



Sample Test Questions

Deaf Education



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. Compared with students with postlingual hearing losses, students with prelingual hearing losses tend to experience more difficulty:
 - A. achieving academically.
 - B. developing intelligible speech and language.
 - C. managing their own behavior.
 - D. developing reciprocal relationships.

2. Ethan is a five year old who will be attending an inclusion kindergarten class in the fall. He has a profound bilateral hearing loss, and his primary form of communication is American Sign Language (ASL). Before the school year begins, Ethan's parents meet with his teacher of the deaf/hard of hearing (TOD). During the meeting, Ethan's parents ask about his ability to learn to read and write. Which of the following would be the most appropriate response for the TOD to give in this situation?
 - A. "Ethan will likely develop reading and writing skills in a manner similar to a child who is learning a second language."
 - B. "Ethan may not experience any difficulty with reading or writing if we incorporate intensive instructional strategies at school and at home."
 - C. "Ethan may not demonstrate difficulty in reading or writing until high school, when the curriculum is more demanding."
 - D. "Ethan will develop reading and writing skills at a level similar to a child who has significant cognitive delays."



3. A second-grade student with a prelingual hearing loss would be likely to have the greatest difficulty with which of the following academic tasks?
- A. memorizing basic addition and subtraction facts
 - B. distinguishing between landforms and bodies of water on a map
 - C. understanding figurative language in a story
 - D. imitating a teacher's actions to conduct a simple science experiment
4. In terms of socioemotional development, congenitally deaf children in a hearing society are generally more at risk than hearing children for developing:
- A. excessive risk taking.
 - B. feelings of isolation.
 - C. oppositional behaviors.
 - D. emotional unresponsiveness.
5. The greatest advantage of using nonalphabetic representational systems (e.g., pictographs, ideographs) to promote language development in students who are deaf or hard of hearing is that such systems:
- A. make use of images that facilitate recall.
 - B. promote overlearning through repetition.
 - C. highlight sound-symbol relationships.
 - D. employ manipulatives to reinforce learning.



6. Anna is a first-grade student with a moderate bilateral hearing loss. She attends an inclusion classroom that uses Total Communication. Several times during the school year, the teacher of the deaf/hard of hearing (TOD) assesses Anna's spoken English using a checklist. Anna's TOD uses the information as a guide for determining Anna's strengths and needs in the area of syntax. An excerpt of the most recent checklist showing Anna's use of syntax in spoken English is shown below.

Spoken English Syntax	Has Mastered	Uses Frequently	Emerging	Does Not Use
Simple Sentences			X	
Complex Sentences				X
Negation	X			
Pronouns				X
Verb Tense			X	
Yes/No Questions		X		
Wh- Questions				X

Based on this checklist, Anna's TOD should focus instruction related to spoken English syntax on which of the following areas *next*?

- A. asking yes/no questions
- B. using correct verb tense
- C. asking wh- questions
- D. using simple sentences



7. A teacher of the deaf/hard of hearing (TOD) is preparing to conduct a three-year reevaluation of a student with a severe bilateral hearing loss. Which of the following steps should the TOD take *first* to minimize potential linguistic bias in the reevaluation?
- A. Identify the student's current level of language-based academic performance.
 - B. Eliminate the language-based portions of the assessment instruments.
 - C. Identify the supplemental communication supports used by the student, such as assistive technologies.
 - D. Eliminate the timed subtests from the standardized assessment instruments.
8. Which of the following procedures should a multidisciplinary team follow when determining whether a student who is hard of hearing is eligible for special education services?
- A. establishing the presence of a learning disability based on standardized age/grade equivalent scores
 - B. arranging for professionals with no prior knowledge of the student to conduct the assessments
 - C. incorporating observational and anecdotal information from the student's parents/guardians and classroom teacher
 - D. establishing the presence of a developmental delay at least three years below the student's age



