



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

075 Bilingual Education

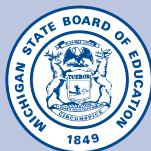


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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

Bilingual Education (075) Field-Specific Information

There is now one test required to receive an endorsement in Bilingual Education. A passing score on the Bilingual Education (075) test will meet the endorsement requirement to teach Bilingual Education in any field.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Language, Linguistics, and Comparisons	15%
Culture	15%
Second Language Acquisition and Instructional Practices	15%
Integration of Standards into Curriculum and Instruction	25%
Assessment	15%
Professionalism	15%

LANGUAGE, LINGUISTICS, AND COMPARISONS

Understand major concepts and principles related to the nature of language and language systems.

Includes:

- demonstrating knowledge of the dynamic, changing nature of language and language systems and concepts related to innateness and universality of language acquisition
- demonstrating knowledge of different types of variation that occur in a language (e.g., dialects, registers, diachronic and/or regional variation) and factors that affect language variation
- demonstrating knowledge of the nature of bilingualism/multilingualism and concepts related to bilingualism/multilingualism (e.g., code switching)
- demonstrating knowledge of the theoretical foundations of bilingual education and the development of biliteracy (e.g., Cummins' Common Underlying Proficiency theory, Krashen's Input hypothesis)
- demonstrating knowledge of basic aspects of world language families for linguistic comparisons

Understand fundamentals of linguistics and comparative linguistics and how to apply this understanding to promote language and literacy development in English and the target non-English language of instruction.

Includes:

- demonstrating knowledge of phonology (e.g., phonemes, intonation patterns) and identifying strategies for applying knowledge of phonology to help bilingual education students develop language and literacy skills in English and the target non-English language of instruction
- demonstrating knowledge of morphology (e.g., inflectional and derivational endings, roots and affixes) and identifying strategies for applying knowledge of morphology to help bilingual education students develop language and literacy skills in English and the target non-English language of instruction
- demonstrating knowledge of syntax (e.g., parts of speech, sentence patterns) and identifying strategies for applying knowledge of syntax to help bilingual education students develop language and literacy skills in English and the target non-English language of instruction
- demonstrating knowledge of semantics (e.g., words with multiple meanings, idioms) and identifying strategies for applying knowledge of semantics to help bilingual education students develop language and literacy skills in English and the target non-English language of instruction
- demonstrating knowledge of oral and written discourse (e.g., discourse markers, speech acts) and identifying strategies for applying knowledge of discourse to help bilingual education students develop language and literacy skills in English and the target non-English language of instruction
- identifying strategies for applying knowledge of English and the target non-English language of instruction to make connections and comparisons between features of English and features of the target non-English language of instruction

Understand fundamentals of sociolinguistics and how to apply this understanding to promote language and literacy development in English and the target non-English language of instruction.

Includes:

- recognizing the value of bilingualism/multilingualism and the significance of bilingualism/multilingualism in the overall success of all students
- identifying how pragmatic features of oral and written language (e.g., formal and informal styles of discourse, nonverbal elements) influence or convey meaning and recognizing factors (e.g., cultural and social norms, setting, purpose, audience) that affect a speaker's or writer's choice of pragmatic features
- identifying strategies for applying knowledge of pragmatics to help bilingual education students use spoken language and nonverbal communication in socially and culturally appropriate ways in a variety of contexts, including formal and informal settings, and for a variety of purposes and audiences
- recognizing factors (e.g., culture, politics, social context) that influence a speaker's or writer's choice of language variation and identifying strategies for promoting bilingual education students' awareness of, respect for, and understanding of different varieties of English and the target non-English language of instruction
- identifying strategies for providing bilingual education students with a wide variety of authentic linguistic experiences (e.g., exposure to a variety of speakers of English and the target non-English language of instruction)

CULTURE**Understand major concepts, principles, theories, and research related to the nature of culture.**

Includes:

- demonstrating knowledge of major cultural concepts (e.g., cultural relativism, cultural universalism, cultural pluralism)
- demonstrating knowledge and effects of various processes of cultural contact (e.g., acculturation, assimilation, accommodation)
- demonstrating knowledge of stages of the acculturation process (e.g., culture fatigue/shock) and factors that promote or impede adjustment to another culture
- demonstrating knowledge of internal and external elements of culture (e.g., values, beliefs, and expectations; patterns of communication; social roles and strategies) and identifying strategies for making connections and comparisons between English-speaking and heritage cultures in a bilingual education setting

Understand the role of culture in language development and academic achievement.

Includes:

- demonstrating knowledge of how the cultural identities of bilingual education students affect their language development and how levels of cultural identity vary widely among students
- demonstrating knowledge of interrelationships between language and culture and the effects of these interrelationships on the language development and academic achievement of bilingual education students
- recognizing the impact of world events (e.g., U.S. immigration history, patterns, and policies; events in students' home countries) on bilingual education
- recognizing the effects of racism, stereotyping, and discrimination on teaching and learning, and identifying strategies for addressing these issues purposefully in the bilingual education classroom (e.g., promoting an inclusive classroom climate) and the school community (e.g., recognizing students' language rights)

Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.

Includes:

- recognizing how to use a variety of print and nonprint resources, including the Internet, to learn about world cultures and the cultures of students in the bilingual education classroom and identifying strategies for reflecting on one's own cultural values and beliefs as they relate to students
- recognizing the value of and role of literary and cultural texts and strategies for using these texts to help students reflect on the perspectives of cultures over time
- recognizing the role of culture in the classroom and school (e.g., effects of the degree of cultural congruence between students' heritage cultures and the school culture) and identifying strategies for accommodating cultural differences in approaches to learning (e.g., cooperation vs. competition, individual vs. group)
- demonstrating knowledge of cross-cultural communication, including differences in verbal and nonverbal communication (e.g., turn-taking practices, use/role of silence, eye contact, gestures), and identifying strategies for facilitating positive interactions among students from diverse backgrounds
- identifying strategies for supporting a linguistically and culturally rich community of learners and providing bilingual education students with opportunities to use their cultural perspectives to promote learning (e.g., connecting curriculum to students' experiences and skills of home and community, recognizing and accepting all languages as valid systems of communication)
- identifying strategies for helping bilingual education students access cultural viewpoints in multiple content areas and make connections and comparisons among the perspectives of cultures and their practices and products

SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL PRACTICES

Understand second language acquisition theories and research and how to apply this understanding to facilitate bilingual education students' language and literacy development.

Includes:

- demonstrating knowledge of second language acquisition theories and concepts
- demonstrating knowledge of concepts related to the development of bilingualism and biliteracy (e.g., language transfer, development of Basic Interpersonal Communication Skills [BICS] and Cognitive Academic Language Proficiency [CALP])
- demonstrating knowledge of research related to processes and stages of second language acquisition, including differences between social- and academic-language development, and recognizing characteristic features of different English language proficiency levels
- demonstrating knowledge of research related to error analysis and performance analysis in second language acquisition and the development of biliteracy and identifying strategies for appropriately monitoring bilingual education students' language errors in English in context of overall performance and providing appropriate feedback
- demonstrating knowledge of the nature and role of comprehensible input and output in language acquisition and the development of biliteracy and identifying strategies for providing students with comprehensible input and opportunities to produce comprehensible output in English and the target non-English language of instruction
- demonstrating knowledge of the role of meaningful interaction in the development of communicative competence and identifying strategies for providing bilingual education students with opportunities to communicate in a variety of social and academic settings in both English and the target non-English language of instruction
- demonstrating knowledge of the role of scaffolding in second-language acquisition and the development of biliteracy and identifying strategies for scaffolding language and literacy tasks to promote bilingual education students' language and literacy development
- demonstrating knowledge of cognitive processes involved in synthesizing and internalizing a new language (e.g., generalization and overgeneralization, metacognition) and identifying strategies for helping bilingual education students develop effective cognitive and social language-learning strategies (e.g., elaboration, self-monitoring, requests for clarification)

Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate bilingual education students' language and literacy development.

