



California
Subject
Examinations for
Teachers®

TEST GUIDE

ENGLISH LANGUAGE DEVELOPMENT SUBTEST III

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 III 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. Which of the following statements provides an important rationale for providing English learners with explicit aural language instruction?
 - A. Individuals with strong aural language skills often exhibit advanced cognitive functioning.
 - B. Aural language proficiency tends to be a strong predictor of academic success.
 - C. Development of receptive language skills is foundational to the development of communicative competence.
 - D. Listening comprehension skills are an essential component of phonemic awareness and decoding ability.
2. A high school ELD teacher is working with advanced-level English learners on listening skills by showing them videos of various political speeches. For each speech, the teacher has students identify the target audience and the rhetoric (e.g., ethos, logos, pathos) used. This listening activity is likely to be most effective in supporting students' achievement of which of the following English language arts (ELA) standards?
 - A. integrating multiple sources of information presented in diverse formats
 - B. synthesizing comments, claims, and evidence made on all sides of an issue
 - C. evaluating the credibility and accuracy of information presented in diverse media
 - D. analyzing a speaker's point of view, reasoning, and use of evidence

3. A state-adopted intervention program for English learners offers a variety of online tools for students. One application allows students to record themselves reading a selection from a text and then to receive feedback on the accuracy of their pronunciation and on their reading fluency. This tool is likely to be particularly effective in addressing which of the following instructional goals?
- A. developing students' conversational fluency in informal social contexts
 - B. promoting students' accurate production of grammatical structures
 - C. developing students' ability to use pragmatic functions appropriately
 - D. promoting students' ability to self-monitor their oral language production
4. An English learner scored at the intermediate level of English proficiency on the state-adopted English language development assessment. According to the performance descriptor for this level of English proficiency, the student should be able to respond with increasing ease to more varied communication. An ELD teacher would like to gather more information related to the student's oral communication skills. Which of the following informal assessments would be most effective for this purpose?
- A. an oral cloze assessment
 - B. a structured oral interview
 - C. an oral retelling of a story
 - D. a miscue analysis of oral reading
5. According to state English language development (ELD) standards, English learners should receive English reading instruction:
- A. in second grade and above.
 - B. once they have developed basic literacy skills in their L1.
 - C. at all stages of English acquisition.
 - D. once they have attained an intermediate level of proficiency in aural and oral English.
6. An ELD teacher who is planning reading instruction for an English learner could best use the results of a standardized reading assessment for which of the following purposes?
- A. designing specific interventions to address the student's unique reading needs
 - B. selecting reading materials that are appropriate for the student's identified reading level
 - C. planning instructional strategies that are likely to be motivating and engaging to the student
 - D. identifying general areas of strength and need in the student's reading ability

7. An ELD teacher would like to address both ELD standards and English language arts (ELA) standards in instruction for seventh-grade, advanced-level English learners. The teacher has identified the following ELA writing standard as an instructional objective.

Produce writing in which development and organization are appropriate to task, purpose, and audience.

Which of the following ELD writing standards would best correlate with this ELA standard?

- A. Use various methods of investigation and research to develop an essay or report.
- B. Use appropriate language variations in writing for language arts and other content areas.
- C. Use strategies of notetaking, outlining, and summarizing to structure drafts of essays.
- D. Use standard grammatical forms in narrative, expository, persuasive, and/or descriptive writing.

8. Explicit, form-focused instruction is most appropriate to use with English learners who need to:

- A. improve their academic writing skills.
- B. communicate basic wants and needs.
- C. develop emergent literacy skills in English.
- D. learn how to apply pragmatic features of English.

9. An ELD teacher works with groups of middle school English learners in a dedicated ELD setting for one to two hours a day. Although her focus is on providing her students with explicit language instruction, she makes a practice of being knowledgeable about the state core academic learning standards for her students' grade level. The most important benefit of this practice is that it helps the teacher:

- A. interpret and use data from students' standardized achievement test results.
- B. evaluate general education teachers' use of strategies for meeting the needs of English learners.
- C. stay informed about curricular issues affecting the school and district.
- D. reinforce and support students' learning in their general education classes.

