



SECTION 5

SAMPLE TEST QUESTIONS FOR CTET 3: CULTURE AND INCLUSION

The CTET Examination consists of three separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

This section of the CTET Examination Study Guide provides information about CTET 3: Culture and Inclusion, including a description of the test structure, sample test directions, sample multiple-choice questions and annotated responses, and a sample constructed-response question with sample responses and scoring information.

CTET 3: Culture and Inclusion Subtest Structure

Domain	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
1. Culture and Cultural Diversity and Their Relationship to Academic Achievement	20	1*
<i>Competencies</i> 1 Cultural Concepts and Perspectives 2 Cultural Contact 3 Cultural Diversity in California and the United States 4 Crosscultural Interaction		
2. Culturally Inclusive Instruction	20	*
<i>Competencies</i> 5 The Role of Culture in the Classroom and School 6 Culturally Inclusive Learning Environment 7 Family and Community Involvement 8 Culturally Inclusive Curriculum and Instruction		
Subtest Total:	40	1

*One constructed-response question assesses both domains 1 and 2.

Sample Test Directions for the Multiple-Choice Questions

GENERAL DIRECTIONS

This test contains two sections: (1) a multiple-choice section and (2) a written assignment section.

Each question in the first section of this test is a multiple-choice question with four answer choices. Read each question and answer choice carefully and choose the ONE best answer.

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will not be penalized for guessing.

The directions for the written assignment section appear before that section.

You may work on the multiple-choice section and the written assignment section 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.

Select the **Next** button to continue.

Sample Multiple-Choice Questions

1. Which of the following best describes an effective application of research on cultural factors that influence English learners' school achievement?
 - A. A teacher adapts instructional practices to respond to English learners' culturally influenced approaches to learning.
 - B. A teacher develops a comprehensive curriculum designed to immerse English learners in mainstream U.S. culture.
 - C. A teacher organizes instructional activities so that English learners with the same cultural background tend to be grouped together.
 - D. A teacher focuses on language instruction with English learners and minimizes instruction related to culture.
2. Which of the following behaviors best characterizes the acceptance stage of acculturation?
 - A. A person is comfortable in settings related to the original culture and those related to the new culture.
 - B. A person begins to establish some personal relationships with individuals from the new culture.
 - C. A person is fascinated by and enthralled with all aspects of the new culture.
 - D. A person consciously abandons beliefs and traditions associated with the original culture.
3. Compared with early-twentieth-century immigrants to the United States, late-twentieth-century immigrants were more likely to:
 - A. come from rural regions of their home countries.
 - B. immigrate in family units.
 - C. come from countries where Indo-European languages are spoken.
 - D. immigrate to the Atlantic coast.
4. A third-grade teacher notices that an English learner, who is a good student and speaks English well, tends to be slow to respond when called upon to answer questions. Very often, others in the class are waving their hands and shouting answers before the student speaks. In this situation, it would be most important for the teacher to consider which of the following?
 - A. The student's hesitation to speak may indicate a general lack of academic preparation.
 - B. In some cultures, silence is used as an expression of anger or frustration about a particular situation.
 - C. A reluctance to respond verbally may indicate the presence of a language or learning difficulty.
 - D. In some cultures, it is respectful to weigh one's words carefully before responding to a question.

Section 5: Sample Test Questions for CTEL 3: Culture and Inclusion

5. To prepare for the arrival of a new English learner who is a recent immigrant, a third-grade teacher is consulting a variety of books about the student's country. The teacher reads in a number of sources that people from the student's country tend to value humility and may feel uncomfortable accepting compliments. Wishing to be culturally sensitive, the teacher decides not to put smiley faces and stars on the new student's written work. Before making this accommodation, the teacher would be best advised to do which of the following *first*?
- A. Discuss with colleagues alternative ways of acknowledging students' work.
 - B. Determine whether the student holds this particular cultural view.
 - C. Explain to the student's parents why this accommodation is being made.
 - D. Consult an additional book about the student's home country.
6. Which of the following school practices would be most effective in maintaining an environment that is culturally responsive to students with diverse backgrounds?
- A. A school groups all English learners together for the first part of the school day and regroups them by grade level with native English speakers for the remainder of the day.
 - B. Teachers use student records to determine students' cultural backgrounds before the school year begins and use the information to form homogeneous groups for cooperative-learning activities.
 - C. A school groups students together based on cultural and linguistic background for content-area classes and at mealtimes and regroups them by English proficiency level for English Language Development.
 - D. Teachers observe their students in different instructional settings in order to determine students' preferred approaches to learning, and use the information to make appropriate instructional accommodations.

