

PRACTICE EXAM 9: 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. For this multilingual teaching question, which word contains a bound morpheme?

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

2. In an instructional analysis scenario, in the word 'cats,' the final /s/ sound is best described as a

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

3. When designing support for English learners, which sentence uses a subordinate clause?

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

4. For an ESOL certification decision, a learner says 'Yesterday I go home.' This error most directly reflects difficulty with

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

5. In a language-learning classroom case, which pair illustrates minimal pairs in English?

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

6. A future ESOL teacher evaluates this item: the meaning of a word as defined apart from context is its

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

7. For this multilingual teaching question, which utterance is most likely an example of pragmatic competence?

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

8. In an instructional analysis scenario, 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. When designing support for English learners, which feature most often distinguishes academic written English from casual conversation?

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

10. For an ESOL certification decision, the plural ending in 'boxes' is pronounced /iz/ because the base word ends with a

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

11. In a language-learning classroom case, which example contains an idiom?

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

12. A future ESOL teacher evaluates this item: 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. For this multilingual teaching question, which is the best example of a cognate for a Spanish-speaking learner?

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

14. In an instructional analysis scenario, a teacher asks learners to identify the topic sentence and supporting details. The teacher is focusing on

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

15. When designing support for English learners, which word has primary stress on the second syllable?

- A. FAMily
- B. reLAX
- C. TAbble
- D. DOCTor

16. For an ESOL certification decision, a student says 'I goed' after learning regular past tense endings. This is best described as

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

17. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: the /p/ and /b/ sounds differ primarily in

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

19. For this multilingual teaching question, which classroom task most directly develops phonemic awareness?

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

20. In an instructional analysis scenario, a speaker chooses formal vocabulary for a job interview. This choice reflects awareness of

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

21. When designing support for English learners, which sentence contains a restrictive relative clause?

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

22. For an ESOL certification decision, in the word 'unhappiness,' the suffix '-ness' changes the word into a

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

23. In a language-learning classroom case, according to Krashen, comprehensible input is language that is

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

24. A future ESOL teacher evaluates this item: a beginning English learner remains silent but follows classroom routines. The teacher should interpret this as

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

25. For this multilingual teaching question, BICS refers most closely to

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

26. In an instructional analysis scenario, which teacher response best lowers the affective filter?

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

27. When designing support for English learners, a learner transfers the Spanish word order 'the red car' successfully to English. This is an example of

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

28. For an ESOL certification decision, a student understands a science concept in the home language but cannot explain it in English. The teacher should first

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

29. In a language-learning classroom case, which activity best supports emergent bilingual literacy?

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

30. A future ESOL teacher evaluates this item: a learner says 'I no understand' before later saying 'I do not understand.' This progression illustrates

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

31. For this multilingual teaching question, which factor is most likely to affect an English learner's classroom participation apart from English proficiency?

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

32. In an instructional analysis scenario, a teacher wants to build vocabulary depth, not just breadth. The best activity is to

- A. memorize only dictionary spellings
- B. avoid using words in sentences
- C. copy a long list once
- D. explore word meanings, collocations, and multiple contexts

33. When designing support for English learners, 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. For an ESOL certification decision, when a student uses a familiar first-language cognate to infer an English word, the student is using

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

35. In a language-learning classroom case, which classroom condition best promotes meaningful output?

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

36. A future ESOL teacher evaluates this item: a student understands oral directions but struggles with long written directions. The next step is to

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

37. For this multilingual teaching question, a learner frequently substitutes /r/ for /l/ in English. An effective first instructional step is to

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

38. In an instructional analysis scenario, 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. When designing support for English learners, which teacher action best supports working memory during a new language task?

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

40. For an ESOL certification decision, 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. In a language-learning classroom case, which outcome reflects metalinguistic awareness?

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

42. A future ESOL teacher evaluates this item: a learner can decode English words but does not understand them. Instruction should emphasize

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

43. For this multilingual teaching question, which practice uses the home language as an instructional resource?

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

44. In an instructional analysis scenario, a teacher asks a learner to explain how two words are alike and different. This activity develops

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

45. When designing support for English learners, which is the clearest example of a learner strategy?

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

46. For an ESOL certification decision, 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. In a language-learning classroom case, which example best represents CALP?

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

48. A future ESOL teacher evaluates this item: a teacher wants to prevent cognitive overload for newcomers. The best approach is to

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

49. For this multilingual teaching question, 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. In an instructional analysis scenario, during a content lesson, a teacher provides a labeled diagram and sentence frames. These supports are

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

51. When designing support for English learners, which activity best integrates listening, speaking, reading, and writing?

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

52. For an ESOL certification decision, 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. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: a teacher uses sentence frames but gradually removes them as learners gain control. This is an example of

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

55. For this multilingual teaching question, which grouping arrangement most effectively promotes purposeful academic talk?

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

56. In an instructional analysis scenario, 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. When designing support for English learners, which feedback is most useful during a collaborative language task?

