

PRACTICE EXAM 6: ESOL/ESL TEACHER CERTIFICATION (120 QUESTIONS)

This original practice exam contains 120 selected-response questions. It is structured for a 120-minute sitting and uses a Praxis ESOL-style distribution across linguistics, language learning, instruction, assessment, culture, and professionalism. Choose the single best answer for each question. This is unofficial preparation material and is not affiliated with ETS or any state licensing agency.

1. In a teacher-certification review, which word contains a bound morpheme?

- A. quickly
- B. teacher
- C. garden
- D. replayed

2. Consider this ESOL classroom question: In the word 'cats,' the final /s/ sound is best described as a

- A. voiced bilabial stop
- B. voiceless alveolar fricative
- C. voiceless velar stop
- D. voiced palatal glide

3. For an instructional decision, which sentence uses a subordinate clause?

- A. The students who arrived early reviewed vocabulary.
- B. Review vocabulary before class.
- C. Students and teachers entered.
- D. The students reviewed vocabulary.

4. In a multilingual-learning scenario, A learner says 'Yesterday I go home.' This error most directly reflects difficulty with

- A. plural formation
- B. article selection
- C. past-tense inflection
- D. word order

5. When planning appropriate support, which pair illustrates minimal pairs in English?

- A. ship and sheep
- B. happy and joyful
- C. read and write
- D. table and chair

6. For a candidate preparing to teach English learners, The meaning of a word as defined apart from context is its

- A. cohesion
- B. register
- C. denotation
- D. implicature

7. In a teacher-certification review, which utterance is most likely an example of pragmatic competence?

- A. Salt is a mineral.
- B. Could you please pass the salt?
- C. The salt was white.
- D. Salt contains sodium.

8. Consider this ESOL classroom question: A teacher contrasts 'I have eaten' with 'I ate' to teach differences in

- A. alphabetic order
- B. noun gender
- C. phoneme place
- D. aspect and tense

9. For an instructional decision, which feature most often distinguishes academic written English from casual conversation?

- A. greater lexical precision
- B. more facial expression
- C. shorter wait time
- D. more turn taking

10. In a multilingual-learning scenario, The plural ending in 'boxes' is pronounced /iz/ because the base word ends with a

- A. liquid sound
- B. nasal vowel
- C. sibilant sound
- D. voiced stop

11. When planning appropriate support, which example contains an idiom?

- A. A cat crossed the street. in this context
- B. She let the cat out of the bag.
- C. She fed the cat at noon.
- D. The cat slept on the sofa.

12. For a candidate preparing to teach English learners, In 'The book was placed on the shelf,' the phrase 'was placed' is a

- A. coordinate clause
- B. passive verb phrase
- C. prepositional phrase
- D. comparative adjective

13. In a teacher-certification review, which is the best example of a cognate for a Spanish-speaking learner?

- A. water / agua
- B. book / libro
- C. house / casa
- D. information / informacion

14. Consider this ESOL classroom question: A teacher asks learners to identify the topic sentence and supporting details. The teacher is focusing on

- A. discourse organization
- B. derivational morphology
- C. articulatory placement
- D. phonological awareness

15. For an instructional decision, which word has primary stress on the second syllable?

- A. TAble
- B. DOctor
- C. FAMily
- D. reLAX

16. In a multilingual-learning scenario, A student says 'I goed' after learning regular past tense endings. This is best described as

- A. avoidance
- B. code switching
- C. overgeneralization
- D. fossilization

17. When planning appropriate support, which sentence shows correct use of an anaphoric reference?

- A. Maya found a key, and she returned it.
- B. Maya found a key, and returned it Maya.
- C. Maya found a key, and she returned Maya.
- D. Maya found a key, and key returned she.

18. For a candidate preparing to teach English learners, The /p/ and /b/ sounds differ primarily in

- A. intonation
- B. voicing
- C. syllable stress
- D. word class

19. In a teacher-certification review, which classroom task most directly develops phonemic awareness?

- A. Copying a paragraph neatly
- B. Sorting words by topic
- C. Blending /m/ /a/ /p/ to say 'map'
- D. Matching pictures to sentences

20. Consider this ESOL classroom question: A speaker chooses formal vocabulary for a job interview. This choice reflects awareness of

- A. transliteration
- B. alliteration
- C. inflection
- D. register

21. For an instructional decision, which sentence contains a restrictive relative clause?

- A. Students may attend tutoring after school.
- B. Students attended tutoring, and they improved.
- C. Students who need support may attend tutoring.
- D. Students, who need support, may attend tutoring.

22. In a multilingual-learning scenario, In the word 'unhappiness,' the suffix '-ness' changes the word into a

- A. preposition
- B. pronoun
- C. verb
- D. noun

23. When planning appropriate support, According to Krashen, comprehensible input is language that is

- A. translated word for word in this context
- B. slightly beyond the learner's current level with support
- C. always memorized before use in this context
- D. limited to isolated grammar drills in this context

24. For a candidate preparing to teach English learners, A beginning English learner remains silent but follows classroom routines. The teacher should interpret this as

- A. a possible early receptive stage
- B. a need for immediate retention
- C. proof of low intelligence
- D. refusal to learn English

25. In a teacher-certification review, BICS refers most closely to

- A. standardized test validity
- B. formal essay structure
- C. everyday social communication
- D. phonetic transcription

26. Consider this ESOL classroom question: which teacher response best lowers the affective filter?

- A. Grade accents during discussion.
- B. Correct every error immediately.
- C. Call on students without warning.
- D. Allow private rehearsal before sharing aloud.