7. A teacher wants to encourage the parents and guardians of English learners to become more actively involved in their children's education. Which of the following pieces of information about a student's parents or guardians would be most helpful to the teacher in planning appropriate outreach strategies for that family?
- A. the length of time a student's parents or guardians have been in the country
 - B. the language or languages that the student's parents or guardians feel most comfortable using
 - C. the occupations and work history of the student's parents or guardians
 - D. the educational background and experiences of the student's parents or guardians
8. Which of the following is the best example of an instructional unit based on the transformative approach to multicultural curriculum reform?
- A. a thematic unit on Thanksgiving that focuses on the subsistence activities of Native Americans in early New England
 - B. a thematic unit on Thanksgiving that examines the cultural and religious origins of the celebration
 - C. a thematic unit on Thanksgiving that explores the perspectives of both the Native Americans and the English colonists in early New England
 - D. a thematic unit on Thanksgiving that traces the diffusion of the celebration to cultural regions outside New England

Annotated Responses to Sample Multiple-Choice Questions

Culture and Cultural Diversity and Their Relationship to Academic Achievement

1. **Correct Response: A.** (KSA: 001) Statistics reveal that many English learners do not achieve to their full potential in school. Researchers attribute this finding to disparities between the home and school culture and advocate for the use of culturally responsive instructional practices that accommodate diverse approaches to learning.
2. **Correct Response: A.** (KSA: 002) A person who has progressed to the acceptance stage of acculturation is able to relate to and function in both the original culture and the new culture. This does not imply either blind acceptance of all aspects of the new culture or rejection of the original culture, but a reasonable level of comfort with and acceptance of both cultures.
3. **Correct Response: B.** (KSA: 003) The Immigration Act of 1965 abolished a national-origins quota system that had severely restricted immigration to the United States from non-European countries. The act established a first-come, first-served system that emphasized family unification. This change in legislation made it easier for late-twentieth-century immigrants to immigrate in family units.
4. **Correct Response: D.** (KSA: 004) It is essential for teachers of English learners to take students' culturally influenced discourse patterns into consideration when interpreting students' classroom behaviors. An English learner who is a good student and speaks English well but hesitates before responding to teacher questions may come from a culture that views silence and thoughtful consideration of one's words as signs of respect.

Culturally Inclusive Instruction

5. **Correct Response: B.** (KSA: 005) Printed sources may give a one-dimensional view of a culture, while students, parents, and community members can provide multidimensional insights into cultural practices. Conclusions drawn about a culture from information in a book should be confirmed by people from that culture before being applied in the classroom.
6. **Correct Response: D.** (KSA: 006) One way that culture manifests itself in the classroom is through students' diverse approaches to learning. Students often come from communities that have different perspectives on and approaches to learning. Culturally responsive pedagogy acknowledges this diversity by taking into account students' culturally influenced approaches to learning and by adapting instruction to accommodate and build on students' cultural backgrounds.
7. **Correct Response: B.** (KSA: 007) Language is often the most significant obstacle to communication with the parents and guardians of English learners. Teachers who want to encourage English learners' parents and guardians to be involved in their children's education should take steps to ensure that parents or guardians are able (e.g., through the use of bilingual interpreters) to communicate in school settings using the language with which they are most comfortable.
8. **Correct Response: C.** (KSA: 008) The transformative approach to multicultural curriculum reform allows a school's curriculum to be viewed from diverse cultural perspectives. A thematic unit that explores Thanksgiving from the viewpoints of both the Native Americans and of the English colonists is a good example of this approach to multicultural curricular reform.

Information About the Constructed-Response Question

Each examinee's typed response to the constructed-response question will be scored using a method known as focused holistic scoring. In this method, scorers judge the overall effectiveness of each response in meeting specified criteria. Each response is scored by at least two scorers and is assigned a score based on a holistic scale. The score points on the holistic scoring scale reflect the extent to which the examinee demonstrates the knowledge and skills included in the set of performance characteristics that have been defined as important for the assignment. Although this method *focuses* on the specific performance characteristics, it is *holistic* in that each assigned score indicates the overall effectiveness of these characteristics working in concert in the response to the assignment.

Performance Characteristics

The following characteristics guide the scoring of responses to the written assignment.

Purpose	The response fulfills the charge of the assignment in relation to the relevant CTET Examination Knowledge, Skills, and Abilities.
Application of Content	The response accurately and effectively applies the relevant CTET Examination Knowledge, Skills, and Abilities.
Support	The response is supported with appropriate examples and/or sound reasoning reflecting an understanding of the relevant CTET Examination Knowledge, Skills, and Abilities.

Scoring Scale

Scores will be assigned to each response to the assignment according to the following scoring scale.

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response completely fulfills the purpose of the assignment by responding fully to the given task. • The response demonstrates an accurate and highly effective application of the relevant knowledge and skills. • The response provides strong support with high-quality, relevant examples and/or sound reasoning.
3	<p>The "3" response reflects a general command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response generally fulfills the purpose of the assignment by responding to the given task. • The response demonstrates a generally accurate and effective application of the relevant knowledge and skills. • The response provides support with some relevant examples and/or generally sound reasoning.
2	<p>The "2" response reflects a limited command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. • The response demonstrates a limited, partially accurate and partially effective application of the relevant knowledge and skills. • The response provides limited support with few examples and/or some flawed reasoning.
1	<p>The "1" response reflects little or no command of the relevant CTET Examination Knowledge, Skills, and Abilities.</p> <ul style="list-style-type: none"> • The response fails to fulfill the purpose of the assignment. • The response demonstrates a largely inaccurate and/or ineffective application of the relevant knowledge and skills. • The response provides little or no support with few, if any, examples and/or seriously flawed reasoning.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, illegible, or written in a language other than English, or it contains an insufficient amount of original work to score.
B	The written response is blank.

