



California
Subject
Examinations for
Teachers®

TEST GUIDE

ENGLISH LANGUAGE DEVELOPMENT SUBTEST I

Sample Questions and Responses and Scoring Information

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Sample Test Questions for CSET: English Language Development

Below is a set of multiple-choice questions and constructed-response questions that are similar to the questions you will see on Subtest I of CSET: English Language Development. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

General Directions

This test consists of two sections: (1) a multiple-choice question section and (2) a constructed-response assignment section. Each question in the first section is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will not be penalized for guessing.

The second section contains constructed-response assignments, which require written responses. Directions for the constructed-response assignments appear immediately before the assignments.

You may work on the multiple-choice questions and the constructed-response assignment(s) in any order that you choose. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session. You may go back and review your answers at any time during the testing session.

You may NOT use any type of calculator or reference materials during the testing session.

1. An English learner is a refugee whose family initially settled in another country, where they stayed for almost a year before moving to California. The movements of this student's family best exemplify which of the following types of migration?
 - A. secondary migration
 - B. domestic migration
 - C. seasonal migration
 - D. transnational migration

2. According to research, which of the following school-based factors is likely to have the greatest positive effect on the graduation rates of English learners?
 - A. a strong world languages program
 - B. a focus on science, technology, engineering, and mathematics (STEM)
 - C. a well-funded career technical education program
 - D. a shared commitment to academic language development

3. Administrators at a high school have noted that a significant number of English learners in the school have been receiving ELD services for over five years yet still have not attained fluent English proficiency. A committee of ELD and content-area teachers has volunteered to explore possible causes of this problem and to propose strategies for addressing the situation. Which of the following steps would be most appropriate for the teachers to take *first* in approaching this task?
 - A. evaluating curricular materials for cultural and linguistic bias
 - B. analyzing current data on English learner achievement
 - C. setting goals and objectives for student improvement and achievement
 - D. measuring the validity of assessments currently used with English learners

4. Which of the following middle school English learners could be best characterized as a long-term English learner?
- A. a student with disabilities who has been in U.S. schools for a number of years but is making very little progress in learning English
 - B. a fourth-year student who has not yet attained an advanced level of English proficiency
 - C. a student who was born in the United States but continues to perform significantly below grade level in English reading and writing
 - D. a third-year student with limited literacy skills in the L1 who is struggling to acquire reading and writing skills in English
5. Which of the following developmental stages is characterized by a pronounced increase in students' conformity to peer norms in behavior and appearance?
- A. early childhood
 - B. middle childhood
 - C. early adolescence
 - D. late adolescence
6. Many students in a middle school speak a dialect of English that contains distinct phonological and grammatical patterns that differ from those taught in traditional English instruction. An ELD teacher observes that English learners are picking up elements of the dialect through interactions with their peers. Which of the following considerations would be most appropriate for a teacher to keep in mind when determining how to best respond in this situation?
- A. A dialect is an acceptable variation of a language.
 - B. A dialect is a language variety associated with low socioeconomic status.
 - C. A dialect is a simplified version of a language.
 - D. A dialect is a stage in the process of acquiring the standard form of a language.
7. Research has demonstrated that the development of bilingualism from an early age can lead to which of the following outcomes for the child?
- A. an enhanced capacity for social communication
 - B. a diminished capacity for selective concentration
 - C. an enhanced capacity for solving complex problems
 - D. a diminished capacity for interpreting symbolic language

8. In morphological terms, the words *smarter*, *scraping*, and *spoken* all contain:
- A. derivational suffixes.
 - B. inflectional suffixes.
 - C. bound roots.
 - D. compounds.
9. In which of the following situations would one have to rely most significantly on pragmatics to interpret a speaker's meaning when uttering the statement "That's just wonderful"?
- A. The speaker gets offered a ride home on a rainy day.
 - B. The speaker is commenting on an impressive piece of artwork.
 - C. The speaker is congratulating a friend on a recent achievement.
 - D. The speaker arrives at the bus stop just as the bus drives away.
10. An important reason that academic language can be more difficult to comprehend than social language is that academic messages tend to be more:
- A. implicit.
 - B. context-embedded.
 - C. concrete.
 - D. context-reduced.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response of approximately, but not limited to, 150–300 words on the assigned topic.

Read each assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use the erasable notebooklet to make notes, write an outline, or otherwise prepare your responses. **However, your final response to each assignment must be typed in the on-screen response box provided for the assignment.**

Your responses will be evaluated based on the following criteria.