Includes:

- demonstrating knowledge of linguistic variables that affect a bilingual education student's second language acquisition and development of biliteracy (e.g., level of primary-language proficiency, level of primary-language literacy, influence of oral language proficiency on literacy development, positive and negative language transfer) and identifying strategies for building on each student's current language skills as a foundation for learning English
- demonstrating knowledge of cognitive and physical variables that affect a bilingual education student's second language acquisition and development of biliteracy (e.g., cognitive development, cognitive learning style, age) and identifying instructional strategies that are developmentally appropriate, promote critical thinking and problem solving, and address each student's specific cognitive strengths and needs
- demonstrating knowledge of affective variables that affect a bilingual education student's second language acquisition and development of biliteracy (e.g., personality, motivation, inhibition) and identifying strategies for applying this knowledge to address each student's needs
- demonstrating knowledge of social variables that affect a bilingual education student's second language acquisition and development of biliteracy (e.g., family expectations, community influences and involvement) and identifying strategies for applying this knowledge to address each student's needs
- demonstrating knowledge of variables related to a bilingual education student's educational background and level of English language proficiency and identifying strategies for including and promoting the full participation of all bilingual education students in the classroom

Understand research-based best practices related to planning and implementing bilingual education instruction, including how to select, adapt, and use instructional resources.

Includes:

- demonstrating knowledge of relevant state standards and benchmarks (i.e., Michigan English Language Proficiency Standards for K–12 Schools, Michigan Curriculum Framework) and national standards and benchmarks (i.e., ESL Standards for Pre-K–12 Students, Standards for Foreign Language Learning in the 21st Century) and how to use standards and benchmarks in curricular planning
- identifying research-based strategies for creating, organizing, and managing a supportive classroom learning environment that includes opportunities for interaction in English and the target non-English language of instruction (e.g., paired and small-group activities, role-playing) and encourages bilingual education students to be actively involved in learning and to extend their learning inside and outside the classroom
- demonstrating knowledge of criteria and methods for using standards and benchmarks to evaluate, select, design, and adapt appropriate instructional materials that are linguistically accessible, culturally responsive, and age appropriate for bilingual education students
- recognizing how to use a wide range of materials, resources, and technologies (e.g., diverse literary and cultural texts, visual aids, realia, computer software, the Internet) in effective language and content instruction for bilingual education students
- recognizing how to incorporate a variety of activities and resources in instruction that develop authentic uses of language and explore content-area topics in order to maximize bilingual education students' language learning and concept development
- recognizing the interrelationships among the domains of language and identifying strategies for providing activities and resources that integrate language and literacy skills (e.g., thematic units) to promote bilingual education students' language development and content learning
- identifying strategies for selecting materials, activities, and resources that are free from bias and do not offend, disadvantage, or discriminate against students on the basis of their personal backgrounds (e.g., race, culture)

INTEGRATION OF STANDARDS INTO CURRICULUM AND INSTRUCTION

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to listening and strategies for teaching bilingual education students to acquire and use listening skills for academic and social purposes in English and the target non-English language of instruction.

Includes:

- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to listening for social purposes (e.g., greetings, leave taking, questions and directions)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to listening for academic purposes (e.g., following simple and complex directions, identifying main ideas and supporting details from spoken language, identifying the meaning of content-area vocabulary)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' competence in using critical-thinking skills in relation to listening (e.g., identifying a speaker's attitude and point of view, making inferences and predictions)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to speaking and strategies for teaching bilingual education students to acquire and use speaking skills for academic and social purposes in English and the target non-English language of instruction.

