



TEXES ESL Supplemental Ultimate Guide

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Preparing to take the TExES ESL Supplemental exam?

Awesome!

We will answer every question you have and tell you exactly what you need to study to pass the ESL Supplemental exam.

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Quick Facts

Overview:

The TExES ESL Supplemental (154) tests the knowledge and skills necessary to effectively instruct English language learners in the classroom.

Format:

The TExES ESL Supplemental (154) is a computer-administered test.

# of Questions	Time
80 Multiple-Choice	5 Hours

The test is divided into three domains:

1. Language Concepts and Language Acquisition (25%)
2. ESL Instruction and Assessment (45%)
3. Foundations of ESL Education, Cultural Awareness and Family and Community Involvement (30%)

Cost:

\$116

Scoring:

The score range is 100 to 300; in other words, the best score you can get is a 300, while the lowest score is a 100. A score of 240 is needed to pass.

Study time:

Allow plenty of time to familiarize yourself with the test format and ensure that you feel confident about the content covered in each different competency. While the specific amount of needed study time will vary from test-taker to test-taker, you should allow yourself several weeks to prepare so you do not feel overwhelmed or rushed.

Tips that test-takers wish they'd known:

- Review all test-taking policies well in advance of arriving at the testing center.
- Ensure you've brought needed materials, including required identification.
- Research routes and traffic patterns and allow yourself plenty of time to travel to the testing center.
- Wear comfortable clothes and dress in layers.
- Find your confidence and take the test with a positive attitude!

Information obtained from the National Evaluation Series website: http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX154_TestPage.html

Domain I:

Language Concepts & Language Acquisition

Overview

Domain I accounts for about 25% of the entire exam.

This domain has two competencies:

- Fundamental Language Concepts and Structure/Conventions
- L1 and L2 Acquisition

So, let's start with Fundamental Language Concepts and Structure/Conventions.

Fundamental Language Concepts and Structure/Conventions

This competency tests your knowledge of the foundational concepts of language and its functions in regard to listening, speaking, reading, and writing.

Let's take a look at some concepts that are likely to appear on the test.

Phonology

Phonology is a division of linguistics focused on the system of sounds in a language. It is the study of how speech sounds are cognitively organized and used meaningfully through speech.

Lexicon

A lexicon is a vocabulary set specific to a person, language, or subject. It is the knowledge a speaker has about words and phrases in a language, including meaning, usage, relationships, and categorical organization.

Language Registers

A language register is the degree of formality with which one speaks. People speak in a formal register in academic and professional situations. For example, in job interviews, people use the standard conventions of their language when speaking. People speak in an informal register in social and family situations.

Word Formation

Word formation is the production of new words.

- **Compounding** makes a word out of two or more morphemes. The result is a compound word. Examples:

rainbow, football, mailbox, something, butterfly

- **Blending** is joining parts of two or more words to make a new word. The meaning is usually a combination of the words that were blended together. Examples:

brunch, motel, smog, skort, carjacking

- **Derivation** is the creation of a new word from another word, typically by a base word with an affix. Examples:

helpful, quickly, speaker, national, happiness

- **An acronym** is a word made by pronouncing the initials of a phrase as its own word. Examples:

PIN - personal identification number
AWOL- absent without leave

- **A calque** is an expression that becomes part of a language by translating it word by word from another language. Examples:

“point of view” in English translates from “point de vue” in French
“beer garden” in English translates from “biergarten” in German

- **A neologism** is a newly used word or phrase that is not yet formally accepted into a language. Neologisms often reflect current cultural trends. Examples:

staycation, chillax, crowdsourcing

- **Back-formation** is the creation of a new word by removing an affix. Examples:

edit from original word editor, beg from original word beggar, donate from original word donation

L1 and L2 Acquisition

This competency tests your knowledge of how individuals acquire a first and second language and how to use this knowledge to effectively teach English language learners (ELLs).

Here are some concepts that may appear on the test.