PURPOSE: the extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements

SUBJECT MATTER KNOWLEDGE: the application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements

SUPPORT: the appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements

The assignments are intended to assess subject matter knowledge and skills, not writing ability. Your responses, however, must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your responses should be written for an audience of educators in the field.

Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work. You may not use any reference materials during the testing session. Remember to review your work and make any changes you think will improve your responses.

11. **Use the information below to complete the exercise that follows.**

A tenth-grade English learner who recently arrived in the United States attended school regularly in his home country. He has strong oral and literacy skills in the L1. His parents are well educated and have high expectations for their children's school performance. He had no exposure to English in the home country and is at the beginning level of English language proficiency. His family immigrated to the United States to be near family members. They currently live with extended family.

Using your knowledge of English learners in California and the United States, write a response in which you:

- identify one asset this student has and discuss how this asset may influence the student's academic achievement; and
- identify one need this student has and discuss how this need may pose a challenge to the student's academic achievement.

12. **Use the information below to complete the exercise that follows.**

The concept of language variation is an important part of the study of the nature of language and language use.

Using your knowledge of the nature of language and language use, write a response in which you:

- define the concept of language variation; and
- describe an example that illustrates the concept.

13. Use the information below to complete the exercise that follows.

Advanced-level English learners will be reading an academic text in the content area of science. Read the excerpt below from the text; then complete the exercise that follows.

The law of segregation came from a nineteenth-century scientist named Gregor Mendel. Mendel conducted experiments using pea plants with different characteristics, such as pod color. From his experiments, he concluded that there are alternate forms of genes called alleles. An organism inherits one allele from each parent. When these two alleles are different, one is dominant, or shown, and the other is recessive, or hidden. In the case of Mendel's peas, the gene for pod color occurred in the form, or allele, of a yellow pod or a green pod. When he crossed a yellow-pod pea plant with green-pod pea plant, the offspring inherited both a yellow-pod allele and a green-pod allele. However, the green-pod allele was dominant, causing all of the first-generation offspring to be green.

Using your knowledge of the nature and role of academic language, write a response in which you:

- describe one feature of academic language in this passage, using one or more examples from the text; and
- explain how the feature you identified may either pose a challenge or aid in comprehension for these English learners.

Annotated Responses to Sample Multiple-Choice Questions for CSET: English Language Development Subtest I

Knowledge of English Learners in California and the United States

1. **Correct Response: A.** (SMR Code: 1.1) Global human migration patterns have become increasingly complex, often involving more than one destination, as in the case of this student's family. Sequential patterns of migration such as this are known as two-step or secondary migration.
2. **Correct Response: D.** (SMR Code: 1.2) The development of academic language (i.e., the language of formal oral and written discourse) is the single most important determinant of academic success for English learners. Academic success has a positive correlation with graduation rates.
3. **Correct Response: B.** (SMR Code: 1.2) By analyzing current raw and scaled data for English learners at the school and district levels, the committee can begin to identify trends in students' academic strengths and needs in order to determine specific gaps or weaknesses in the ELD and/or content-area programs.
4. **Correct Response: C.** (SMR Code: 1.3) To be considered a long-term English learner (LTEL), a student generally has been enrolled in U.S. schools for more than six years but has ceased to make progress toward achieving English language proficiency. As with the student in this scenario, a long-term English learner continues to lack the academic language skills necessary to achieve grade-level standards in core skills such as reading and writing.
5. **Correct Response: C.** (SMR Code: 1.4) During the developmental stage of early adolescence, children begin spending more and more time together. They are beginning to develop a sense of identity, which includes clarifying who they are and what their role in society should be. Young adolescents also are beginning to define their social self in relation to their peers (e.g., with respect to appearance, dating, sports, social activities) and increasingly are concerned about being liked and accepted by peers.