27. For an instructional decision, A learner transfers the Spanish word order 'the red car' successfully to English. This is an example of

- A. language loss
- B. positive transfer
- C. interlanguage plateau
- D. negative transfer

28. In a multilingual-learning scenario, A student understands a science concept in the home language but cannot explain it in English. The teacher should first

- A. remove the student from science

- B. reteach the concept only through lecture
- C. assume the learner lacks background knowledge
- D. provide language scaffolds for the concept

29. When planning appropriate support, which activity best supports emergent bilingual literacy?

- A. Use a bilingual picture book to compare story elements.
- B. Replace home-language literacy with drills. in this context
- C. Require English-only silent copying. in this context
- D. Delay all reading until oral fluency develops.

30. For a candidate preparing to teach English learners, A learner says 'I no understand' before later saying 'I do not understand.' This progression illustrates

- A. loss of pragmatic ability
- B. interlanguage development
- C. a permanent error pattern
- D. phonemic deletion

31. In a teacher-certification review, which factor is most likely to affect an English learner's classroom participation apart from English proficiency?

- A. prior schooling experiences
- B. the teacher's shoe size
- C. the color of the textbook
- D. the number of desk rows

32. Consider this ESOL classroom question: A teacher wants to build vocabulary depth, not just breadth. The best activity is to

- A. avoid using words in sentences

- B. copy a long list once
- C. explore word meanings, collocations, and multiple contexts
- D. memorize only dictionary spellings

33. For an instructional decision, which practice best supports a learner with limited print literacy in any language?

- A. Assign only independent chapter reading.
- B. Assume alphabet knowledge transfers automatically.
- C. Focus only on advanced essay writing.
- D. Teach print concepts explicitly with meaningful texts.

34. In a multilingual-learning scenario, When a student uses a familiar first-language cognate to infer an English word, the student is using

- A. phonological reduction
- B. random guessing
- C. cross-linguistic transfer
- D. language attrition

35. When planning appropriate support, which classroom condition best promotes meaningful output?

- A. A task with an information gap between partners
- B. A worksheet with copied definitions in this context
- C. A teacher monologue with no pause
- D. A silent list of verb endings

36. For a candidate preparing to teach English learners, A student understands oral directions but struggles with long written directions. The next step is to

- A. remove all directions

- B. chunk text and add visual supports
- C. assign harder passages immediately
- D. increase the reading speed requirement

37. In a teacher-certification review, A learner frequently substitutes /r/ for /l/ in English. An effective first instructional step is to

- A. require repeated written definitions in this context
- B. help the learner hear and distinguish the contrast
- C. teach only punctuation rules in this context
- D. avoid pronunciation practice in this context

38. Consider this ESOL classroom question: A student uses a single memorized phrase in many contexts. This most likely shows

- A. language regression
- B. test bias
- C. formulaic language use
- D. full grammatical mastery

39. For an instructional decision, which teacher action best supports working memory during a new language task?

- A. Give one short step at a time and model it
- B. Remove all visual references in this context in this context
- C. Present seven new directions verbally in this context
- D. Require instant oral answers in this context in this context

40. In a multilingual-learning scenario, A teacher notices a student avoids speaking because peers laugh at the student's accent. The teacher should

- A. grade the student lower for silence
- B. ignore the peer behavior
- C. tell the student to speak louder
- D. establish norms that protect respectful participation

41. When planning appropriate support, which outcome reflects metalinguistic awareness?

- A. Naming colors quickly
- B. Tracing letters repeatedly
- C. Explaining why 'went' is irregular
- D. Reciting a poem from memory

42. For a candidate preparing to teach English learners, A learner can decode English words but does not understand them. Instruction should emphasize

- A. vocabulary and comprehension strategies
- B. only faster decoding
- C. more handwriting practice
- D. fewer meaningful texts

43. In a teacher-certification review, which practice uses the home language as an instructional resource?

- A. Translate every test word literally in this context
- B. Ignore students' existing knowledge in this context
- C. Forbid all home-language discussion in this context
- D. Let students brainstorm key ideas in either language

44. Consider this ESOL classroom question: A teacher asks a learner to explain how two words are alike and different. This activity develops

- A. letter formation
- B. semantic relationships
- C. speech rate
- D. test security

45. For an instructional decision, which is the clearest example of a learner strategy?

- A. Using context clues to infer an unfamiliar word
- B. Waiting for the teacher to answer
- C. Avoiding every difficult text in this context
- D. Copying without reading in this context

46. In a multilingual-learning scenario, A student seems quiet in whole-group talk but speaks confidently with a partner. The teacher should

- A. require public speaking without preparation
- B. conclude the student cannot speak
- C. use structured pair rehearsal before whole-group sharing
- D. eliminate partner discussion