Cognitive Processes

Cognitive processes are ways in which individuals mentally process information. Cognitive processes include memorization, categorization, generalization, and metacognition.

- **Memorization** is the process of committing information to memory to the point that it is easily recalled. For example, students who have the vowels of the alphabet memorized can recite them with automaticity.
- **Categorization** is the series of steps taken to identify, differentiate, and classify objects and ideas. For example, sorting words by part of speech, such as nouns and adjectives, requires these categorization skills.
- **Generalization** is the transfer of knowledge or skill from one context to another. For example, one of the purposes of teaching students grammar skills in isolation is so that they generalize these skills into their own writing.
- **Metacognition** is the process of thinking about your thinking. For example, many high-level reading comprehension skills, such as inferring, require readers to understand the mental process they went through to draw their conclusion.

Idiomatic Expressions

An idiomatic expression is an expression in which the figurative meaning differs from the literal meaning. An example is “Hold your horses!” This idiomatic expression means to be patient, not to actually put horses in your hand. Teachers can help ELLs overcome this common difficulty by teaching them directly, with visual aids and in context as much as possible. Teachers can facilitate role-play scenarios in which students practice using them in informal conversation.

And that’s some basic info about Domain I.

Now, let’s look at a few practice questions to see how these concepts might actually appear on the real test.

Domain I Practice Questions

Question 1

Which of the following skills is not part of phonological awareness?

- A. letter awareness
- B. sound awareness
- C. syllable awareness
- D. rhyme awareness

Correct Answer: A. An understanding of the names and shapes of letters does not fall under the umbrella of phonological awareness. Phonological awareness is specifically focused on sounds.

Question 2

Which of the following statements about phonemic awareness is most accurate?

- A. Students develop phonemic awareness in a standard order, applicable to all children.
- B. Students do not fully master phonemic awareness until middle school.
- C. Phonemic awareness is an early indicator of students becoming strong readers.
- D. Children cannot properly develop oral language skills without developing phonemic awareness.

Correct Answer: C. The stronger a student's understanding and grasp of phonemic awareness, the more likely the student is to be a strong reader.

Question 3

Which is an accurate statement about effective reading instruction?

- A. Students who do not ask for individualized reading instruction should not be provided individualized reading instruction.
- B. It is best to assess students' reading comprehension through formal assessments.
- C. Reading comprehension is increased when reading fluency is increased.
- D. Reading should be taught to students by addressing each concept separately.

Correct Answer: C. This is a correct correlation. When a student has a high level of reading fluency, he or she can spend less cognitive energy decoding words and focus more on comprehending what he or she is reading.

Question 4

Which part of speech is the underlined word an example of?

Bull sharks swim in both fresh and salt water.

- A. noun
- B. verb
- C. adjective
- D. preposition

Correct Answer: B. Verbs are actions. In this sentence, “swim” is the verb.

Question 5

Read the sentence below and answer the question:

Sara has never been to Asia, but she has been to Africa.

The sentence is an example of which of the following?

- A. simple sentence
- B. compound sentence
- C. complex sentence
- D. compound-complex sentence

Correct Answer: B. A compound sentence has at least two independent clauses; an independent clause can stand alone as a sentence. The sentence “Sara has never been to Asia, but she has been to Africa” can be divided into two independent clauses: “Sara has never been to Asia” and “she has been to Africa.”

Question 6

Read the sentence below and answer the question:

Her favorite food is pizza.

The sentence is an example of which type of sentence?

- A. declarative
- B. imperative
- C. interrogative
- D. exclamatory

Correct Answer: A. A declarative sentence simply makes a statement or expresses an opinion.

Question 7

A sixth-grade teacher reads a book to her students with the vocabulary word “amino acid.” Which tier does this vocabulary word fit into?

- A. tier one
- B. tier two
- C. tier three
- D. tier four

Correct Answer: C. Tier three vocabulary words are low-frequency, context-specific vocabulary words that are specific to domains, such as science, technology, weather, etc. Other examples would be: stratosphere, microprocessor, etc.