Applied Linguistics

6. **Correct Response: A.** (SMR Code: 2.1) Linguistically, a dialect is simply a variety of a language that is shared by a group of speakers. English learners' language development benefits from engaging in communication with English-speaking peers in natural settings (e.g., the classroom), and such peer interactions should be encouraged.
7. **Correct Response: C.** (SMR Code: 2.2) Some research findings suggest that students who have learned a second language demonstrate greater creativity and ability to solve complex problems than monolingual students, while other research studies have indicated that people who have achieved full proficiency in more than one language tend to outperform monolingual individuals on both verbal and nonverbal intelligence tests.
8. **Correct Response: B.** (SMR Code: 2.3) Inflectional suffixes are affixes added to the end of a word that signify grammatical relationships such as plural, comparison, tense, and possession but do not change the word's grammatical class. For example, the base word *smart* and its inflected variant *smarter* are both adjectives. Similarly, the words *scrape* and *scraping* or *speak* and *spoken* remain verbs whether or not they are inflected.

9. **Correct Response: D.** (SMR Code: 2.3) In the context of language learning, pragmatics typically refers to how language is used in specific contexts, and pragmatic competence relates to a person's ability to interpret or make appropriate language choices in various situations. In this case, for a person to correctly interpret the speaker's utterance as indicating frustration for having missed the bus rather than expressing delight, it is necessary to consider how the context affects the phrase's meaning.
10. **Correct Response: D.** (SMR Code: 2.4) One of the reasons that social language tends to be easier to comprehend than academic language is because social language tasks tend to be more context-embedded; that is, they contain scaffolds (e.g., visual, situational, and/or aural clues) that help support comprehension. Conversely, many academic language tasks, such as reading a complex text, tend to be more context-reduced—they provide fewer scaffolds that help support comprehension.

Examples of Strong Responses to Sample Constructed-Response Questions for CSET: English Language Development Subtest I

Knowledge of English Learners in California and the United States

Question #11 (Score Point 3 Response)

The English learner has several assets that will positively influence his academic achievement and several needs that may pose a challenge to his achievement. Among the most significant assets are his strong oral and literacy skills in his primary language. Studies show that English learners can transfer their understanding of reading, listening, speaking and writing processes in their primary language to understand the same processes in English. A tenth-grade English learner with strong literacy skills in his primary language would most likely be able to transfer knowledge of text structure, semantics, and syntax to English. With instructional guidance, he would also be able to transfer reading strategies such as using context clues to understand unfamiliar words, hypothesizing, and making predictions. The English learner's self-confidence as a reader in his primary language might boost his confidence as a reader in English.

If the English learner is well educated in his primary language, he will possess content-area background knowledge and academic skills that he can apply to content-area studies in English. He will have prior knowledge of general academic and domain-specific concepts. While he will need to learn the English words that express the concepts, he will not need to learn the concepts, thus relieving him of the double burden carried by English learners with limited education in their primary language.

The need that may pose the greatest challenge to the English learner's achievement is his lack of exposure to English in his home country. He will have an extremely limited vocabulary in conversational and academic English. He will most likely benefit from focused instruction that emphasizes the depth and breadth of English vocabulary. Researchers have indicated that 570 academic words make up 9% of academic texts. Some examples of these words are *analyze*, *involve*, *estimate*, *theory*, and *variables*. In addition to having to learn these general academic words, the English learner will need to learn technical vocabulary specific to each content area. Listening to and reading about complex and/or abstract academic content at the tenth-grade level will require additional processing time. Research shows that it may take from five to seven years for students to develop academic language proficiency. While the English learner's strong oral and literacy skills in his primary language will support his acquisition of oral and literacy skills in English, it is highly likely that his limited knowledge of English vocabulary will make it challenging for him to comprehend academic language in content-area classes and to participate in class discussions.

Applied Linguistics

Question #12 (Score Point 3 Response)

The term *language variation* refers to the ways in which language production varies across speakers and within individual speakers. Language variations across speakers include differences in pronunciation, grammar, and word choice, and can be related to geographic region, social class, or degree of formality. Within individual speakers, language production can vary depending on social context.

One example of language variation is the distinctively American variation on British English that developed during colonial times. Many regional dialects were spoken by the English people who came to North America during the seventeenth century. During colonial times, British regional variations went through the process of accent leveling, in which short-term accommodations to speech made by the first generation of colonists became more permanent in the second generation. The result was a distinctive American accent that differed from British English in pronunciation, stress, and tone. One primary characteristic of the American accent is the flat *a* in words such as *last*, *half*, and *dance*.

