



Sample Test Questions

English Language Learners



SAMPLE TEST QUESTIONS

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

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

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

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

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SAMPLE MULTIPLE-CHOICE QUESTIONS

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

| <u>Root Word</u> | <u>Suffix</u> |
|------------------|---------------|
| class | ify |
| astonish | ment |
| resource | ful |

Which of the following best describes the effect that the suffixes in the second column have on the root words in the first column when the two are combined?

- A. The suffixes form compound words with the root words.
- B. The suffixes change the grammatical category of the root words.
- C. The suffixes reveal the etymology of the root words.
- D. The suffixes change the root words from bound morphemes to free morphemes.
2. Which of the following represents an acceptable order of parts of speech in an English sentence?
- A. Subject-Verb-Indirect Object-Direct Object
- B. Verb-Subject-Indirect Object-Direct Object
- C. Subject-Direct Object-Indirect Object-Verb
- D. Direct Object-Indirect Object-Verb-Subject



3. Use the exchange below between an ELL teacher and an English language learner to answer the question that follows.

Teacher: Your group was hands down the fastest to solve the problem!

Student: But our hands were not down; they were up!

Which of the following best explains the student's response?

- A. The student is transferring word meanings from the primary language to English.
- B. The student has an incomplete understanding of English sentence structure.
- C. The student is interpreting the meaning of an English idiom literally.
- D. The student has not yet developed cognitive academic language proficiency in English.

4. A fourth-grade English language learner who recently arrived in the United States has been placed in a general education class. The student studied English in his home country and has strong literacy skills in English. He demonstrates comprehension of reading assignments and performs well on written assignments but never speaks up in class or in conversations with peers. He appears to be engaged in class discussions, but has difficulty responding when called on to contribute to the discussion. Based on theories about the stages of second-language acquisition, the teacher could best address this student's learning needs by taking which of the following steps?

- A. Provide the student with low-risk opportunities to interact verbally and nonverbally in small- and large-group situations.
- B. Refer the student to the special education program to be evaluated for a possible speech disorder and set up a meeting with his parents to discuss the situation.
- C. Help the student become accustomed to speaking in class by calling on him frequently and encourage the other students in the class to include him in discussions.
- D. Allow the student to respond to questions in his primary language and arrange for an interpreter to be present in the classroom to interpret for him when necessary.



5. Which of the following best explains why academic language skills are inherently more difficult to acquire than social language skills?
- A. Academic language tends to rely more heavily on classroom interaction than does social language.
 - B. Academic language tends to be unique in each language and less transferable to English than social language.
 - C. Academic language tends to require more use of negotiation of meaning and repair strategies than does social language.
 - D. Academic language tends to be context-reduced and more abstract and grammatically complex than social language.
6. An English language learner is literate in a primary language that has an orthographic system with one-to-one sound-symbol correspondence. This student is likely to have the most difficulty decoding which of the following English words?
- A. municipality
 - B. development
 - C. neighborhood
 - D. government
7. Several English language learners have achieved grade-level literacy skills in the same first language. The students are working on a language arts unit in which they read autobiographies by well-known people and then write their own autobiographies. Which of the following unit activities would likely be most effective in helping the students transfer their first-language literacy skills to English?
- A. The students write their autobiographies in English and then translate the autobiographies into their first language.
 - B. In preparation for writing their autobiographies, the students write journal entries in their first language.
 - C. The students translate a passage from one of the autobiographies into their first language and then compare their translations with those of other students.
 - D. After reading an autobiography, the students participate in small group discussions of the text using their first language.



8. A high school English language learner is having difficulty socializing with native English speakers. As a result, she interacts almost exclusively with other members of her home culture. This situation is likely to have which of the following effects?
- A. impeding her formation of a cultural identity
 - B. accelerating her loss of the first language
 - C. suppressing her capacity to grasp academic concepts
 - D. delaying her development of English language proficiency
9. An elementary school has a large population of culturally and linguistically diverse students. Administrators have recently adopted a number of policies that support and promote respect for multilingualism in the school. Which of the following best describes a likely effect this action will have on English language learners in the school?
- A. English language learners will be motivated to achieve academically because they will feel that their background experiences are respected and validated.
 - B. English language learners will be less likely to improve their English language skills because they will be allowed to use their first languages.
 - C. English language learners will develop academic language proficiency quickly because they will be able to transfer cognitive skills from their first language.
 - D. English language learners will be hindered in the process of acquiring academic language because they will be encouraged to maintain their native cultures.



