

**Florida Teacher Certification Examination
Test Preparation Guide
for
English to Speakers of Other
Languages (ESOL) K-12**



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Institute for Instructional Research and Practice
College of Education
University of South Florida

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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the English to Speakers of Other Languages (ESOL) K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in English to Speakers of Other Languages (ESOL) K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**

Section 1 discusses the development of the test and test preparation guide.

Section 2 (this section) outlines test preparation steps.

Section 3 presents information about the content of the test.

Section 4 lists question formats and includes sample test items.

Section 5 offers strategies for taking the test.

Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 4 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**

Section 5 includes suggestions for improving your performance on the examination.



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Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the English to Speakers of Other Languages (ESOL) K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

Competency/Skill	%
1 Knowledge of language principles	12
1 Identify basic concepts of phonology as they apply to language development and performance. 2 Identify the use and application of phonographemic differences. 3 Apply morphemic analysis to a given word. 4 Apply principles of English morphology as they relate to language acquisition. 5 Apply principles of English semantics as they relate to language acquisition. 6 Apply principles of English pragmatics as they relate to language acquisition. 7 Apply principles of English syntax as they relate to language acquisition. 8 Apply principles of English discourse as they relate to language acquisition. 9 Analyze the grammatical structure of an English sentence.	

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills, and Percentages

Competency/Skill	%
1 Knowledge of language principles	12
<ol style="list-style-type: none"> 1 Identify basic concepts of phonology as they apply to language development and performance. 2 Identify the use and application of phonographemic differences. 3 Apply morphemic analysis to a given word. 4 Apply principles of English morphology as they relate to language acquisition. 5 Apply principles of English semantics as they relate to language acquisition. 6 Apply principles of English pragmatics as they relate to language acquisition. 7 Apply principles of English syntax as they relate to language acquisition. 8 Apply principles of English discourse as they relate to language acquisition. 9 Analyze the grammatical structure of an English sentence. 10 Identify concepts and influences associated with social and regional varieties of American English. 11 Compare the sociolinguistic language functions of social and regional varieties of American English. 12 Identify sociolinguistic principles that have influenced the development of the English language. 13 Identify historical processes that have influenced the development of the English language. 	
2 Knowledge of first and second language acquisition theories and classroom application	13
<ol style="list-style-type: none"> 1 Identify the principles of first language acquisition theories. 2 Identify the principles of second language acquisition theories. 3 Identify first and second language acquisition processes. 4 Identify language characteristics of basic interpersonal communication skills and cognitive academic language proficiency. 5 Identify the impact of second language acquisition research on classroom instruction. 6 Identify characteristics of interlanguage. 	

Competency/Skill	%
<ul style="list-style-type: none"> 7 Identify factors influencing, and characteristics of, bilingualism. 8 Identify the influence of cognitive factors on second language acquisition. 9 Identify the influence of affective factors on second language acquisition. 10 Identify the influence of social factors on second language acquisition. 11 Analyze the effects of second language acquisition on acculturation. 12 Identify sources of second language learner errors (e.g., language transfer, generalization, other communication strategies). 	
3 Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues	9
<ul style="list-style-type: none"> 1 Identify factors of sociolinguistic diversity that affect English language learners' (ELLs') learning outcomes. 2 Identify government policies that affect ELLs' participation and achievement in U.S. schools. 3 Identify political trends that have affected the education of ELLs. 4 Identify social trends that have affected the education of ELLs. 5 Analyze elements of culture and its impact on instruction and student learning. 6 Identify characteristics of different stages of cultural adjustment. 7 Identify levels of cultural adaptation (e.g., assimilation, acculturation, accommodation). 8 Identify ways student participation, learning, and adjustment can be affected by cultural differences (e.g., religious, economic, social, family). 9 Identify methods of increasing multicultural sensitivity. 	
4 Knowledge of curriculum, curriculum materials, and resources	11
<ul style="list-style-type: none"> 1 Identify appropriate curricular adaptations according to level of language proficiency. 2 Determine appropriate instruction of content curricula for varying levels of language proficiency. 3 Identify methods of scaffolding text and context for ELLs. 4 Identify supplemental resources that address cultural, ethnic, and linguistic differences. 	

