words are spelled identically. The activity presented emphasizes the importance of word stress to differentiate word meaning. **Competency 006**

12. (D)

A balanced reading program combines phonics instruction, a skill-based approach, to teach decoding skills, and a meaning-based approach (a whole-language strategy) to teach reading. Choice (A) is incorrect because the main thrust of a balanced reading program is not directly related to the listening and reading (receptive) and the speaking and writing (productive) components of language. It makes sense to establish a balance between theory and application, but there is no direct connection with the concept of a balanced reading program (B). Choice (C) is incorrect because a balanced approach uses not only phonics skills but also whole-language strategies. **Competency 006**

13. (A)

The use of onset and rime is used to compensate for the phoneme–grapheme inconsistency of English. Through the use of rime, children can learn to recognize and spell multiple words. Choice (B) is incorrect because the use of onset and rime can contribute to the ability to recognize words, but it does not constitute the main reason for their use. Choice (C) is incorrect because traditionally, onset and rime is not used to deal with polysyllabic words. Choice (D) is incorrect because prefixes generally represent morphemes, while the onsets generally do not. Prefixes and suffixes are generally introduced using structural analysis. **Competency 007**

14. (B)

Teachers generally introduce the letters that can help the most in decoding written language. The first set of letters occurs more frequently in written text than the second set. Choice (A) is incorrect because there is no evidence to suggest that children might be more inclined to prefer one set of letters over the other. Choice (C) is incorrect because only the phoneme /m/ is a nasal sound. Choice (D) is incorrect because there is no evidence to suggest that the sounds of the graphemes *x* and *q* can create language interference. **Competency 007**

15. (A)

By guiding children to notice the title, major headings, and pictorial clues, they can make predictions about the story. Approaching the story content in this way can increase a child’s interest in reading because they want to corroborate their predictions with the actual content of what they read. Choices (B), (C), and (D) are incorrect because they describe activities typical of the post-reading stage, not pre-reading. **Competency 008**

16. (A)

The first reading is designed to communicate the content of the story and by doing so, children will determine if their predictions were accurate. Choice (B) is incorrect because activities involving decoding strategies that determine the main idea are usually addressed after the initial activity. Choices (C) and (D) are incorrect because the parts of the book and the vocabulary of the story are usually introduced prior to reading the story. **Competency 008**

17. (C)

Affixes common to Spanish and English generally create words with similar spelling and meaning—cognates. Since these words are so similar, children can transfer this knowledge to the second language. Choices (A) and (B) are incorrect because the topic of the influence of foreign language into English might not be that relevant or even developmentally appropriate for third grade ELLs. Choice (D) is incorrect because the complexity of a new language cannot be eliminated by emphasizing only prefixes and suffixes. **Competency 009**

18. (D)

The word “predestined” contains three morpheme-units of meaning. The first morpheme is a derivational morpheme—*pre*—the root word—*destin(y)*, and the inflectional ending—*ed*. **Competency 010**

19. (B)

Silent reading is designed primarily to improve vocabulary development and reading comprehension. It can also improve reading fluency, but reading fluency is best promoted through reading orally; thus, Choice (A) is not the best answer. Choices (C) and (D) are incorrect because the primary goal of SSR is not to guide children to conduct word analysis or to practice decoding skills. These skills obviously happen during the reading process as a by-product of SSR. **Competency 010**

20. (C)

Intergenerational literacy programs are designed to involve parents and family members in the education of their children. Choice (A) is incorrect because the literacy development of adults and the community is not the only or the primary purpose of an intergenerational literacy program. Children are the most important component in this process. Involving parents is an important component of the program, but it is not the purpose of the program, thus Choice (C) is correct. Traditionally, intergenerational literacy initiatives are designed for the early grades and successful programs can impact the child for life; however, the program traditionally does not go beyond the elementary grades. Thus, choice (D) is incorrect. **Competency 011**

21. (A)

Since students cannot write effectively in kindergarten, drawing becomes an alternate means to express their understanding of the story. Choices (B) and (C) are incorrect because children at this level of literacy development cannot write well. Choice (D) is also incorrect because children in kindergarten might not have the cognitive maturity to develop a detailed analysis of the story line. They are generally able to present the gist of the story and identify meaningful events. **Competency 011**

22. (B)