Question 8

Since very young children (birth to four years old) learn oral language through family and friends, the early childhood teacher should first establish a common language among all the students. This can be achieved through which TWO of these strategies?

- A. labeling items throughout the room
- B. pointing to words while reading picture books
- C. creating a “word wall” comprised of words the students supply from prior experience
- D. prioritizing state curriculum words

Correct Answers: A and B

- A. This is an excellent strategy to use with early childhood students in order to help establish a common language among all students. Labeling items allows all students to refer to all items with the same language.
- B. This gives all students the same context clues for language.

Question 9

Johnny is a new student in Ms. Clark’s class. She notices that he is struggling to complete his assignments. After assessing his oral language skills, she places Johnny in the “beginning” WIDA stage of language proficiency. Which activity could she ask Johnny to complete and expect him to do with success?

- A. follow three-step directions
- B. draw a picture to answer questions
- C. use technical language while speaking
- D. write sentences with varying grammatical complexity

Correct Answer: B. A student who is beginning to develop language skills will be more successful at communicating ideas through images, not words.

Question 10

Which of the following is the correct definition of scaffolding?

- A. breaking words into small parts to sound them out
- B. hearing the different sounds of human speech
- C. building on skills that a student already has
- D. understanding rules that govern the construction of words into phrases or sentences

Correct Answer: C. Giving students a solid background/structure and extensive help on what they are presently learning is scaffolding. In this way, students should be able to build on these new skills in order for additional learning to take place without such support.

Domain II:

ESL Instruction & Assessment

Overview

Domain II accounts for about 45% of the entire exam.

This domain has five competencies:

- Planning and Implementing Instruction
- Communicative Language Development
- Literacy Development
- Content-Area Learning and Academic Language Development
- Assessment

So, let's start with Planning and Implementing Instruction.

Planning and Implementing Instruction

This competency tests your knowledge of effectively planning and implementing instruction based on the TEKS and ELPS to meet the needs of English language learners (ELLs).

Let's talk about some concepts that may pop up on the test.

Texas Essential Knowledge and Skills (TEKS)

The TEKS are the learning objectives and standards that educators in Texas' public schools are required to teach throughout the school year. They are broken down by grade level and content area. The English Language Arts and Reading TEKS include listening, speaking, reading, and writing standards. The TEKS should be the starting point of lesson design. Teachers must know the learning goal and objective to be able to work backwards to plan the rest of the lesson cycle, including initial engagement, guided practice, independent practice, assessment, and needed resources and materials.

English Language Proficiency Standards (ELPS)

The ELPS are second-language acquisition standards used to guide instruction (in addition to the TEKS) for English language learners. They support ELLs in acquiring the English language skills necessary for meaningful learning across all subject areas. Teachers should use the ELPS along with the TEKS to plan lessons in the areas of listening, speaking, reading, and writing.

Creating a Rich Language Environment

Teachers can create rich language environments by meaningfully exposing students to interactive language experiences routinely. Teachers can use different strategies to adjust instructional delivery for ELLs including:

- slowing down the rate of instruction
- checking for understanding before moving on, especially when unfamiliar vocabulary words are used
- using visual supports that correspond to the content
- using gestures and facial expressions to clarify certain actions mentioned in instruction (gestures and facial expressions are often universal)

Literacy Development

This competency tests your knowledge of promoting literacy development for ELLs with attention to strategies specific to English language acquisition and factors unique to second language learners.

Let's talk about some concepts that may pop up on the test.

Common English Phonograms

A phonogram is a letter or combination of letters that produce a certain sound. All consonants have their own sound (sometimes more than one like c, g, s, x, and y) and vowels have a long sound (sounds like the letter name) and a short sound.