9. Yoshi is a tenth-grade student with a severe bilateral hearing loss. Yoshi's Individualized Education Program (IEP) team has just completed his three-year reevaluation. The team is meeting to review the assessment results and prepare his IEP for the upcoming school year. Which of the following components *must* be included in Yoshi's new IEP?
- A. a transition plan to support his postsecondary needs and aspirations
 - B. a schedule of parent-teacher conferences
 - C. a list of specific high school teachers to provide instruction and support
 - D. a list of recommended classroom assessment tools
10. Maya is an eleventh-grade student who has a profound bilateral hearing loss. She recently applied and interviewed for a summer job within a human service organization and has been notified that she will begin working in June. This will be Maya's first job, and she and her parents have asked her teacher of the deaf/hard of hearing (TOD) for assistance in promoting her successful integration into the work environment. Which of the following strategies would likely be most effective for the TOD to use in this situation?
- A. encouraging Maya's parents to ensure that she is at work on time
 - B. researching with Maya the organization's overall mission
 - C. arranging a flexible work schedule for Maya
 - D. meeting with Maya's supervisor(s) to discuss her communication needs



11. An elementary school is planning classroom renovations to be completed over the summer. The school's teacher of the deaf/hard of hearing (TOD) is asked to provide recommendations for improving the overall listening environment of inclusion classrooms for students with hearing losses. Which of the following suggestions by the TOD would be most effective?
- A. Install rollers on the bottom of tables, bookcases, and other furniture to reduce noise whenever they need to be moved.
 - B. Place tall dividers throughout the rooms so that students can work in smaller, quieter spaces.
 - C. Be sure the rooms are carpeted and have acoustic wall tiles to buffer noise in the classroom.
 - D. Hang whiteboards on several of the walls, rather than just the front wall, so that instruction can be provided to small groups in various areas of the classrooms.
12. Ms. Chen is a teacher of the deaf/hard of hearing (TOD) in a middle school resource room for students with severe-to-profound hearing losses. The students spend part of their day in various general education classes. Ms. Chen believes that the self-esteem of the majority of her students is low. For example, many have expressed concern that they will never catch up with their peers in their general education classes, and during a recent class discussion, several students said that they doubted they will attend college or be successful due to their hearing losses. Which of the following would likely be the most effective strategy for Ms. Chen to use to increase her students' self-esteem?
- A. Provide students with a list of names and accomplishments of famous individuals who are deaf or hard of hearing.
 - B. Assign students a project to research individuals who have played significant, positive roles in the education of individuals who are deaf or hard of hearing.
 - C. Show students a video that features an individual who is deaf overcoming barriers to achieve a personal goal.
 - D. Pair each student with a successful adult mentor who is deaf or hard of hearing to work on individual projects.



13. Mr. Ryan is a teacher of the deaf/hard of hearing (TOD) in a preschool classroom for four-year-old students with severe-to-profound hearing loss. One morning during circle time, one of his students shows the class a bag of seashells that she and her parents collected on a trip to the beach. The bag contains shells of many different shapes, sizes, and colors, and the class is very interested in examining them. Which of the following would be the most effective way for Mr. Ryan to follow up on the students' interest in the shells?
- A. encouraging students to bring in collections of other kinds of interesting objects to share with their classmates
 - B. using the shells as the basis of content-area activities such as vocabulary building in language arts and sorting in math
 - C. setting up a display table and creating frequently changing decorative arrangements of the shells for the students to look at
 - D. having the students estimate how many shells are in the bag and then counting the shells to determine whose estimate came closest
14. A ninth-grade student with a severe hearing loss has been having trouble understanding the information in his history text. He tells his teacher of the deaf/hard of hearing (TOD) that he can understand the text when he reads it, but that all the dates and events and people become a blur in his mind. Which of the following would be the TOD's most helpful suggestion?
- A. Ask a classmate to be your study buddy and arrange regular sessions to quiz each other on the contents of assigned chapters.
 - B. Set up a separate spiral notebook for each year in the era being studied and use each notebook to list that year's key people and events.
 - C. Ask the history teacher to suggest additional resources and reference materials you can use to supplement what you read in the textbook.
 - D. Create a timeline on which to indicate significant events, including key speeches or actions by the historical figures involved.



