

PRACTICE EXAM 10: ESOL/ESL TEACHER CERTIFICATION (120 QUESTIONS)

This representative practice exam contains 120 multiple-choice questions covering language acquisition, instruction, assessment, literacy, and culturally responsive practice. Select the best answer for each question. It is designed for study and does not represent an official state examination or passing score.

1. A teacher says, 'Yesterday she go to school.' Which feedback best develops the learner's interlanguage?

- A. Interrupt and demand a rule recital before the learner can continue.
- B. Ignore every error because correction always harms fluency.
- C. Translate the sentence word for word into the learner's first language.
- D. Recast the idea as 'Yesterday she went to school' and continue meaningfully.

2. Which activity most directly measures listening comprehension rather than speaking ability?

- A. Learners listen to directions and sequence picture cards independently.
- B. Learners debate a controversial issue in small groups.
- C. Learners read a passage aloud with accurate pronunciation.
- D. Learners deliver a memorized oral presentation to classmates.

3. A beginning multilingual learner needs to follow classroom routines. Which support is most appropriate?

- A. Assign a peer to complete all tasks for the learner.
- B. Give only lengthy written directions using academic vocabulary.
- C. Pair short spoken directions with gestures, visuals, and a modeled example.
- D. Require the learner to infer the routine by watching silently.

4. In communicative language teaching, a central purpose of pair work is to

- A. ensure the teacher controls every utterance produced in class.
- B. create purposeful interaction in which learners exchange meaning.
- C. replace all explicit instruction in grammar and vocabulary.
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5. Which classroom task best elicits the pragmatic function of making a polite request?

- A. Copy a list of irregular verbs three times.
- B. Role-play asking a librarian for help locating a book.
- C. Underline every noun in a textbook paragraph.
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6. A student understands the word 'bank' in a financial article but not in a river description. This illustrates

- A. polysemy, because one word has related distinct meanings.
- B. morphological inflection, because a suffix was added.
- C. phonemic awareness, because sounds are being segmented.
- D. register, because the sentence is spoken formally.

7. Which assessment feature most improves accessibility for English learners without changing the construct?

- A. Read every reading-comprehension passage aloud to all students.
- B. Replace all academic vocabulary with simpler unrelated words.
- C. Give the learner the answer choices before teaching the lesson.
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8. A teacher wants evidence of a learner's developing oral fluency across a term. The best tool is

- A. a list of attendance dates without language observations.
- B. a single teacher impression recorded from memory.
- C. a dated collection of brief recorded speaking samples with criteria.
- D. one timed multiple-choice grammar quiz given at semester end.

9. What is the primary benefit of activating background knowledge before reading?

- A. It lets students avoid reading the assigned selection.
- B. It removes the need to teach unfamiliar words in the text.
- C. It guarantees that every prediction about the text is correct.
- D. It helps learners connect new ideas to existing concepts and vocabulary.

10. A learner writes 'She goed home.' This error most strongly suggests that the learner

- A. cannot distinguish spoken English sounds in any context.
- B. has memorized the irregular verb accurately but is careless.
- C. is applying a productive past-tense rule to an irregular verb.
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11. Which activity best develops phonemic awareness for early English learners?

- A. Choose a topic sentence for an informational paragraph.
- B. Identify the first sound in sun, soup, and sit.
- C. Arrange events from a historical timeline.
- D. Define three new science terms using a glossary.

12. A teacher asks students to sort words such as replay, preview, and revise. The instructional focus is

- A. morphological awareness of the prefix re-.
- B. the organization of a narrative conclusion.
- C. sentence stress in connected speech.
- D. turn-taking in academic discussion.

13. Which is an example of formative assessment?

- A. Assigning a final score after the course ends.
- B. Administering a state test for accountability reporting.
- C. Using an exit ticket to adjust tomorrow's lesson.
- D. Ranking learners by one annual proficiency score.