10. An ELL teacher expects students from diverse cultural backgrounds to follow an established set of cultural norms in school. However, the teacher also encourages students to maintain the traditions and practices of their native cultures in other settings and when they do not conflict with school norms. This approach is likely to be most effective in achieving which of the following instructional goals?
- A. supporting students' enculturation in their native culture
 - B. facilitating students' acculturation to U.S. culture
 - C. enhancing students' understanding of cultural pluralism
 - D. promoting students' assimilation into U.S. culture
11. During a classroom test, a recently arrived English language learner is discovered openly sharing test answers with other students and asking other students for test answers. When the teacher confronts the student about the cheating and explains that this conduct is inappropriate, the student seems genuinely surprised and confused. The student's behavior in this situation can best be explained by:
- A. the differential status of the student's first language in relation to English.
 - B. failure on the part of the teacher to communicate academic expectations clearly.
 - C. delayed social development on the part of the student.
 - D. the lack of congruence between cultural values of the United States and the student's native culture.



12. An ELL teacher communicates a view of cultural diversity as a positive social good and expresses a commitment to a society with equal opportunities for people from all cultural groups. The teacher applies this to the language classroom by implementing a multicultural curriculum, differentiating instructional practices, and creating opportunities for students to interact with people from a variety of cultures. This approach best demonstrates the teacher's understanding of:
- A. the value of cultural pluralism in teaching.
 - B. the impact of acculturation on language learning.
 - C. the influence of a teacher's cultural identity on teaching.
 - D. the importance of cultural assimilation in language learning.
13. Which of the following English language learners would be classified as a migrant student and would qualify for services under the Migrant Education Program (MEP)?
- A. a student whose family left their country of origin to join family members already living in the United States
 - B. a student whose parents are agricultural workers who move frequently to obtain seasonal employment
 - C. a student whose family experienced political persecution in their country of origin and moved to the United States to seek political asylum
 - D. a student who was born in the United States but lives in a monolingual, non-English-speaking household



14. Historically as well as recently, a number of different cultural groups have established communities in the Pacific Northwest region. Which of the following describes the most significant contribution these diverse cultural groups have made to Washington State's development?
- A. founding political institutions that promote cross-cultural understanding
 - B. supporting innovative, environmentally friendly uses of natural resources
 - C. providing a wide range of knowledge, skills, and perspectives
 - D. establishing formal economic and political ties between the state and other regions in the world
15. The English language learners in a high school come from a wide variety of linguistic and cultural backgrounds. Some students were born in the United States while others have only recently arrived. Some students have a strong educational background in their first language while others have had limited formal schooling. Some students wish to maintain close ties with their native cultures while others have fully assimilated to U.S. culture. This school best illustrates:
- A. the nature of relationships among various cultural groups in U.S. schools.
 - B. the concept of the United States as a "melting pot."
 - C. the movement toward cultural pluralism in U.S. schools.
 - D. the diversity within English language learner populations in the United States.



16. An ELL teacher wants to gain insight into the cultures of individual English language learners in order to plan classroom instruction that will be compatible with students' needs and culturally influenced approaches to learning. Which of the following strategies would likely be most effective for addressing this goal?
- A. requesting help from students' families in producing a class handbook explaining classroom expectations and routines
 - B. asking students' families to complete a survey about their cultural background and personal interests
 - C. inviting students' families to the classroom to observe and critique the teacher's instructional approaches
 - D. approaching students' families about the possibility of a brief, informal visit to their homes to become better acquainted
17. An ELL teacher plans to pair English language learners with Internet pen pals from various countries to promote cross-cultural awareness and communication. Which of the following preliminary strategies would likely best enhance the effectiveness of this experience for the students?
- A. assigning students to write a report about U.S. customs to send to their pen pals
 - B. leading students in a discussion about their perceptions of the differences between the United States and their pen pals' countries
 - C. having students complete a KWL chart about their pen pal's country and culture
 - D. giving students a checklist of questions to ask their pen pal about the history and culture of his or her country