Combination phonograms can make consonant sounds. Examples:

sh, th, ch, wh, ph, wr, kn, gn, qu, ck, dge

Combination phonograms may be a combination of consonants and vowels. Examples:

er, ir, or, ur, ar, ed, augh, ough

Combination phonograms can make vowel sounds. Examples:

ai, ay, au, aw, igh, ie, ew, ee, ea, oa, oe, oi, oy, ow, ui

Helping ELLs understand that there are more sounds in the English language than the 26 letters that comprise the alphabet can aid in developing their knowledge of phonograms. Students should be directly taught the phonograms and provided with lots of examples of seeing them in context.

Phonetically Irregular Words

Phonetically irregular words are words that do not follow the standard rules of sound-letter association. Examples:

two, sure, busy, door, done, answer, people, beautiful

Phonetically irregular words should be introduced in a logical order (starting with words students will see frequently) and reviewed in a cumulative way. Teachers should preview text to be used in instruction for phonetically irregular words and pre-teach them to prepare students for success in recognizing them in context.

High-Frequency Words

High-frequency words are words that appear often in written language. They may or may not follow standard rules of sound-letter association. Examples:

- articles (a, an, the)
- prepositions (in, at, on)
- pronouns (he, she, it)
- auxiliary verbs (be, can, will)
- common verbs (see, like)

Since some of these words can be decoded and some cannot, students should be taught to know them by sight. ELLs should be exposed to them in a variety of ways. High-frequency word walls and lists for students to use as a resource can be provided, as well as the words written on flash cards for automaticity practice. Teachers should make sure to point them out during read-alouds and in shared text.

Text Structures

Text structure refers to how information is organized within a text. Examples include:

- cause and effect
- problem and solution
- sequence/chronological order
- compare and contrast
- opinion with support

Readers must understand how an author organized a writing piece to comprehend it. Strategies to use to develop ELLs' comprehension include predicting, summarizing, and discussing. Teachers can think aloud to model metacognition about the author's purpose in writing the text and how the text structure lends itself to this purpose.

L1 Literacy

Students' literacy skills in their first language (L1) must be taken into account when designing and implementing literacy instruction in their second language (L2). Students who have literacy deficits in L1 may have more difficulty acquiring literacy skills in L2. Care and attention must be taken to fill in any gaps necessary to move forward in literacy development.

Content-Area Learning and Academic Language Development

This competency tests your knowledge of strategies that promote academic achievement for ELLs across the content areas.

Here are some concepts that may appear on the test.

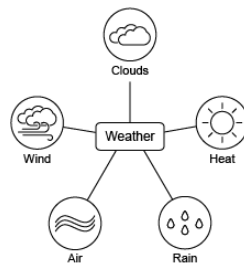
Front-Loading Vocabulary

Front-loading vocabulary means to pre-teach words and meanings that are key to certain concepts before teaching the concept itself. This is important for ESL instruction because it provides opportunity for students to comprehend the meaning of a new vocabulary word before being expected to understand it in the context of the new academic concept. For example, before studying the life cycle of a chicken in science class, an ESL teacher can front-load vocabulary words such as “chick,” “adult,” “hatch,” and “egg” to prepare students to learn about the phases of the life cycle.

Realia

Realia is the use of real objects in the classroom for instructional purposes. For example, when teaching ELLs common kitchen items vocabulary, a teacher may bring actual dishes and utensils into the classroom instead of just showing pictures of them. Realia is important in ESL instruction so ELLs learn vocabulary in a hands-on, authentic way.

Graphic Organizers



Graphic organizers are visual ways to represent information. They are important to use for ESL instruction because visual representations provide opportunity for ELLs to organize information and better comprehend the content during the learning process.

Assessment

This competency tests your knowledge of using assessment to monitor and adjust instructional practices to best promote academic achievement for ELLs

Let's talk about some concepts that may pop up on the test.

Language Proficiency Assessment Committee (LPAC)

An LPAC is a school committee with the shared responsibility of making decisions to support an ELLs educational future through review of the progress made throughout the school year. LPACs are generally comprised of a campus administrator, ESL teacher, and parent of the student. LPACs make decisions about ELLs' participation in assessments such as STAAR, ratings in the TELPAS domains, and need for continuation in different programs or services.