Includes:

- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to speaking skills and strategies (e.g., demonstrating comprehensible pronunciation and intonation for clarity in oral communication, using strategies to extend communicative competence)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to speaking for social purposes (e.g., engaging in personal conversations for personal expression and enjoyment)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to speaking for academic purposes (e.g., using English and the target non-English language of instruction to interact in the classroom, provide and obtain information, and express and exchange opinions)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' competence in using critical-thinking skills in relation to speaking (e.g., planning, organizing, and presenting information, concepts, and ideas to an audience of listeners on a variety of topics)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to reading and strategies for teaching bilingual education students to acquire and use reading skills for academic and social purposes in English and the second language of instruction.

Includes:

- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to beginning reading development (e.g., acquiring concepts of print, demonstrating phonological awareness, recognizing the relationship between oral language and decoding, building vocabulary knowledge and skills)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to reading skills and strategies (e.g., reading for research purposes, applying reading skills in social and academic contexts)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to reading comprehension (e.g., demonstrating comprehension of main ideas and supporting details, understanding and using grammatical structures to improve comprehension)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' competence in using critical-thinking skills in relation to reading (e.g., making inferences and predictions; drawing conclusions; identifying an author's voice, attitude, and point of view)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to literary analysis (e.g., analyzing style and form of various genres, interpreting and reflecting on diverse literary texts)

Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to writing and strategies for teaching bilingual education students to acquire and use writing skills for academic and social purposes in English and the target non-English language of instruction.

Includes:

- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to writing conventions (e.g., applying grammatical conventions to writing, constructing varied sentence structures, using appropriate vocabulary choice and variation)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to writing (e.g., organizing and developing paragraphs to support a central idea; using various types of writing, such as personal narratives, lists, and letters, for specific purposes)
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' achievement of state standards related to research and writing
- demonstrating knowledge of strategies and techniques for promoting bilingual education students' competence in using critical-thinking skills in relation to writing (e.g., using tone and voice to engage specific audiences, using evidence to support a written argument)

Understand how to support bilingual education students' access to the core curriculum as outlined in the Michigan Curriculum Framework as they learn language and academic content.

Includes:

- demonstrating knowledge of the principles and applications of content-based instruction that is effective in developing bilingual education students' academic-language skills
- demonstrating knowledge of a variety of teaching and learning approaches appropriate to the development of bilingual education students' content-area knowledge and skills (e.g., content-area instruction in the primary language, content-based instruction, sheltered instruction, communicative approaches, differentiated instruction)
- demonstrating knowledge of strategies for making content-area concepts comprehensible to bilingual education students (e.g., activating prior knowledge, using preview-review methods, pre-teaching content-specific vocabulary and language structures, contextualizing new vocabulary and concepts) and for scaffolding content-area tasks to promote bilingual education students' academic achievement
- demonstrating knowledge of strategies and resources (e.g., graphic organizers) for supporting bilingual education students' use of problem-solving, critical-thinking, and cognitive-learning skills (e.g., organizational skills, study skills, test-taking skills) and strategies (e.g., grouping words and concepts, integrating prior knowledge with new ideas) to promote their content-area learning

ASSESSMENT**Understand major concepts and principles related to standards-based assessment of bilingual education students.**

Includes:

- recognizing the relationship between standards and assessment decisions and the importance of and strategies for aligning assessment with standards
- demonstrating knowledge of the ongoing nature of assessment and recognizing the importance of using multiple methods of assessment (e.g., formal and informal assessment, summative and formative assessment) with bilingual education students
- demonstrating knowledge of various purposes of assessment (e.g., identification, placement, demonstration of language proficiency, demonstration of academic achievement) and identifying strategies for implementing purposeful assessment measures that are age and level appropriate for bilingual education students
- demonstrating knowledge of different types of assessment (e.g., norm-referenced assessments, criterion-referenced assessments, standards-based language proficiency instruments, standardized achievement tests of overall mastery, performance-based assessment tools, peer assessments, self-assessments)
- demonstrating knowledge of national and state requirements for identification and placement of students
- demonstrating knowledge of the quality indicators (e.g., validity, reliability) of assessment instruments

Understand various assessment issues and factors related to the assessment of bilingual education students.

