

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	B	<p>Option B is correct because acculturation involves mutual respect and interchange among groups. Option A is incorrect because assimilation involves the minority group giving up their values and language to adopt those of the majority group. Option C is incorrect because transculturation involves small scale adoption of cultural values with very little visible impact. Option D is incorrect because ethnoconvergence involves people self-dividing themselves into smaller ethnic groups within a “superethnicity” such as a nationality.</p> <p>Back to Question</p>
2	001	A	<p>Option A is correct because the strategies described appropriately relate instruction to the students’ cultural background, including their native language, which will promote academic success. Option B is incorrect because the strategies promoted by the director do not involve cooperative learning. Option C is incorrect because to promote cross-cultural competency, instruction should include cultures represented outside of the class. Option D is incorrect because, in the scenario presented, fluent speakers of L1 and L2 are not providing instruction.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	C	<p>Option C is correct because the most appropriate way to address the needs of ELLs is to use a standards-based program that makes content-based instruction comprehensible to them. Option A is incorrect because quick assimilation into the school culture will not ensure academic success. Option B is incorrect because the curricular standards should not be modified for ELLs; only instruction should be modified to accommodate their needs. Option D is incorrect because program models are not modified for individual ELLs; only instruction is modified.</p> <p>Back to Question</p>
4	001	C	<p>Option C is correct because <i>Lau v. Nichols</i> determined that identical education does not constitute equal education under the Civil Rights Act by “merely providing students with the same facilities, textbooks, teacher and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Option A is incorrect because <i>Castañeda v. Pickard</i> determined the criteria schools should use to educate students with limited English proficiency. Option B is incorrect because <i>Meyer v. Nebraska</i> overturned the 1919 Nebraska statute claiming that “no person, individually or as a teacher, shall, in any private denominational, parochial or public school teach any subject to any person in any language.” Option D is incorrect because in <i>Plyler v. Doe</i>, the court ruled that children could not be denied an education based on immigration status.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	001	D	<p>Option D is correct because additive instruction includes continuing to build ELLs' L1, hence facilitating the acquisition of their L2. Option A is incorrect because, while L2 conversational language is important, L2 is not the focus in an additive educational program. Option B is incorrect because additive educational programs use L1 across content-area instruction. Option C is incorrect because a student's study skills do not influence the effectiveness of an additive educational program.</p> <p>Back to Question</p>
6	001	D	<p>Option D is correct because decorating the classroom with such drawings promotes biliteracy and biculturalism by incorporating both L1 and L2 literacy materials and celebrations of students' personal reflections of their home cultures. Option A is incorrect because incorporating texts in students' primary language and cultures only promotes first language development. Option B is incorrect because the building opportunities are only for English language development. Option C is incorrect because while the events encourage culture, they lack a literacy focus.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	001	D	<p>Option D is correct because, although the assessment is in the ELLs' L1, a direct translation does not address cultural differences and, as a result, the assessment is not completely accessible to ELLs, which will yield inaccurate results. Options A, B and C are incorrect because a translated test in the ELLs' native language does not increase the validity or reliability of the test (option A), give students a better understanding of the test content (option B) or evaluate students' intellectual capabilities (option C). Therefore, the reasons listed do not explain why direct translations yield inaccurate results.</p> <p>Back to Question</p>
8	001	B	<p>Option B is correct because the teacher is exposing the students to the importance of being bilingual in a corporate world through news articles and magazines. Options A, C and D are incorrect because the articles may not necessarily provide information about bilingual communities and networks (option A), the circumstances that may have brought their families to the United States (option C) and where they would like to live and work when they grow up (option D). Therefore, the reasons listed do not describe the benefit of using the described reading materials.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	001	C	<p>Option C is correct because a transitional or early-exit bilingual program emphasizes L2 development; however, the use of L1 ensures students will not fall behind when introducing academic concepts. Option A is incorrect because ESL programs involve monolingual English instruction. Option B is incorrect because the scenario does not mention a shared teaching setup which involves two teachers. Option D is incorrect because dual immersion involves students from two different language groups which is not described in the scenario.</p> <p>Back to Question</p>
