



Sample Test Questions

Designated World Languages





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. Which of the following activities would best help world language students learn pragmatic information about a new vocabulary word?

- A. seeing or hearing several occurrences of the vocabulary word in different contexts
- B. writing the vocabulary word in a vocabulary notebook
- C. copying definitions of the vocabulary word from multiple dictionaries
- D. identifying the etymological history of the vocabulary word

2. **Use the dialogue below to answer the question that follows.**

Child: cake Peter house

Parent: We had cake at Peter's house.

Child: Peter toy

Parent: Peter got a new toy, didn't he?

Which of the following language acquisition processes is best illustrated by this exchange between a parent and child?

- A. The parent is using a stimulus-response-reinforcement approach to encourage language development.
- B. The child is overregularizing previously applied language rules.
- C. The parent is using conversational scaffolding to promote language development.
- D. The child is testing a grammatical hypothesis through experimentation.



3. Which of the following teaching strategies best promotes equity in world language instruction?
- A. leading students on trips abroad during school vacation periods
 - B. encouraging students from all backgrounds to enroll in world language classes
 - C. inviting language experts to address students during school assemblies
 - D. providing opportunities for world language students to collaborate with English language learners
4. Which of the following activities would be most appropriate for promoting meaningful communication in an intermediate world language class at the high school level?
- A. holding a contest for the most new vocabulary words learned in the target language at the end of each textbook chapter
 - B. having students watch video recordings of native speakers of the target language describing their lives and write summaries for the teacher
 - C. holding a focused target-language discussion after a field trip to a museum exhibit of art from a target-language-speaking culture
 - D. having students work in pairs to complete workbook exercises that reinforce newly-learned grammatical concepts in the target language



5. A world language teacher learns that several members of a local orchestra are speakers of the target language. The teacher invites the musicians to visit the classroom and participate in a question-and-answer session in the target language with students. This activity best illustrates the teacher's awareness of the importance of:
- A. providing a model of lifelong language learning.
 - B. appealing to students' interests in the language classroom.
 - C. scaffolding students' language development.
 - D. involving communities beyond the language classroom.
6. Which of the following types of student assessment during the term would best indicate the effectiveness of instruction in a world language classroom?
- A. oral interviews
 - B. formative assessments
 - C. standardized tests
 - D. summative assessments
7. Which of the following best summarizes the goals of the *Standards for Foreign Language Learning in the 21st Century*?
- A. to prepare students to participate in multilingual communities in culturally appropriate ways
 - B. to mandate target-language curriculum content and recommended sequence of study
 - C. to determine reasonable target-language expectations for individual districts and schools
 - D. to provide diverse scenarios that ensure impartial assessments of students' linguistic performance
8. A group of world language teachers is discussing a variety of methods and activities for their continued professional development. The teachers are considering self-directed activities such as case studies, action research, journal writing, and support meetings. These activities would best assist professional development if they are:
- A. individual.
 - B. group-based.
 - C. one-on-one.
 - D. institutional.



ANSWER KEY

Question Number	Correct Response	Test Objective
1	A	0001
2	C	0002
3	B	0003
4	C	0004
5	D	0005
6	B	0006
7	A	0007
8	B	0008