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XAMonline: Providing teachers with superior certification study tools

Are you looking for a comprehensive study guide to help you pass the teacher certification exam the first time? Do you want a guide that is aligned with current test guidelines, one that includes the exact information without the fluff? XAMonline’s teacher certification study guides offer an easy-to-understand, in-depth review of the actual content that’s on the test. Unlike other study guides XAMonline provides the actual content, not just a list of a skills and competencies or study secrets.

In addition to a thorough review, our guides include practice tests with up to 125 questions to prepare you for the actual exam. The practice tests include full answer rationales as well as skill reference and rigor for each question, allowing you to quickly flip back and review the relevant content and identify which topics to devote more study time to.

XAMonline guides are designed to prepare you for success, on both your certification test and in the classroom.

Developed by a teacher, for teachers

Founded in 1996, XAMonline began with one teacher-in-training who was frustrated by the lack of materials available for teacher certification exam preparation. From a single state-specific guide, XAMonline has grown to offer over 300 study guides for every state exam, as well as the PRAXIS I and PRAXIS II tests.

Our comprehensive study guides offer more than just the required certification competencies and skills. Their content and structure enables you to go beyond basic skills development and rote memorization to mastery of subject matter, a necessary trait of effective teaching. The content of our PRAXIS and state-specific guides is aligned and weighted to current standards, ensuring you’re studying the right material.

Quality Content from Quality Teaching Professionals

XAMonline’s superior quality standards are maintained by seasoned, professional teachers. We choose from a pool of over 1,500 certified teachers to write, review, and edit our guides. Each certification study guide includes an extensive practice test, which features varied levels of rigor and in-depth answer rationale. Just like the study guide, the practice test questions are aligned with the current state or PRAXIS test parameters, providing you with an experience that parallels the real test.
Testing Tips

1. **Do not read anything into the question.** Do not assume that the test writer is looking for something else than what is asked. Stick to the question as written and do not read extra things into it.

2. **Read the question and all the choices** **twice before answering the question.** You may miss something by not carefully reading and then re-reading both the question and the answers. If you really do not have a clue as to the right answer, leave it blank on the first time through. Go on to the other questions, as they may provide a clue as to how to answer the skipped questions. If later on, you still cannot answer the skipped ones…guess. The only penalty for guessing is that you might get it wrong. Only one thing is certain; if you do not put anything down, you will get it wrong!

3. **Turn the question into a statement.** Look at the wording of the questions. The syntax of the question usually provides a clue. Does it seem more familiar as a statement rather than as a question? Does it sound strange? By turning a question into a statement, you may be able to spot if an answer sounds right, and it may trigger memories of material you have read.

4. **Look for hidden clues.** It is actually very difficult to compose multiple-foil (choice) questions without giving away part of the answer in the options presented. In most multiple-choice questions, you can often readily eliminate one or two of the potential answers. This leaves you with only two real possibilities and automatically your odds go to fifty-fifty for very little work.

5. **Trust your instincts.** For every fact that you have read, you subconsciously retain something of that knowledge. On questions about which you are not really certain, go with your basic instincts. Your first impression on how to answer a question is usually correct.

6. **Mark your answers directly on the test booklet.** Do not bother trying to fill in the optical scan sheet on the first pass through the test. Mark your answers carefully when you transcribe them to the scan sheet.

7. **Watch the clock!** You have a set amount of time to answer the questions. Do not get bogged down trying to answer a single question at the expense of ten questions you can more readily answer.
1. Speakers can change sentences to questions by changing the: (Easy)
   A. Pitch
   B. Morphemes
   C. Root words
   D. Stress

2. “Bite” and “byte’ are examples of a phonographemic differences known as: (Average)
   A. Homonyms
   B. Homographs
   C. Homophones
   D. Heteronyms

3. Which one of the following is NOT included in the study of “semantics”? (Rigorous)
   A. Culture
   B. The definition of individual words and meanings
   C. The intonation of the speaker
   D. Meaning which is “inherent”, as well as “contextual”

4. If you are studying “syntax”, then you are studying: (Average)
   A. Intonation and accent when conveying a message
   B. The rules for correct sentence structure.
   C. The definition of individual words and meanings.
   D. The subject-verb-object order of the English sentence.

