



SECTION 3

SAMPLE TEST QUESTIONS FOR CTET 1: LANGUAGE AND LANGUAGE DEVELOPMENT

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 1: Language and Language Development, 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 1: Language and Language Development Subtest Structure

Domain	Number of Multiple-Choice Questions	Number of Constructed-Response Questions
1. Language Structure and Use	25	
<i>Competencies</i> 1 Phonology and Morphology 2 Syntax and Semantics 3 Language Functions and Variation 4 Discourse 5 Pragmatics		
2. Additive-Language Development	25	1
<i>Competencies</i> 6 Theories, Processes, and Stages of Language Acquisition 7 Theories, Models, and Processes of Second-Language Acquisition 8 Cognitive, Linguistic, and Physical Factors Affecting Language Development 9 Affective Factors Affecting Language Development 10 Sociocultural and Political Factors Affecting Language Development		
Subtest Total:		

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. A group of elementary beginning-level English learners has difficulty pronouncing a particular English phoneme. Which of the following strategies is likely to be the most effective *first* step in addressing the students' difficulty?
 - A. using meaningful minimal pair activities, such as rhyming words in poems and songs, to develop the students' ability to identify and produce the phoneme in the context of whole words
 - B. using an illustration or model of a human mouth to point out to the students the specific parts of the mouth and point of articulation involved in producing the phoneme
 - C. reading aloud meaningful connected discourse, such as dialogues and stories that contain instances of the phoneme, to expose the students implicitly to the phoneme in the context of whole paragraphs
 - D. repeating the phoneme several times while pointing to its corresponding letter(s) on an alphabet chart to prompt the students to associate the phoneme with its most common graphic representation(s)

2. **Read the sentences below and answer the question that follows.**

We worked hard on the bake sale. To raise money for the class trip.

Students in an early-advanced ELD class frequently make mistakes in their writing similar to the one underlined above. The *first* step the teacher should take in addressing this problem is to help the students learn how to do which of the following?

- A. distinguish between phrase fragments and complete sentences
- B. distinguish between coordinating conjunctions and correlative conjunctions
- C. distinguish between prepositional phrases and infinitive phrases
- D. distinguish between gerund phrases acting as subjects and those acting as direct objects

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3. A person may choose to use different variations of a language depending on the context of a discourse. Which of the following situations best illustrates this phenomenon?
- A. A person uses one set of vocabulary words and language structures when discussing a topic with friends but uses another set when discussing the same topic with colleagues.
 - B. A teacher who speaks both English and Spanish asks parents and guardians which language they would prefer to use during parent-teacher conferences.
 - C. An English learner uses double negatives when speaking or writing in English in class but constructs the negative correctly when completing language exercises.
 - D. A person who grew up speaking a regional dialect moves to another part of the United States and continues to use the native dialect with which he or she is comfortable.
4. Which of the following activities is likely to be most effective in helping high school English learners develop familiarity with standard discourse structures and conventions used in academic essays?
- A. helping students analyze sample essays and construct graphic organizers illustrating the structure of different types of essays, which they can refer to when drafting their own essays
 - B. asking students to review samples of different types of essays and to identify the vocabulary and grammatical structures the samples have in common
 - C. providing students with copies of essays that have key content-related vocabulary words omitted and asking the students to try to fill in the missing words
 - D. having a small group of students brainstorm a topic for an essay, after which each student writes a short draft of an essay that is analyzed by the rest of the group

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5. In order to develop pragmatic competence as a writer, a student must pay most attention to which of the following?
- A. lexical specificity
 - B. audience and purpose
 - C. syntactic complexity
 - D. structure and organization
6. Which of the following is the primary tenet of *social-interactionist* theories of language acquisition?
- A. Language learners need to be exposed to comprehensible input that is at a slightly higher level of difficulty than they can currently produce in the target language.
 - B. Language learners need a "silent period" to develop their receptive language skills in a target language before they can produce meaningful discourse.
 - C. Language learners acquire a target language over time by developing an interlanguage that increasingly resembles the target language.
 - D. Language learners need to have meaningful opportunities to negotiate meaning with others and to construct comprehensible output in the target language.
7. Students in a seventh-grade intermediate-level ELD class are giving oral reports. The teacher encourages the students in the audience to raise their hands during each presentation to ask the speaker to repeat or explain things that they do not understand. Participating in this way helps promote English learners' communicative competence primarily by:
- A. helping them apply cognitive processes for synthesizing and internalizing language.
 - B. ensuring that instruction is within their zones of proximal development.
 - C. promoting their development of social language-learning strategies.
 - D. enhancing their awareness of grammatical features of communication.