Reciprocal teaching engages the teacher and students in a dialogue designed to guide children in reading comprehension (e.g., summarizing the content, generating questions, clarifying, and predicting). Choice (A) is incorrect because reciprocal teaching is not a technique to promote reading fluency. Choices (C) and (D) are incorrect because the primary goal of reciprocal teaching is not related to cooperative learning per se or the development of oral communication. **Competency 012**

23. (D)

The ARD committee will determine the types of accommodations based on the disability of the child. Choices (A) and (C) are incorrect because teachers are not generally responsible for dealing with adaptation costs or the feasibility of resources required by the ARD Committee. Choice (B) is incorrect because it is the responsibility of the ARD committee and school administrators to deal with the legality of testing accommodations. **Competency 012**

24. (B)

Students begin using writing for meaningful communication when they want to get information from teachers and peers. Choice (A) is incorrect because journal writing was not designed as a classroom management activity. Choice (C) is incorrect because error correction is not generally encouraged in journal writing. Teachers and more advanced students provide input through modeling. Choice (D) is incorrect because learning personal information about teachers and peers is not the primary goal of journal writing. **Competency 013**

25. (C)

The connectors are guided to compare and contrast ideas and to identify the preference of the author. Choices (A), (B), and (D) are incorrect because the connectors presented do not call for opinions, sequencing, or results. **Competency 013**

26. (C)

The English writing sample of ELLs from a Spanish background often follow a curvilinear progression and might include multiple stories embedded within the narrative. This deviation from the linear progression, expected in English writing, creates the impression that the story is disjointed and lacks coherence. Based on the previous explanation, Choice (A) is incorrect—children might not produce compositions following a linear progression. The compositions of children might contain complex sentences and an occasional use of Anglicized words or even Spanish words, but these features do not represent the main characteristics of English compositions of Latino children. Based on this explanation, choices (B) and (D) are incorrect. **Competency 014**

27. (C)

The STAAR provides a prompt to guide children to produce the writing sample. In responding to the prompt, students have to address the audience, purpose and occasion implied in it. Choice (A) is incorrect because the multiple-choice portion of the test addresses primarily writing conventions. Choice (B) is incorrect because, in the instructions given to children, there is no indication that they must address a purpose of a specific audience. Choice (D) is incorrect because the instructions do not contain specific questions to guide the writing. **Competency 014**

28. (D)

Miscue analysis was designed to assess how well children read aloud. Choice (A) is incorrect because during silent reading miscues cannot be identified. Choices (B) and (C) are incorrect because miscue analysis was not designed to assess the oral or written performance of children. **Competency 015**

29. (B)

Choice (B) is correct. Informal reading inventories allow teachers to administer a series of comprehension tests to identify reading levels among children. Choice

(A) is incorrect because the statement is too generic in nature and does not address the issue of reading levels. Choice (C) is incorrect because the statement is also generic in nature. Additionally, the use of informal reading inventories is not restricted to students in middle and high schools. Choice (D) is incorrect because the reading complexity of passages is assessed through a specific system, like the Fry readability formula. **Competency 015**

30. (D)

Manipulatives can be used to simplify the teaching of mathematics in all grade levels. Choices (A) and (B) are incorrect because the use of manipulatives does not have to be restricted to early childhood (prekindergarten through fourth grade). Choice (C) is incorrect because manipulatives can be used to teach concepts beyond computation and geometry. **Competency 016**

31. (C)

The useful, traditional approach to multiplying simple fractions (those between 0 and 1) is to first multiply the numerators together and then to multiply the denominators together to find the product. In this case,

$$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$$

That fraction is then shown in simplest form, $\frac{1}{2}$. Based on the explanations, choices (A), (B), and (D) are incorrect. **Competency 017**

32. (A)

The traditional whole-number division algorithm (method) is helpful when dividing decimals longhand. The work can be set up like this:

$$.005 \overline{)6.2}$$

Dividing (while temporarily ignoring the zeros and decimal points) gives

$$\begin{array}{r} 124 \\ 0.05 \overline{) 6.2} \\ \underline{50} \\ 12 \\ \underline{10} \\ 10 \end{array}$$

Next, you count the number of digits to the right of the decimal point in the divisor (two). **Two**, then, is the number of places that you shift the “inside” decimal point to the right, then “up” into the answer:

$$0.05 \overline{) 6.2} \quad \begin{array}{r} 124 \\ \underline{50} \\ 12 \\ \underline{10} \\ 10 \end{array}$$