Includes:

- demonstrating knowledge of the challenges associated with assessing bilingual education students and identifying issues related to cultural and linguistic bias (e.g., unfamiliar images or references, unfamiliar test language or formats) and political, social, and psychological factors (e.g., effects of high-stakes accountability testing, categorization of students based on test results, test anxiety, limited testing experiences) that may affect assessment design, implementation, or results
- demonstrating knowledge of assessment issues related to bilingual education students who have special needs and/or may be gifted and talented
- demonstrating awareness of standard and nonstandard accommodations on state standardized tests
- identifying strategies for communicating assessment results to stakeholders

Understand how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for bilingual education students based on assessment results.

Includes:

- recognizing how to select, develop, adapt, and use a variety of listening assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust listening instruction for bilingual education students
- recognizing how to select, develop, adapt, and use a variety of speaking assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust speaking instruction for bilingual education students
- recognizing how to select, develop, adapt, and use a variety of reading assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust reading instruction for bilingual education students
- recognizing how to select, develop, adapt, and use a variety of writing assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust writing instruction for bilingual education students
- recognizing how issues of bias may affect the selection, development, adaptation, and use of a variety of content assessments, including language proficiency and performance-based assessment tools and techniques; analyze assessment results; and use this information to inform, evaluate, and adjust content instruction for bilingual education students

PROFESSIONALISM**Understand the legal and historical foundations of bilingual education.**

Includes:

- demonstrating knowledge of the philosophical and theoretical foundations of bilingual education in the United States
- demonstrating knowledge of characteristics, goals, and research on the effectiveness of major models of bilingual education (e.g., dual-language enrichment programs, late-exit transitional bilingual education, early-exit transitional bilingual education, sheltered immersion)
- demonstrating knowledge of the history of laws and policies related to the field of bilingual education and the impact of legislation (e.g., *Brown v. Board of Education*, *Lau v. Nichols*, *Castañeda v. Pickard*, *Diana v. California State Board of Education*) on bilingual education programs
- demonstrating knowledge of historical and current trends and issues in bilingual education and analyzing how they affect public policy and advocacy issues with respect to bilingual education programs

Understand the bilingual education teacher's role as a professional within a discipline.

Includes:

- identifying strategies for gaining, analyzing, and reflecting on one's own linguistic and cultural competence and professional knowledge (e.g., establishing professional goals, pursuing professional growth opportunities in the field of bilingual education)
- identifying strategies for locating and using resources for professional improvement (e.g., participating in and accessing the resources of professional organizations)
- identifying strategies for serving as a professional bilingual education resource in the educational community (e.g., modeling effective bilingual education instructional practices, planning and implementing professional bilingual education experiences for colleagues)
- demonstrating knowledge of collaborative teaching models (e.g., team teaching) and identifying strategies for involving colleagues to provide comprehensive, challenging educational opportunities for bilingual education students

Understand how to serve as a resource and advocate for bilingual education students and how to build effective partnerships with bilingual education students' families and communities to support students' language development and academic achievement.