14. A teacher needs to distinguish a learner's social English from academic language. Which observation is most useful?

- A. Ask the learner to choose a favorite school subject.
- B. Record the number of books on the classroom shelf.
- C. Count how often the learner arrives before the bell.
- D. Compare casual peer conversation with an explanation of a science process.

15. Which strategy most supports comprehensible input for intermediate learners?

- A. Use familiar language, visuals, and context while slightly extending proficiency.
- B. Use only worksheets with isolated grammar drills.
- C. Speak as rapidly as possible so learners hear authentic speed.
- D. Avoid repetition so learners must infer every new form.

16. A teacher wants students to notice the difference between /b/ and /p/. The most focused activity is

- A. silent sustained reading of a grade-level novel.
- B. minimal-pair listening and production with words such as bat and pat.

- C. sorting nouns into concrete and abstract categories.
- D. writing a summary of a video clip.

17. When selecting texts for a mixed-proficiency ESOL class, the teacher should first consider

- A. whether all students can complete it without any discussion.
- B. whether the text avoids all new vocabulary.
- C. whether every text contains exactly the same number of words.
- D. whether task supports make the text purposeful and accessible to learners.

18. A student can decode words accurately but cannot explain the passage. Which intervention is most appropriate?

- A. Reduce all reading to isolated high-frequency word lists.
- B. Teach comprehension monitoring, questioning, and summarizing strategies.
- C. Provide additional practice naming individual letter sounds.
- D. Have the student copy the passage repeatedly by hand.

19. Which teacher response best encourages extended student discourse?

- A. Immediately answer the question after calling on a learner.
- B. Require students to respond only with one-word answers.
- C. Ask an open question and provide adequate wait time for elaboration.
- D. Correct every minor pronunciation error before the idea is finished.

20. A language objective should state

- A. the language learners will use to participate in the content lesson.
- B. the score learners must earn on a future standardized test.
- C. the complete sequence of every activity in the unit.
- D. the teacher's preferred classroom-management routine.

21. Which assessment is most authentic for evaluating an English learner's ability to give directions?

- A. Have the learner explain a route to a partner using a simple map.
- B. Administer a silent vocabulary matching quiz.
- C. Ask the learner to circle all verbs in a worksheet.
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22. A student is reluctant to speak because classmates sometimes laugh at errors. The best first teacher action is to

- A. require the student to give an unprepared speech immediately.
- B. stop all peer interaction for the rest of the semester.
- C. tell the student accuracy is more important than participation.
- D. establish respectful discussion norms and structured low-risk practice.

23. Which feature of academic language is most important when explaining a process?

- A. Only short fragments without relationships between ideas.
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- C. Precise vocabulary and logical connectors that show sequence and cause.
- D. Frequent slang and informal abbreviations from social media.

24. A teacher uses a Venn diagram before students compare two habitats. The diagram primarily supports

- A. assessment of handwriting speed.
- B. organization of similarities and differences for academic language use.
- C. memorization of the teacher's exact wording.
- D. replacement of reading with a purely visual task.

25. Which practice best supports transfer of new vocabulary to long-term use?

- A. Present a long list once and never use the words again.
- B. Ask learners to memorize dictionary pages without context.
- C. Teach only synonyms and avoid the target words.
- D. Revisit words in varied meaningful contexts over several lessons.

26. A learner says, 'I have 12 years.' The teacher recognizes likely first-language influence. The best response is to

- A. model the English form 'I am 12 years old' in a meaningful exchange.
- B. ban use of the learner's first language at school.
- C. treat the statement as evidence of a cognitive deficit.
- D. label the learner's home language as an obstacle to overcome.

27. Which task best assesses inferential reading comprehension?

- A. Ask learners to identify the page number of the passage.
- B. Ask learners to copy the first sentence exactly as printed.
- C. Ask learners to support an unstated conclusion with clues from a passage.
- D. Ask learners to alphabetize all words in the passage.