18. An ELL teacher wants to promote an equitable and culturally inclusive learning environment in the classroom and school. Which of the following practices would be most effective in achieving this goal?
- A. posting school regulations that prohibit discrimination on the basis of race, religion, nationality, disability, or gender
 - B. communicating to students a personal and professional conviction that every student in the class can achieve academic excellence
 - C. displaying posters and other exhibits in the classroom that celebrate the cultural heritages and traditions of all students
 - D. asking students to reflect regularly in writing on their attitudes toward students with cultural backgrounds different from their own
19. An ELL teacher uses the Washington State English Language Development (ELD) Standards as a primary resource when developing instructional objectives for English language learners. A primary rationale for this practice is that it helps the teacher:
- A. recognize potential linguistic and cultural biases in curriculum and create bias-free learning opportunities for English language learners.
 - B. support English language learners' acquisition of communicative competence in social and academic settings and development of cognitive learning strategies.
 - C. implement differentiated instruction that addresses English language learners' varying educational backgrounds and meets the diverse learning needs of all students.
 - D. ensure that English language learners develop English language proficiency and meet grade-level expectations for academic achievement.



20. An ELL teacher who teaches sheltered content to advanced-level English language learners is planning a unit on U.S. history. The teacher is selecting texts to use in the unit and wants to select texts that are free of linguistic and cultural bias. Which of the following questions would be most important for the teacher to consider?
- A. Do the text illustrations and photos depict a variety of individuals and groups from diverse backgrounds?
 - B. Is discussion of the achievements of individuals and groups from diverse backgrounds incorporated throughout the text?
 - C. Is the author or editor of the text a person from a linguistically and/or culturally diverse background?
 - D. Does the text include supplemental materials devoted to describing the contributions of individuals and groups from diverse backgrounds?
21. The primary goal of sheltered instruction is to help English language learners:
- A. develop communicative competence in English through meaningful interaction.
 - B. maintain proficiency in the first language while acquiring English language skills.
 - C. acquire English language proficiency through content-related materials.
 - D. learn grade-level content while developing English language proficiency.



22. A middle school English class includes a number of newly arrived English language learners who are at the advanced beginning level of English language proficiency. The teacher is aware that the students come from a culture in which classroom practices tend to be teacher-centered, and the students have limited experience working with peers cooperatively in groups. The teacher is planning a cooperative group activity and wants to promote these English language learners' ability to work cooperatively as members of a group. Which of the following teacher strategies would likely be most effective for this purpose?
- A. establishing class guidelines for group activities and modeling for students specific examples of the guidelines prior to the activity
 - B. pairing each English language learner with a native English speaker and asking the partner to help the English language learner during the activity
 - C. placing the English language learners together in a group for the activity and serving as the group's leader during the activity
 - D. allowing the English language learners to observe while the rest of the class engages in the activity and discussing with the students their observations about the activity
23. An ELL teacher shows English language learners clips from television programs in which the characters are engaged in various conflicts involving everyday situations. In small groups, the students discuss the situations and how the conflicts depicted could have been prevented or resolved. This activity would be most effective in promoting students' ability to:
- A. communicate clearly to a range of audiences.
 - B. analyze the effectiveness of these conflict resolutions.
 - C. check for comprehension of these conflict resolutions.
 - D. use conversational repair as a communication strategy.



24. A high school ELL teacher is working on public speaking skills with intermediate- and advanced-level English language learners. The teacher wants to promote the students' ability to assess their own strengths and weaknesses in regard to formal communication. Which of the following speaking tasks would be most effective for this purpose?
- A. preparing a presentation and delivering the presentation at a school open house
 - B. viewing a videotape of a famous speech and discussing with a peer the speaker's use of tone and style
 - C. giving a presentation in class and using a scoring rubric as a guide for revising the presentation
 - D. attending a public lecture and participating in a question and answer session following the lecture
25. A middle school ELL teacher has English language learners read excerpts from nonfiction works written by European, European American, and Native American authors during the period of the American Revolution. Students then compare and contrast the authors' interpretations of important events of this period. This activity would likely be most effective in promoting English language learners' achievement of which of the following reading standards?
- A. connecting prior experience and knowledge to information in a text
 - B. making generalizations about various themes in text
 - C. identifying organizational features of printed text
 - D. analyzing use of language to express point of view in a text



