



## Sample Test Questions

# Bilingual Education



## SAMPLE TEST QUESTIONS

The sample test questions in this document are designed to give you an introduction to the nature of the questions included in the Washington Educator Skills Tests—Endorsements (WEST–E). They represent the various types of questions you may expect to see on an actual test in this test field; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole.

Work through the sample questions carefully before referring to the answer key that follows. The answer key provides the correct response for each question and lists the objective within the test framework to which each question is linked. When you are finished with the sample questions, you may wish to review the test objectives and descriptive statements provided in the test framework for this test field.

In addition to reading and answering the sample questions, you should also utilize the following preparation materials available on the WEST Web site:

- Read **WEST–E Test-Taking Strategies** to understand how test questions are designed to measure specific test objectives and to learn important test-taking strategies for the day of the test.
- Review the **Test Summary and Framework** for your test field to familiarize yourself with the structure and content of the test. This document contains general testing information as well as the percentage of the total test score derived from each content domain described in the test framework.

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## SAMPLE MULTIPLE-CHOICE QUESTIONS

1. A second-grade bilingual education teacher modifies his spoken language in class by speaking clearly and slowly, avoiding confusing idioms, repeating important concepts, and summarizing content frequently. The teacher most likely makes these modifications to provide students with:
  - A. models of vocabulary usage.
  - B. background knowledge.
  - C. comprehensible input.
  - D. examples of standard pronunciation.
2. Which of the following statements best describes why a speaker may have an accent when speaking in a second language?
  - A. The speaker is using aspects of the sound system of the first language when speaking in the second language.
  - B. The speaker's first language has a different grammatical structure from the second language.
  - C. The speaker's first language shares few cognate words with the second language.
  - D. The speaker is using the rules for word and sentence structure in the first language when speaking in the second language.
3. In a bilingual education classroom that focuses on the development of biliteracy, which of the following strategies would best help students transfer literacy skills from the first language into the target language?
  - A. providing students with ongoing opportunities to build proficiency in their first language
  - B. allowing students to use first-language translations alongside target-language materials
  - C. encouraging students to supplement target-language materials with first-language materials from the Internet or in the class library
  - D. dividing students into learning groups based on their level of proficiency in the first language
4. A bilingual education teacher wants to help students who are having difficulty understanding idiomatic expressions in the target language. The teacher can best help the students understand these expressions by explaining that idiomatic expressions:
  - A. have similar equivalents across most languages.
  - B. can be analyzed like any other grammatical construction.
  - C. can usually be interpreted by visualizing their content.
  - D. are best learned and understood within their sociocultural context.



5. An elementary school bilingual education class contains students who are at varying levels of proficiency in both languages of instruction. Which of the following instructional strategies would best allow the teacher to promote the literacy development of all students?
- A. establishing small, flexible groups based on students' literacy skills and moving students from group to group as their literacy skills change
  - B. creating a pull-out section for students who are performing at the lowest levels in both languages of instruction
  - C. providing the same literacy assignments to all students, but giving them different amounts of time to complete the assignments
  - D. setting up learning centers where students can practice literacy skills in both languages of instruction at their own pace
6. Which of the following best explains the purpose of the Washington State English Language Development (ELD) Standards?
- A. to help teachers establish a common level and method of instruction that will best meet the needs of the most students
  - B. to define heterogeneous groupings among English language learners that enable more effective performance-level content planning and instruction
  - C. to set clear benchmarks of progress that reflect differences for students entering school at various grade levels and help teachers differentiate instruction
  - D. to better predict language development and probable long-term achievement outcomes of students



7. Use the information below to answer the question that follows.

A middle school bilingual education teacher creates the rubric below in both languages to help students prepare for a formal class presentation. The teacher breaks the students into groups of three or four and has students practice their presentations in these small groups. Each student takes a turn presenting to the group and then all the students, including the presenter, check the boxes on the rubric about the performance.

	Most of the Time	Some of the Time	Needs More Work
looked at the audience			
spoke clearly and not too fast			
stayed on topic			
used notes, but did not read them the entire time			
presented a clear introduction and conclusion			
answered questions from the other students			

Which of the following activities should the students do next to further improve their oral communication skills?

- A. ask each presenter in the group questions about the content of his/her presentation
- B. write in a journal about the presentations and what they learned from each other
- C. discuss the rubric results in the small groups and get feedback and suggestions from each other
- D. write summaries of the points that needed improvement and turn them in for teacher review



8. A bilingual education teacher is beginning English-language reading instruction with a group of intermediate-level eighth-grade students. According to the Washington State English Language Development (ELD) Standards, the teacher can most likely expect students who are at this grade and language proficiency level to be able to:
- A. use descriptive sentences to respond orally to formal letters and memos.
  - B. use simple sentences to explain bus schedules, employment applications, or brochures.
  - C. read and fill out employment and membership applications.
  - D. comprehend informational text composed of simple phrases.
9. Which of the following instructional activities is the best example of scaffolding in which first-language skills are used to foster target-language development?
- A. While students are rehearsing a skit in the target language, the teacher points out pronunciation differences between the first and target languages.
  - B. During a reading activity, the teacher draws learners' attention to target-language cognates of first-language terms.
  - C. In a class discussion, the teacher and students compare first- and target-language alphabets.
  - D. The teacher has students translate a target-language text into the first language.