5. Polite discourse includes phrases such as ‘How are you?’ or ‘See you later’ as examples of: (Easy)
   A. CALPs
   B. A skit
   C. Empty language
   D. Formal speech

6. The vocabulary word “ain’t” has been used for /am not/, /is not/, and /has not/. It is an example of (Rigorous).
   A. A dialect
   B. How language evolves
   C. Socio-economic effects on language
   D. A southern drawl
7. English has grown as a language primarily because of:  
*Easy*  
A. Wars/technology and science  
B. Text messaging/immigrants  
C. Immigrants/technology and science  
D. Contemporary culture/wars

8. Match the theorists with the elements of their explanations.  
*Place the number after the letter.*)  
*Rigorous*  
A. _____ Chomsky  
B. _____ Piaget  
C. _____ Vygotsky  
D. _____ Collier  

1. Children are active learners who construct their worlds.  
2. Social communication which promotes language and cognition.  
3. Nature is more important than nurture.  
4. Language is a reflection of thought.

9. Teachers of ELL students should be able to use both verbal and non-verbal communication techniques. Identify each of the following as Verbal (V) or Non-verbal Speech (NV).  
*Average*  
A. _____ Mime  
B. _____ Initiating  
C. _____ Paraphrasing  
D. _____ Gestures  
E. _____ Summarizing  
F. _____ Acting out a sequence of events  
G. _____ Questioning  
H. _____ Listening

10. “The teacher ‘writted’ on the whiteboard” is an example of:  
*Easy*  
A. Simplification  
B. Fossilization  
C. Inter-language  
D. Overgeneralization
11. The creation of original utterances is proof that the L2 learner is: (Rigorous)
A. Recalling previous patterns
B. Mimicking language chunks
C. Applying knowledge of L1 to L2
D. Using cognitive processes to acquire the L2

12. Social factors influence second language learning because: (Average)
A. Age determines how much one learns.
B. Gender roles are predetermined.
C. Social status influences ELL’s ability to perform well in the learning situation.
D. Many ELLS cannot ignore their social conditions.

13. Respecting social diversity in the classroom means that teachers should teach standard English: (Easy)
A. Exclusively
B. While ignoring dialects
C. And explain the value of unique group variations as far as possible
D. While respecting and teaching awareness of unique group variations

14. Second language programs in the future will have to deal with: (Average)
A. Demands by ELL groups
B. Polarity among different racial/ethnic groups
C. Multiculturalism
D. All of the above
15. Ms. Jones is a middle school teacher of many years experience and highly respected. This year, however, she has a class with many immigrants from several different cultures. She finds it easy to deal with the outgoing Marco who has been in the U. S. for 6 months, but doesn’t understand the reserved Leilani who has been in the U.S. for 2 years. A fellow teacher suggested that Leilani may: (Rigorous)

A. Need more time to formulate her answers
B. Be showing respect to the authority figure—her teacher
C. Need extra help in reducing her anxiety
D. All of the above

16. In a school where numerous ELL students of the same language group are present, the most efficient way to ensure conformity with the Consent Decree may be: (Rigorous)

A. Pull-out classes for science and math
B. Mainstream content instruction with pull-out for Language Arts instruction.
C. Mainstream instruction for Language Arts, science and math with tutorials in problem areas.
D. Pull-out classes for Language Arts and science, mainstream for math.