10. An ELD teacher assesses beginning-level English learners' content learning by asking them to identify pictures or other visuals, complete graphic organizers, or perform a hands-on task. This approach best demonstrates the teacher's understanding of how to:

- A. encourage students to monitor their own learning through self-assessment.
- B. evaluate students' academic achievement independently from language ability.
- C. link content-area concepts to students' background knowledge and experiences.
- D. recognize students' efforts rather than just their academic performance.

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.

An ELD teacher works with a group of high school English learners who are at multiple levels of English proficiency. All the students speak the same L1 and are literate in the L1.

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

- describe two types of supplementary materials and/or resources, including at least one technological resource, that would be appropriate for the teacher to use to promote these students' English reading development; and
- explain how each of the supplementary materials and/or resources you described is likely to be appropriate in promoting the students' English reading development.

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

An observational checklist is commonly used to assess English learners' aural language skills in English.

Using your knowledge of principles of assessment for English learners, write a response in which you:

- describe important characteristics and main purposes of an observational checklist as a tool for assessing English learners' aural language skills;
- identify one advantage of using an observational checklist to assess English learners' aural language skills in English; and
- identify one disadvantage of using an observational checklist to assess English learners' aural language skills in English.

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

Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency

1. **Correct Response: C.** (SMR Code: 5.1) For the past several decades, aural language skills have been acknowledged for their foundational role in language development. In addition to improving students' listening comprehension in the new language, explicit aural language instruction provides opportunities for reinforcing new vocabulary and grammatical structures and for developing students' pragmatic competence—all of which directly support their development of communicative competence in the new language.
2. **Correct Response: D.** (SMR Code: 5.1) By identifying the speaker's audience and whether the speaker is using language that primarily appeals to audience members' conscience, reasoning, or emotions, the students are better able to evaluate the speaker's point of view and his/her use of evidence in the speech.
3. **Correct Response: D.** (SMR Code: 5.2) Oral reading fluency has three key indicators—accuracy, rate, and prosody. Each of these indicators also plays an important role in fluent oral language production. Research suggests that noticing and self-correcting, self-monitoring, and self-evaluation are effective strategies for improving learners' L2 pronunciation and oral fluency. The oral reading fluency application described in this scenario involves all of these activities.
4. **Correct Response: B.** (SMR Code: 5.2) According to performance descriptors, English learners at the intermediate level are able to "negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others." A structured oral interview is essentially an oral interview questionnaire that provides the ELD teacher with an opportunity to ask questions that focus directly on specific listening and speaking skills, which facilitates assessment of the English learner's oral communication skills.
5. **Correct Response: C.** (SMR Code: 5.3) According to the 2012 California English language development (ELD) standards, English learners receive English reading instruction at all stages of English acquisition, but the extent of linguistic support they receive during reading instruction varies according to their English proficiency level. For example, the ELD standards state that English learners at the emerging (i.e., beginning) level should receive "substantial linguistic support," while English learners at the bridging (i.e., advanced) level receive "light linguistic support."
6. **Correct Response: D.** (SMR Code: 5.3) Standardized reading assessments provide information about students' strengths and needs in broad areas of reading. They are not designed to provide specific diagnostic information about students' strengths and needs and, as such, are best used only as a general screening to help identify areas in which further assessment may be indicated. When selecting a standardized reading test for use with English learners, it is critical to review information about the test's construction to ensure that it was designed for use with English learners.
7. **Correct Response: C.** (SMR Code: 5.4) An essay requires a writer to develop a thesis and then support it through evidence. The writer can use the strategy notetaking while gathering evidence for the essay. The writer can then begin to develop the arguments in the essay by summarizing his or her evidence. Finally, outlining would help the writer organize and structure these arguments. Both summarizing and outlining also help the writer focus on the essay's purpose and audience.