Table of Competencies, Skills, and Percentages

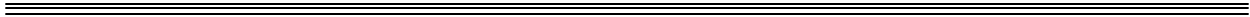
Competency/Skill	%
<ul style="list-style-type: none"> 5 Identify major professional organizations, publications, and resources that support ELLs' learning. 6 Identify supplemental resources that increase comprehension of text and context for ELLs. 	
5 Knowledge of instructional delivery models	4
<ul style="list-style-type: none"> 1 Identify the major models of bilingual education. 2 Identify the major models of ESOL programs. 3 Identify the criteria considered in selecting and developing a program model. 4 Identify major research findings (e.g., L1 maintenance, L2 acquisition, weak and strong forms) of bilingual and ESOL programs. 	
6 Knowledge of instructional methods and strategies	12
<ul style="list-style-type: none"> 1 Identify instructional strategies that promote second language acquisition. 2 Identify metacognitive, cognitive, and socioaffective strategies that promote second language acquisition. 3 Identify features of the natural approach and activities for various proficiency levels. 4 Identify appropriate total physical response (TPR) activities for various proficiency levels. 5 Identify features of communicative approaches and activities for teaching ESOL for various proficiency levels. 6 Identify appropriate language experience approach activities for various proficiency levels. 7 Identify appropriate ESOL strategies and modifications for content-based instruction for various proficiency levels. 8 Identify major researchers and their contributions to the field of second language teaching and learning. 9 Match instructional approaches with language learning theories. 10 Identify appropriate methods and strategies to teach language arts to ELLs. 	

Competency/Skill	%
<ul style="list-style-type: none"> 11 Identify appropriate methods and strategies to teach basic language skills. 12 Identify appropriate instructional interventions to address fossilization. 13 Identify methods and strategies of differentiating instruction for ELLs in general education classes. 14 Identify methods of incorporating students' first languages and cultures into the existing curriculum. 	
7 Knowledge of instructional technology	5
<ul style="list-style-type: none"> 1 Identify appropriate instructional technology (e.g., CDs, DVDs, video, audio cassettes) and its use in ESOL lessons. 2 Identify the classroom implications of computer-assisted language learning (CALL) and computer-mediated communication (CMC) in instructing ELLs. 3 Identify the instructional implications of using synchronous and asynchronous software to promote ELLs' language acquisition. 4 Identify major research findings since 1995 on the use of CALL and CMC with ELLs. 5 Identify criteria for evaluating commercially available ESOL software. 6 Identify criteria for evaluating Internet resources for ESOL. 	
8 Knowledge of literacy development and classroom application	11
<ul style="list-style-type: none"> 1 Identify characteristics of reading stages for ELLs. 2 Identify characteristics of writing stages for ELLs. 3 Identify characteristics of emergent literacy. 4 Identify strategies to promote emergent literacy. 5 Identify methods of incorporating the student's first language into second language literacy development. 6 Identify characteristics of critical literacy. 7 Identify strategies to promote critical literacy. 8 Identify appropriate methods of instructing ELLs in the areas of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. 	

Table of Competencies, Skills, and Percentages

Competency/Skill	%
9 Identify appropriate methods for developing literacy for ELLs with limited literacy in their first language.	
9 Knowledge of assessment	10
1 Identify factors that affect the assessment of ELLs. 2 Identify appropriate alternative assessments that measure ELLs' performance. 3 Identify examples of cultural and linguistic bias in tests. 4 Identify appropriate adaptations of tests, test items, and test tasks according to the student's level of English proficiency. 5 Identify statewide assessment policies and accommodations in ESOL. 6 Interpret ELL assessment data (e.g., proficiency, achievement).	
10 Knowledge of ELL exceptionality issues	8
1 Identify the similarities and differences between second language development and learning disabilities. 2 Identify the similarities and differences between second language development and language disorders. 3 Identify strategies for early identification of possible exceptionalities prior to any formal referral process. 4 Identify the policies and procedures in referral processes for ELLs with possible exceptionalities. 5 Identify appropriate assessment procedures for ELLs with exceptionalities. 6 Identify appropriate instructional strategies for ELLs with exceptionalities.	
11 Knowledge of federal and state policies and mandates	5
1 Identify regulations of the most recent reauthorization of the <i>Elementary and Secondary Education Act</i> as they apply to ELLs. 2 Identify major U.S. Supreme Court decisions that have affected the education of ELLs.	