28. In a sheltered content lesson, sentence frames are most useful when they

- A. supply a single answer that learners must repeat verbatim.
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- A. Require identical length and language features from every learner.
- B. Use a different unrelated topic for each proficiency level.
- C. Give beginners no task while advanced learners complete all speaking.
- D. Keep the same communicative goal but vary supports and expected complexity.

30. A teacher is checking whether an English learner understands a word problem. Which prompt is best?

- A. Ask the learner to begin calculating without discussing meaning.
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- C. Ask the learner to restate the problem and identify what is being asked.
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31. Which classroom practice most supports equitable participation in discussion?

- A. Use think-pair-share so every learner rehearses an idea before whole-group talk.
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- C. Let one fluent student summarize for every group.
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33. Which is the strongest reason to use a rubric before an oral presentation?

- A. It makes performance criteria visible and guides feedback and revision.
- B. It measures only pronunciation and ignores communication.
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- A. the alphabetic principle for beginning decoding.
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35. Which home-school communication is most likely to be culturally responsive?

- A. Send technical English-only messages without interpretation options.
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- C. Offer multiple accessible ways for families to share questions and preferences.
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- A. Translate each word literally and stop there.
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38. A teacher is planning a lesson for English learners with interrupted formal education. A sound initial step is to

- A. place the learners in advanced text work without orientation.
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- B. Ask an open question and provide adequate wait time for elaboration.
- C. Require students to respond only with one-word answers.
- D. Correct every minor pronunciation error before the idea is finished.

98. A language objective should state

- A. the score learners must earn on a future standardized test.
- B. the complete sequence of every activity in the unit.
- C. the teacher's preferred classroom-management routine.
- D. the language learners will use to participate in the content lesson.

99. Which assessment is most authentic for evaluating an English learner's ability to give directions?

- A. Administer a silent vocabulary matching quiz.
- B. Ask the learner to circle all verbs in a worksheet.
- C. Have the learner explain a route to a partner using a simple map.
- D. Give a spelling list of unrelated place names.

100. A student is reluctant to speak because classmates sometimes laugh at errors. The best first teacher action is to

- A. establish respectful discussion norms and structured low-risk practice.
- B. require the student to give an unprepared speech immediately.
- C. stop all peer interaction for the rest of the semester.
- D. tell the student accuracy is more important than participation.

101. Which feature of academic language is most important when explaining a process?

- A. Only short fragments without relationships between ideas.
- B. Precise vocabulary and logical connectors that show sequence and cause.
- C. Avoidance of all subject-specific terms.
- D. Frequent slang and informal abbreviations from social media.

102. In an ESOL classroom, the teacher uses a Venn diagram before students compare two habitats. The diagram primarily supports

- A. organization of similarities and differences for academic language use.
- B. assessment of handwriting speed.
- C. memorization of the teacher's exact wording.
- D. replacement of reading with a purely visual task.

103. Which practice best supports transfer of new vocabulary to long-term use?

- A. Present a long list once and never use the words again.
- B. Ask learners to memorize dictionary pages without context.
- C. Revisit words in varied meaningful contexts over several lessons.
- D. Teach only synonyms and avoid the target words.

104. A learner says, 'I have 12 years.' The teacher recognizes likely first-language influence. The best response is to

- A. ban use of the learner's first language at school.
- B. treat the statement as evidence of a cognitive deficit.
- C. label the learner's home language as an obstacle to overcome.
- D. model the English form 'I am 12 years old' in a meaningful exchange.

105. Which task best assesses inferential reading comprehension?

- A. Ask learners to identify the page number of the passage.
- B. Ask learners to copy the first sentence exactly as printed.
- C. Ask learners to alphabetize all words in the passage.
- D. Ask learners to support an unstated conclusion with clues from a passage.

106. In a sheltered content lesson, sentence frames are most useful when they

- A. supply a single answer that learners must repeat verbatim.
- B. scaffold disciplinary language while learners express their own ideas.
- C. replace opportunities for learners to interact with peers.
- D. remove all challenging vocabulary from the content.