47. When planning appropriate support, which example best represents CALP?

- A. Greeting a friend at lunch in this context
- B. Asking to borrow a pencil in this context
- C. Choosing a game at recess in this context
- D. Explaining a cause-and-effect relationship in a lab report

48. For a candidate preparing to teach English learners, A teacher wants to prevent cognitive overload for newcomers. The best approach is to

- A. use only abstract lectures in this context

- B. connect new language to visuals and familiar experiences
- C. avoid checking understanding in this context
- D. introduce all exceptions at once in this context

49. In a teacher-certification review, which objective is most measurable for an intermediate ESOL lesson?

- A. Students will justify an opinion using two evidence-based sentences.
- B. Students will appreciate language. in this context
- C. Students will know writing. in this context
- D. Students will understand opinions. in this context

50. Consider this ESOL classroom question: During a content lesson, a teacher provides a labeled diagram and sentence frames. These supports are

- A. tracking mechanisms
- B. scaffolds
- C. punitive accommodations
- D. summative assessments

51. For an instructional decision, which activity best integrates listening, speaking, reading, and writing?

- A. Copy vocabulary silently. in this context in this context
- B. Listen to a lecture only. in this context
- C. Read a short article, discuss it, then write a summary.
- D. Complete a spelling test only. in this context

52. In a multilingual-learning scenario, A co-teacher plans a lesson by identifying both content and language objectives. This planning most directly supports

- A. random differentiation

- B. tracking by language background
- C. English-only remediation
- D. integrated instruction

53. When planning appropriate support, for a newcomer with limited English, which support is most appropriate during a math word problem?

- A. Reduce the mathematical thinking
- B. Provide only a timed paragraph
- C. Require an unassisted oral defense
- D. Use visuals, gestures, and a word bank

54. For a candidate preparing to teach English learners, A teacher uses sentence frames but gradually removes them as learners gain control. This is an example of

- A. test invalidation
- B. translation dependence
- C. gradual release of support
- D. permanent modification

55. In a teacher-certification review, which grouping arrangement most effectively promotes purposeful academic talk?

- A. Pairs with assigned roles and a shared task
- B. Large groups without a goal in this context
- C. Individual silent work only in this context
- D. Pairs that receive identical completed answers

56. Consider this ESOL classroom question: A teacher selects a text that is cognitively challenging but provides previewed vocabulary and visuals. This reflects

- A. tracking
- B. high challenge with high support
- C. unfocused immersion
- D. low challenge with low support

57. For an instructional decision, which feedback is most useful during a collaborative language task?

- A. Interrupt to list every grammar error in this context
- B. Give only a numerical score in this context
- C. Ask a prompt that helps the learner clarify the message
- D. Wait until the unit ends in this context

58. In a multilingual-learning scenario, A teacher wants students to notice a grammar pattern in authentic text. The best first move is to

- A. assign isolated copying in this context in this context
- B. highlight several meaningful examples and ask what they notice
- C. avoid context completely in this context in this context
- D. state every rule before students read in this context

59. When planning appropriate support, which lesson feature best differentiates for varying English proficiency levels?

- A. Use one unmodified lecture in this context
- B. Give each level unrelated standards in this context
- C. Lower expectations for all newcomers in this context
- D. Offer multiple ways to access the same core concept

60. For a candidate preparing to teach English learners, A teacher uses a quick sketch, gestures, and real objects while introducing verbs. This primarily makes input

- A. more comprehensible
- B. more summative
- C. less interactive
- D. more abstract

61. In a teacher-certification review, which practice best supports academic vocabulary retention?

- A. Revisit words across speaking, reading, and writing tasks
- B. Teach a word once in isolation
- C. Ask students to memorize unrelated lists
- D. Avoid using the words after a quiz

62. Consider this ESOL classroom question: A teacher asks students to sort examples and nonexamples of persuasive claims. This activity most directly develops

- A. pronunciation placement
- B. silent reading stamina only
- C. handwriting fluency
- D. concept understanding through comparison

63. For an instructional decision, which support preserves rigor for an English learner during a social studies debate?

- A. Replace the debate with copying
- B. Give answers in advance
- C. Provide claim-evidence sentence stems
- D. Excuse the student from content

64. In a multilingual-learning scenario, Before a complex reading, a teacher activates background knowledge with images and discussion. The main purpose is to

- A. eliminate all new vocabulary
- B. build a bridge to new text
- C. replace reading with talk
- D. test spelling accuracy

65. When planning appropriate support, which teacher move best supports multilingual learners during a lab procedure?

- A. Give directions only after the lab in this context
- B. assess pronunciation instead of procedure in this context
- C. Read all steps rapidly once in this context
- D. Model each step while students follow a visual sequence

66. For a candidate preparing to teach English learners, A teacher plans a task in which learners interview classmates and report results. The task is most likely

- A. a decontextualized grammar drill in this context
- B. communicative because it has a real information purpose
- C. an individual decoding assessment in this context
- D. a behavior intervention in this context

67. In a teacher-certification review, which adaptation is appropriate for a student who understands content but writes limited English?