Competency/Skill	%
3 Identify major court decisions, legislation, and legal agreements that have affected the education of ELLs.	
4 Apply the major components of the <i>LULAC, et al. v. State Board of Education, et al.</i> Consent Decree to specific situations.	





Test Format and Sample Questions

The English to Speakers of Other Languages (ESOL) K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

You will receive a test booklet and a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in **A**, **B**, **C**, or **D** on the answer sheet.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

Type of question	Sample item
Sentence completion Select the response option that best completes the sentence.	Item 1, page 15
Direct question Choose the response option that best answers the question.	Item 2, page 15
Command Select the best response option.	Item 8, page 17
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Item 34, page 23

Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 30.

DIRECTIONS: Read each item and select the best response.

1. **Young children learning English as their first language may say such things as /aks/ for "ask" and /wɛd/ for "red." The phonological processes involved in these examples are**
 - A. dissimilation and insertion.
 - B. metathesis and substitution.
 - C. substitution and insertion.
 - D. assimilation and deletion.

2. **How many morphemes does the English word *interpersonal* contain?**
 - A. 2
 - B. 3
 - C. 4
 - D. 5

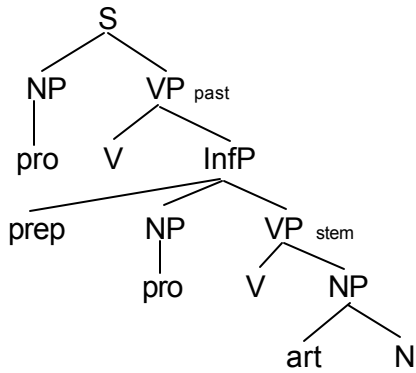
3. **Which morpheme is a beginning ELL most likely to acquire first?**
 - A. un-
 - B. re-
 - C. -ing
 - D. -ly

4. **Person A: The phone!**
Person B: I'm in the kitchen.
Person A: OK, I'll get it!
To interpret this dialogue appropriately, English speakers use their
 - A. syntactic knowledge.
 - B. semantic knowledge.
 - C. pragmatics knowledge.
 - D. morphophonemic knowledge.

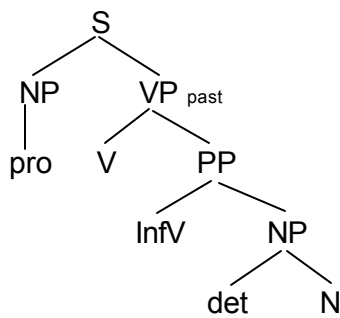
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5. **To begin to make sense of the first two lines of Lewis Carroll's "Jabberwocky," "'Twas brillig, and the slithy toves / Did gyre and gimble in the wabe," English speakers use their knowledge of**
- A. pragmatics.
 - B. semantics.
 - C. morphology.
 - D. syntax.
6. **When asked "Are you originally from Seoul?" a Korean student responds, "Of course." This response indicates that the student has not fully acquired what type of competence?**
- A. concordant
 - B. sociolinguistic
 - C. strategic
 - D. grammatical
7. **Which pattern demonstrates an understanding of the structure of an acceptable English sentence?**
- A. NP VP IO "for" DO
 - B. NP adv frequency VP[be] AdjP
 - C. NP¹ VP adv manner NP²
 - D. NP¹ VP NP²[art adj N]

8. Choose the correct transformational tree for the sentence "We asked her to review the report."

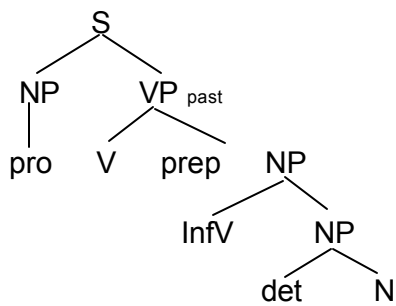
A.