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8. A middle school class includes several early-intermediate-level English learners. Which of the following activities is likely to be most effective in promoting their English language development by providing opportunities for comprehensible input and output?
- A. Students read explanations of how particular English sounds are made, listen to a recording of the sounds spoken by native English speakers, and then practice producing the sounds.
 - B. Students watch the teacher demonstrate a simple science experiment, work with a partner to conduct the experiment themselves, and then discuss their observations in small groups.
 - C. The teacher shows students a video about a social studies topic and gives a brief summary of the video in an oral presentation, and then students write in their personal dictionaries all the new vocabulary they learned.
 - D. The teacher explains a new grammatical structure to students and provides examples, the students restate the grammar rule in their own words, and then the students identify usage errors in short texts.
9. Which of the following approaches to providing English learners with feedback is likely to be most effective in creating an environment that promotes their English language development?
- A. The teacher regularly points out students' errors immediately and explicitly.
 - B. The teacher primarily provides feedback to those students whose language usage is most problematic.
 - C. The teacher regularly rephrases significant usage errors, ignoring random errors that do not affect a message's comprehensibility.
 - D. The teacher primarily uses contrastive analysis when choosing what errors to correct, ignoring those errors that are not directly linked to primary-language interference.

10. A high school regularly sponsors and promotes multicultural events and activities. This factor is most likely to lead to which of the following outcomes for English learners in the school?
- A. It will tend to lessen the likelihood that English learners will acculturate successfully in U.S. mainstream culture.
 - B. It will tend to raise English learners' self-esteem and thus facilitate their acquisition of English.
 - C. It will tend to expand English learners' understanding of educational and career opportunities.
 - D. It will tend to increase cultural dissonance in the school among students from different cultural groups.

Annotated Responses to Sample Multiple-Choice Questions

Language Structure and Use

1. **Correct Response: A.** (KSA: 001) Minimal pair activities demonstrate a contrast between two similar phonemes (e.g., van/ban, sheep/ship). Contextualized minimal pair activities, such as rhyming words in poems and songs, are likely to be effective for actively engaging elementary beginning-level English learners in discriminating and producing phonemes that are causing them difficulty (e.g., phonemes that are not transferable from the primary language).
2. **Correct Response: A.** (KSA: 002) Complete sentences require both a subject and a predicate. The underlined portion of the passage represents a fragment that has neither a subject nor a predicate. As a first step in learning how to construct complete sentences, students making this type of mistake need to learn how to distinguish between phrase fragments and complete sentences.
3. **Correct Response: A.** (KSA: 003) People regularly vary their speech (e.g., word choice, complexity of syntax) based on the context of a discourse. Typically, this stylistic variation relates to adjustments in the level of formality of language use and is influenced by the degree of social distance between the speaker and his or her conversational partner(s). A common example of this phenomenon is when a person uses a different style of speech with friends than with colleagues to discuss the same topic.
4. **Correct Response: A.** (KSA: 004) Different types of academic essays use different text structures (e.g., attributive, compare/contrast, problem/solution). Analyzing each of these text structures based on representative sample essays helps English learners become familiar with the features, components, and organization of each essay type. Creating a graphic organizer that provides a concrete visual outline of each text structure further facilitates students' understanding of different essay types and also provides them with a tool for helping them construct their own essays.
5. **Correct Response: B.** (KSA: 005) Pragmatic competence is associated with a person's awareness of the effects of context on language use. A writer with well-developed pragmatic competence will adjust the features of his or her writing (e.g., formality of language use) based on contextual factors, such as the target audience and intended purpose for writing.
6. **Correct Response: D.** (KSA: 006) Proponents of social-interactionist theories of language acquisition emphasize the role of social interaction in language development. They believe that language learners develop proficiency in a target language by engaging in meaningful interactions with adults and peers in the environment, which provides them with opportunities to negotiate meaning and to produce comprehensible output.

Additive-Language Development

7. **Correct Response: C.** (KSA: 007) An important aspect of developing communicative competence in a new language is learning how to compensate for one's deficiencies (e.g., lack of familiarity with specific vocabulary or language structures used by a speaker). Social language-learning strategies (e.g., repetition, elaboration, requests for clarification) are the primary tools language learners use to compensate for such language deficiencies and to negotiate meaning in new contexts. Encouraging English learners to ask a speaker to repeat or explain things during oral presentations promotes and reinforces students' development of key social language-learning strategies.
8. **Correct Response: B.** (KSA: 008) For English learners at the early-intermediate level, comprehensible input in an academic setting would require language that is modified for students' developmental level and involves the use of paraphrase and repetition as well as multimodal contextual support. Comprehensible output is facilitated for these students by providing them with meaningful, purposeful contexts within which to negotiate meaning with conversational partners. A science experiment that includes teacher demonstration, partner work, and small-group discussion will likely provide students with rich opportunities for both comprehensible input and output.