107. Which approach best differentiates a speaking task for beginners and advanced learners?

- A. Require identical length and language features from every learner.
- B. Use a different unrelated topic for each proficiency level.
- C. Keep the same communicative goal but vary supports and expected complexity.
- D. Give beginners no task while advanced learners complete all speaking.

108. In an ESOL classroom, the teacher is checking whether an English learner understands a word problem. Which prompt is best?

- A. Ask the learner to restate the problem and identify what is being asked.
- B. Ask the learner to begin calculating without discussing meaning.

- C. Ask the learner to repeat the teacher's exact words loudly.
- D. Ask the learner whether the problem seems easy or hard.

109. Which classroom practice most supports equitable participation in discussion?

- A. Call only on volunteers who answer fastest in English.
- B. Use think-pair-share so every learner rehearses an idea before whole-group talk.
- C. Let one fluent student summarize for every group.
- D. Grade students solely on how quickly they respond.

110. A student confuses he and she in spontaneous speech. This is primarily a difficulty with

- A. the organization of paragraphs in formal writing.
- B. the meaning of punctuation marks in a sentence.
- C. English grammatical gender pronouns in oral language production.
- D. the ability to decode consonant-vowel-consonant words.

111. Which is the strongest reason to use a rubric before an oral presentation?

- A. It measures only pronunciation and ignores communication.
- B. It guarantees all learners will receive identical scores without judgment.
- C. It eliminates the need for students to prepare content.
- D. It makes performance criteria visible and guides feedback and revision.

112. In an ESOL classroom, the teacher asks students to identify signal words such as however and therefore. The teacher is teaching

- A. cohesion markers that clarify relationships among ideas.
- B. the alphabetic principle for beginning decoding.
- C. rules for capitalizing proper nouns only.
- D. procedures for checking a dictionary definition.

113. Which home-school communication is most likely to be culturally responsive?

- A. Offer multiple accessible ways for families to share questions and preferences.
- B. Send technical English-only messages without interpretation options.
- C. Contact families only when a serious problem occurs.
- D. Assume every family prefers the same communication channel.

114. In an ESOL classroom, the teacher wants to assess writing development over time. Which evidence is most informative?

- A. An oral attendance response recorded once per month.
- B. A single handwriting sample completed during the first week.
- C. A portfolio containing drafts, feedback, revisions, and final pieces.
- D. Only the learner's score on a multiple-choice vocabulary quiz.

115. Which technique most helps learners understand a new idiom in context?

- A. Translate each word literally and stop there.
- B. Tell learners idioms have no connection to context.
- C. Ask learners to memorize the phrase without an example.
- D. Discuss the surrounding situation and compare literal and intended meanings.

116. In an ESOL classroom, the teacher is planning a lesson for English learners with interrupted formal education. A sound initial step is to

- A. place the learners in advanced text work without orientation.
- B. assess current literacy, numeracy, and school routines before selecting supports.
- C. avoid teaching classroom procedures because they are not academic.
- D. assume age alone predicts all needed academic skills.

117. Which feedback is most likely to improve an English learner's revision of an argument paragraph?

- A. Replace the learner's paragraph with a teacher-written version.
- B. Write only 'good job' so the learner remains motivated.
- C. Correct every mark silently without explaining priorities.
- D. Point to one clear strength and one specific next step tied to the rubric.

118. During a lesson, the teacher says, 'Yesterday she go to school.' Which feedback best develops the learner's interlanguage?

- A. Interrupt and demand a rule recital before the learner can continue.
- B. Ignore every error because correction always harms fluency.
- C. Recast the idea as 'Yesterday she went to school' and continue meaningfully.
- D. Translate the sentence word for word into the learner's first language.

119. Which activity most directly measures listening comprehension rather than speaking ability?

- A. Learners listen to directions and sequence picture cards independently.
- B. Learners debate a controversial issue in small groups.
- C. Learners read a passage aloud with accurate pronunciation.
- D. Learners deliver a memorized oral presentation to classmates.