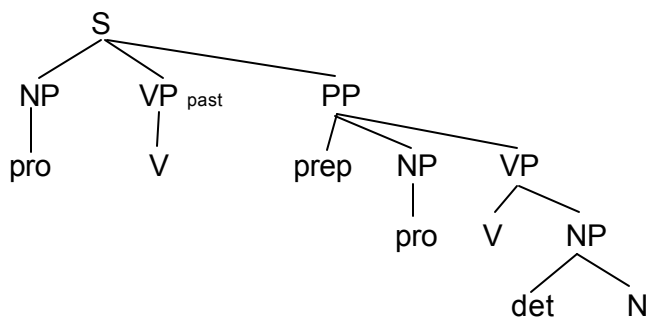
B.



C.



D.



9. Diglossia occurs when

- A. two distinct languages exist in one geographical area.
- B. two dialects of the same language exist and are used in different contexts.
- C. language meaning changes over time.
- D. two languages merge into one.

10. The words *lasso*, *schlep*, *divan*, and *khaki* in English are examples of

- A. transfer.
- B. borrowing.
- C. blends.
- D. idioms.

11. What occurred as a result of the Great Vowel Shift?

- A. /u/ became /au/
- B. /ð/ entered English
- C. front vowels became back vowels
- D. tense vowels became lax vowels

12. A child's tendency to continue making the same errors despite repeated exposure to correct forms and parental correction is best explained by

- A. natural developmental processes.
- B. the child's need to assert individuality.
- C. habit formation.
- D. the zone of proximal development.

13. Interlanguage is a(an)

- A. co-mingling of ELLs' L1 and L2.
- B. fossilized form of a second language.
- C. intermediate form of L2 that is independent of L1 and L2.
- D. international language used to communicate across different languages.

-
14. **Richard Schmidt studied a Japanese adult who was successful at becoming fairly fluent in English but never achieved grammatical competency. The most plausible explanation of this ELL's failure to achieve grammatical competency is**
- A. differences between Japanese and English grammar.
 - B. lack of language aptitude.
 - C. occurrence of fossilization
 - D. lack of need for advanced English.
15. **A teacher who uses Stephen Krashen's monitor model as a theoretical foundation would use which instructional approach?**
- A. a highly structured grammatical sequence leading to literacy
 - B. a modified level of language for instructional delivery
 - C. direct vocabulary teaching through bilingual word lists
 - D. consistent correction of students' errors to avoid the development of bad habits
16. **Arrange the following examples of negation according to the students' level of acquisition, from least to most.**
- Student 1: I didn't went there. It doesn't work.**
- Student 2: No bicycle. No have any sand. Not like it.**
- Student 3: He doesn't like it. I don't can't sing.**
- A. Student 1, Student 2, Student 3
 - B. Student 3, Student 2, Student 1
 - C. Student 1, Student 3, Student 2
 - D. Student 2, Student 1, Student 3
17. **A student says, "Gimme the ball, que le voy a decir a la maestra [I'm going to tell the teacher]."**
- This usage is an example of**
- A. code switching.
 - B. language confusion.
 - C. interlingual error.
 - D. L1 transfer.