- A. require advanced idioms in this context in this context
- B. Assess only handwriting speed in this context
- C. Allow labeled diagrams plus brief sentences to show learning
- D. exclude the student from the task in this context

68. Consider this ESOL classroom question: A teacher incorporates students' community knowledge into a unit. This is most likely to

- A. increase relevance and engagement
- B. replace all new learning
- C. weaken standards alignment
- D. prevent academic language growth

69. For an instructional decision, which action best develops oral fluency without sacrificing accuracy?

- A. limit students to one-word answers in this context
- B. Give repeated timed opportunities to express familiar ideas
- C. use only written quizzes in this context
- D. correct each syllable before speaking in this context

70. In a multilingual-learning scenario, A teacher asks students to use a graphic organizer before drafting an explanation. The organizer chiefly supports

- A. testing security
- B. pronunciation only
- C. elimination of content standards
- D. organization of ideas and language

71. When planning appropriate support, which task most directly teaches learners to use transition words?

- A. memorize alphabet order in this context
- B. copy a definition page in this context
- C. Reorder sentence strips and explain the logical links
- D. identify syllable stress in this context

72. For a candidate preparing to teach English learners, A teacher adapts questions from recall to analysis while retaining visuals and frames. This change increases

- A. cognitive demand while maintaining access
- B. test bias
- C. student dependence
- D. linguistic isolation

73. In a teacher-certification review, which practice best supports collaboration between an ESOL teacher and a content teacher?

- A. avoid discussing student data in this context
- B. Teach separate unrelated topics in this context
- C. share grades only at semester end
- D. Co-plan target language demands for an upcoming unit

74. Consider this ESOL classroom question: A teacher gives wait time after posing a question to English learners. The strongest rationale is that it

- A. reduces the need for participation
- B. allows additional processing and rehearsal
- C. signals a lower standard
- D. replaces feedback

75. For an instructional decision, which is the best example of formative instruction during a lesson?

- A. Report a state test result in this context
- B. Select students for graduation in this context
- C. Use an exit response to adjust tomorrow's grouping
- D. Assign a final course grade in this context

76. In a multilingual-learning scenario, A student can explain a concept orally but not in a formal paragraph. The teacher should next

- A. model how spoken ideas can be expanded into academic writing
- B. remove all oral participation in this context in this context
- C. teach only punctuation drills in this context in this context
- D. conclude the student lacks the concept in this context

77. When planning appropriate support, which assessment is most appropriate for monitoring language growth during a unit?

- A. A single end-of-year test
- B. A parent attendance form
- C. A brief rubric-scored speaking sample
- D. A seating chart

78. For a candidate preparing to teach English learners, Validity refers to the extent to which an assessment

- A. uses only multiple-choice items
- B. is completed quickly
- C. gives identical scores forever
- D. measures what it is intended to measure

79. In a teacher-certification review, A reading test asks newcomers to solve unfamiliar science problems written in dense English. The main concern is

- A. high reliability
- B. construct-irrelevant language demand
- C. positive washback
- D. interrater agreement

80. Consider this ESOL classroom question: which evidence is most useful when deciding whether a student needs additional language support?

- A. Multiple measures collected over time
- B. A teacher's first impression
- C. A single peer comment
- D. One informal observation only

81. For an instructional decision, A teacher uses a checklist during group work to note use of discussion moves. This is primarily

- A. a final certification exam
- B. an observational formative assessment
- C. a cultural inventory
- D. a norm-referenced placement test

82. In a multilingual-learning scenario, Reliability is strengthened when

- A. scoring procedures are applied consistently
- B. scores depend on mood
- C. test directions change for each student
- D. items are unrelated to objectives

83. When planning appropriate support, which practice best reduces bias in an assessment for English learners?

- A. increase idioms in every item in this context
- B. grade accents in written work in this context
- C. Use clear language and remove irrelevant cultural references
- D. require unfamiliar background knowledge in this context

84. For a candidate preparing to teach English learners, A teacher analyzes errors in students' writing to plan a mini-lesson. This is an example of

- A. summative reporting
- B. norm referencing
- C. test invalidation
- D. diagnostic use of assessment data

85. In a teacher-certification review, which assessment task best measures oral interaction?

- A. A silent vocabulary list
- B. A paired problem-solving conversation with a rubric
- C. A multiple-choice spelling quiz
- D. A copied paragraph

86. Consider this ESOL classroom question: A rubric describes performance levels before students complete a task. Its strongest instructional benefit is that it

- A. replaces teacher judgment
- B. guarantees identical ability
- C. eliminates feedback
- D. makes success criteria transparent

87. For an instructional decision, A student's score rises after a teacher explicitly teaches test-taking tricks but not target skills. This raises concern about

- A. score interpretation
- B. text cohesion
- C. phoneme production
- D. home-language transfer

88. In a multilingual-learning scenario, which example is a summative assessment?

- A. A teacher's mid-lesson question

- B. A draft conference
- C. A final unit presentation scored against standards
- D. A think-pair-share prompt