Because the answer is a whole number, the decimal point does not have to be shown. **Competency 017**

33. (A)

The area of any rectangle is equal to the measure of its length times the measure of its width (or to say it differently, the measure of its base times the measure of its height). A right triangle can be seen as half of a rectangle (sliced diagonally). Choice (A) represents, in effect, a rectangle’s area cut in half (i.e., divided by 2). Based on this explanation, choices (B), (C), and (D) are incorrect. **Competency 018**

34. (B)

First, it is helpful to view the shaded area as the area of the square minus the area of the circle. With that in mind, you simply need to find the area of each simple figure, and then subtract one from the other. You know that the radius of the circle is 6 units in length. That tells you that the diameter of the circle is 12 units. Because the circle is inscribed in the square (meaning that the circle fits inside of the square touching in as many places as possible), you see that the sides of the square are each 12 units in length. Knowing that, you compute that the area of the square is 144 square units (12×12). Using the formula for finding the area of a circle (πr^2), and using 3.14 for π , you get approximately 113 square units. ($3.14 \times 6 \times 6$). Then, you subtract 113 (the area of the circle) from 144 (the area of the square) for the

answer of 31. Based on the explanation given, choices (A), (C), and (D) are incorrect. **Competency 018**

35. (C)

In thematic instruction, the same concepts and vocabulary are presented in multiple lessons. This repetition can reinforce vocabulary and concepts and can improve comprehension of the content. Choice (A) is incorrect because it does not provide specific reasons for the linguistic benefit. Choice (B) is incorrect because there is no guarantee that thematic instruction is delivered in L1 and L2. Choice (D) is incorrect because learning mathematics and other content areas does not have a clear linguistic connection. **Competency 019**

36. (B)

The Mayans developed the concept of zero around 700 ce. However, there is no evidence to suggest that its discovery have any connection with the development of the same concept in India. Choice (A) is incorrect because there is no evidence to suggest that the Babylonians developed the concept of zero as part of their numeric system based on 60. Choice (C) is incorrect because most historians agree that the Arabs used information from the Hindus to develop our modern numeric system, which includes the zero. Choice (D) is incorrect because there is no evidence to suggest that the Romans developed the concept of the zero as part of their numeric system. **Competency 019**

37. (B)

Red, yellow, and blue are the primary colors. Their respective complements are green, purple, and orange. Based on this explanation, choices (A), (C), and (D) are incorrect. **Competency 028**

38. (D)

The flying buttress was a device invented specifically to support the high vaults of Gothic churches. Flying buttresses, pointed arches, and stained-glass

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windows appear together only on Gothic style buildings, most of which were built between 1150 and 1500. Choice (A) is incorrect because buildings of the Romanesque period (c. 1050–1150) usually employ wall buttresses and rounded arches, with only a few having pointed arches. Choices (B) and (C) are also incorrect because Byzantine and Renaissance buildings are often characterized by domes and rounded arches. **Competency 028**

39. (A)

Rhythm instruments like the tambourine, triangle, and sticks are commonly used to allow children opportunities to explore musical sounds. Choices (B), (C), and (D) are instruments traditionally taught in middle school. **Competency 029**

40. (B)

Heat exhaustion is not as severe as heat stroke. Getting the child to a shaded area and providing him/her with water should take care of the problem. Choice (A) is incorrect; heat exhaustion does not require CPR. Choice (C) is the appropriate action for a heat stroke victim. Choice (D) is incorrect because pouring ice water on a hot body can do more harm than good. **Competency 030**

41. (A)

Gross motor-visual skills involve movement of the body's large muscles as visual information is processed. A ball is always used to perfect these skills. In some cases a bat or racquet will also aid in developing these skills. Choices (B), (C), and (D) are incorrect because they address motor skills, but fail to include a visual component in the activity. **Competency 023**

42. (B)

Cardiovascular exercise for a minimum of 20 minutes per session, as part of an exercise program, will have positive physical effects when combined with a

proper nutritional diet. Choices (A) and (C) are obviously incorrect based on the previous statement. Forty-five minutes (D) is an effective time period when performing slower-paced activities like weightlifting. **Competency 023**

43. (D)