10	002	C	<p>Option C is correct because sheltered English instruction involves the modification and simplification of complex English structures in order for the language to be comprehensible for ELLs. Option A is incorrect because the teacher modifies the language used in the written directions, but does not assist the students to complete the investigation. Option B is incorrect because the scenario does not illustrate a dialogue between teachers and students for the purpose of jointly constructing the meaning of text. Option D is incorrect because the scenario does not reflect students using categorization techniques to better understand concepts previously presented by the teacher.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	002	B	<p>Option B is correct because asking for directions involves orally communicating with another person using communication skills. Options A, C and D are incorrect because completing an academic project (option A), using the computer (option C) and listening to a recorded lecture (option D) are tasks that require the use of cognitive academic language which is Cognitive Academic Language Proficiency (CALP).</p> <p>Back to Question</p>
12	002	B	<p>Option B is correct because elementary students are less self-conscious or aware of making mistakes and, therefore, will attempt speaking the second language more frequently than adult learners. Option A is incorrect because elementary students will not depend on written representation since their written ability is more limited than an adult's. Options C and D are incorrect because memorization of grammatical rules and consciously comparing the structure of the native and second languages are typical learning behaviors of adult learners, not elementary age students.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	002	A	<p>Option A is correct because sketching and discussing academic language as demonstrated by the teacher are research-based ways of making the text meaningful to the students. Option B is incorrect because explicit instruction, not indirect instruction, is appropriate for ELLs in content instruction. Option C is incorrect because formal teaching of language structure such as grammar and spelling rules are not demonstrated in the scenario, nor is this the best way for ELLs to acquire a second language. Option D is incorrect because there is no instruction on language features occurring in the scenario.</p> <p>Back to Question</p>
14	002	C	<p>Option C is correct because the teacher is having students build prior knowledge of a reading selection by identifying a correlation in an L1 cognate, in order to develop L2 vocabulary and text comprehension. Option A is incorrect because the students are identifying cognates and not analyzing word parts such as root words and affixes. Option B is incorrect because the scenario does not show the teacher specifically choosing high interest text. Option D is incorrect because the teacher is not demonstrating a learning process or metacognition.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	002	C	<p>Option C is correct because students acquire first language primarily by finding rules in the language and testing the rules by applying them. The dual language curriculum is designed so students test what they know in their L1 and apply it to L2. Option A is incorrect because the dual language curriculum is designed so students make connections across L1 and L2. If curriculum was developed purely through imitation, students would not take language risks in L2 to apply rules they know in L1. Options B and D are incorrect because they only focus on syntax and grammar, and students make sense of semantic and pragmatic systems of language as well.</p> <p>Back to Question</p>
16	002	A	<p>Option A is correct because Lisbeth is applying her knowledge of a cognate of the English word "restaurant" so that she can better comprehend her reading assignment in English. Option B is incorrect because the use of Spanish increases her comprehension, but may not increase confidence in reading; this is a secondary effect. Option C is incorrect because she is not analyzing the word parts to understand the meaning as applicable in structural analysis. Option D is incorrect because she is not using the surrounding text to comprehend unfamiliar words.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	002	C	<p>Option C is correct because students in the early production stage are most successful when they can select from a choice provided by the teacher. Options A and B are incorrect because these questions would be more appropriate for students at the speech emergence level because they can produce simple sentences. Option D is incorrect because this question is most appropriate for students at the intermediate fluency level who can explain with more details.</p> <p>Back to Question</p>
18	002	B	<p>Option B is correct because students' achievement of a second language varies from student to student. A student's personal issues also play a role in development of a second language. Therefore, the teacher monitoring the student is the best answer. Options A, C and D are incorrect because calling on the student periodically (option A), initiating English instruction (option C) and creating situations in which he must speak in L1 and L2 (option D) will all raise Sal's affective filter; therefore, these options will decrease his ability to acquire and/or develop his language in L1 or L2.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
19	003	A	<p>Option A is correct because ELLs will have greater success in decoding words with long and short “i” vowel sounds when they make the connection to the vowel sound they know in L1. Options B and D are incorrect because studying the rules for spelling long and short vowel sounds in L2 (option B) and developing visual cues for long or short “i” vowel sounds in L2 (option D) do not help students connect their prior knowledge of the “i” vowel sound from their L1. Option C is incorrect because, although students are connecting their spelling knowledge of L1 and L2, they are not connecting the sounds from L1 to L2; therefore, ELLs will still struggle with decoding long and short “i” vowel sounds.</p> <p>Back to Question</p>
20	003	C	<p>Option C is correct because phonemic awareness involves orally producing or manipulating letter sounds such as rhyming words. Options A, B and D are incorrect because pointing to the alphabet chart while singing the alphabet (option A), distinguishing between pictures and print in books (option B) and playing games to recognize and write letters (option D) all incorporate print and phonics; therefore, they are not related to phonemic awareness.</p>