89. When planning appropriate support, When communicating assessment results to families, a teacher should

- A. focus solely on deficits in this context
- B. explain findings in clear language and invite questions
- C. use unexplained acronyms only in this context
- D. share other students' scores in this context

90. For a candidate preparing to teach English learners, A teacher compares a student's current speaking sample with an earlier sample using the same rubric. This provides evidence of

- A. growth over time
- B. cultural assimilation
- C. norm-referenced ranking
- D. test security

91. In a teacher-certification review, which action best supports accessible assessment directions?

- A. remove all examples in this context in this context
- B. change directions midway in this context in this context
- C. Use one long paragraph only in this context
- D. Read directions aloud and provide a simple written version

92. Consider this ESOL classroom question: A teacher asks students to rate their confidence and identify one goal after a speaking task. This primarily builds

- A. norm-referenced scores

- B. interrater reliability
- C. self-assessment and metacognition
- D. test secrecy

93. For an instructional decision, which data pattern most strongly suggests a need to reteach an academic language function?

- A. Students prefer group work in this context in this context
- B. The room is noisy in this context in this context
- C. Many students can name terms but cannot explain cause and effect
- D. One student misses school once in this context in this context

94. In a multilingual-learning scenario, A teacher uses an anecdotal record to document a learner's participation across several days. The record is most useful when

- A. converted directly to a state score
- B. combined with other evidence
- C. kept hidden from the team
- D. treated as the only placement measure

95. When planning appropriate support, A student avoids eye contact with an adult during a conference. The teacher should first

- A. avoid assuming disrespect and consider cultural norms
- B. demand constant eye contact
- C. inform peers that the student is rude
- D. assign a consequence immediately

96. For a candidate preparing to teach English learners, which classroom practice best affirms students' cultural and linguistic identities?

- A. display one culture as the norm
- B. discourage family stories
- C. correct home-language use publicly
- D. Invite multiple perspectives and languages as resources

97. In a teacher-certification review, A teacher learns that a family uses a different format for names. The most appropriate response is to

- A. change the name to fit a class list
- B. use a nickname without asking in this context
- C. avoid speaking to the family in this context
- D. ask respectfully how the family prefers names recorded and used

98. Consider this ESOL classroom question: which action best counters a deficit view of multilingual learners?

- A. focus only on errors
- B. compare every student to a monolingual norm
- C. Identify strengths and resources students bring
- D. lower all academic goals

99. For an instructional decision, A class text presents one group only through stereotypes. The teacher should

- A. supplement it with accurate, varied perspectives
- B. present it without discussion
- C. ask students from that group to defend it
- D. remove all cultural content

100. In a multilingual-learning scenario, A student is reluctant to challenge a teacher publicly. This may reflect

- A. a fixed personality trait
- B. a culturally shaped participation norm
- C. proof of dishonesty
- D. lack of any ideas

101. When planning appropriate support, which practice best builds a culturally responsive classroom library?

- A. use only texts from one tradition
- B. avoid contemporary authors
- C. select books only for difficulty
- D. Include authentic texts reflecting many communities

102. For a candidate preparing to teach English learners, A teacher notices a holiday activity assumes all families share the same traditions. The best revision is to

- A. cancel all discussion of culture
- B. require each child to disclose beliefs
- C. offer inclusive choices and invite voluntary sharing
- D. treat one tradition as universal

103. In a teacher-certification review, which teacher stance best supports intercultural competence?

- A. Examine personal assumptions and remain open to learning
- B. avoid family communication in this context
- C. treat culture as a list of facts
- D. assume neutrality removes all bias in this context

104. Consider this ESOL classroom question: A family does not attend an evening event because of work schedules. The teacher should

- A. offer flexible communication options
- B. require attendance
- C. conclude the family is uninterested
- D. stop sharing progress

105. For an instructional decision, which response to a student's home-language use is most appropriate?

- A. prohibit it in all settings in this context
- B. Recognize it as a resource while teaching strategic English use
- C. label it interference in this context in this context
- D. ignore the student's meaning in this context in this context

106. In a multilingual-learning scenario, A teacher wants students to discuss a controversial cultural topic safely. The best preparation is to

- A. require one viewpoint
- B. avoid all student talk
- C. allow personal attacks
- D. establish norms for evidence, respect, and listening

107. When planning appropriate support, which statement reflects cultural humility rather than cultural tourism?

- A. Culture never affects classroom life. in this context in this context
- B. I will learn with families rather than assume I know their experiences.
- C. One student can speak for a whole group. in this context
- D. I know every family's beliefs from a holiday lesson. in this context

108. For a candidate preparing to teach English learners, A teacher learns that an English learner was excluded from a rigorous course solely because of language status. The teacher should

- A. accept the exclusion without question
- B. recommend fewer opportunities
- C. advocate for equitable access with appropriate supports
- D. tell the student to wait a year

109. In a teacher-certification review, which action best protects student confidentiality?

- A. share records in casual conversation in this context in this context
- B. email details to all families in this context in this context
- C. Discuss progress only with authorized people who have a legitimate need
- D. post scores in the classroom in this context in this context

110. Consider this ESOL classroom question: An ESOL teacher and a classroom teacher disagree about supports. The most professional first step is to