Games involving physical activity are the best way to exercise children in kindergarten. Choice (A) is incorrect because traditionally, jogging might be inappropriate for children at this early age. Choices (B) and (C) are incorrect because contact sports and sport that require endurance are not developmentally appropriate for kindergarten students. **Competency 031**

44. (B)

The sit-and-reach test measures the flexibility of the child. Choices (A), (C), and (D) are incorrect because they measure muscular strength and endurance. **Competency 031**

45. (B)

Density is the amount of mass that is contained in a unit of volume of a given substance. A combination of the density and the weight (pull of gravity) of an object determine whether it will sink or float. Choice (A) is incorrect because mass is a measurement of the amount of matter something contains, and mass by itself does not fully explain why the objects sink or float. Choice (C) is incorrect because it does not provide a specific scientific explanation of the experiment. Choice (D) is incorrect because weight by itself does not fully explain the forces acting on the objects. **Competency 026**

46. (A)

The heat from the sun changes water into water vapor, which rises to the atmosphere until it reaches cool air. Upon contact with cool air, it changes into small droplets of water, forming clouds. Once the clouds are saturated, precipitation occurs. We say that the system

redistributes the water because large amounts of the liquid resulting from the process comes from the ocean and other bodies of water. Rain will fall miles away from the source from which it originated. Choice (B) is not accurate since the function of the system is not necessarily cleaning the environment; however, pollutants might be washed away as a result of rain. Choice (C) provides a plausible answer; however, it does not address the main question. Choice (D) is incorrect because it describes the evaporation system but does not address condensation. **Competency 026**

47. (B)

Organisms develop new features to cope with needs and demands of the environment. For example, predatory animals might develop stronger legs to run faster in order to catch prey. Potential prey, in turn, might develop stronger claws to dig holes for escaping from predators. Choice (A) is incorrect because “Intelligent Creation” refers to the creation of the universe by a supreme being—God. Choice (C) is incorrect because it describes primarily physical changes that organisms go through in the process of maturation. For example, frogs go through a series of metamorphoses before reaching maturity. Choice (D) is incorrect because there is no direct connection between developing new physical features and reproduction. **Competency 026**

48. (C)

Depending on people’s learning modalities, mnemonic devices might be an ideal way to remember facts. However, for others, it might be a waste of instructional time. (A) is incorrect, because it goes beyond the planets; with this activity, students can learn about the positions of the planets only. (B) is incorrect because mnemonic devices are traditionally used for remembering facts, but not necessarily to engage in higher-order thinking skills. (D) is incorrect because rejecting the approach is too drastic, and some students can benefit from it. **Competency 022**

49. (C)

The movement of rotation around the Sun constitutes a year, and the closer the planet is to the Sun, the shorter the year. Based on this, only Mercury and Venus have a year that is shorter than that of the Earth. **Competency 023**

50. (A)

Cumulus clouds are formed during sunny summer days. Choices (B) and (C) are incorrect because cumulonimbus clouds cover the sky during cloudy and rainy days. Choice (D) is incorrect because nimbostratus clouds indicate the possibility of snow. **Competency 027**

51. (A)

Leaders of the nation spoke a variety of languages. The dominant languages were English, German, French, Dutch, Swedish, and Welsh. They decided to postpone the identification of an official language to avoid conflict among leaders of the new nation. Choices (B) and (D) are incorrect because choosing a dominant language was an important decision for the nation to make, and was postponed to preserve the unity of the nation. Choice (C) is incorrect; there is no connection between language policy and the separation of the three branches of the government. **Competency 001**

52. (C)

The Tenth Amendment of the U.S. Constitution indicates that those powers not given to the central government became relegated to the state legislatures. Based on this information, choices (A), (B), and (D) are incorrect. **Competency 001**

53. (B)

In the 1800s several states had multiple private and public schools offering bilingual education programs in English and German, Swedish, Norwegian, Danish,

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Polish, Italian, and Spanish. Choices (A) and (C) are incorrect based on the previous explanation. Choice (D) is incorrect because the local government did not have a specific policy allowing bilingual education for Native American groups. **Competency 001**

54. (B)

