



California
Subject
Examinations for
Teachers®

TEST GUIDE

ENGLISH LANGUAGE DEVELOPMENT SUBTEST II

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 II 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. A recently arrived English learner is habitually late to school. School staff members meet with the student's parents to explain the state policies regarding truancy. The parents express great surprise at this information and explain that the morning meal is an important bonding time for the family and often runs past the school start time. This situation best illustrates cross-cultural differences in which of the following aspects of culture?
 - A. social customs and mores
 - B. patterns of communication
 - C. social roles and status
 - D. patterns of work and leisure

2. The teachers in a culturally diverse high school periodically observe students making derogatory remarks about or even bullying students from different cultural backgrounds. In response, the teachers work together to establish bias-free policies and to implement culturally inclusive curricula and instructional practices. The teachers' actions in this situation demonstrate an understanding of how to:
 - A. facilitate students' assimilation into the school culture.
 - B. minimize the effects of stereotyping and marginalization on student learning.
 - C. create congruence between students' home cultures and the school culture.
 - D. promote students' development of a positive self-esteem.

3. An ELD teacher regularly engages English learners in conversations and discussions about their families' customs and practices. This practice is likely to be most effective in addressing which of the following teacher goals?
- A. using diversity to foster English learners' critical thinking
 - B. respecting English learners' language rights in the classroom
 - C. communicating appreciation for the cultural differences among English learners
 - D. preventing conflicts among English learners from different cultural backgrounds
4. A new ELD teacher is preparing for individual conferences with English learners' parents/guardians and wants to ensure that the conferences are a positive, productive experience for both the teacher and the parents/guardians. The teacher could best achieve this goal by viewing the parents/guardians as:
- A. individuals in need of community resources.
 - B. sources of support for the ELD instructional program.
 - C. experts on their child's academic abilities.
 - D. cultural and home-language resources.
5. At the beginning of a school year, an ELD teacher strives to establish communication with the family members of each English learner. The teacher regularly informs family members about school events and extends personal invitations to family members using their preferred mode of communication (e.g., personal contact, phone call, e-mail message). The teacher also makes a point to converse informally with family members whenever the opportunity arises. Which of the following statements best describes the most important rationale for the teacher's actions?
- A. English learners whose families have positive attitudes about school and learning are likely to perform better academically.
 - B. Families who have a good relationship with teachers are more likely to be supportive of school extracurricular activities.
 - C. English learners whose families participate in school activities are likely to be better assimilated into the school culture.
 - D. Families who have regular communication with teachers are more likely to recognize the benefits of learning English.

6. Which of the following types of alternative programs for English learners is designed to develop students' bilingualism and biliteracy in English and another language?
- A. structured English immersion programs
 - B. dual-language programs
 - C. transitional bilingual education programs
 - D. heritage-language programs
7. Determination of whether to administer the state-adopted English language development assessment to an incoming student should be based primarily on:
- A. the results of a home language survey.
 - B. the informal observations of a student's classroom teachers.
 - C. a request from a parent/guardian.
 - D. an informal assessment of a student's English communication skills.
8. Which of the following L1 literacy skills is the best predictor of an English learner's ability to decode unfamiliar English words?
- A. print awareness
 - B. letter formation skills
 - C. phonemic awareness
 - D. listening comprehension skills
9. In the state of California, L1 support is typically provided by:
- A. a bilingual paraprofessional.
 - B. a teacher in training who is teamed with a credentialed bilingual teacher.
 - C. a bilingual peer tutor.
 - D. a teacher with a Crosscultural, Language, and Academic Development (CLAD) Certificate.
10. In the state of California, ELD instructional materials for grades nine through twelve must be:
- A. state-adopted.
 - B. evidence-based.
 - C. student-approved.
 - D. standards-aligned.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For each constructed-response assignment in this section, you are to prepare a written response 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.**

For the first 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. Your response to **Assignment 11** 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

For the second constructed-response assignment in this section, you are to prepare a written response of approximately, but not limited to, 300–600 words on the assigned topic. Your response to **Assignment 12** 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

DEPTH AND BREADTH OF UNDERSTANDING: the degree to which the response demonstrates understanding of the 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.

An ELD teacher will be working with a group of English learners from a particular culture. The students come from a collectivist home culture in which group harmony and spirituality are highly valued. Each member of the group is held responsible for contributing to the good of the society. Communication patterns in this culture could be described as indirect, high context, low involvement, and high considerateness. Children are expected to listen to their elders in silence, and avoiding eye contact is a sign of respect. In educational settings in this particular culture, children learn primarily through observation and hands-on practice. As they grow, children are encouraged to develop specialized skills in areas of personal strength.

Using your knowledge of cultural influences on learning, write a response in which you:

- identify one feature of the students' home culture that differs from the culture of a U.S. classroom setting; and
- explain how this cultural difference may affect these students' learning in a U.S. classroom setting.