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9. **Correct Response: C.** (KSA: 009) In natural settings, both first- and second-language learners are corrected on only a small number of their most global language errors. In a language classroom, excessive error correction can interrupt the flow of communication and negatively impact student self-esteem and motivation. A teacher can most effectively promote English learners' fluent language use by implicitly correcting only those errors that interfere significantly with the meaning of a message.
10. **Correct Response: B.** (KSA: 010) A school that sponsors multicultural events and activities recognizes and accepts student diversity. This creates a welcoming school climate that respects students' cultural backgrounds. Because culture and language are so integrally connected, this culturally inclusive environment is likely to facilitate English learners' language acquisition by increasing their sense of well-being and self-worth.

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

A variety of sociopolitical factors can affect English learners' English language development.

In a written response:

- describe one sociopolitical factor affecting second-language development (e.g., school program organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences);
- describe one strategy for addressing English learners' needs with respect to the sociopolitical factor you described; and
- explain how this strategy would be effective in promoting English learners' English language development.

Sample Strong Response

One very important sociopolitical factor affecting English learners' language development is how well your school is doing at helping English learners achieve state standards in English Language Arts. If students aren't doing well in ELA, then they lack the language skills needed to do well in other subjects. Poor achievement in school leads to limited potential in employment and higher education later in life. So you need to ask: Are most English learners in your school working at grade level in reading, writing, listening, and speaking? Are most achieving at or above their grade level on the state exams in ELA? Are English learners who take the ELPAC demonstrating steady progress in their results? If the answers to these questions are no, then it's important to look for concrete ways to turn these answers to yes!

One way that you as a teacher can help address this situation is to set up a teacher sharing group in your school that is devoted to the topic of differentiating instruction for English learners, where teachers share instructional strategies they have found effective. This group would provide a place where teachers can learn about strategies for teaching ELD and how to modify strategies they already know for students at different proficiency levels. The group would meet as often as necessary. Attendance wouldn't be required but should be encouraged. If you keep the meetings informal and fun, teachers will want to come! And you may even want to invite the principal or other relevant staff, which could ensure schoolwide support.

These meetings would be an effective strategy because English learners will not make progress if the instruction they receive is either too easy or too hard. Some teachers are better prepared than others to differentiate instruction to accommodate students' English proficiency levels. Some teachers in your school may have a lot of experience working with English learners at all proficiency levels, while others only have experience with students at certain proficiency levels and others still may have minimal experience at any level. However, virtually every teacher will have at least one effective strategy that they can share and this will be very empowering and motivating for them. Also, by having a "support group" to turn to, all the teachers in the school will become better teachers of English learners with respect to knowing how to promote the students' English language development.

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

One sociopolitical factor affecting English learners' second-language development is community influences. We all spend the majority of our time within a fairly well defined community. A community might be a small town or a section of a larger town or city. It might be large in terms of square miles or it might be relatively small. It might be diverse in terms of the people's backgrounds and socioeconomic status or it might be pretty homogeneous. Studies have shown that a person's community can have a major effect on their lives, but the reverse is also true. The community affects the people who live in it and the people in turn affect the community. So it is important that there are more good influences than bad ones, both in the community and among the people who live in the community. Good influences are things like nice stores and nice places like parks and malls where students can hang out after school and have fun with people who are nice and respect them. Bad influences are things like drugs, smoking, vandalism, and violence and people who participate in the bad influences like drug dealers and gangs. Most kids like hanging out with their friends after school somewhere in the community, so this is really important.

Parents need to address these community influences. First, they should make sure they know their children's friends and that they are not gang members or drug dealers. They should be really tough on them and punish them if they take drugs, smoke or do vandalism in the community. On the other hand, they should praise them if they are good. They should also warn them about the dangers of drugs, alcohol, smoking, and things like that. Family values and traditions tend to be very important in English learners' homes, so parents have excellent opportunities, such as mealtimes and holiday gatherings, to affect their children's development in a positive way. And they shouldn't do drugs or smoke themselves because that would be acting as a bad role model.

This would be effective because it's really important to address bad influences in the community and prevent children from becoming part of the problem. Students can really get into trouble if they start doing drugs or smoking or joining a gang. It can ruin their lives and ruin the whole community. On the other hand, when parents have a positive influence on their children, there is a positive effect on the community as a whole.

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