Military conflict in Europe restricted immigration to the United States. With fewer speakers of these languages, the need for bilingual education decreased. World War I also created animosity toward foreigners, as well as a fear of them, which ultimately resulted in a rejection of foreign languages. Choice (A) is not the best answer because lack of interest alone cannot explain the disappearance of bilingual education. Choice (C) is incorrect because it is impossible to determine if most people were bilingual at a given point in history. Choice (D) is incorrect because English has never been the official language of the United States. **Competency 001**

55. (C)

The goal of both the one-way and the two-way dual language programs is to develop proficiency in English and a minority language. The key difference is the type of students served in each program; the one-way program serves ELLs, while the two-way serves both ELLs and native English speakers. Choice (A) is incorrect because both programs provide instruction in two languages. Choice (B) is incorrect because, as previously mentioned, the one-way is for ELLs and the two-way serves both ELLs and English dominant students. Choice (D) is incorrect because the one-way is a dual-language program where both English and the minority language are taught. **Competency 001**

56. (A)

Court cases like *Lau v. Nichols* and *ASPIRA v. New York* provided the momentum for bilingual educa-

tion. Following these court cases, the federal government guided states to implement meaningful education for ELLs. The pressure of the federal government led state legislatures to enact bilingual education legislation. Choice (B) is incorrect because higher education did not play a significant role in the initial implementation of bilingual education programs. Choice (C) is incorrect because there is no federal legislation mandating the implementation of bilingual education programs. The federal government only has legislation to promote the development of programs to support ELLs. Only some state legislatures have laws mandating bilingual education. Choice (D) is incorrect because the influx of refugees can only account for the creation of small numbers of programs, like the programs in Florida for Cuban immigrants. **Competency 001**

57. (B)

The two-way dual language program was designed to serve language minority and language majority students. Consequently, children from mainstream groups can participate in the program and become bilingual. Despite this public support, the U.S. Department of Education has not officially endorsed the program (C). The program allows for the maintenance of L1 and L2 (A), and it is research based (D), but these features alone do not account for the popularity of this method. **Competency 001**

58. (C)

The Individuals with Disabilities Education Act (IDEA) mandates the creation of the ARD only (B). The ARD makes placement decisions and determines the objectives of the individualized education plan (IEP) for each student. There is no federal bilingual education law (A); thus, decisions about placement are done at the state and local levels. States with special language legislation require the creation of the Language Proficiency Assessment Committee (LPAC) or a similar body to make placement decisions in the program. Both committees have teachers, an administrator and at least a parent (D); however, the bilingual legislation requires to have a single parent representative for all students,

while in the special education, the parents of individual children are required to be part of the committee. **Competency 001**

59. (D)

Children who get exposed to the second language before puberty generally develop native-like pronunciation. On the other hand, adults generally rely on their native language as a foundation for the development of L2; this reliance often leads to language interference at the phonological level. Adults are generally better at handling the grammar and the abstract components of the language. Therefore, children have advantages over adults at the phonological level, but adults might have advantage in all other areas. (A) is a true statement but addresses only the phonological component of the language. (B) is probably a true statement, but there is not empirical research to support it. (C) negates research findings in the acquisition of a second language. Children exposed to the language after puberty might develop a better understanding of the abstract component of the language but might lag behind in the development of pronunciation. **Competency 002**

60. (C)

Students at the speech emergence communicate in phrases using words with high semantic value. They are also beginning to understand the print concept. They can understand speech and written communication presented in contextualized situations and accompanied with visuals. In the pre-production stage (A) students lack basic language skills and might have to rely on non-verbal communication to get their point across. Thus, it is highly unlikely that they can understand written communication at all. In the early production (B), students begin to communicate using language at the social level in everyday situations. Print awareness is taking place but the main emphasis at this stage is the development of basic oral communication. The intermediate fluency (D) represents a higher level of proficiency where students communicate using simple sentences; however, the language is not fully developed and their speech

might experience language interference together with overgeneralizations. Their literacy development is beyond the basic recognition skills alluded in the question. **Competency 002**

61. (A)

Second-language development is best achieved when instruction is geared toward meaningful and functional tasks in the language. This kind of approach can facilitate and increase the motivation for L2 learning. (B) presents a convoluted and contradictory explanation involving inductive and deductive teaching. Deductive and inductive teaching can be used to teach a second language. However, inductive or indirect teaching seems to be more effective with young learners than direct instruction. (C) looks fine until the term “meaningful memorization” was introduced. Memorization is not the best tool to promote proficiency in L2. (D) is incorrect because idiomatic expression and tongue twisters are useful activities to promote pronunciation and basic communication skills but fail to go beyond that. **Competency 002**