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

A middle school ELD teacher has a goal of developing English learners' oral language proficiency in order to support their literacy development.

Using your knowledge of foundations of literacy instruction for English learners, write a response in which you:

- explain a research-based rationale for this goal;
- describe two factors the ELD teacher should consider when determining how to best achieve this goal;
- describe a practice the ELD teacher could implement to address this goal; and
- explain how the practice you identified would be effective in achieving this goal.

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

Cultural Foundations

1. **Correct Response: A.** (SMR Code: 3.1) Social customs are social practices common to many people in a particular group, while mores are essential or characteristic customs and conventions of a group. The situation describes a conflict between the social customs or mores of the student's culture (i.e., family members should share the morning meal together) and the social customs of the school (i.e., students should arrive to school on time).
2. **Correct Response: B.** (SMR Code: 3.2) By working collectively to promote culturally inclusive curricula and establish bias-free school policies, the teachers are modeling positive behaviors that help promote cross-cultural understanding among students from different backgrounds. Providing time in the curriculum for respectful discussions about different cultures helps students learn to affirm the legitimacy of the diverse cultures and languages of their peers. This can lead to a reduction in negative student behaviors such as stereotyping and bullying, which can cause students to feel isolated and/or marginalized.
3. **Correct Response: C.** (SMR Code: 3.2) The role of the teacher in establishing a positive, culturally inclusive classroom environment is essential in promoting student learning. Research has shown that taking the time to engage English learners in activities (e.g., conversations, discussions) to affirm the cultures and languages that children bring to school is effective in improving student learning.
4. **Correct Response: D.** (SMR Code: 3.3) Conveying to parents/guardians the idea that the teacher regards them as important cultural and linguistic resources helps establish a relationship of mutual respect, trust, and collaboration between the teacher and students' parents/guardians. Utilizing parents/guardians as cultural and home-language resources is a strategy that is effective in helping achieve a number of important and wide-ranging goals, from increasing the ELD teacher's cultural and linguistic knowledge to promoting parent/guardian involvement, both of which can contribute directly and indirectly to student learning.
5. **Correct Response: A.** (SMR Code: 3.3) In this scenario, the ELD teacher uses a variety of strategies for personally reaching out to parents/guardians to make them feel welcomed in the school and to convey the idea that they are valued members of the school community. Practices such as these help nurture positive attitudes toward the school among the parents/guardians. Research has shown that when parents/guardians have positive attitudes toward school and learning their children are also more likely to have positive attitudes toward school and to achieve greater levels of academic success.

Foundations of English Learner Education in California and the United States

6. **Correct Response: B.** (SMR Code: 4.2) A dual-language program (sometimes called "two-way bilingual immersion") provides literacy and content instruction in two languages to all students in the program. Unlike other bilingual programs in which the amount of English used for instruction gradually increases over the years, in a dual-language program instruction is divided approximately equally (50:50) between English and the target language throughout all the grade levels. Similarly, in a dual-language program, the ideal ratio of English speakers to English learners is 50:50. The goal of a dual-language program is for all students in the program to achieve full proficiency in both languages through authentic, social and academic communicative interactions in an integrated classroom setting.

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7. **Correct Response: A.** (SMR Code: 4.3) California *EC* Section 52164.1 requires schools to make a primary-home-language determination for all students in grades K–12 upon their initial enrollment. A student's parents/guardians complete a home language survey at the time the student is first enrolled in a California public school. The results of the home language survey determine whether the state-adopted English language development assessment needs to be administered to the student.
8. **Correct Response: C.** (SMR Code: 4.4) Phonemic awareness is the ability to identify and manipulate the sounds (the phonemes) of words in oral speech and is prerequisite for developing decoding skills in an alphabetic language such as English. Research has shown that phonemic awareness combined with letter recognition is the best predictor of students' success in learning to read and that phonemic awareness in L1 directly transfers to L2.
9. **Correct Response: A.** (SMR Code: 4.5) A bilingual paraprofessional is an aide who is fluent in both English and the primary language of English learners who have limited English proficiency and need primary-language support. These paraprofessionals must meet district criteria to ensure that they (1) are able to understand, speak, read, and write both English and the students' primary language; and (2) are familiar with the cultural heritage of the English learners.
10. **Correct Response: D.** (SMR Code: 4.5) California's Department of Education (CDE) requires teachers to provide English learners with standards-aligned instructional materials. The CDE states that for grades nine through twelve local governing boards should adopt standards-aligned materials for all students that include universal access features.