21	003	D	<p>Option D is correct because portfolios are used to demonstrate student growth more fully through the use of multiple indicators. Options A, B and C are incorrect because portfolios are not used to guide teacher instruction based on standards not covered (option A), to reteach of content (portfolios are the final products) (option B) or used to showcase students’ weaknesses (option C).</p>

Question Number	Competency Number	Correct Answer	Rationales
22	003	D	<p>Option D is correct because journals provide a safe and private place to write, allowing ELLs a place to take risks that are necessary for them to take to develop fluency in their writing. Option A is incorrect because, while a teacher may analyze the journal entry for language errors, the focus of dialogue journals is fluency. Students may be aware of the appropriate conventions but are not applying them in this type of writing. Option B is incorrect because dialogue journals are not meant to be shared with classmates; in fact, sharing them with classmates will likely raise their affective filter. Option C is incorrect because the dialogue journals are not meant to be formally assessed.</p> <p>Back to Question</p>
23	003	B	<p>Option B is correct because ELLs examine each word and, through analysis, determine that scribe means "to write." Option A is incorrect because students are not categorizing the words. Also, they brainstormed the words, not the teacher. Option C is incorrect because there is no evidence of risk taking in the scenario. Option D is incorrect because there is no evidence of the vocabulary words being content specific in the scenario; rather, students are asked to brainstorm words that follow a pattern.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
24	003	C	<p>Option C is correct because Spanish language has a well-defined syllabic structure that depends on the syllable for literacy development. Option A is incorrect because phonemes can be isolated in Spanish, but it is rarely done and not part of literacy instruction. Option B is incorrect because vowels each have one sound in Spanish. Option D is incorrect because identifying and producing onsets and rimes can be done in Spanish, but literacy instruction does not begin with onsets and rimes; rather it begins with the study of the syllabic structure.</p> <p>Back to Question</p>
25	003	B	<p>Option B is correct because in the language experience approach, the learner describes his or her experience and, therefore, determines the vocabulary and grammar. Option A is incorrect because the approach is actually suitable for all language learners. Option C is incorrect because the lesson begins with the students' experiences; therefore, the context is known, not unknown. Option D is incorrect because the teachers lead and stimulate discussions.</p> <p>Back to Question</p>
26	003	B	<p>Option B is correct because according to Cummins, the two languages used by a bilingual student appear to be separate on the surface, but in reality, the student is operating under one system for both languages. Hence, what a student knows in one language can be readily applied to another language. Option A is incorrect because, according to Cummins, students can transfer the content knowledge from L1 to L2. Option C is incorrect because CUP doesn't take academic performance into account. Option D is incorrect because BICS are not related to Cummins theory.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	003	B	<p>Option B is correct because the English Language Proficiency Standards (ELPS) are the state curriculum for English-language learners to be used alongside the TEKS in all content areas, not only in bilingual or ESL classrooms. Option A is incorrect because the TEKS are the state curriculum for all students. Option C is incorrect because the TELPAS measures the academic progress of Limited English Proficient (LEP) students. Option D is incorrect because the SDAIE is a teaching approach, not language descriptors or expectations.</p> <p>Back to Question</p>
28	004	A	<p>Option A is correct because the graphic organizer would best increase the comprehensible input of the lesson. Option B is incorrect because asking another student to translate a lesson simultaneously is not best practice and it wouldn't help develop Raisha's English comprehension. Option C is incorrect because asking her to use her native language to express her ideas wouldn't increase her comprehension of the lesson. Option D is incorrect because writing a summary is an assessment for a student at the intermediate level of English proficiency, not beginning level.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	004	C	<p>Option C is correct because language objectives are an essential and explicit component of sheltered instruction and must be included to meet the criteria of sheltered instruction. Options A, B and D are incorrect because while including cooperative learning activities (option A), lists of vocabulary words that students will learn (option B) and descriptions of modifications (option D) are all helpful for instruction and planning, they are not essential to meet the criteria of sheltered instruction.</p> <p>Back to Question</p>
30	004	C	<p>Option C is correct because students are practicing an important self-monitoring skill by first recording their assertions of what they know and then building upon their personal understandings based on their work in the unit. Personal reflection is an important self-monitoring skill. Options A and B are incorrect because while completing checklists and keeping work in a folder are excellent ways to ensure completion and organization of work, they do not ensure that ELLs are self-monitoring their learning. Option D is incorrect because having students correct their work based on reference materials is not a way for students to monitor their learning; rather, it is a way for them to confirm facts.</p> <p>Back to Question</p>