Sample Test Directions for the Constructed-Response Question

DIRECTIONS FOR THE WRITTEN ASSIGNMENT

This section of the test consists of a written assignment. You are to prepare a written response of approximately 150–300 words on the assigned topic. You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to write. Think about how you will organize your response. You may use the booklet of yellow erasable sheets to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the response you type in the on-screen response box.**

Your response will be evaluated on the basis of the following criteria:

PURPOSE: The response fulfills the charge of the assignment in relation to the relevant CTEL Examination Knowledge, Skills, and Abilities.

APPLICATION OF CONTENT: The response accurately and effectively applies the relevant CTEL Examination Knowledge, Skills, and Abilities.

SUPPORT: The response is supported with appropriate examples and/or sound reasoning reflecting an understanding of the relevant CTEL Examination Knowledge, Skills, and Abilities.

Your response will be evaluated on the criteria above, not on writing ability. However, your response must be communicated clearly enough to permit valid judgment of your knowledge and skills. The final version of your response should conform to the conventions of edited American English. This should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. You may not use any reference materials during the test. Remember to review what you have written and make any changes that you think will improve your response.

Select the **Next** button to continue.

Sample Constructed-Response Question

Immigrant groups in California face challenges associated with various sociocultural characteristics (e.g., countries of origin, levels of education, socioeconomic status, native languages, secondary migration).

In a written response:

- describe a sociocultural characteristic of one or more immigrant groups in California and a significant challenge for English learners associated with that sociocultural characteristic;
- discuss how the challenge you wrote about is likely to affect English learners' school experience and academic achievement; and
- describe an instructional strategy that would effectively address the challenge associated with the sociocultural characteristic you have identified.

Sample Strong Response

While many immigrants to the U.S. have experienced a high level of education in their home countries, a sociocultural characteristic of some members of some immigrant groups is that their level of education may be less than adequate to prepare them for success in a U.S. school system. They may have come from a more rural area of their home country, where schools may not be available or may be available only up to a certain grade level. Or they may be refugees who have had to move frequently throughout their lives. For whatever the reason, many members of an immigrant family, including the parents and children, may have had limited opportunities to get a basic education and may never have had the opportunity to pursue higher education.

English learners who come to the U.S. with a low level of education face several challenges, but perhaps the most important one is that they will enter school in the U.S. having a lot of gaps in their content-area knowledge and skills. This will have a negative effect on their academic achievement because, in addition to not knowing English yet, they will be "behind" most of their classmates in math and other content areas. This in turn will likely cause them to have a negative school experience because every subject will seem like a tremendous struggle to them. Especially older immigrant students may be tempted to just drop out.

One strategy that would be effective in addressing the challenge of gaps in content-area knowledge and skills would be for teachers to assess English learners' content-area needs on an ongoing basis and then differentiate instruction to address those needs. For example, math instruction for a fifth-grade English learner who has third-grade math skills should also include instruction that provides the student with the opportunity to master fourth-grade math skills. In that way, the English learners would have the opportunity to be successful in their schoolwork and to build new knowledge and skills so that they will be able to "catch up" to grade-level content standards within a reasonable amount of time. This would be effective because it would promote the students' academic achievement, which would improve their overall school experience. They'd be much more likely to stay in school and perhaps continue in higher education someday as well.

The opinions expressed in the sample responses to the performance assignments are provided for illustrative purposes only and do not necessarily represent the views of either the California Commission on Teacher Credentialing or the Evaluation Systems group of Pearson.

Sample Weak Response

Today, as in years past, groups from countries throughout the world immigrate to the United States. However, once in the U.S., they experience many sociocultural characteristics. One significant challenge for English learners is their level of education. Some immigrants have had little or no education before coming to the U.S.

When families with a limited educational background come to the U.S. they are going to have a difficult time in U.S. schools. For example, they may not be familiar with the concept of homework, so they don't ask their children if they have any homework and therefore the students don't do it. Or, they may want to help their children with their homework, but they don't have the skills to be able to do that effectively. Also, the students themselves may not be familiar with homework, so they don't have that habit yet and they forget to do it. Then they get bad grades on it. They can get frustrated and drop out of school.

Teachers can address this challenge by not assigning homework to English learners. This would be effective because it would take away the pressure on the families. Also, English learners would no longer be penalized because they didn't do their homework, so their grades would improve and they won't want to drop out if they have good grades.

The opinions expressed in the sample responses to the performance assignments are provided for illustrative purposes only and do not necessarily represent the views of either the California Commission on Teacher Credentialing or the Evaluation Systems group of Pearson.