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

Cultural Foundations

Question #11 (Score Point 3 Response)

One feature of the students' home culture that differs from the culture of a typical U.S. classroom is its valuing of collectivism and group harmony. In a typical U.S. classroom, students' performance is evaluated individually and students receive individual recognition for their achievements. Often, students are encouraged to compete against their peers. Individual achievement may occur at the cost of group harmony. Students who are raised with the cultural understanding of collectivism and harmony may perform poorly in such individualistic and competitive classroom environments. Studies show that if a student's home culture is recognized and included in the classroom context (e.g., cooperative activities) the student's motivation will increase, with a corresponding positive impact on his or her academic performance. Therefore, it is reasonable to conclude that students whose cultures are undervalued might suffer academically.

Assessment practices in U.S. schools might also pose a significant disadvantage for students whose culture stresses collectivism. Assessments require individual performance, a practice that is not aligned with the students' home culture. The discontinuities the students face might have a negative impact on their academic performance. Often English learners are considered incapable learners because of such cultural discontinuities. Teachers should create an inclusive classroom, and the school community should work collectively to create a culturally responsive school culture. Doing so will help support the academic achievement of *all* students.

Foundations of English Learner Education in California and the United States

Question #12 (Score Point 4 Response)

The middle school teacher's goal reflects an understanding of the key role that oral language proficiency plays in reading comprehension. In particular, research has shown that strong oral vocabulary knowledge promotes reading comprehension. Therefore, developing English learners' oral language proficiency in English is likely to have a strong positive effect on their literacy development in English.

When determining how best to achieve the goal of developing English learners' oral language proficiency, one factor the ELD teacher should consider is the English learners' vocabulary knowledge in their primary language. Research has indicated that there is a strong relationship between English learners' vocabulary knowledge in their primary language and their English literacy. English learners who have developed vocabularies in their primary language are more apt to transfer this knowledge to learning English words. It is important to support English learners' vocabulary development because most English learners have less extensive vocabularies than their native-English speaking peers. Limited vocabulary knowledge will negatively affect their reading comprehension. Studies have suggested that to achieve deep comprehension of a text, a reader should be familiar with the majority of the words in the text. If students are unfamiliar with five words or more on a page, reading comprehension is impeded.

A second factor the ELD teacher should consider is the similarity between English and the students' primary languages. Students whose primary languages share a significant number of cognates with English are likely to have an advantage when developing English vocabulary knowledge and reading comprehension. Students whose primary languages are alphabetic will have an underlying understanding of the alphabetic principle. Phonemic awareness and phonics skills developed in the primary language will form schema that support students' development of oral language proficiency and reading comprehension in English.

(continued on next page)

Question #12 (Score Point 4 Response) (continued)

One practice the ELD teacher could implement to achieve the goal would be ongoing, explicit vocabulary instruction. Including explicit instruction in word meanings and usage would help English learners focus on individual words and how word parts (e.g., prefixes, suffixes, roots) can help them recognize, understand, and use new words. Explicit instruction in identifying and using context clues would provide English learners with the tools they need for contextual analysis. In addition, explicit instruction would provide English learners with the opportunity to analyze and discuss semantic and pragmatic word usage in English. As part of this ongoing, explicit vocabulary instruction the ELD teacher should provide ample opportunities for English learners to use newly learned words in a variety of communicative contexts. Giving English learners the opportunity to explain concepts and ideas in writing and speaking would allow them to further develop their understanding of specific words. Building English learners' vocabulary knowledge will strengthen their oral language proficiency, thus naturally aiding their reading comprehension.

Scoring Information for CSET: English Language Development Subtest II

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.

Because the constructed-response questions on CSET: English Language Development Subtest II are of two types—one type requiring a short (focused) response taking approximately 10–15 minutes to complete, and another type requiring an extended response taking approximately 30–45 minutes to complete—two sets of performance characteristics and two scoring scales will be used to score responses to the constructed-response questions. 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 and page 15). Each response will be assigned a score based on an approved scoring scale (see pages 15 and 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 II

A. SHORT (FOCUSED)-RESPONSE QUESTION

The following performance characteristics will guide the scoring of responses to the short (focused)-response constructed-response questions on CSET: English Language Development Subtest II.

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 II

Scores will be assigned to each response to the short (focused)-response constructed-response questions on CSET: English Language Development Subtest II 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>

B. EXTENDED-RESPONSE QUESTION

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

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.
DEPTH AND BREADTH OF UNDERSTANDING	The degree to which the response demonstrates understanding of the relevant CSET subject matter requirements.

Scoring Scale for CSET: English Language Development Subtest II

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

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough 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 a substantial and accurate application of relevant subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects a comprehensive understanding of the assignment.
3	<p>The "3" 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. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequate understanding of the assignment.
2	<p>The "2" response reflects a limited 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 partially achieved. • There is limited accurate application of relevant subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited understanding of the assignment.
1	<p>The "1" response reflects little 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 not achieved. • There is little or no accurate application of relevant subject matter knowledge. • The supporting evidence is weak; there are no or few relevant examples. • The response reflects little or no understanding of the assignment.
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>