62. (C)

Mary is having problems connecting the letter (grapheme) and sound (phoneme) correspondence that will allow her to begin decoding written communication (reading). (A) is incorrect because the grapheme-morpheme correspondence describes the connection between a specific letter and letter strings that represent units of meaning in English--morphemes. The alphabetic principle (B) is a related concept that describes the ability to understand that the letters of the alphabet represent the sounds of the language. The graphophonemic correspondence of the language goes beyond the understanding of the connection of letters in the alphabet and the sounds that they produce. The sound system in L2 (D) is not specific enough to describe the connection between letters and sounds of the language. **Competency 002**

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63. (A)

English uses multiple figures of speech and idioms to convey meaning (semantics). Understanding the connotative nature of this figurative language requires students to have knowledge and experience with the target culture. Students new to the culture will take these kinds of communication literally resulting in miscommunications. The application of neither phonological analysis (B), nor the syntax (C) will be directly impacted by lack of cultural knowledge. **Competency 002**

64. (B)

The alphabetic principle suggests that letters of the alphabet represent the sounds of the language. It also implies that speech can be represented in print and it can be reversed back to speech. (A) presents a fact, but does not describe the concept of the alphabetic principle. (C) presents an opinion not supported by research; memorizing the alphabet will not hurt, but it does not guarantee that children will understand the alphabetic principle. (D) presents a plausible statement, but unrelated to the actual question. The introduction of dictionary skills is a concept unrelated to the development of the alphabetic principle. **Competency 002**

65. (A)

Cognates are words with similar meaning in two or more languages. Most of these words come from the Greek and the Latin, and they constitute the key vocabulary of the content areas (social studies, mathematics, science, music and the arts). Homophones (B) are words pronounced in a similar fashion but they can be spelled differently, and they have different meaning (hare and hair). Homographs are words that are spelled in the same way, but can have more than one meaning, depending on the location of the stress in the word (INsert (noun)-inSERT (verb)). (D) presents a definition of homonyms, words that can have the same pronunciation or spelling, but which can have two entirely different meanings (e.g., bear (animal)—bear (carry)). **Competency 002**

66. (C)

The threshold level is defined as an advanced level of literacy development in a given language. Students who arrive at this level possess a solid foundation in language and can easily transfer those skills to the second language. (A) is incorrect because there is no guarantee that student who have arrived at the threshold level will develop the positive self-esteem needed to acquire a second language; (B) is incorrect because there is no indication to suggesting that the mastery of L1 will lead to an understanding of culture and its implications for the acquisition of a second language. The Contrastive Analysis Theory alluded in (D) requires students to have a deep understanding of L1 and L2, which most ELLs obviously do not have. **Competency 003**

67. (A)

The data from the Normal Curve Equivalent (NCE) is derived from actual scores of each students, which provides a more reliable indicators of individual performance; while the data, from the National Percentiles shows how a particular student compare with other students who took the test. (B) is incorrect because NCE does not use local or national norms to compare performance. (C) and (D) are incorrect based on the information presented. **Competency 003**

68. (B)

Portfolio assessment allows teachers to track the performance of students through a systematic way of collecting data of the performance during a given period of time. (A) is incorrect because portfolio gathers data beyond the content areas. (C) is incorrect because portfolio assessment is an informal system to gather performance data, and results are shared with parents and teachers. (D) is incorrect because the main purpose of portfolio is not to guide students to understand the process; instead, it is designed to gather data to provide evidence of the student's performance. **Competency 003**

69. (D)

Rubrics can be used to guide students in the development of an activity, and to guide teachers in grading of it. The use of concrete set of assessment components makes the process more concrete and objective. (A) and (B) are incorrect because a rubric is an assessment tool, not a classroom management or part of a lesson plan. (C) is incorrect because rubrics are not design necessarily to promote higher order skills. **Competency 003**

70. (A)

In the absence of instrument design specifically for ELLs, it is appropriate to administer the instrument used for the general English population; however, it is very important to sure that results are evaluated based on the specific language and cognitive development of ELLs. Delaying assessment (B) can be done to a certain point, but it cannot be postponed until the student is exited (D) from the special language program. The use of non verbal examinations (C) might be effective for the early grades; however, for older students it might be impractical. **Competency 003**