15. Austin is a second grader who was diagnosed with a profound bilateral hearing loss when he was one year old. He communicates using speech and speechreading as well as American Sign Language (ASL). Austin has recently returned to school after receiving a cochlear implant. His teacher of the deaf/hard of hearing (TOD) is working to increase his auditory skill development. Which of the following skills should the TOD address *first* with Austin?
- A. distinguishing between words that differ by one sound (e.g., *cat/hat*, *pig/big*, *show/slow*, *took/cook*)
 - B. identifying the voices of specific teachers and classmates
 - C. distinguishing between vowel sounds in words
 - D. identifying common environmental sounds (e.g., telephone ringing, police/fire sirens, dog barking)
16. The parents/guardians of a student with a hearing loss disagree with the placement recommended by the student's Individualized Education Program (IEP) team. Under these circumstances, the parents/guardians have the legal right to:
- A. request that an impartial due process hearing be held to review the decision.
 - B. call for the current IEP team to be replaced with a newly constituted team.
 - C. enroll their child in an alternative program of their choice at the school district's expense.
 - D. challenge the credentials of any professional serving on their child's IEP team.



17. Ms. Modine is a teacher of the deaf/hard of hearing (TOD) who uses the oral/aural approach in her second-grade classroom. One day the father of John, a student with a severe bilateral hearing loss, asks Ms. Modine what he and his wife can do to promote John's language development at home. Ms. Modine's best response would be to suggest that John's parents make a habit of:
- A. taking John into a variety of situations where he will encounter incidental language (e.g., shopping, eating at restaurants).
 - B. including John in the family's everyday conversations and discussions.
 - C. encouraging John to watch language-rich television programs (e.g., children's educational television, nature programs).
 - D. providing John with brief vocabulary-building sessions at the same time every day.
18. Eighteen-year-old Shelley, a student who is deaf, has been working after school at a local company. After graduation, she will work at the company full time and move to her own apartment. Shelly seeks advice from her teacher of the deaf/hard of hearing (TOD) on how to obtain, on a limited budget, various assistive devices for her apartment (e.g., flashing doorbells and smoke detectors). Which of the following would be the TOD's best initial suggestion?
- A. Explore what resources may be available to you through public service agencies.
 - B. Raise this issue with your employer to determine whether the company could offer any assistance.
 - C. Ask prospective landlords about your rights in regard to what an apartment owner must provide.
 - D. Create a prioritized list of devices and begin buying them gradually as you become able to afford them.



19. Serena is a high school student with a moderate hearing loss for which she wears hearing aids. At the end of the first grading period, Serena speaks with her teacher of the deaf/hard of hearing (TOD) about the low grade she received in biology. The class consists primarily of lab work and discussion, and Serena says that this instructional format makes it hard for her to hear important information and keep up with the class. She adds that she has not said anything to her science teacher about the problem. The TOD's best *initial* response in this situation would be to:
- A. send a note to the biology teacher explaining the problem and asking that instruction be adapted to better meet Serena's needs.
 - B. plan an in-service workshop for faculty on the needs of students with hearing loss and ask the principal to make attendance mandatory.
 - C. help Serena plan how to explain the situation to the biology teacher and offer to provide further support if the problem is not resolved.
 - D. arrange for a discussion of the issue at a meeting that includes Serena, her parents, the biology teacher, a school administrator, and the TOD.
20. A student with a profound hearing loss will be joining a fourth-grade general education class halfway through the school year. Mr. Silva, the student's new teacher of the deaf/hard of hearing (TOD), has been asked to make a presentation to school staff about students with hearing loss. In his presentation, it would be especially important for Mr. Silva to address which of the following topics?
- A. strategies for fostering the student's full participation across school activities and settings
 - B. information about various types and degrees of hearing loss and their implications for learning
 - C. the educational goals specified in the student's Individualized Education Program (IEP)
 - D. recent innovations in adaptive and assistive technologies for students who are deaf or hard of hearing



ANSWER KEY

Question Number	Correct Response	Test Objective
1	B	0001
2	A	0001
3	C	0002
4	B	0002
5	A	0003
6	D	0004
7	C	0004
8	C	0005
9	A	0005
10	D	0006
11	C	0007
12	D	0007
13	B	0008
14	D	0008
15	D	0009
16	A	0010
17	B	0011
18	A	0011
19	C	0012
20	A	0012