Informal Assessments

Informal assessments monitor the ongoing progress of students throughout the school year. They allow teachers to track students' learning regularly so appropriate adjustments can be made to instruction. Teachers can use informal assessments such as story retelling, role play, class discussion, and participation in games and group activities to assess ELLs.

Diagnostic Assessments

Diagnostic assessments pre-assess students' skills and knowledge in a particular area before instruction begins. They are used to analyze strengths and weaknesses to guide lesson design and instruction.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS is an assessment system used to monitor the progress of students learning the English language. ELLs are rated annually until the LPAC determines the student has met exit criteria by demonstrating proficiency in the English language.

TELPAS raters observe and holistically rate kindergarten and first grade students in the areas of listening, speaking, reading and writing. Students in grades 2-12 submit writing samples and take multiple-choice reading tests and listening and speaking tests. Each of the areas of speaking, listening, reading, and writing is reported as beginning, intermediate, advanced, and advanced-high based on proficiency level descriptors (PLDs).

And that's some basic info about Domain II.

Now, let's look at a few practice questions to see how these concepts might actually appear on the real test.

Domain II Practice Questions

Question 1

When ELLs hear phrases such as “It’s raining cats and dogs outside” or “This is just a drop in the bucket,” they may be confused, as they probably need specific instruction in:

- A. semantics.
- B. segmentation.
- C. phonetic strategies.
- D. scaffolding.

Correct Answer: A. Semantics is the study of word or symbol meaning. It is important because one word or sentence might have multiple meanings or have a meaning that is figurative rather than literal.

Question 2

A first-grade teacher designed a word wheel on which only the beginning letter of the word changes when students spin the wheel. This activity best assesses which of the following?

- A. contextual analysis
- B. initial blends
- C. directionality
- D. suffixes

Correct Answer: B. The activity provides a way for students to use a variety of initial blends to make new words with the same ending.

Question 3

Mr. Daniels has assigned his class a group project and wants to ensure that the students understand the project as they complete it. Which of the following would be the best strategy to monitor student understanding during the project?

- A. observing the students from the front of the class
- B. assigning one group member to observe and report on the group members’ understanding
- C. walking from group to group while observing the students
- D. providing a self-assessment questionnaire for students to complete after the group project is finished

Correct Answer: C. This is the best answer option, as Mr. Daniels would be able to observe students’ behavior and spot indicators of misunderstanding while students are completing the task. Also, it will make him more available for student questions.

Question 4

A third-grade teacher reads the following passage from a story:

“As Jimmy was brushing his teeth before going to bed, he heard a terrible roar come from the garage. Jimmy didn’t know what could be making that terrible noise, but he left a light on in the closet while he slept that night.”

The teacher then asks students questions about their thoughts on the events of the passage and what might be happening. Which of the following would this activity best promote?

- A. schema development
- B. mapping
- C. fact and opinion
- D. predicting

Correct Answer: D. This question requires students to guess, or predict, the causes of the sound. Students should be expected to explain the reason for their prediction.

Question 5

Ms. Johnson has implemented small, homogeneous, intervention groups in her class to provide instruction to students who have similar needs. This allows Ms. Johnson to invite individual students to join the group to work on a specific set of skills. Which of the following would be the best use of these intervention groups by Ms. Johnson?

- A. to provide instruction to a minority of students who exhibit a noticeable lack of interest during instruction
- B. to provide instruction to a minority of students who have not demonstrated mastery of a specific content objective
- C. to assess the content mastery of the high-achieving students to ensure that the instructional units do not progress faster than the students’ capacity
- D. to assess a specific group’s content knowledge

Correct Answer: B. Intervention groups allow teachers to create a group based upon ability. This is possible because the group is formed by invitation and is not mandatory. Forming groups based on homogeneous ability allows the teacher to reteach specific skills or concepts the group may not have grasped during regular classroom instruction.