71. (A)

Schools in the United States traditionally use forced answer format in a form of multiple-choice examinations in summative evaluations. These tests have a specific format that might be foreign for students from the international community; thus, it is important to provide direct instruction in test-taking skills and the format used in these examinations. The format for filling in the blanks (B) or matching (C) are not generally used in high stakes examinations in the United States. Introducing relaxation techniques and the scoring rubric (D) can be used to support students, but they need to know the format of the actual examination. **Competency 003**

72. (B)

Like the portfolio of an artist, a portfolio is a collection of the work that best represents the capabilities

of the student. Since it is collected systematically through a given period, it provides teachers and parents with information about the development of the students. Portfolio can be used not only for the basic content areas (A), but for any area of the curriculum, including reading and writing. Portfolio data is not designed to be used for confidential purposes (C) only; instead, it can be shared with parents and teachers. Portfolio assessment is an informal component of the total assessment process, and it is not design to exposed people to the total assessment program (D) used in schools nationwide. **Competency 003**

73. (D)

Since the attention span of five- and six-year-old students is limited, teachers need to develop tests that they can answer in a relatively short period of time—5 to 10 minutes. Tests should be challenging, but not all of them have to be comprehensive (A). The content of the test can be segmented to be sure that students can handle the components being assessed. It is important to develop culturally responsive tests (B), but the facility and time needed to grade them (C) should not be a major concern with developing these instruments. **Competency 003**

74. (C)

All language groups have developed some form of nonverbal communication. Some of the features are common among languages, but there are others that are culture-specific. Thus, the use of nonverbal means does not guarantee that the intended communication is being delivered. Based on the explanation provided, options (A), (B), and (D) are incorrect. **Competency 003**

75. (B)

When tests for ELLs are designed based on the experiences of middle class, European American groups, it is safe to say that the test might contain cultural bias. Asking ELLs to respond to questions that do not represent their reality or experiences can place students at a

disadvantageous position. Cultural bias does not have to contain wrong information (A), or hateful and ignorant (C); the key problem with biases is that they can affect the reliability of the instrument, and are ultimately unfair. (D) is incorrect because cultural bias does not have to contain classified information. **Competency 004**

76. (A)

Translated material can provide teachers and administrators with a false sense of security about the value of the instrument. A translated document does not guarantee that the cultural and conceptual frameworks of the test have been preserved. Translated materials might address the superficial meaning of the word, but it might fail to interpret how the hidden components of one language are communicate in the second language. Based on this explanation, options (B), (C), and (D) are incorrect. **Competency 004**

77. (C)

When assessment is done informally as part of daily instruments, students get adjusted to the process, and do not experience as much anxiety as with formal assessment. Based on this explanation, option (D) is incorrect. Ongoing assessment can provide students with an idea of the type of instrument used in formal assessment (A), but this a by-product of ongoing assessment, but not the intended purpose of this type of assessment. Students might develop interest (B) in the assessment process, but this by-product of assessment is not the primary reason for using ongoing assessment. **Competency 004**

78. (A)

Districts commonly use assessment to determine readiness for major examinations (benchmark examinations), and to report results to the public and governmental entities. Traditionally, districts do not use formal assessment to make direct changes at the classroom

level (B). They present the information to the building principals, and it is they who will implement the necessary programmatic changes at the school level. Official high-stakes examinations are not designed to teach test-taking skills or concepts (C); preparation for taking a test, including reading skills (D), is done prior to the official examinations. **Competency 004**

79. (A)

Effective methods to teach a second language should evolve around the child and his/her communication needs. The statement, “student-centered and communication driven,” describes an effective approach to teach a second language. (D) calls for the opposite, teacher-centered; thus, it can be ruled out. (B) and (C) call for the teaching of a second language following a grammatical syllabus. Research does not support a grammar-based approach to teach languages. **Competency 004**

80 (D)

One of the key features of Sheltered English Instruction (SEI) is the delivery of comprehensible input through hands-on, discovery learning, and contextualized instruction. Speaking slowly (A), using non-verbal communication (B) to promote comprehension, and checking for understanding (C) are some of the features of SEI but individually they do not fully describe the concept of SEI. **Competency 004**

