MTEL Sheltered English Immersion (SEI) (56) Practice Test (Sample)

Study Guide

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Questions

1. **What types of evaluations are included in the CALLA strategy?**

   A. Only formal assessments

   B. Only informal assessments

   C. Both informal and formal assessments

   D. No assessments are necessary

2. **In the CALLA strategy, what is the first step involved in planning for instruction?**

   A. Assessing student prior knowledge

   B. Considering learning factors and access points

   C. Setting high-stakes assessments

   D. Designing group learning activities

3. **What is the objective of using an exit ticket as a writing strategy?**

   A. To collect homework assignments

   B. To summarize learning for the day

   C. To test knowledge on the material

   D. To evaluate peer understanding

4. **What does Massachusetts General Laws Chapter 71A focus on for ELL education?**

   A. All types of bilingual education programs

   B. Only ESL and SEI education

   C. Special education for ELL students

   D. Home language instruction models

5. **What modification encourages the use of transitional words for students of all levels?**

   A. Using a word bank

   B. Drawing and labeling

   C. Sentence expanding

   D. Sentence scrambling

6. **Which field studies the stress and intonation in language?**

    A. Phonology

    B. Morphology

    C. Syntax

    D. Semantics

7. **What literacy qualification level must an ELL achieve to be considered proficient?**

    A. 3 or below

    B. 4 or below

    C. 5 or below

    D. 6 or below

8. **Deductive reasoning is characterized by which process?**

    A. Generalizing from specific cases

    B. Analyzing observed patterns

    C. Using a set of data/facts to derive certainty about other facts

    D. Inferring conclusions based on assumptions

9. **What do transitional words in a narrative help to establish?**

    A. Detailed character backgrounds

    B. Sequential flow in storytelling

    C. Definition clarity

    D. Textual comparison

10. **What is meant by 'additive bilingualism' in language acquisition?**

    A. Functioning in one language at the expense of another

    B. Learning a first language while learning a second language enhances overall skills

    C. Focusing only on the second language for effectiveness

    D. Achieving fluency in both languages with no common ground

Answers

1. C
2. B
3. B
4. B
5. A
6. A
7. B
8. C
9. B
10. B

Explanations

1. **What types of evaluations are included in the CALLA strategy?**

   A. Only formal assessments

   B. Only informal assessments

   <u>C. Both informal and formal assessments</u>

   D. No assessments are necessary

   The CALLA (Cognitive Academic Language Learning Approach) strategy incorporates both informal and formal assessments as part of its framework. This balanced approach allows educators to gain a comprehensive understanding of students' language proficiency and academic development. Formal assessments, such as standardized tests and quizzes, provide structured data that can be analyzed quantitatively, offering insights into students' progress over time. Informal assessments, including observations, discussions, and student reflections, allow for more qualitative insights into students' language use and comprehension in real-life contexts.   By integrating both types of evaluations, CALLA ensures a well-rounded assessment that caters to the diverse needs of English language learners, facilitating targeted instruction and support. This combination not only aids in monitoring student progress but also helps in adapting instructional strategies to meet individual learning needs effectively.

2. **In the CALLA strategy, what is the first step involved in planning for instruction?**

   A. Assessing student prior knowledge

   <u>B. Considering learning factors and access points</u>

   C. Setting high-stakes assessments

   D. Designing group learning activities

   The first step involved in planning for instruction using the Cognitive Academic Language Learning Approach (CALLA) strategy is to consider learning factors and access points. This step is critical because it involves understanding the diverse needs of students, including their cultural backgrounds, language proficiencies, and learning styles. By recognizing these factors, educators can create an inclusive learning environment that supports all students in accessing the curriculum effectively.   This approach fosters a more personalized learning experience, ensuring that lessons are tailored to meet the varied needs of students. It allows educators to identify potential barriers to learning and to develop strategies to help students overcome these challenges, thereby maximizing their chances for success. Utilizing this step appropriately is foundational for effective instructional planning and sets the stage for subsequent steps in the CALLA method.

3. What is the objective of using an exit ticket as a writing strategy?

A. To collect homework assignments

B. To summarize learning for the day

C. To test knowledge on the material

D. To evaluate peer understanding

The objective of using an exit ticket as a writing strategy is to summarize learning for the day. Exit tickets serve as a reflective tool for students to articulate what they have understood or learned during the lesson. By writing down their reflections, students not only reinforce their knowledge but also provide teachers with valuable insights into their comprehension and engagement with the material. This feedback can guide future instruction, helping educators identify areas where students may need further clarification or support. Other options, while related to classroom activities, do not capture the primary purpose of exit tickets. Collecting homework assignments focuses on accountability for prior work rather than reflecting on the day's learning. Testing knowledge typically occurs through assessments designed to measure understanding, whereas exit tickets are more informal and serve a different role. Evaluating peer understanding implies a collaborative assessment among students rather than an individual reflection on learning, which is the essence of what exit tickets aim to achieve.