Question 6

English language learners benefit more from comprehensive reading instruction than from learning aspects of reading in isolation. Which of the following is an example of comprehensive instruction?

- A. a vocabulary worksheet
- B. an instructional video on an instructional activity
- C. direct instruction by the teacher
- D. continuing a reading lesson with a writing activity

Correct Answer: D. This is a comprehensive instructional activity because it combines multiple learning activities.

Question 7

Mr. Martin's sixth-grade class includes some emergent readers who are new to the country. He reads to them a story with many pictures, stopping frequently to discuss what is happening. In which way could this activity best increase the reading comprehension development of these emergent readers?

- A. by helping students understand conventional spelling
- B. by helping students identify story elements and vocabulary
- C. by enhancing their skills in segmentation
- D. by increasing their understanding of expository text

Correct Answer: B. By pointing to and then repeating the names of pictures of characters or important events, Mr. Martin can help emergent readers begin to understand the basics of what is happening in the text. Repeating the key characters or points can help increase their vocabulary.

Question 8

Mr. Martin is planning an instructional unit and wants to adjust the lesson to meet the needs of the English language learners (ELLs) in his class. The students have varying levels of English proficiency. What is the best strategy to adjust the instructional unit to meet the students' needs?

- A. allowing the ELLs to work together during group activities to promote English proficiency
- B. adjusting the content to make the presentation and homework assignments simpler to accommodate varying language proficiencies
- C. making dictionaries accessible to the students and allowing for additional time to complete the assignments while other students can work independently
- D. sending the ELLs to the resource room for supplemental instruction during presentations

Correct Answer: C. By allowing students a dictionary and additional time, the teacher is adjusting instruction to meet the needs of the ELL students while promoting English proficiency and grade-level appropriate content.

Question 9

Which of the following is the primary reason that teachers administer formative assessments?

- A. to identify mastered skills and skills in need of further development
- B. to determine current knowledge before beginning a unit of study
- C. to compare student performance to that of same-aged peers across the country
- D. to assess student performance at the end of a chapter of study

Correct Answer: A. A formative assessment is used to provide feedback on students' progress and identify areas in which students need further instruction so that teachers can develop lesson plans to address these skills.

Question 10

Mr. Barrios is teaching a unit on multiplication to his fifth-grade class. On the very first day he gives them an exit slip with the following problem on it:

$$123.456 \times 789 = \underline{\hspace{2cm}}$$

Every single student gets the correct answer. How should he adjust his teaching?

- A. Continue with his unit as planned; his students are clearly understanding the material.
- B. Give the class more difficult exit slips.
- C. Teach more advanced multiplication content to challenge his students.
- D. Reteach the lesson because students are failing to understand the material.

Correct Answer: C. This is the best answer. While every student getting the answer to the exit correct could indicate stellar teaching, it could also indicate that students had previously mastered the material. He should consider adding more advanced content to his lessons to keep his students challenged and engaged.

Domain III:

Foundations of ESL Education, Cultural Awareness and Family & Community Involvement

Overview

Domain III accounts for about 30% of the entire exam.

This domain has three competencies:

- Foundations of ESL Education and ESL Programs
- Cultural Awareness
- Family and Community Involvement

So, let's start with Foundations of ESL Education and ESL Programs.

Foundations of ESL Education and ESL Programs

This competency tests your knowledge of the foundations of ESL education, types of ESL programs, and how to use this knowledge to make the best instructional decisions for ELLs.

Let's talk about some concepts that may pop up on the test.

Chapter 89.BB Special Populations

The state commissioner's rules concerning the state's plan for the education of English language learners are found in this state code. This code ensures that ELLs are afforded the opportunity to master the TEKS as they are educated by appropriately qualified teachers in a bilingual or ESL program in which they qualify.

Immersion

Immersion is a method of teaching a language, in which the language being taught is the only one used for classroom instruction. English is taught directly through academic content, as opposed to direct ESL instruction. Its goal is to immerse students in the English language so they acquire it quickly and authentically.