-
- 18. When students are allowed to develop critical thinking skills in L1, they are more likely to**
- A. develop better BICS in L2.
 - B. experience diminished ability to communicate with peers.
 - C. delay development of high-level thinking skills in L2.
 - D. apply cognitive skills to learning tasks in L2.
- 19. Students who display an integrative orientation to second-language learning**
- A. seek out native speakers of the target language for interaction.
 - B. learn only the language they need for certain tasks.
 - C. attempt to learn listening, speaking, reading, and writing skills at the same time.
 - D. transfer their native language skills to the target language.
- 20. A 3rd-grade ELL is having difficulty acquiring English as a second language because he does not feel a connection to American culture. This is an example of an ELL's learning outcomes being affected by**
- A. socioeconomic status.
 - B. literacy level.
 - C. family structure.
 - D. social distance.
- 21. According to U.S. government policy, schools**
- A. must request immigration documentation from new students.
 - B. may help ELLs apply for immigration visas.
 - C. are not allowed to request students' immigration documentation.
 - D. are required to report undocumented ELLs to the U.S. immigration service.
- 22. What social occurrence had the largest impact on the education of ELLs?**
- A. "Common School" movement
 - B. Mariel boatlift from Cuba
 - C. Civil Rights movement
 - D. Industrial Revolution

-
- 23. One of Mrs. Cooper's students is reluctant to have eye-to-eye contact with her. A possible cultural explanation for this student's behavior is based on the concept of**
- A. deep culture.
 - B. high-context culture.
 - C. low-context culture.
 - D. surface culture.
- 24. A 2nd-grade ELL initially appears happy and eager to participate in class. After several weeks, she appears withdrawn and refuses to work with peers. This behavior is best explained by**
- A. linguistic fatigue.
 - B. culture shock.
 - C. social distance.
 - D. individuation.
- 25. Student 1: How have you adapted since moving to the United States last year?
Student 2: I love it here, but I feel like I'm forgetting who I was before.**
- Which level of cultural adaptation is illustrated by this conversation?**
- A. acculturation
 - B. assimilation
 - C. biculturalism
 - D. pluralism
- 26. An ELL is eager to participate in an activity such as "show and tell." This willingness is reflective of the student's cultural view of**
- A. structuralism.
 - B. collectivism.
 - C. acculturation.
 - D. individualism.
- 27. A teacher is planning a lesson and wants to use a video. Which sequence would be most effective when teaching ELLs?**
- A. summarize video content, show video, discuss video, review vocabulary
 - B. make predictions about video, show video, discuss video
 - C. read an L1 story on the topic, show video, answer questions
 - D. review vocabulary, show video, write summary in L1

28. What use of supplemental resources is most appropriate in a unit on weather for linguistically and culturally diverse students?

- A. inviting a meteorologist to speak
- B. using various levels of books about weather
- C. comparing the content of international weather Web sites
- D. assigning independent research projects on weather

29. A parent committee in a mixed English-Spanish neighborhood wants a program for K-2 students with the components listed below.

- ◆ reading instruction in Spanish for all students
- ◆ a Spanish-speaking teacher
- ◆ delay of English reading until grade 2
- ◆ pull-out ESOL for limited- and non-English speakers
- ◆ conscious attention to Hispanic cultures

Which of the following models most closely fits the parents' specifications?

- A. transitional bilingual education
- B. maintenance bilingual education
- C. one-way Spanish immersion
- D. two-way Spanish immersion

30. When a district decides to implement an ESOL program, the optimal choice for the students is

- A. pull-out ESOL support.
- B. submersion.
- C. early-exit transitional bilingual instruction (TBE).
- D. sheltered English instruction.

31. When designing a program for ELLs, an important factor for districts to consider is the

- A. students' socioeconomic status.
- B. students' L1 and L2 literacy skills.
- C. costs of the program.
- D. availability of bilingual materials.

-
- 32. According to research, the positive academic outcomes of two-way immersion programs can be explained by**
- A. students' time on task in English.
 - B. provision of additive bilingualism.
 - C. early exit policies.
 - D. use of bilingual scripted reading programs.
- 33. The teacher shows a picture of an object in the classroom. Students must find the object. This activity is most appropriate for which proficiency level?**
- A. intermediate fluency
 - B. speech emergence
 - C. early production
 - D. preproduction
- 34. In an intermediate ESOL class, Ling is holding three similar but different pictures. Alicia is looking at a copy of one of the pictures Ling is holding. Neither student can see the other's pictures. Alicia has 60 seconds to describe the picture she is holding while Ling listens and asks questions for clarification. When time is up, Ling identifies which of the three pictures Alicia described.**
- What communicative approach activity is used in this situation?**
- A. information gap
 - B. cloze activity
 - C. vocabulary practice
 - D. pronunciation practice
- 35. A 6th-grade science class of beginning ELLs is starting a unit on plants.**
- The most appropriate introductory activity for the unit is**
- A. watching a video depicting plant growth.
 - B. making a window box garden and planting some seeds in it.
 - C. reading a simplified text such as "Jack and the Beanstalk."
 - D. labeling pictures of stages of plant growth.