31	004	A	<p>Option A is correct because answering the questions will likely provide ELLs with ways to ensure that their writing is clear and targeting the right audience. Options B, C and D are incorrect because the questions are not associated with adjustment of reading level (option B), assessing writing progress over time (option C) or correct writing conventions (option D).</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	004	B	<p>Option B is correct because ELLs at the intermediate level of reading and speaking can participate in a guided discussion and comprehend a passage about community workers. Both of these activities would help develop ELLs reading and speaking skills. Options A, C and D are incorrect because creating drawings and naming the people in them (option A), creating models with labels (option C) and making collages and reading passages about them (option D) do not help develop the ELLs' skills in reading and speaking.</p> <p>Back to Question</p>
33	004	A	<p>Option A is correct because the teacher is integrating language and content instruction for ELLs. The activity includes English-language development by listing the foods in English and content-based mathematics objectives with money calculations. Options B, C and D are incorrect because, while filling in price lists (option B), cutting out supermarket flyers with prices (option C) and answering story problems related to food purchases (option D) are good activities related to food and money, they each lack an element to appropriately integrate both language arts and mathematics content-area development.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
34	004	A	<p>Option A is correct because the visual of the slides of the critical events will specifically help ELLs at all language proficiency levels comprehend the details of the establishment of the colonies. Option B is incorrect because students can create dioramas once they have background knowledge, but not prior to understanding and/or having knowledge of the colonies. Option C is incorrect because not all levels of ELLs would comprehend the details of the establishment of the colonies in a brief lecture. The map would give them a visual of the colonies but will not provide them the details of their establishment. Option D is incorrect because the concept map assesses what ELLs already know about the colonies; it doesn't provide them with background knowledge.</p> <p>Back to Question</p>
35	004	C	<p>Option C is correct because students are using the new word in sentences, which helps students apply their understanding of the word; application leads to eventual acquisition of the word. Options A, B and D are incorrect because, while learning the etymology of a new word (option A), identifying the word's part of speech (option B) and locating synonyms of the word (option D) will provide more information, they do not require students to use the word which best promotes acquisition.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
36	004	A	<p>Option A is correct because the note-taking activity primarily helps activate ELL' content knowledge from the unit. They will be prepared to discuss what they know in their groups because they are writing down what they know about the topic using their knowledge of the unit. Option B is incorrect because ELLs are not consciously aware of their affective filter. The ELLs affective filter will be lowered because they are able to discuss the content, but lowering the affective filter is not the primary purpose of the note-taking activity. Option C is incorrect because the ELLs are not previewing vocabulary if they write down vocabulary that is from their knowledge of the unit. Previewing vocabulary is done before units of study to increase comprehensible input. Option D is incorrect because the note-taking activity is not primarily using language authentically; the discussion in their small groups allows students to use language in a more authentic manner.</p>
37	004	D	<p>Option D is correct because internalizing the vocabulary words will most likely happen during Step 6 in which students make a personal connection to the new word by using the word in a sentence. Options A, B and C are incorrect because writing a definition (option A), synonym (option B) and antonym (option C) of the word might provide background; however, the activities do not help students internalize and apply the new word.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
38	004	C	<p>Option C is correct because the collaborative activity involves choosing the words to discuss, which involves expressing their ideas about the new vocabulary which reflects the language objective. Option A is incorrect because students are interacting about instructional content, not socially. Option B is incorrect because the goal for the collaboration is not to increase motivation; the goal is to provide an opportunity for discussion. Option D is incorrect because students are not evaluating their proficiency levels in the collaborative work, nor is this an appropriate task for students.</p> <p>Back to Question</p>
39	002	A	<p>Option A is correct because the word map allows students to discern similarities and differences among words and create links to known words in their primary language. Option B is incorrect because word maps are not part of scanning unfamiliar texts. Option C is incorrect because students are not participating in any translation activities. Option D is incorrect because students are not applying memory-based mnemonic devices in the word-map activity.</p> <p>Back to Question</p>
40	002	D	<p>Option D is correct because in helping select the vocabulary words for the word map, the teacher will select words that are appropriate for students at the preproduction stage. The teacher can select words that are true cognates in the ELL's primary language which will help the ELLs complete the assignment. Option A is incorrect because explicitly correcting pronunciation raises ELL's affective filter. Options B and C are incorrect because adding adjectives (option B) and additional words (option C) are too advanced for an ELL at the preproduction.</p> <p>Back to Question</p>