Lau v. Nichols in 1974

This court case is relevant to ESL instruction because it determined that denying students with limited English language proficiency (LEP students) access to supplemental language instruction violated the Civil Rights Act of 1964. The decision was followed by the Equal Educational Opportunities Act of 1974, which mandated school districts to provide equal opportunities for all students. Funding was increased for bilingual education, and additional English instruction for LEP students became required in all school districts.

Cultural Awareness

Acculturation

Acculturation is a process an individual or group goes through when adopting parts of a new culture while maintaining some elements of the original culture. For example, a family that immigrated from Mexico to the United States may participate in the American tradition of trick-or-treating on Halloween while also celebrating the Day of the Dead in the traditional Mexican way.

Ethnocentrism

Ethnocentrism is the belief that one's culture is superior to another or all others. For example, ethnocentric people don't just appreciate and enjoy their own cultural beliefs and practices, they think others' are wrong and have a negative mentality about them.

Assimilation

Assimilation is the adjustment into a new culture. It is the process in which an individual or group's culture begins to appear as another. For example, a family who immigrated to America may start to wear clothes purchased in American stores as part of their assimilation to the culture.

Family and Community Involvement

This competency tests your knowledge of advocating for ELLs, encouraging community involvement, and communicating effectively with their families.

Here are some concepts that may appear on the test.

Family Involvement

It is important for families to be involved in the education of ELLs for the same reason it is important for families to be involved in the education of all students: it increases student motivation and achievement! Students are more likely to value education if it is valued by their families. Teachers can facilitate participation by not allowing language barriers to stand in the way. Written communication should be sent in a language families can read and understand.

Communicating with Stakeholders

Teachers should create environments that feel comfortable and not intimidating to parents of ELLs. Teachers should make it clear to parents that they have a strong, shared interest in the student's education.

Community Involvement

Community members can positively affect student learning in the ESL program by facilitating programs and events that make it clear ELLs are valued members of the community. Helpful resources can be available for ELLs and their families, such as appropriately leveled English language texts and access to technology.

And that's some basic info about Domain III.

Now, let's look at a few practice questions to see how these concepts might actually appear on the real test.

Domain III Practice Questions

Question 1

Texas state law requires that English language learners' education is responsive in the following domains:

- A. cultural and linguistic
- B. linguistic and academic
- C. linguistic, affective, and academic
- D. linguistic, academic, and cultural

Correct answer: C. In Section 19 Chapter 89 of the Texas Administrative Code, the three domains are listed as required areas to be addressed by the ESL teacher. There is no separate cultural domain since it is a part of the affective domain. The affective domain includes the cultural and social adjustment components.

Question 2

A tenth-grade English teacher wants her class to use a wide variety of resources and technology in their end-of-year project. She asks each student to use three online sources and two written sources and incorporate a multimedia presentation to show the class. After class, four students who have limited opportunities and technological resources outside of school approach her and express their concern that they may not be able to fulfill all the project requirements because of their limited means. The teacher can best respond and meet the needs of the students using which of the following strategies?

- A. Place students into small groups that consist of students of varying means and abilities while also structuring class time so all students have equal access to the school's equipment. It will be important to let each student know the after-school hours available to access the school resources.
- B. Place the four students into a group and allow them to have more class time with the school resources than the other groups.
- C. Give each student a clear set of written instructions for the project so they can reference the expectations throughout the activity.
- D. Design the project so that each activity can be completed using only the school library and a paper notebook. The teacher can give an opportunity for extra credit for the use of outside resources and technology.

Correct Answer: A. Using groups of students of varying means allows the responsibilities between the students to be split to best accommodate individual situations. Also, giving each student equal access to the school resources provides all students the means to meet the minimum requirements of the project.

Question 3

The English language learners' test scores are part of the accountability for school performance under:

- A. the laws of the state of Texas.
- B. the federal government's Every Student Succeeds Act (ESSA).
- C. both state and federal government laws.
- D. neither system.