-
- 36. Using the language experience approach, a teacher elicits and writes an account of an event the students have experienced so they can all read it. Which language learning theory underlies the teacher's instructional approach?**
- A. constructivist theory
 - B. monitor model
 - C. affective filter hypothesis
 - D. behaviorism
- 37. Improving syntax in a second language is best achieved by**
- A. circumlocution.
 - B. clustering.
 - C. sentence shortening.
 - D. sentence editing.
- 38. A teacher uses the Spanish word *discutir* to help students understand the word *discussion*. Identify the strategy.**
- A. bridging
 - B. scaffolding
 - C. chunking
 - D. translating
- 39. An advantage of using asynchronous rather than synchronous software for ELLs is**
- A. availability of immediate feedback.
 - B. enhanced student interaction.
 - C. increased time to think.
 - D. increased student interest level.
- 40. Richard Kern's 1995 research indicates that computer-mediated communication is effective because**
- A. teachers are free to work face-to-face with students who are not on computers.
 - B. synchronous electronic discourse is more efficient in terms of time on task.
 - C. students prefer learning by computers rather than in the classroom.
 - D. students who work alone on computers become independent thinkers.

-
- 41. A teacher is using the computer to assist beginner ELLs in reading comprehension. Which software feature would she be looking for?**
- A. colorful pictures with a vocabulary list, which is presented before the text
 - B. a painting page at the end of the story
 - C. a vocabulary list preceding the story
 - D. colorful animation accompanying text, which is read aloud
- 42. When selecting a Webquest with ELLs, what primary evaluative criterion should a teacher use?**
- A. the navigational ease of the sites
 - B. explanations of key vocabulary
 - C. availability of comprehension questions
 - D. language demands of the site
- 43. Which of the following is characteristic of a beginning ELL's writing?**
- A. some sentence variety, broader vocabulary, occasional word order errors
 - B. some focus and form, incomplete paragraph development
 - C. limited organization, clear vocabulary, few paragraphs
 - D. one or two sentences, little sentence variation, run-on sentences
- 44. The most appropriate strategy to begin developing literacy in ELLs who are not literate in their native languages is to**
- A. postpone literacy development until the students develop intermediate oral proficiency in English.
 - B. develop literacy in native languages first.
 - C. teach lists of high-frequency words.
 - D. pair the students with bilingual peers.
- 45. Teachers can help ELLs develop reading comprehension in English by**
- A. teaching students to recognize cognates.
 - B. having students use echo reading.
 - C. reading the text aloud slowly but fluently.
 - D. teaching students to recognize high frequency words first.

-
- 46. An ELL's performance on a writing assessment is typically influenced by the student's**
- A. oral language proficiency.
 - B. knowledge of L2 morphology.
 - C. BICS proficiency.
 - D. knowledge of L2 syntax.
- 47. What alternative assessments are appropriate for ELLs?**
- A. role-playing, collage, and demonstration
 - B. role-playing, show and tell, and retelling
 - C. essay, show and tell, recitation,
 - D. portfolio, illustration, and retelling
- 48. A teacher who has one intermediate ELL in a 10th-grade social studies class is planning a unit test and considering possible modifications for the ELL. Which of the following is the most appropriate modification?**
- A. having a bilingual aide translate the test in advance
 - B. providing pictures and graphics and simplifying the language
 - C. providing a study guide and giving the test orally
 - D. adapting the test to require only true/false responses
- 49. When assessing ELLs, a mainstream teacher should**
- A. accommodate instruction without adapting the test.
 - B. eliminate phrases or sentences that contain complex grammar.
 - C. create alternative formats of the test for ELLs.
 - D. provide an English dictionary for ELLs.
- 50. Which of the following is an appropriate accommodation for an ELL taking the Florida Writes! examination?**
- A. translating the prompt
 - B. paraphrasing the prompt
 - C. allowing use of a heritage language dictionary
 - D. allowing use of an English dictionary