26. A high school ELL teacher is working on career preparation skills with intermediate-level English language learners. The teacher would like to promote students' ability to read career-related materials. Which of the following student activities would be most appropriate for accomplishing this goal with students at this level of English language proficiency?
- A. labeling photographs of people at work with the names of their careers
 - B. completing a simple survey designed to determine one's career interests and abilities
 - C. researching career training programs on the Internet
 - D. writing a summary of an article from a professional journal about a career of interest
27. An elementary school ELL teacher would like to promote English language learners' ability to evaluate their own progress in reading. The teacher is planning to have students keep reading logs in which they will record their daily reading activities. Which of the following teacher strategies would likely best ensure the effectiveness of these reading logs for their intended purpose?
- A. asking students to exchange their reading logs with a partner each week and compare their reading activities with those of their partner
 - B. encouraging students to review and edit their reading logs on a regular basis and helping them publish their reading logs at the end of the year
 - C. having students complete and turn in a weekly worksheet listing their reading activities as described in their reading logs
 - D. helping students set reading goals and meeting with them regularly to review the content of their reading logs in relation to their goals



28. An ELL teacher would like to promote eighth-grade intermediate-level English language learners' ability to write for a specific audience and purpose. The teacher could most effectively promote the students' achievement of this goal by assigning them to write:
- A. an analysis of theme in a literary text written by an author from the students' native culture.
 - B. a synthesis of information in a new nonfiction book about a local historical figure.
 - C. an editorial for the school newspaper advocating the building of a skateboard park.
 - D. captions for a series of pictures telling the story of a child's first day in the United States.
29. An ELL teacher provides advanced-level English language learners with explicit instruction in the accurate use of language forms, such as rules of complex English sentence structure. This practice is likely to benefit these students' English language development primarily by improving their ability to:
- A. comprehend the general meaning of authentic texts.
 - B. communicate fluently in social situations.
 - C. use learning strategies to develop academic knowledge.
 - D. express ideas clearly in academic writing.
30. An ELL teacher helps fifth-grade English language learners keep portfolios of their written work. At the end of each grading period, the students select writing samples for their portfolios. The students' ability to evaluate the effectiveness of their written work would best be promoted by which of the following additional writing assignments?
- A. Tell about your most and least favorite writing assignments from the past grading period.
 - B. Give specific examples from the writing samples in your portfolio that show how your writing has improved.
 - C. Describe five goals you have for your writing during the next grading period.
 - D. Compare the writing in your portfolio to that of professional authors whose work we have read in class.



31. An ELL teacher is planning a sheltered instruction science unit. Which of the following questions should the teacher consider *first* when developing language objectives for the unit?
- A. How should the content of the unit be modified to address students' language needs?
 - B. What level of background knowledge do students need to comprehend the content of the unit?
 - C. What types of linguistic and cultural bias may students encounter in the unit?
 - D. Which language structures and functions will students need to learn in order to master the content of the unit?

32. During a mathematics unit on area, a beginning-level English language learner and an ELL teacher have the following conversation.

Student: I count area of this one. (The student points to a rectangle.)

Teacher: You found the area of the rectangle. Very good. What is the area of the rectangle?

Student: Yes. The area of rectangle is ten.

Teacher: That's right! Ten square inches. (The teacher traces square inches inside the rectangle with a finger.) The unit of measure is "square inches."

In this conversation, the teacher facilitates the student's understanding and use of academic language in English primarily by:

- A. introducing academic terms to the student in the context of an immediate task.
- B. encouraging the student's transfer of academic terms from the first language.
- C. providing positive reinforcement when the student uses an academic term correctly.
- D. teaching the student strategies for learning academic terms independently.



33. An ELL teacher is adapting text from a science textbook for sixth-grade advanced-beginning-level English language learners. The teacher wants to modify the following sentence to make it more comprehensible to students.

A sound wave begins with a pulse, such as a hand clap, and vibrates through the air, transporting sound energy to the human ear.

Which of the following modifications of this sentence would be most appropriate for this purpose?

- A. "A sound wave starts with a pulse (disturbance or movement in the air), such as a person clapping his or her hands together, and moves quickly through the air, causing sound to be carried into a person's ear."
- B. "A sound wave travels through the air to the ear."
- C. "A sound wave begins with a movement called a pulse. An example of a pulse is the movement of clapping your hands together. A pulse produces energy. This energy moves through the air until it enters your ear."
- D. "When an object vibrates, the object produces a sound wave that people can hear."

34. A diagnostic language test would be most appropriate to administer to English language learners for the purpose of:
- A. determining their overall level of English language proficiency.
 - B. identifying their level of proficiency in a particular aspect of English.
 - C. measuring their general capacity for learning a second language.
 - D. assessing their mastery of material covered in a language lesson.

35. A science teacher and an ELL teacher team-teach a sheltered-content class that includes several English language learners. The teachers are designing an assessment to evaluate the English language learners' progress. In this context, the assessment should primarily be used to measure the students':
- A. understanding of academic language structures specific to science.
 - B. ability to apply their prior knowledge to new science content.
 - C. understanding of important science concepts presented in class.
 - D. ability to use academic vocabulary appropriately in a science class.