Correct Answer: C. Sometimes you hear that certain groups of students' test scores are not counted as part of the accountability for school performance. This statement is technically incorrect because each child has a type of score, even when the group is not large or when their subgroup of scores is not listed as a specific subgroup. Having said that, it is important to remember that in Texas the performance of English language learners is tracked in several ways even though the state reports for STAAR test results do not have a disaggregated report for English language learners, as is the case in the federal reporting system.

Question 4

The school is supposed to help a student grow in several ways. English language learners learn about subject matter and also learn English. It can be said that two domains that are being addressed are:

- A. cognitive and affective.
- B. cognitive and linguistic.
- C. linguistic and affective.
- D. none of the above.

Correct Answer: B. The affective domain is not addressed automatically when learning subject matter or the English language. The cognitive domain ties to academic subjects and the linguistic domain ties to learning the second language.

Question 5

Mr. James is a member of his school's Language Proficiency Assessment Committee. As a member of the committee, which of the following is NOT a responsibility of Mr. James?

- A. assessing the progress of an ELL
- B. contacting the parents of ELLs regarding their child's diagnosis and classroom assignments
- C. identifying possible ELLs
- D. tutoring ELLs

Correct Answer: D. This is not a specific responsibility of a member of the Language Proficiency Assessment Committee.

Question 6

Ms. Moore is a principal who is scheduled to meet with an English language learner and his parents after school. She has asked the Spanish teacher to sit in on the meeting to serve as a translator between the principal and the parents. Which of the following is the greatest benefit to using the first language of the parents in the meeting?

- A. increasing family involvement in their child's academic learning
- B. demonstrating cultural sensitivity
- C. establishing safeguards to prevent a lawsuit or legal action
- D. allowing the Spanish teacher to build a relationship with the parents

Correct Answer: A. This is the greatest benefit, as it should be the goal to increase family involvement in the child's academic learning. By establishing a relationship with the parents and making them feel comfortable by using their primary language, the school increases the likelihood of parental involvement.

Question 7

A student's understanding of values, ethics, and relationships is greatly influenced by their culture and society. This is important to remember in working with English language learners because:

- A. their native culture might deal with values, ethics, and relationships differently than American culture does.
- B. their ability to grasp basic mathematical concepts might be complicated by cultural influences.
- C. ELL learning styles will be vastly different due to differences in cultural backgrounds.
- D. family relationships might promote different priorities than those of American culture.

Correct Answer: A. This is the most important thing to remember because a student's behavior and thought process can be shaped by the different emphasis on values. To adequately communicate and teach ELLs, these differences need to be considered in communication.

Question 8

The greatest benefit to creating a multicultural and multilingual classroom environment is that it:

- A. allows each student to understand the benefits of each culture.
- B. creates a classroom environment that promotes respect for different cultures.
- C. allows each student to learn about the differences between cultures.
- D. creates a classroom environment that adopts aspects of various cultures.

Correct Answer: B. It is a high priority for students in the classroom to respect different cultures.

Question 9

Which of the following TWO are appropriate ways for a teacher to encourage home involvement in promoting word analysis skills?

- A. weekly communication through email with information about the week's literacy focus in class
- B. assigning students to write about their families
- C. hosting a parent night at which the teacher shares ways to improve phonological awareness
- D. asking students how often their parents read to them

Correct Answers: A and C

- A. Ongoing communication with families promotes home involvement.
- C. A parent night with a literacy focus would promote home involvement.

Question 10

A first-grade teacher tells her students to pick out a book from the library specifically to be taken home with instructions to ask a parent or older sibling to read it aloud to them. After reading, the student and their parent or sibling will discuss a few questions asking them to identify the main problem and determine if and how it was resolved. Which of the following TWO would this homework assignment promote?

- A. plot analysis
- B. fluency development
- C. character analysis
- D. metacognitive skills

Correct Answers: A and B

- A. Discussing the conflict after listening helps develop students' plot analysis skills.
- B. Being read to regularly does promote fluency.

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