8. **Correct Response: A.** (SMR Code: 5.4) Form-focused instruction refers to explicit instruction that helps English learners pay attention to linguistic form. Explicit form-focused instruction would be beneficial in promoting English learners' academic writing development in a number of areas, including using complex sentence structures, creating cohesion through the use of transitions, and applying standard writing and spelling conventions. Research suggests that focusing explicitly on form facilitates students' ability to acquire linguistic elements that they do not typically encounter during everyday discourse.
9. **Correct Response: D.** (SMR Code: 5.5) Understanding the core academic learning standards for the students' grade level allows the ELD teacher to be an additional resource for students in helping them achieve grade-level expectations in their general education courses. For example, being knowledgeable about core learning standards allows the ELD teacher to collaborate with content-area teachers and/or to anticipate what type of linguistic support English learners may require with respect to specific academic tasks.
10. **Correct Response: B.** (SMR Code: 5.5) Students with minimal linguistic skills in L2 can interpret pictures and graphs and perform hands-on tasks. A student's ability to evaluate, apply, or create visual representations and perform hands-on tasks is relatively independent of the student's linguistic ability. Thus, the teacher's assessment practices are appropriate for evaluating beginning-level English learners content learning without having the students' limited proficiency in English interfere.

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

Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency

Question #11 (Score Point 3 Response)

One supplemental material that would be appropriate for the teacher to use is a text-to-speech (TTS) program with dynamic tracking. TTS software enables the computer to read aloud electronic text files using phonemic voice synthesis. TTS is a technical resource that can be used to support reading comprehension and increase reading interest. Dynamic tracking allows the student to follow along with the auditory reading. A TTS program with dynamic tracking can help English learners develop reading fluency and comprehension, as well as other academic skills. The auditory support and dynamic tracking creates an authentic, multisensory reading experience. Many English learners find printed text to be inaccessible. TTS reduces the challenge reading poses for English learners, thus helping to lower their affective filter and reducing the anxiety they may feel when attempting to read printed texts in English. TTS can be used with a wide range of reading levels and abilities.

Bilingual, high-interest print reading material geared toward adolescent readers would also be appropriate for the teacher to use to promote these students' English reading development. In general, middle and high school students are more motivated to read about topics with high interest. High-interest, age-appropriate texts at the appropriate reading level motivate students to read. Extensive independent reading and reading shared with peers leads to more practice with reading, which will improve students' reading fluency.

Question #12 (Score Point 3 Response)

An observational checklist is a teacher-driven, informal formative assessment that teachers can use throughout the day to gather information that may help them identify students' assets and needs. A teacher can use an observational checklist to informally assess English learners' language proficiency in a particular area, such as aural language skills. Observational checklists are helpful for guiding and focusing informal observations of students while they are engaged in specific tasks, such as whole-class discussion or group activities. Anecdotal information recorded on an observational checklist can be used by teachers to plan differentiated instruction for English learners. Teachers can share checklists with students so students know what skills are being assessed and how they are being assessed. Students can also use the checklists to assess their own skills.

One advantage of using an observational checklist to assess English learners' aural language skills in English is that the informal nature of classroom observations can minimize students' performance anxiety and thereby increase the value of the assessment results. Another advantage is that the teacher can customize observational checklists to assess English learners based on their level of language proficiency.

One potential drawback of using an observational checklist to assess English learners' aural English language skills is that a teacher may not have the time to make thorough notes about individual English learners' performance. Ready-made observational checklists make it easier for a teacher to write narrative detail or to use a checkmark system easily because assessment elements have been chosen beforehand, but these may be less helpful to the teacher who plans to use assessment results to differentiate instruction for English learners.

Scoring Information for CSET: English Language Development Subtest III

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 two constructed-response questions in Subtest III 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 14).

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 III

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

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 III

Scores will be assigned to each response to the constructed-response questions on CSET: English Language Development Subtest III 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>