- A. stop providing support in this context in this context
- B. review student evidence together and seek a shared plan
- C. make decisions without communication in this context
- D. criticize the colleague publicly in this context

111. For an instructional decision, which family communication practice is most equitable?

- A. ask a child to interpret sensitive information
- B. send English-only notices regardless of need
- C. avoid family contact
- D. Provide qualified interpretation when needed

112. In a multilingual-learning scenario, A teacher notices a policy creates a barrier for English learners. Ethical advocacy begins by

- A. documenting the impact and raising the concern through proper channels

- B. changing student records in this context in this context
- C. ignoring the pattern in this context in this context
- D. blaming families in this context in this context

113. When planning appropriate support, which professional learning choice is most relevant for an ESOL teacher?

- A. avoid collaboration with specialists in this context
- B. Study current research on language development and instruction
- C. rely only on old materials in this context
- D. focus exclusively on test shortcuts in this context

114. For a candidate preparing to teach English learners, A teacher refers a family to a community service. The teacher should

- A. promise outcomes the service cannot guarantee
- B. withhold eligibility details in this context
- C. share accurate information and respect the family's choice
- D. require the family to use the service

115. In a teacher-certification review, which action best demonstrates collaboration with families?

- A. Ask families about goals, strengths, and preferred communication
- B. use one message format for everyone
- C. contact families only for problems in this context
- D. assume silence means agreement in this context

116. Consider this ESOL classroom question: A teacher is asked to use an untrained student as an interpreter for a high-stakes meeting. The teacher should

- A. cancel all communication

- B. proceed because it is convenient
- C. ask the student to summarize legal details
- D. request a qualified interpreter instead

117. For an instructional decision, which statement best reflects an educator's advocacy role?

- A. I will avoid policy discussions entirely. in this context
- B. I will lower expectations before assessing needs. in this context
- C. I will make decisions without evidence. in this context
- D. I will identify barriers and work with others to remove them.

118. In a multilingual-learning scenario, When using student performance data in a team meeting, the teacher should

- A. focus on instructional implications rather than labels
- B. share names outside the team
- C. ignore patterns across tasks
- D. use data to stereotype groups

119. When planning appropriate support, A teacher wants to improve access for multilingual families at school events. The best proposal is to

- A. announce events only in English
- B. ask students to translate all materials
- C. plan interpretation and translated materials in advance
- D. exclude families who need support

120. For a candidate preparing to teach English learners, which response is most appropriate when a colleague makes a biased comment about English learners?

- A. laugh to avoid discomfort in this context

- B. Address the concern respectfully and redirect to evidence-based language
- C. repeat the comment to students in this context
- D. ignore it permanently in this context in this context

Practice Exam 6: Answer Key and Explanations

1. **D** — For this item, The prefix re- cannot stand alone and is attached to the base play. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.
2. **B** — For this item, The sound /s/ is produced with airflow friction at the alveolar ridge without vocal-fold vibration. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.
3. **A** — For this item, The clause who arrived early depends on the noun students and cannot serve as a complete sentence. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.
4. **C** — For this item, The verb go lacks the past-tense form went, showing an inflectional morphology issue. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.
5. **A** — For this item, Ship and sheep differ in one phoneme, allowing teachers to focus instruction on the contrasting vowel sounds. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.
6. **C** — For this item, Denotation is a word's core dictionary meaning; context and social use can add connotations. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.
7. **B** — For this item, The speaker selects a socially appropriate indirect request rather than only demonstrating vocabulary knowledge. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

8. D — For this item, The forms convey different time relationships: present perfect links a past action to the present. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

9. A — For this item, Academic writing tends to use precise vocabulary and explicit relationships because readers cannot request immediate clarification. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

10. C — For this item, English adds a syllable before the plural ending after sibilants such as /s/, /z/, /sh/, and /ch/. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

11. B — For this item, The phrase means to reveal a secret and cannot be interpreted accurately by translating each word literally. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

12. B — For this item, The subject receives the action; the auxiliary was plus past participle marks the passive voice. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

13. D — For this item, The two forms share meaning and similar form, so the learner can use existing Spanish knowledge strategically. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

14. A — For this item, Topic sentences and supporting details show how information is organized across sentences in a text. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

15. D — For this item, The strongest stress falls on the second syllable in relax, a pattern learners need for intelligible pronunciation. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

16. C — For this item, The student applies a productive regular rule to an irregular verb, which indicates active rule formation. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

17. A — For this item, The pronouns she and it refer clearly to previously introduced noun phrases, creating cohesion. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

18. B — For this item, Both are bilabial stops, but /b/ uses vocal-fold vibration while /p/ does not. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

19. C — For this item, The task requires manipulating individual spoken sounds, not simply recognizing letters or word meanings. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

20. D — For this item, Register is the language variety selected to fit audience, purpose, and social setting. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

21. C — For this item, Without commas, the clause limits the reference to the particular students who need support. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

22. D — For this item, The suffix -ness derives a noun naming a state or quality from the adjective happy. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

23. B — For this item, Input is most useful when learners can understand its main message while encountering a manageable next step. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