Includes:

- demonstrating knowledge of school and community resources available to bilingual education students and their families and identifying strategies for serving as a language and education resource for students and their families in the school and community
- identifying strategies for serving as an advocate for bilingual education students and their families in various school contexts (e.g., ensuring equitable access to academic resources and instructional technology), including advocating for and promoting bilingualism/multilingualism with students, colleagues, and community members
- recognizing the important role that families play in bilingual education students' development and identifying strategies for effectively communicating and building partnerships with bilingual education students' families and for involving families in the classroom and school (e.g., providing opportunities for families to contribute their knowledge and expertise) to support students' language development and academic achievement
- identifying the benefits of and strategies for building partnerships with bilingual education students' communities to support students' language development and academic achievement
- identifying strategies for seeking out policy, procedures, and resources to support bilingual programs

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Within a bilingual education setting, which of the following instructional strategies is most reflective of Jim Cummins' theory that learning a target language involves the use of a Common Underlying Proficiency (CUP) connected to the knowledge of the primary language?
 - A. developing students' academic vocabulary in the target language while maintaining interpersonal skills in the primary language
 - B. teaching initial literacy skills in the target language of instruction to avoid confusion with students' primary language
 - C. developing students' oral language skills in the target language before teaching literacy skills in the target language
 - D. teaching initial literacy skills in students' primary language to encourage the transfer of these skills to the target language
2. Fifth-grade bilingual education students speak a first language that does not use inflectional endings for features such as plurality and tense. The students frequently omit these endings when speaking and writing in English. Which of the following strategies would best help these students develop the ability to understand and use these endings?
 - A. giving students a list of their commonly misused words and providing rules for when to use inflectional endings in English
 - B. leading a class discussion that overtly focuses on differences in how concepts for time and number are expressed in the two languages
 - C. providing immediate correction to students who forget to use inflectional endings for tense and number when speaking in English
 - D. creating worksheets that offer extra practice in generating verbs and nouns that are correctly inflected for tense and number

3. Use the information in the conversation excerpt below to answer the question that follows.

Speaker A: Do you need a ride?
Speaker B: I'm all right, thank you.
Speaker A: Okay, see you tomorrow.

Speaker A's correct interpretation of Speaker B's answer as a negative response is an example of:

- A. linguistic accommodation.
- B. grammatical competence.
- C. code switching.
- D. pragmatic competence.

4. At the beginning of a school year, a bilingual education teacher designs a series of small-group and partner activities in an effort to create a relaxing atmosphere that will foster student initiative and cooperative learning. While preparing the small-group and partner activities, it is most important for the teacher to recognize that:

- A. classroom tensions are easier to defuse when using a teacher-directed approach.
- B. some students may come from cultural backgrounds in which this teaching approach is rarely used.
- C. classroom harmony can be maintained by partnering students from the same cultural background.
- D. a majority of students will prefer a more challenging and competitive classroom set-up.

5. A bilingual education teacher has students collect, write, and sort materials that will be used to create a classroom newspaper. The following are suggested contributions:

- stories and articles written by students
- interviews of family or community members
- family favorite recipes
- family photos with captions written by students
- various announcements related to students' lives

Students take charge of illustrating and printing the newspaper. With this activity, the teacher is most likely attempting to create a classroom environment that:

- A. fosters the development of students' organizational skills.
- B. encourages students to assess their own learning progress.
- C. validates students' cultural identities.
- D. respects students' preferred learning styles.

6. In a bilingual education setting, which of the following strategies would be most effective in preventing students from feeling a sense of conflict between their home and school cultures?

- A. starting each day with a game in which students pretend to "take off" their home selves and "put on" their school selves
- B. encouraging students to bring in items from home that they can keep at their desks as reminders of their home cultures
- C. maintaining strong communication with families and inviting family and community members to participate in classroom activities
- D. decorating classrooms with pictures representing people and places from students' home cultures and changing the pictures frequently

7. In certain bilingual education programs, content materials and literacy skills are taught in students' first language during the early grades. Which of the following statements best describes the primary research-based rationale for this practice?
- A. Learning a second language requires that students be familiar with literacy skills and grammatical concepts in their first language.
 - B. Families are better able to support educational goals if materials are presented in the language of the home.
 - C. The transfer of knowledge and skills from the first language to the second language of instruction supports the development of biliteracy.
 - D. Students who are older have an easier time learning a second language than students who study a second language at a young age.
8. According to the research of Stephen Krashen, elementary-level bilingual education students who are literate in their primary language are able to transfer literacy skills to a second language because:
- A. students who have already achieved literacy in one language are likely to be gifted and talented.
 - B. the deep structures and lexicons of most world languages share common linguistic roots.
 - C. the underlying process of reading is similar even when languages appear to be very different.
 - D. students who have already achieved literacy in one language are likely to have low affective filters.