10. A high school teacher is introducing a new content-area topic to a group of students who are at the intermediate level of language proficiency in the target language. Which of the following activities would best help students build on their first-language background skills and knowledge when working on the content-area topic in the target language?
- A. distributing first-language/target-language glossaries of content-specific terms for students to use during class discussions and when reading assigned texts
  - B. asking students to generate a list of specific questions about the topic in both the first language and the target language and writing answers to the questions in both languages
  - C. having students create a first-language idea web of concepts that they think are related to the topic and having them add to the web in both languages throughout the unit
  - D. leading students in a library scavenger hunt activity in which they locate both first-language and target-language materials related to the topic
11. Parent notification of student qualification for language support services in Washington State must include:
- A. the child's expected entry and exit dates for the program.
  - B. the extent of first-language use in the program expressed as a percentage.
  - C. a detailed explanation of the school's prerogatives and responsibilities.
  - D. a list of bilingual programs available in the child's school and district.
12. During content-area instruction in the target language, a bilingual education teacher has students demonstrate achievement in a variety of ways, including oral presentations, written assignments, informal class discussions, and the creation of multimedia materials such as videos. Which of the following goals does the teacher achieve by having students demonstrate achievement in this way?
- A. encouraging experimentation with new material in novel contexts
  - B. drawing connections between native and school cultures
  - C. ensuring the fairness and accuracy of classroom assessment
  - D. interrelating interdisciplinary content and skills



13. **Use the information below to answer the question that follows.**

A bilingual education teacher asks students to take advertisements from newspapers and magazines written in their first language and work in groups to translate the advertisements into the target language. The students then translate target-language advertisements into the first language. As a class, they look at the new advertisements together and evaluate whether or not the advertisements are still effective.

This activity will most likely foster students':

- A. awareness of the relationship between language and culture.
- B. ability to reflect on their own culturally influenced beliefs.
- C. integration in an increasingly culturally diverse environment.
- D. comprehension of the concept of cultural universals.

14. A bilingual education teacher is keeping a personal journal in which he reflects on his reactions to the different interactions he has with students from various cultures in the classroom. This activity would best help a teacher become aware of:

- A. the common language-learning difficulties that bilingual education students must overcome.
- B. how teachers' personal cultural values and identity can influence their teaching practices.
- C. the practical advantages for bilingual education teachers of speaking a second language.
- D. how students' prior knowledge and experience can interfere with content-area learning.



15. A bilingual education teacher notices that several students in the class are having difficulty completing assignments that require extensive independent work in class. In determining how best to support these students, the teacher should *first* consider whether the students:
- A. set unrealistically high standards for themselves and want to avoid being seen making mistakes.
  - B. lose focus when working independently and need more strictly defined limits and expectations.
  - C. have personal interests and preferences that do not overlap with the curricular content.
  - D. come from a cultural background in which learning is teacher-led and direct instruction is the norm.
16. In a culturally diverse school, a teacher is trying to plan an activity that would help students evaluate their personal attitudes, experiences, and behavior concerning their own cultural heritage and that of all other students in the school. Which of the following activities would best achieve this goal?
- A. celebrating festivals from various cultures in the classroom
  - B. organizing frequent roundtable discussions about culture with the students
  - C. decorating the classroom with maps and objects from various cultures
  - D. providing students with ample literature related to culture



17. Use the information below to answer the question that follows.

Bilingual education programs must be anchored in the following criteria:

- sound educational theory;
- adequate resources and personnel that are evident in the program;
- sound practices that produce results in both language and content areas.

Which of the following court decisions is reflected in the above criteria?

- A. *Brown v. Board of Education*
- B. *Lau v. Nichols*
- C. *Serna v. Portales Municipal Schools*
- D. *Castañeda v. Pickard*

18. A bilingual education teacher wants to encourage students and their families to read books and watch films in the family's home language on a regular basis and to familiarize themselves with print and film resources available in the community. The teacher could best achieve this goal by:

- A. organizing bilingual family nights at the local library during which families can become familiar with the library borrowing system and the materials available in the library.
- B. discussing the purpose of these activities during a family evening at school and distributing a list of suggested books and films available in the school and local libraries.
- C. asking local businesses and shops to participate in a project promoting the importance for families of preserving their language and culture through education.
- D. asking the school principal to address a letter to the families explaining the importance of these activities in the development of the students' linguistic skills.



19. Which of the following strategies would best promote a classroom environment that supports cultural understanding?
- A. providing students with opportunities to debate cultural issues such as stereotyping, prejudice, and discrimination
  - B. creating classroom displays and bulletin boards that include images of food and crafts from students' home cultures
  - C. leading students in discussions about what their cultures have in common and encouraging students to focus on these commonalities
  - D. identifying opportunities for community members to contribute their knowledge and experiences to the class
20. A bilingual education teacher is leading a workshop designed to foster a deeper understanding of bilingual education students among all faculty and staff. Which of the following activities would best help the bilingual education teacher achieve this goal?
- A. providing instructional technology guidelines to help faculty and staff access cultural information about students' native cultures on the Web
  - B. having faculty and staff attempt to follow oral directions given in an unfamiliar language and then discuss their reactions to the exercise
  - C. leading faculty and staff in reading and discussing short articles or stories written by authors from different cultural backgrounds
  - D. having faculty and staff work in small groups to brainstorm what they know about diverse cultures represented at the school



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## ANSWER KEY

Question Number	Correct Response	Test Objective
1	C	0001
2	A	0002
3	A	0002
4	D	0003
5	A	0004
6	C	0004
7	C	0005
8	B	0006
9	B	0006
10	C	0007
11	D	0008
12	C	0009
13	A	0010
14	B	0011
15	D	0011
16	B	0012
17	D	0013
18	A	0014
19	D	0014
20	B	0015