36. Which of the following types of assessments would be most effective for evaluating English language learners' ability to comprehend written instructions for operating a simple appliance?
- A. a student-generated learning log
 - B. a teacher-made, criterion-referenced test
 - C. a direct teacher observation
 - D. a running record of a student's oral reading
37. Performance-based testing would be the most effective method of assessment to use to achieve which of the following goals?
- A. assessing specific language skills in authentic contexts
 - B. minimizing opportunities for academic dishonesty
 - C. diagnosing specific difficulties with respect to a discrete set of skills
 - D. eliminating the influence of cultural bias on test results
38. In accordance with state policy, during English language proficiency placement testing, an English language learner with an active Individualized Education Program (IEP) should receive testing accommodations that are:
- A. available to other students with an IEP.
 - B. applicable to the specific test.
 - C. available to other English language learners.
 - D. included in the student's IEP.



39. Which of the following pairs of steps in the table below best describes the state-mandated process for determining a student's eligibility for an ELL program?

| | Step 1 | Step 2 |
|----|--|--|
| A. | A student verbally identifies himself or herself to a teacher or other school professional as an English language learner. | The student takes the Washington Language Proficiency Test II Placement Test. |
| B. | A student takes the Washington Language Proficiency Test II Placement Test. | The school's Bilingual/ELL team reviews test results and identifies the student as an English language learner. |
| C. | A Home Language Survey and/or student registration form identifies a student as a potential English language learner. | The student takes the Washington Language Proficiency Test II Placement Test. |
| D. | A student takes the Washington Language Proficiency Test II Placement Test. | The student's parents/guardians confirm the student is an English language learner by completing a Home Language Survey. |



40. Which of the following guidelines is most important for an ELL teacher to follow when considering which assessment tools to use with English language learners over the course of a school year?
- A. Use multiple formal and informal assessments to accommodate students' varied learning styles.
 - B. Provide opportunities for students to become familiar with the form and content of the standardized tests required at the students' grade level.
 - C. Select tests that can assess students' language development both inside and outside the classroom.
 - D. Emphasize performance-based assessments that provide holistic information about students' overall language development.
41. A high school ELL teacher is planning a thematic unit on U.S. consumer culture for a group of intermediate-level English language learners. When choosing reading materials for this unit, the teacher should *first* consider:
- A. the students' assessed reading proficiency levels and prior knowledge.
 - B. whether a text uses terminology that is transferable between English and students' first languages.
 - C. the students' ability to summarize and paraphrase the main idea of expository passages.
 - D. whether a text lends itself to instructional activities that integrate all four language modalities.



42. An ELL teacher administers a reading skills inventory to a group of sixth-grade intermediate-level English language learners. At this proficiency level, all the students in this group should be able to perform which of the following reading skills?
- A. summarizing a text by recounting significant details
 - B. differentiating between multiple word meanings
 - C. supporting inferences and predictions about a text with text-based evidence
 - D. determining an author's purpose and intended audience
43. Which of the following statements best describes how the education of English language learners has been affected by the U.S. federal court decision in *Castañeda v. Pickard* (1981)?
- A. Gifted education programs and college-preparatory courses must be made available to all eligible students, including English language learners.
 - B. Programs for English language learners must be based on sound educational theory, be supported by adequate resources, and be evaluated as effective.
 - C. Schools must make every reasonable effort to ensure that English language learners and their families understand school policies and procedures.
 - D. Schools must use research-based assessments to identify English language learners, to monitor their progress, and to determine when they are ready to exit a program for English language learners.



44. Based on classroom observation, an ELL teacher thinks that an English language learner might have a language disorder. Before referring the student for special education assessment, which of the following steps should the ELL teacher take *first*?
- A. Attempt to obtain information about the student's first-language development.
 - B. Notify the student's parents of their child's right to equal access to available school resources under federal and state law.
 - C. Refer the student to an after-school tutoring program with tutors who speak the student's first language.
 - D. Research the types of language disorders most common among speakers of the student's first language.
45. In a language program offered at a Washington elementary school, equal numbers of native English speakers and English language learners whose first language is Spanish are placed together for the majority of the school day. All students in the class receive content-area and literacy instruction in both Spanish and English. This type of program is most commonly referred to as:
- A. maintenance bilingual education.
 - B. sheltered instruction.
 - C. transitional bilingual education.
 - D. two-way immersion.