9. A group of bilingual education teachers in a culturally and linguistically diverse school is reviewing a series of folktale books in the primary and target languages for use in the school's bilingual education classrooms. Which of the following cultural aspects should be a main concern for the teachers because it often constitutes a bias issue in folktales?
- A. the use of a variety of dialects by different characters
 - B. the variations in characters' level of education
 - C. the representation of characters' gender roles
 - D. the composition of characters' families
10. A bilingual education teacher wants to help students achieve the state standards goal of understanding the relationships between central ideas and details in a presentation. The students will listen to a primary-language presentation about different uses of computer science. The teacher can best accomplish the goal by guiding students through which of the following activities?
- A. completing a Venn diagram for each section of the presentation after they have heard the whole presentation
 - B. taking detailed notes of any concepts they do not understand as they listen to the presentation
 - C. checking off vocabulary words on a list as they hear them in the presentation
 - D. making a concept map based on the presentation after they have heard the whole presentation

11. When a teacher is generating and posing questions for students to answer during a content-area lesson in the primary language, which of the following strategies is most likely to promote bilingual students' academic-language speaking skills?
- A. prompting students to explain and elaborate on their answers after they have given them
 - B. providing content-area glossaries and word lists for students to include in their answers
 - C. writing questions on the board before asking them out loud
 - D. creating questions that model complex language structures
12. Which of the following strategies would be the most effective way to encourage middle school bilingual education students to apply metacognitive strategies while reading a social studies text in either the primary or target language?
- A. reminding students to highlight important content in the text as they read
 - B. providing students with an outline that links the information in the text to future instruction
 - C. modeling for students how to create questions from chapter headings and subheadings
 - D. activating students' prior knowledge about the subject before the students begin reading

13. Which of the following writing techniques would be most helpful for bilingual education students who are learning to organize information for reports about specific research topics in either English or the primary language?
- A. using color-coded note cards to record data and source citations for their reports
 - B. constructing graphic organizers that correspond to the structural patterns their reports will take
 - C. filling in blank outline forms with the information they will use in their reports
 - D. developing a list of possible topic sentences for each paragraph of their reports
14. Students in a bilingual education class will be studying the characteristics and uses of different types of tools used for measurement (e.g., rulers, scales, measuring cups). During a brainstorming activity conducted in the primary language before the lesson begins, the teacher notices that many students seem to lack background knowledge about these tools. Which of the following primary-language activities would be most effective for the teacher to use *first* to support students' content-area learning?
- A. providing students with supplemental reading materials that explain the basic properties of measurement tools in clear, concise language
 - B. giving students a list of words related to measurement tools and guiding them to use reference materials to learn the meanings of the words
 - C. having students use measurement tools to measure classroom objects and label the objects with their measurements
 - D. providing students with opportunities to handle and examine a wide variety of measurement tools and discuss their observations about the tools

15. Which of the following assessments is required by the Michigan Department of Education (MDE) to identify students who are eligible to receive bilingual instruction?
- A. a consultation with parents or guardians via a home language survey
 - B. Michigan Student Test of Educational Progress (M-STEP) in reading and mathematics
 - C. WIDA-ACCESS Placement Test (W-APT)
 - D. a criterion-referenced test that assesses proficiency in the home language and English
16. A bilingual education teacher needs to communicate the results of English language performance assessments to stakeholders within the school system. When communicating the results, which of the following steps should the teacher take *first*?
- A. Discuss overall research findings about trends in English language development and performance.
 - B. Distribute copies of the students' assessment results.
 - C. Provide performance results from nearby schools districts.
 - D. Describe how the assessment measures students' English language performance.