24. A — For this item, Many learners first process substantial input before producing speech; observation and low-risk participation offer better evidence. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

25. C — For this item, Basic interpersonal communication skills are the conversational language used in familiar, contextualized interactions. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

26. D — For this item, Private rehearsal reduces anxiety and gives learners time to prepare language before public performance. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

27. B — For this item, A similar feature in the first language supports accurate use in the new language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

28. D — For this item, The evidence suggests a language-expression need, so sentence frames and visuals can make existing understanding accessible. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

29. A — For this item, Connecting familiar literacy practices across languages strengthens comprehension and recognizes transferable knowledge. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

30. B — For this item, The learner is constructing a changing language system that increasingly reflects English negation patterns. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

31. A — For this item, Prior schooling can shape familiarity with participation norms, literacy routines, and classroom expectations. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

32. C — For this item, Depth includes nuanced meaning and use relationships, not merely recognition of many separate words. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

33. D — For this item, Learners benefit from direct attention to directionality, word boundaries, and how print carries meaning. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

34. C — For this item, Knowledge from one language can support meaning making in another when forms and meanings align. This evidence supports the keyed response. The distractors name related

ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

35. A — For this item, Information gaps create a real communicative purpose for learners to negotiate and produce language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

36. B — For this item, Chunking reduces language-processing load while visuals clarify sequence and key actions. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

37. B — For this item, Perception supports production; learners need to notice the sound contrast before consistently articulating it. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

38. C — For this item, Memorized chunks can support early communication even before the learner controls each grammar component separately. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

39. A — For this item, Brief sequenced directions and models reduce processing demands while learners attend to unfamiliar language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

40. D — For this item, A safe classroom climate is necessary for language risk-taking; the teacher must address ridicule and support inclusion. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

41. C — For this item, Metalinguistic awareness involves thinking and talking explicitly about how language works. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

42. A — For this item, Accurate word reading alone does not guarantee meaning; learners need language knowledge and active comprehension routines. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

43. D — For this item, Flexible use of known languages can support planning, comprehension, and later English expression. This evidence supports the keyed response. The distractors name related ideas, but

they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

44. B — For this item, Comparing meanings builds networks among words and helps learners use vocabulary with greater precision. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

45. A — For this item, Contextual inference is a deliberate way to continue comprehension when an unknown word appears. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

46. C — For this item, Partner talk offers lower-stakes practice and can bridge toward participation in larger settings. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

47. D — For this item, Cognitive academic language proficiency supports decontextualized, discipline-specific reasoning and expression. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

48. B — For this item, Visuals and familiar context make input more understandable while reducing the burden of unfamiliar language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

49. A — For this item, The objective names an observable performance and a clear criterion for demonstrating it. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

50. B — For this item, Scaffolds temporarily make grade-level content and language accessible while learners develop independence. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

51. C — For this item, The sequence requires learners to receive information, negotiate meaning orally, and produce written language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

52. D — For this item, Content and language objectives ensure instruction intentionally develops disciplinary understanding and the language needed to express it. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

53. D — For this item, The support reduces linguistic barriers without removing the underlying mathematical goal. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

54. C — For this item, Effective scaffolding fades as students demonstrate independence, preserving challenge while building confidence. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

55. A — For this item, Roles and a shared outcome create accountability and a reason to use target language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

56. B — For this item, Learners can work with rigorous ideas when language access is intentionally supported. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

57. C — For this item, Responsive prompts preserve communication and guide learners toward clearer language in the moment. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

58. B — For this item, Noticing examples in context helps learners connect form, meaning, and use. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

59. D — For this item, Multiple entry points maintain the common learning goal while adjusting linguistic support. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

60. A — For this item, Concrete representations clarify meaning without requiring lengthy verbal explanation. This evidence supports the keyed response. The distractors name related ideas, but they do

not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

61. A — For this item, Repeated meaningful encounters in varied contexts strengthen both recognition and productive use. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

62. D — For this item, Sorting requires students to identify defining features and discriminate among closely related examples. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

63. C — For this item, Language frames enable participation in the same reasoning task without supplying the content response. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

64. B — For this item, Relevant prior knowledge and visual context make new language and ideas easier to interpret. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

65. D — For this item, Modeling and visual sequencing make procedural language observable and easier to follow. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

66. B — For this item, Learners need information from one another, so language functions as a tool for authentic communication. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

67. C — For this item, The adaptation offers a valid way to demonstrate understanding while the student continues developing extended written language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

68. A — For this item, Connecting instruction to learners' experiences provides meaningful entry points for rigorous language and content work. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

69. B — For this item, Repeated meaningful speaking builds automaticity, while later feedback can target selected forms. This evidence supports the keyed response. The distractors name related ideas, but

they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

70. D — For this item, Planning structures help learners arrange relationships among ideas before producing extended language. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

71. C — For this item, Reordering text highlights how transitions signal sequence, contrast, and cause across ideas. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

72. A — For this item, The task asks for deeper thinking but keeps supports that allow English learners to participate. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

73. D — For this item, Joint planning identifies the specific vocabulary, functions, and discourse students need for content success. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