46. An ELL teacher wants to serve as a resource for the families of English language learners by encouraging communication between families. Which of the following strategies would likely be most inclusive and appropriate in achieving this goal?
- A. asking family members to contribute to a monthly class newsletter that is sent out to all families
 - B. working with family and community members to coordinate parent/guardian groups that meet at the school regularly
 - C. operating a family hotline that family members can call to get information about class activities and assignments
 - D. setting up an electronic mailing list that allows family members to post and respond to school-related questions and comments
47. Which of the following ELL teacher strategies would be most appropriate for supporting English language learners' full access to educational technology in content-area classrooms?
- A. encouraging English language learners to request assistance from classmates when using classroom technology
 - B. ensuring that user manuals for classroom technology are available in English language learners' first languages
 - C. recommending that English language learners practice using classroom technology before and after school
 - D. working with other teachers to select and adapt classroom technology for use by English language learners



Use the information below to answer the two questions that follow.

An ELL teacher, a social studies teacher, and a language arts teacher at a Washington high school are planning to team teach a sheltered social studies unit to a class that includes advanced-beginning-level English language learners. The topic of the unit is life in the United States during World War II.

48. The teachers plan to invite several members of the local community who were living during the war to visit the class. Which of the following strategies for using these guests as resources would most effectively support the language development and academic achievement of the English language learners in the class?
- A. having students collect oral histories from the guests of their experiences during the war to be used as primary sources for further study by the class
 - B. asking the guests to read early drafts of student research papers about the war and comment on the accuracy of information in the papers
 - C. having students listen as each of the guests delivers an oral presentation about life in the United States during the war
 - D. inviting the guests to participate in a panel discussion during which they respond to student questions about their political views during the war
49. Which of the following best describes the primary advantage for English language learners of this type of collaboration between teachers?
- A. The teachers can give more individualized attention to each student in the class.
 - B. The teachers can work together to provide students with a more comprehensive, accessible curriculum.
 - C. The teachers can offer a wider variety of different cultural perspectives on the topics covered in the unit.
 - D. The teachers can work together to maintain a more orderly and focused learning environment.



50. Which of the following professional development activities would be most useful in helping a beginning ELL teacher develop goals for a professional development plan that are most relevant to his or her professional needs?
- A. asking ELL colleagues for recommended professional development resources
 - B. joining a professional organization and subscribing to relevant online and print materials published by the organization
 - C. collaborating with a trusted colleague to identify and address the teacher's areas of strength and weakness
 - D. attending professional development workshops offered by the district



ANSWER KEY

| Question Number | Correct Response | Test Objective |
|-----------------|------------------|----------------|
| 1 | B | 0001 |
| 2 | A | 0001 |
| 3 | C | 0001 |
| 4 | A | 0002 |
| 5 | D | 0002 |
| 6 | C | 0002 |
| 7 | B | 0003 |
| 8 | D | 0003 |
| 9 | A | 0003 |
| 10 | B | 0004 |
| 11 | D | 0004 |
| 12 | A | 0004 |
| 13 | B | 0005 |
| 14 | C | 0005 |
| 15 | D | 0005 |
| 16 | D | 0006 |
| 17 | C | 0006 |
| 18 | B | 0006 |
| 19 | D | 0007 |
| 20 | B | 0007 |
| 21 | D | 0007 |
| 22 | A | 0008 |
| 23 | B | 0008 |
| 24 | C | 0008 |
| 25 | D | 0009 |

| Question Number | Correct Response | Test Objective |
|-----------------|------------------|----------------|
| 26 | B | 0009 |
| 27 | D | 0009 |
| 28 | C | 0010 |
| 29 | D | 0010 |
| 30 | B | 0010 |
| 31 | D | 0011 |
| 32 | A | 0011 |
| 33 | C | 0011 |
| 34 | B | 0012 |
| 35 | C | 0012 |
| 36 | C | 0012 |
| 37 | A | 0012 |
| 38 | D | 0013 |
| 39 | C | 0013 |
| 40 | A | 0014 |
| 41 | A | 0014 |
| 42 | A | 0014 |
| 43 | B | 0015 |
| 44 | A | 0015 |
| 45 | D | 0015 |
| 46 | B | 0016 |
| 47 | D | 0016 |
| 48 | A | 0016 |
| 49 | B | 0017 |
| 50 | C | 0017 |