



## SECTION 4

### TEST II SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

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## QUESTIONS

1. A new student has just been tested and placed at the advanced level of English proficiency. Which of the following steps would be most appropriate for the ESOL teacher to take *first* in planning instruction for the new student?
  - A. Gather a variety of print and technology-based resources designed for use with advanced-level English Language Learners.
  - B. Use relevant language and content performance standards to design a specific sequence of instruction that is targeted at the advanced proficiency level.
  - C. Administer a variety of informal assessments to identify the student's specific strengths and needs with respect to relevant language and content performance standards.
  - D. Use the results of the student's standardized testing to place the student in a homogenous group for language and content instruction.

2. Several intermediate-level English Language Learners are having difficulty understanding grade-level content-area texts. Which of the following strategies for selecting or adapting resources would be most appropriate and effective to use to address these students' needs?
- A. giving the students texts that are designed to develop basic reading skills rather than grade-level content-area knowledge
  - B. providing the students with content-area materials written at an appropriate reading level
  - C. arranging for grade-level content-area reading materials to be translated into the students' primary language(s)
  - D. providing the students with content-area texts that present simplified content targeted at a lower grade level
3. An ESOL teacher wants to assess English Language Learners' academic achievement. Which of the following types of assessment would have the highest level of validity for this purpose?
- A. a standardized teacher observation rubric that generates a detailed description of students' oral language proficiency in English
  - B. a performance-based portfolio that allows students to evaluate their own progress toward meeting personal learning goals
  - C. a standardized language-proficiency test that places students at a particular level of English proficiency
  - D. a teacher-designed test that assesses students' attainment of specific curricular objectives that have been addressed in instruction

## Section 4: Test II Sample Questions

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

An ESOL teacher designs and uses a variety of informal oral interviews to assess individual student's oral language proficiency. In one of the oral interviews designed for intermediate-level English Language Learners, the teacher shows the student a picture of adults and children at a birthday party and asks questions related to the picture. Following is an example of one student's responses to this set of questions.

*Teacher (pointing to a boy in the picture who is blowing out candles on a cake):* What is this boy doing?

*Student:* He have a birthday. He eating birthday cake.

*Teacher: (pointing to a woman in the picture who is speaking to the boy):* What do you think this woman is saying?

*Student:* She saying, "Happy Birthday! You are a good boy."

*Teacher:* When is your birthday?

*Student:* I'm eleven years old.

*Teacher:* Yes, but *when* is your birthday?

*Student (looking confused):* I don't know.

*Teacher:* How does your family celebrate birthdays?

*Student (looking confused):* I don't know.

4. This type of oral interview is likely to be most effective in assessing an English Language Learner's skills in which of the following areas of oral language development?
- A. formulating appropriate yes/no and wh- questions about the topic of a conversation
  - B. producing language appropriate to the situation and topic of a conversation
  - C. comprehending abstract ideas associated with a topic of conversation
  - D. responding appropriately to verbal directions related to the topic of a conversation
5. Based on the student's responses in this oral interview, the student would benefit most from instruction designed to promote the student's ability to:
- A. recognize language subtleties and analyze how they can affect meaning in spoken discourse.
  - B. use appropriate intonation and stress to affect the meaning of spoken discourse.
  - C. apply strategies for seeking clarification and negotiating meaning in spoken discourse.
  - D. infer the meaning of idioms and figurative language in spoken discourse.

## Section 4: Test II Sample Questions

6. Which of the following statements best describes a comprehensive, balanced reading program for early-intermediate-level English Language Learners?
- A. Students progress through a careful sequence of reading instruction that begins with decoding and fluency skills and leads to advanced-level word analysis skills.
  - B. The ESOL teacher models and scaffolds reading strategies and skills using read-alouds and guided reading of literary and informational texts and promotes and supports students' independent reading.
  - C. Students engage in reading response activities such as literature circles, Reader's Theatre, and reading logs using a variety of literary and informational texts.
  - D. The ESOL teacher emphasizes development of phonics and vocabulary skills until students reach intermediate-level English proficiency and then focuses on comprehension and study skills.
7. Which of the following strategies would be most appropriate and effective in helping advanced-level English Language Learners construct meaning from a challenging informational text?
- A. encouraging the students to take turns reading sections of the text aloud with a partner
  - B. providing the students with a graphic organizer of the text to complete as they read
  - C. having the students enter new vocabulary words they encounter in the text in a personal dictionary
  - D. prompting the students to compare the text's structure to that found in various types of literary texts
8. Which of the following describes an effective strategy for integrating language and content objectives in ESOL instruction?
- A. helping students study different aspects of an issue by making connections across content areas
  - B. activating students' prior knowledge related to a content-area topic
  - C. teaching content-specific vocabulary and language structures to support students' content-area learning
  - D. increasing students' accessibility to content-area materials

## ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	C	In standards-based instruction, student performance standards are used to inform assessment, which in turn informs instructional planning and practices. In order to plan instruction that will be effective in promoting a new English Language Learner's academic achievement, first the ESOL teacher must assess the student's language and content-learning needs. These assessments should be aligned to the language and content performance standards that are relevant to the student's grade and language-proficiency levels.	0009
2	B	By evaluating the level of language difficulty in content-area texts and adapting when necessary, the ESOL teacher can promote English Language Learners' language development without compromising the development of their higher-level thinking skills or acquisition of grade-level content.	0010
3	D	The term <i>validity</i> in assessment refers to the extent to which a test measures what it is supposed to measure. An academic achievement test should measure students' attainment of specific academic content. A teacher-made criterion-referenced test designed to assess specific curricular objectives has a high degree of validity because the content of the test has a direct relationship to the content taught and the results of the test indicate whether the student has attained the content objectives.	0011
4	B	By using a photograph to clarify the topic of the conversation, the ESOL teacher prompts the student to demonstrate his or her language abilities related to a specific context or situation. Using a visual prompt such as a photograph to focus the conversation also reduces the likelihood that inappropriate responses are due to misunderstandings about the general topic.	0012
5	C	The student seems confused by some of the teacher's questions but makes no attempt to seek clarification, thereby leading to a breakdown in the interaction. The teacher should focus on promoting the English Language Learner's communicative competence by engaging the student in activities that will build the student's repertoire of conversational repair strategies.	0013

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For question	The correct response is	Reason	Test Objective
6	B	At the early-intermediate level, English Language Learners are still developing reading skills and strategies related to decoding, comprehension, and fluency. Therefore, a comprehensive reading program for students at this level should include both explicit and implicit instruction in these skills and strategies as applied to both literary and informational texts. Since independent reading plays such an important role in both language and literacy development, a comprehensive, balanced reading program for English Language Learners should also include activities designed to support and promote students' independent reading in English and their love of reading.	0014
7	B	Graphic organizers (e.g., charts, maps, diagrams) promote English Language Learners' comprehension of a text by scaffolding and clarifying the text's content. By providing students with a visual representation of new concepts, the graphic organizer also facilitates retention of new learning.	0015
8	C	Language instruction in a sheltered content-area lesson or a content-based ESL lesson should serve to complement and support the content taught in the lesson. By preteaching new language associated with a particular content-area lesson, the teacher scaffolds academic learning while simultaneously addressing students' language needs.	0016