74. B — For this item, Learners may need time to interpret the question, plan language, and produce a response. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

75. C — For this item, The teacher gathers immediate evidence and uses it to make a near-term instructional decision. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

76. A — For this item, The oral explanation provides a foundation that can be transformed through modeling of sentence structure and organization. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

77. C — For this item, A short repeated performance sample provides timely evidence that can inform instruction during the unit. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

78. D — For this item, Validity concerns the match between the score interpretation and the intended construct. This evidence supports the keyed response. The distractors name related ideas, but they do not

meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

79. B — For this item, Dense language may prevent the assessment from measuring the intended science understanding fairly. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

80. A — For this item, Multiple sources reduce the chance that a temporary condition or one limited measure drives a high-stakes decision. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

81. B — For this item, The checklist captures evidence during learning and can guide immediate feedback or next steps. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

82. A — For this item, Consistent administration and scoring reduce random variation that could distort results. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

83. C — For this item, Clear wording and familiar-accessible contexts reduce barriers unrelated to the targeted skill. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

84. D — For this item, The teacher interprets patterns in performance to identify a specific instructional need. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

85. B — For this item, A live interaction allows the teacher to observe listening, turn taking, clarity, and responsive language use. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

86. D — For this item, Students can use clear criteria to plan, monitor, and revise their work. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

87. A — For this item, The higher score may not represent improved language ability if it mainly reflects familiarity with superficial test tactics. This evidence supports the keyed response. The

distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

88. C — For this item, A final presentation evaluates learning after instruction and typically contributes to an end-of-unit judgment. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

89. B — For this item, Respectful clear communication supports partnership and helps families understand both strengths and next steps. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

90. A — For this item, Comparable samples scored with common criteria allow the teacher to examine progress in the targeted performance. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

91. D — For this item, Multimodal clear directions reduce avoidable language barriers while maintaining the assessment's intended demand. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

92. C — For this item, Students reflect on evidence of their own performance and identify an actionable next step. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

93. C — For this item, The pattern identifies a specific gap between vocabulary recognition and the ability to use language for reasoning. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

94. B — For this item, Anecdotal notes offer context-rich observations but gain strength when considered alongside other measures. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

95. A — For this item, Eye contact conventions differ across communities, so interpretation should be cautious and respectful. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

96. D — For this item, A classroom that treats diverse knowledge as an asset strengthens belonging and meaningful participation. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

97. D — For this item, Respectful inquiry avoids assumptions and honors the family's preferred identity practices. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

98. C — For this item, An asset-based approach recognizes language, culture, and experience as foundations for learning. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

99. A — For this item, Multiple authentic perspectives help students analyze bias and prevent a single story from defining a community. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

100. B — For this item, Participation expectations vary; teachers can create respectful alternatives for questions and disagreement. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

101. D — For this item, Diverse authentic texts provide mirrors for students' lives and windows into others' experiences. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

102. C — For this item, Inclusive options acknowledge diversity without compelling students to reveal personal information. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

103. A — For this item, Cultural responsiveness requires ongoing reflection because everyone brings assumptions to interpretation and instruction. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

104. A — For this item, Access barriers such as schedules can affect participation; varied contact methods foster partnership. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match

language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

105. B — For this item, Home-language use can support comprehension and identity, while instruction can clarify when English is needed for a task. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

106. D — For this item, Clear discussion norms make it more likely that learners can exchange ideas without marginalizing classmates. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

107. B — For this item, Cultural humility emphasizes reflection, respectful inquiry, and recognition that individuals are more complex than group labels. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

108. C — For this item, Language needs call for support and access, not automatic removal from challenging educational opportunities. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

109. C — For this item, Student information should be shared only through appropriate channels and for educationally legitimate purposes. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

110. B — For this item, Collaborative review centers the student's needs and creates a basis for coordinated instruction. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

111. D — For this item, Qualified language access helps families participate meaningfully and protects children from inappropriate interpreter roles. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

112. A — For this item, Evidence-based advocacy identifies the barrier clearly and uses responsible procedures to pursue improvement. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

113. B — For this item, Ongoing learning helps teachers refine practice as research, student populations, and instructional contexts evolve. This evidence supports the keyed response. The distractors name

related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

114. C — For this item, Ethical referrals are informative and voluntary; teachers should avoid coercion or unsupported promises. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

115. A — For this item, Two-way communication treats families as partners and helps instruction reflect student strengths and circumstances. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

116. D — For this item, High-stakes communication requires qualified language support to protect accuracy, confidentiality, and student well-being. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

117. D — For this item, Advocacy combines evidence, collaboration, and action to improve students' equitable access to learning. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

118. A — For this item, Responsible data use identifies needs and next steps without reducing learners to categories or deficits. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners.

119. C — For this item, Proactive language access makes participation possible rather than treating it as an afterthought. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.

120. B — For this item, Professional responsibility includes challenging harmful assumptions while maintaining a constructive, student-centered focus. This evidence supports the keyed response. The distractors name related ideas, but they do not meet the precise requirement in the question. Effective ESOL decisions match language support to evidence, purpose, and context for learners. This makes it the most defensible choice.