17. If the teacher circulates around the room answering questions and asking others, which level(s) of scaffolding is she demonstrating? (Rigorous)

A. Modeling
B. Interactive
C. Guided
D. Independent
18. In schools with large immigrant populations of diverse origin, the most commonly used model is: *(Easy)*

A. Submersion  
B. Pull-out ESL  
C. SDAIE  
D. Transition

19. Ms. Mejia is concerned with her ELLs learning to write correctly in English. She: *(Average)*

A. Dictates sentences with the week’s spelling words  
B. Plays Hangman to reinforce spelling of the words  
C. Reads stories using vocabulary the ELLs need for BICS or CALPS  
D. Sends extra work home for the ELLs to practice.

20. Which of the following is not a step in the Language Experience Approach? *(Average)*

A. Students draw a picture to represent something personal about an experience.  
B. Students dictate their story to the teacher.  
C. The teacher reads the story revising where necessary.  
D. The story is read in later days as a follow-up activity.

21. Identify one method of adapting general education instruction to ELLs. *(Average)*

A. Providing extra listening materials (e.g. CD-Rom’s of stories)  
B. Arrange homogenous work groups  
C. Using an English dictionary  
D. Using grade-level storybooks
22. When using instructional technology (e.g. videos, DVDs, or CDs) in ESOL classes, the instructor should: (Rigorous)

A. Play the entire piece to build listening skills.
B. Frequently stop to check on comprehension.
C. Quiz the ELLs for comprehension after listening.
D. Block the captions on the video.

23. Teachers looking for reading comprehension software for young ELLs should look for: (Average)

A. Illustrated vocabulary lists, which are presented before the story.
B. A text which is read accompanied by animation.
C. Interactive vocabulary words.
D. A page for the students to paint at the end of the story.

24. Which of the following strategies is NOT recommended to promote emergent literacy? (Average)

A. Teacher reads oversized books carefully pointing to each word as she reads.
B. Mother Goose rhymes illustrated around the room.
C. Spelling lists for homework practice.
D. Word wall with words listed under each beginning letter.

25. An English teacher included a unit on Shakespeare’s Romeo and Juliet in her programming. To promote critical literacy, she could have her students: (Average)

A. Provide a list of pre-reading questions for discussion.
B. Use a flow-chart to outline the plot.
C. Compare the story of Prince Charles and Princess Diana to Romeo and Juliet.
D. Show the movie and provide comprehension questions.
26. Which of the following strategies is **not** appropriate for home-involved reading instruction? *(Easy)*

A. Encourage parents to model reading and writing in L2 when possible.
B. Suggest parents to read or tell stories in L1 to their children.
C. Phonics practice.
D. Having the child re-tell the reading selection to their parents.

27. Which method is the most appropriate one for dealing partially with cultural bias in tests? *(Rigorous)*

A. Translate the tests previous to the actual exam.
B. Provide pictures and graphics during the test.
C. Administer practice tests with time limits.
D. Provide a study guide and give test orally.

28. Before coming to the U.S., Sven, an 11-grade student took the TOEFL. This is a ________ test. *(Easy)*

A. Language proficiency
B. Language achievement
C. Language placement
D. Diagnostic language

29. Which of the following should be done prior to initiating a formal referral process for an ELL with possible learning disabilities? *(Rigorous)*

A. A vision and hearing test.
B. A language diagnostic test.
C. Documentation of at least 1 intervention.
D. Consultation with principal about ELL’s progress.
30. Identify the correct order for the assessment of ELLs with exceptionalities. (Rigorous)

A. English language assessment, language proficiency assessment, language for assessment.

B. Language proficiency assessment, speech and language assessment, English language assessment.

C. Speech and language assessment, language for assessment, English language assessment.

D. Language for assessment, speech and language assessment, language proficiency.
Answer Key
1. A
2. C
3. A
4. B
5. C
6. B
7. C
8. A-3, B-4, C-2, D-1.
10. D
11. D
12. D
13. D
14. D
15. D
16. D
17. B
18. B
19. C
20. C
21. A
22. B
23. B
24. C
25. C
26. C
27. C
28. A
29. A
30. B