4. What does Massachusetts General Laws Chapter 71A focus on for ELL education?

A. All types of bilingual education programs

B. Only ESL and SEI education

C. Special education for ELL students

D. Home language instruction models

Massachusetts General Laws Chapter 71A specifically addresses the educational framework for English Language Learners (ELLs) through the implementation of English as a Second Language (ESL) and Sheltered English Immersion (SEI) programs. This legislation outlines the requirement for schools to provide targeted instruction designed to help non-English proficient students acquire English skills within an educational environment that supports their linguistic and academic needs. The law emphasizes a structured approach to ensuring that ELL students are able to access the curriculum and succeed in their educational pursuits, implementing models such as SEI that encapsulate best practices for language acquisition. While other forms of bilingual education and various instructional programs may exist within the educational system, the focus of Chapter 71A remains confined to the methods and standards set specifically for ESL and SEI, ensuring a cohesive strategy for helping ELL students thrive in school settings.

5. What modification encourages the use of transitional words for students of all levels?

A. Using a word bank

B. Drawing and labeling

C. Sentence expanding

D. Sentence scrambling

Using a word bank is a powerful modification that encourages all students to incorporate transitional words into their writing. A word bank provides students with a list of useful words and phrases that can help them connect their ideas more coherently, especially when constructing sentences or paragraphs. This resource can be particularly beneficial for English language learners and students with varying levels of proficiency, as it reduces the cognitive load associated with recalling vocabulary and allows them to focus more on the flow and structure of their writing. By having ready access to transitional words, students can enhance their writing by improving the logical progression of their thoughts, facilitating smoother transitions between ideas and enhancing overall coherence in their work. This approach not only boosts confidence in writing but also teaches students the importance of cohesive writing techniques that are essential in academic and professional communication.

6. Which field studies the stress and intonation in language?

A. Phonology

B. Morphology

C. Syntax

D. Semantics

Phonology is the field of linguistics that focuses specifically on the study of the sound systems of languages, including aspects such as stress and intonation. Stress refers to the emphasis placed on certain syllables within words or on certain words within sentences, which can significantly affect meaning and communication. Intonation refers to the variation in pitch while speaking, which can convey different emotions, attitudes, or types of sentences, such as questions versus statements.   In contrast, morphology examines the structure and formation of words, syntax deals with the arrangement of words to form sentences, and semantics concerns the meaning of words and phrases. These other fields do not focus on the auditory features of language like stress and intonation, making phonology the appropriate choice for the question.

7. What literacy qualification level must an ELL achieve to be considered proficient?

A. 3 or below

B. 4 or below

C. 5 or below

D. 6 or below

To determine the literacy qualification level at which an English Language Learner (ELL) is regarded as proficient, it is essential to understand the progression of language proficiency levels. Generally, a level of 4 or below indicates that the learner is still developing their English language skills and may require additional support to fully engage with curriculum materials.   In contrast, achieving a level of 5 typically signifies that the student is beginning to demonstrate strong proficiency in English, with the ability to understand and produce language in educational settings more confidently. However, level 6 often represents a full command of the language. Therefore, being placed at 4 or below recognizes the distinction between developing and proficient use of literacy skills among ELLs, which is essential for their academic success and integration into English-speaking environments.

8. Deductive reasoning is characterized by which process?

A. Generalizing from specific cases

B. Analyzing observed patterns

C. Using a set of data/facts to derive certainty about other facts

D. Inferring conclusions based on assumptions

Deductive reasoning is a logical process that involves starting with a general principle or premise and then applying that principle to specific cases to reach a certain conclusion. It is characterized by deriving conclusions from a set of established facts or data; this means that if the premises are true, the derived conclusions are necessarily true as well. For example, if one knows that all humans are mortal (general statement), and Socrates is a human (specific case), then it logically follows that Socrates is mortal (specific conclusion). This process creates a strong link between the premises and the conclusion, allowing for confidence in the derived outcome. In contrast, generalizing from specific cases focuses more on inductive reasoning, where conclusions may be probable but not guaranteed. Analyzing observed patterns involves recognizing trends or correlations, which can lead to conclusions but does not ensure certainty as deductive reasoning does. Inferring conclusions based on assumptions lacks the rigorous connection provided by established facts, leading to conclusions that may not necessarily follow logically.

9. What do transitional words in a narrative help to establish?

A. Detailed character backgrounds

B. Sequential flow in storytelling

C. Definition clarity

D. Textual comparison

Transitional words in a narrative play a crucial role in establishing a sequential flow in storytelling. These words and phrases, such as "first," "next," "then," and "finally," guide readers through the progression of events, helping them understand the order in which actions occur. By using transitions effectively, a writer can enhance the readability of the narrative, making it easier for the audience to follow the plot and connect with the unfolding story. This sequential flow is essential for maintaining coherence and ensuring that the narrative is logical, so readers can engage more fully with the storyline and its developments.

10. What is meant by 'additive bilingualism' in language acquisition?

A. Functioning in one language at the expense of another

B. Learning a first language while learning a second language enhances overall skills

C. Focusing only on the second language for effectiveness

D. Achieving fluency in both languages with no common ground

Additive bilingualism refers to a process in which an individual learns a second language while maintaining and enhancing their first language. This concept emphasizes that the acquisition of a second language enriches the learner's overall linguistic skills and cognitive abilities, rather than diminishing the proficiency in their first language. In the context of language acquisition, additive bilingualism encourages the idea that being bilingual is beneficial, leading to improved cognitive flexibility, problem-solving skills, and cultural awareness. It contrasts with subtractive bilingualism, where the addition of a new language leads to a decline in the use or proficiency of the first language. Therefore, the notion that learning a first language while acquiring a second can enhance overall skills aligns perfectly with the principles of additive bilingualism.