-
- 51. An 8th-grade student has completed a year of ESOL but is not making adequate progress. Which of the following observed behaviors would be most consistent with a learning disability?**
- A. very rigid literal interpretation of figurative language
 - B. frequent code switches
 - C. extra time required to process information
 - D. successful decoding but problems with comprehension
- 52. Which of the following reflects a language disorder rather than an L2 development stage for ELLs?**
- A. successful decoding but problems with comprehension
 - B. dropping of specific word endings
 - C. frequent mixing of the two languages
 - D. frequent mixing of letters when reading
- 53. State policy in Florida requires that, before referring an ELL for special education evaluation, teachers must**
- A. document the implementation of at least two interventions.
 - B. re-administer a language proficiency test.
 - C. consult with the principal about the student's progress.
 - D. remove the student from class for more ESOL instruction.
- 54. Based on Title III of the No Child Left Behind Act, schools are required to include ELLs in state-mandated testing**
- A. in mathematics after 2 years of enrollment.
 - B. in mathematics and English language arts immediately.
 - C. in mathematics within 1 year of enrollment.
 - D. in English language arts and mathematics after they achieve intermediate fluency in English.
- 55. In 1974, a group of students sued the San Francisco Unified School District claiming they were not provided with comprehensible instruction. What is the name of this court case?**
- A. *Castenada v. Pickard*
 - B. *Lau v. Nichols*
 - C. *Plessy v. Ferguson*
 - D. *Brown v. The Board of Education*

56. The Home Language Survey of a new 5th grader indicates that her first language is not English. This student's English proficiency must be assessed

- A. within 20 days for oral proficiency, followed by assessment of her reading and writing skills.
- B. in 2 weeks following observations by the LEP committee and determination of need for services.
- C. within 20 school days after an oral English proficiency assessment indicating limited English proficiency.
- D. within 20 days after an oral English proficiency assessment if she scores in the 33rd percentile on a standardized English reading assessment.

57. A parent filled out the home language survey as follows:

- 1. Is a language other than English used in the home? No.**
- 2. Does the student have a first language other than English? Yes.**
- 3. Does the student most frequently speak a language other than English? No.**

What is the school's next step?

- A. assigning grade-level placement with no further testing
- B. postponing admission until testing is completed
- C. assigning grade-level placement and initiating oral assessment
- D. assigning grade-level placement in ESOL

58. After an ELL exits an ESOL program, the school district is required to monitor the student for

- A. 2 years.
- B. 6 years.
- C. a period determined by teacher input.
- D. a period determined by standardized test scores.



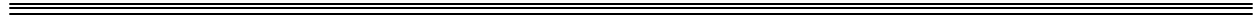
Answer Key

1. B	21. C	40. B
2. B	22. C	41. D
3. C	23. A	42. D
4. C	24. B	43. D
5. D	25. B	44. B
6. B	26. D	45. A
7. D	27. B	46. D
8. A	28. C	47. D
9. B	29. D	48. B
10. A	30. D	49. C
11. B	31. B	50. C
12. A	32. B	51. A
13. C	33. D	52. D
14. C	34. A	53. A
15. B	35. B	54. C
16. D	36. A	55. B
17. A	37. C	56. A
18. D	38. A	57. C
19. A	39. C	58. A
20. D		



5 Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Picture identification
 - Watch
 - Money for lunch and change for vending machines
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer a question out of sequence, be certain that the number of the circle you mark on your answer sheet corresponds to the proper question number in the test booklet.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





Additional Information

Write to the following address to request an FTCE registration bulletin. You may also request information on test administration, retakes, and score reports, or offer comments about this test preparation guide.

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Write to the address below for an order form and price list if you wish to order additional copies of this test preparation guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Examination.

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