120. A beginning multilingual learner needs to follow classroom routines. Which support is most appropriate?

- A. Assign a peer to complete all tasks for the learner.
- B. Pair short spoken directions with gestures, visuals, and a modeled example.
- C. Give only lengthy written directions using academic vocabulary.
- D. Require the learner to infer the routine by watching silently.

Practice Exam 10: Answer Key and Explanations

- 1. D** — The correct choice is recast the idea as 'yesterday she went to school' and continue meaningfully. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.
- 2. A** — The correct choice is learners listen to directions and sequence picture cards independently. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.
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82. D — The correct choice is create purposeful interaction in which learners exchange meaning. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

83. B — The correct choice is role-play asking a librarian for help locating a book. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

84. C — The correct choice is polysemy, because one word has related distinct meanings. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

85. A — The correct choice is provide approved directions in clear language and allow extra processing time. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

86. D — The correct choice is a dated collection of brief recorded speaking samples with criteria. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

87. C — The correct choice is it helps learners connect new ideas to existing concepts and vocabulary. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

88. B — The correct choice is is applying a productive past-tense rule to an irregular verb. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

89. B — The correct choice is identify the first sound in sun, soup, and sit. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

90. C — The correct choice is morphological awareness of the prefix re-. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

91. D — The correct choice is using an exit ticket to adjust tomorrow's lesson. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

92. A — The correct choice is compare casual peer conversation with an explanation of a science process. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

93. B — The correct choice is use familiar language, visuals, and context while slightly extending proficiency. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

94. A — The correct choice is minimal-pair listening and production with words such as bat and pat. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

95. C — The correct choice is whether task supports make the text purposeful and accessible to learners. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

96. D — The correct choice is teach comprehension monitoring, questioning, and summarizing strategies. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

97. B — The correct choice is ask an open question and provide adequate wait time for elaboration. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

98. D — The correct choice is the language learners will use to participate in the content lesson. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

99. C — The correct choice is have the learner explain a route to a partner using a simple map. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

100. A — The correct choice is establish respectful discussion norms and structured low-risk practice. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

101. B — The correct choice is precise vocabulary and logical connectors that show sequence and cause. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

102. A — The correct choice is organization of similarities and differences for academic language use. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

103. C — The correct choice is revisit words in varied meaningful contexts over several lessons. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

104. D — The correct choice is model the english form 'i am 12 years old' in a meaningful exchange. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

105. D — The correct choice is ask learners to support an unstated conclusion with clues from a passage. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

106. B — The correct choice is scaffold disciplinary language while learners express their own ideas. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

107. C — The correct choice is keep the same communicative goal but vary supports and expected complexity. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

108. A — The correct choice is ask the learner to restate the problem and identify what is being asked. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

109. B — The correct choice is use think-pair-share so every learner rehearses an idea before whole-group talk. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

110. C — The correct choice is english grammatical gender pronouns in oral language production. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

111. D — The correct choice is it makes performance criteria visible and guides feedback and revision. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

112. A — The correct choice is cohesion markers that clarify relationships among ideas. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

113. A — The correct choice is offer multiple accessible ways for families to share questions and preferences. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

114. C — The correct choice is a portfolio containing drafts, feedback, revisions, and final pieces. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

115. D — The correct choice is discuss the surrounding situation and compare literal and intended meanings. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

116. B — The correct choice is assess current literacy, numeracy, and school routines before selecting supports. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

117. D — The correct choice is point to one clear strength and one specific next step tied to the rubric. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

118. C — The correct choice is recast the idea as 'yesterday she went to school' and continue meaningfully. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

119. A — The correct choice is learners listen to directions and sequence picture cards independently. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.

120. B — The correct choice is pair short spoken directions with gestures, visuals, and a modeled example. It aligns with ESOL practice because it supports learner access to content. The alternatives target a different construct, reduce meaningful participation, or offer support that does not address the stated learning need. Teachers should select scaffolds that preserve rigor and student agency.