17. Which of the following student activities would be most appropriate for assessing intermediate-level bilingual education students' proficiency in listening for specific information in the target language?
- A. describing what to wear for an outdoor field trip based on a radio weather report
 - B. creating a drawing expressing the mood conveyed by the words used in a poem read by the teacher
 - C. evaluating a radio commercial for phrases and words used to sell a particular product
 - D. performing a science experiment according to a sequence of steps described by the teacher
18. Which of the following court decisions made segregated education based on race unconstitutional?
- A. *Castañeda v. Pickard*
 - B. *Lau v. Nichols*
 - C. *Brown v. Board of Education of Topeka*
 - D. *Diana v. California State Board of Education*

19. A bilingual education teacher's primary consideration when selecting professional development opportunities should be:
- A. finding opportunities to do original research.
 - B. networking and improving skills.
 - C. purchasing new curriculum materials for the district.
 - D. discovering new areas of interest.
20. Which of the following best describes the primary reason for developing a network of literate bilingual- and primary-language-speaking community members who serve as successful reading role models for adolescent students?
- A. recruiting volunteers to provide tutoring assistance
 - B. fostering students' self-concept as lifelong readers
 - C. encouraging public support for the school reading program
 - D. showing students that reading is required at every stage of life

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	D	Understand major concepts and principles related to the nature of language and language systems.
2.	B	Understand fundamentals of linguistics and comparative linguistics and how to apply this understanding to promote language and literacy development in English and the target non-English language of instruction.
3.	D	Understand fundamentals of sociolinguistics and how to apply this understanding to promote language and literacy development in English and the target non-English language of instruction.
4.	B	Understand major concepts, principles, theories, and research related to the nature of culture.
5.	C	Understand the role of culture in language development and academic achievement.
6.	C	Understand how to create a culturally inclusive learning environment that supports individual students' language development and academic achievement.
7.	C	Understand second language acquisition theories and research and how to apply this understanding to facilitate bilingual education students' language and literacy development.
8.	C	Understand individual learner variables in the second language acquisition process and how to apply this understanding to facilitate bilingual education students' language and literacy development.
9.	C	Understand research-based best practices related to planning and implementing bilingual education instruction, including how to select, adapt, and use instructional resources.
10.	D	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to listening and strategies for teaching bilingual education students to acquire and use listening skills for academic and social purposes in English and the target non-English language of instruction.
11.	A	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to speaking and strategies for teaching bilingual education students to acquire and use speaking skills for academic and social purposes in English and the target non-English language of instruction.
12.	C	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to reading and strategies for teaching bilingual education students to acquire and use reading skills for academic and social purposes in English and the second language of instruction.
13.	B	Understand the standards and benchmarks in the Michigan English Language Proficiency Standards for K–12 Schools related to writing and strategies for teaching bilingual education students to acquire and use writing skills for academic and social purposes in English and the target non-English language of instruction.
14.	D	Understand how to support bilingual education students' access to the core curriculum as outlined in the Michigan Curriculum Framework as they learn language and academic content.

(continued)

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15. **C** Understand major concepts and principles related to standards-based assessment of bilingual education students.
16. **D** Understand various assessment issues and factors related to the assessment of bilingual education students.
17. **A** Understand how to select, develop, adapt, and use various classroom assessment tools and techniques, analyze assessment results, and adjust instruction for bilingual education students based on assessment results.
18. **C** Understand the legal and historical foundations of bilingual education.
19. **B** Understand the bilingual education teacher's role as a professional within a discipline.
20. **B** Understand how to serve as a resource and advocate for bilingual education students and how to build effective partnerships with bilingual education students' families and communities to support students' language development and academic achievement.