The colonists who lived along the eastern seaboard stayed in closer contact with England than those colonists who moved inland. Similarities in pronunciation and word usage between British English and English spoken on the East Coast remain today. One of the most obvious examples of the continued influence of British pronunciation may be the dropping of the final /r/ sound in words such as *car* and *yard* by residents of coastal New England regions. The development of American English was also influenced by interactions between the English and Native Americans and colonists from other European colonies. Words from Native American languages were borrowed into English to describe animals and plants that were new to the English colonists (*chipmunk*, *moose*, *hickory*). Words were borrowed into English from French to describe geographical features new to the colonists (*butte*, *crevasse*). French words borrowed from Native American languages also entered American English (*bayou*, *caribou*, *toboggan*). Pidgin English also emerged, creating new words and idioms by combining English, Dutch, French, German, Spanish, and Native American languages. American English continues to change, and there continue to be many variations across and within individual speakers of American English.

Applied Linguistics

Question #13 (Score Point 3 Response)

One feature of academic language is the use of words with multiple meanings, or polysemy. In English, words may have multiple meanings in conversational language and in academic language. Academic meanings of words may vary from their conversational meanings (e.g., *vacuum*, *root*, *current*) and across content areas (e.g., *cardinal* in mathematics and science, *radical* in mathematics and social studies). In this passage, the words *segregation* and *dominant* have content-specific meanings that resemble their general meanings. An English learner's familiarity with the general meaning of *segregation*, as well as its meaning in a historical context, would probably be able to associate it with the separation of different types of plants in Mendel's experiments. In addition, both words have Latin roots: *segregatus* and *dominatus*. Therefore, English learners who speak a Romance language as their primary language might be aided by the existence of cognates in their primary languages.

English learners could also use context clues to determine the meanings of the words *segregation* and *dominant* as they are used in the passage. The explanation of Mendel's experiments suggests that *segregation* refers to separation of genes. The explanation of the dominant allele suggests that a dominant gene is the stronger gene, because it controls the color inherited by a pea plant's offspring.

The passage also includes the words *allele* and *genes*, technical vocabulary that is specific to the science content area and may be particularly challenging for the English learners. However, English learners who are skillful users of context clues and who understand English syntax would quickly discover that the text defines alleles in the phrase as "alternate forms of genes called alleles." In addition, the word *allele* appears in an appositive phrase: "the gene for pod color occurred in the form, or allele, of a yellow pod or a green pod." Advanced-level English learners should understand that appositive phrases are used to define or explain words.

Scoring Information for CSET: English Language Development Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are three constructed-response questions in Subtest I of CSET: English Language Development. Each of these constructed-response questions is designed so that a response can be completed within a short amount of time—approximately 10–15 minutes. Responses to the constructed-response questions are scored by qualified California educators using focused holistic scoring. Scorers will judge the overall effectiveness of your responses while focusing on the performance characteristics that have been identified as important for this subtest (see below). Each response will be assigned a score based on an approved scoring scale (see page 16).

Your performance on the subtest will be evaluated against a standard determined by the California Commission on Teacher Credentialing based on professional judgments and recommendations of California educators.

Performance Characteristics for CSET: English Language Development Subtest I

The following performance characteristics will guide the scoring of responses to the constructed-response questions on CSET: English Language Development Subtest I.

PURPOSE	The extent to which the response addresses the constructed-response assignment's charge in relation to relevant CSET subject matter requirements.
SUBJECT MATTER KNOWLEDGE	The application of accurate subject matter knowledge as described in the relevant CSET subject matter requirements.
SUPPORT	The appropriateness and quality of the supporting evidence in relation to relevant CSET subject matter requirements.

Scoring Scale for CSET: English Language Development Subtest I

Scores will be assigned to each response to the constructed-response questions on CSET: English Language Development Subtest I according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
3	<p>The "3" response reflects a command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is an accurate application of relevant subject matter knowledge. • There is appropriate and specific relevant supporting evidence.
2	<p>The "2" response reflects a general command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a largely accurate application of relevant subject matter knowledge. • There is acceptable relevant supporting evidence.
1	<p>The "1" response reflects a limited or no command of the relevant knowledge and skills as defined in the subject matter requirements for CSET: English Language Development.</p> <ul style="list-style-type: none"> • The purpose of the assignment is only partially or not achieved. • There is limited or no application of relevant subject matter knowledge. • There is little or no relevant supporting evidence.
U	<p>The "U" (Unscorable) is assigned to a response that is unrelated to the assignment, illegible, primarily in a language other than English, or does not contain a sufficient amount of original work to score.</p>
B	<p>The "B" (Blank) is assigned to a response that is blank.</p>