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

58. For an ESOL certification decision, a teacher wants students to notice a grammar pattern in authentic text. The best first move is to

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

59. In a language-learning classroom case, which lesson feature best differentiates for varying English proficiency levels?

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

60. A future ESOL teacher evaluates this item: a teacher uses a quick sketch, gestures, and real objects while introducing verbs. This primarily makes input

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

61. For this multilingual teaching question, 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. In an instructional analysis scenario, 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. When designing support for English learners, 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. For an ESOL certification decision, 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. In a language-learning classroom case, which teacher move best supports multilingual learners during a lab procedure?

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

66. A future ESOL teacher evaluates this item: a teacher plans a task in which learners interview classmates and report results. The task is most likely

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

67. For this multilingual teaching question, which adaptation is appropriate for a student who understands content but writes limited English?

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

68. In an instructional analysis scenario, 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. When designing support for English learners, which action best develops oral fluency without sacrificing accuracy?

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

70. For an ESOL certification decision, a teacher asks students to use a graphic organizer before drafting an explanation. The organizer chiefly supports

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

71. In a language-learning classroom case, which task most directly teaches learners to use transition words?

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

72. A future ESOL teacher evaluates this item: a teacher adapts questions from recall to analysis while retaining visuals and frames. This change increases

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

73. For this multilingual teaching question, which practice best supports collaboration between an ESOL teacher and a content teacher?

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

74. In an instructional analysis scenario, 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. When designing support for English learners, which is the best example of formative instruction during a lesson?

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

76. For an ESOL certification decision, 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. In a language-learning classroom case, which assessment is most appropriate for monitoring language growth during a unit?

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

78. A future ESOL teacher evaluates this item: validity refers to the extent to which an assessment

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

79. For this multilingual teaching question, a reading test asks newcomers to solve unfamiliar science problems written in dense English. The main concern is

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

80. In an instructional analysis scenario, which evidence is most useful when deciding whether a student needs additional language support?

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

81. When designing support for English learners, a teacher uses a checklist during group work to note use of discussion moves. This is primarily

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

82. For an ESOL certification decision, reliability is strengthened when

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

83. In a language-learning classroom case, which practice best reduces bias in an assessment for English learners?

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

84. A future ESOL teacher evaluates this item: a teacher analyzes errors in students' writing to plan a mini-lesson. This is an example of

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

85. For this multilingual teaching question, 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. In an instructional analysis scenario, a rubric describes performance levels before students complete a task. Its strongest instructional benefit is that it

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

87. When designing support for English learners, a student's score rises after a teacher explicitly teaches test-taking tricks but not target skills. This raises concern about

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

88. For an ESOL certification decision, which example is a summative assessment?

- A. A think-pair-share prompt
- B. A teacher's mid-lesson question
- C. A draft conference
- D. A final unit presentation scored against standards

89. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: a teacher compares a student's current speaking sample with an earlier sample using the same rubric. This provides evidence of

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

91. For this multilingual teaching question, which action best supports accessible assessment directions?

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

92. In an instructional analysis scenario, 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. When designing support for English learners, 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. For an ESOL certification decision, 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. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: 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. For this multilingual teaching question, a teacher learns that a family uses a different format for names. The most appropriate response is to

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

98. In an instructional analysis scenario, which action best counters a deficit view of multilingual learners?

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

99. When designing support for English learners, a class text presents one group only through stereotypes. The teacher should

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

100. For an ESOL certification decision, a student is reluctant to challenge a teacher publicly. This may reflect

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

101. In a language-learning classroom case, which practice best builds a culturally responsive classroom library?

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

102. A future ESOL teacher evaluates this item: a teacher notices a holiday activity assumes all families share the same traditions. The best revision is to

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

103. For this multilingual teaching question, which teacher stance best supports intercultural competence?

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

104. In an instructional analysis scenario, a family does not attend an evening event because of work schedules. The teacher should

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

105. When designing support for English learners, which response to a student's home-language use is most appropriate?

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

106. For an ESOL certification decision, 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. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: a teacher learns that an English learner was excluded from a rigorous course solely because of language status. The teacher should

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

109. For this multilingual teaching question, which action best protects student confidentiality?

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

110. In an instructional analysis scenario, an ESOL teacher and a classroom teacher disagree about supports. The most professional first step is to

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

111. When designing support for English learners, which family communication practice is most equitable?

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

112. For an ESOL certification decision, a teacher notices a policy creates a barrier for English learners. Ethical advocacy begins by

- A. ignoring the pattern in this context in this context
- B. blaming families in this context in this context
- C. documenting the impact and raising the concern through proper channels
- D. changing student records in this context in this context

113. In a language-learning classroom case, 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. A future ESOL teacher evaluates this item: a teacher refers a family to a community service. The teacher should

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

115. For this multilingual teaching question, which action best demonstrates collaboration with families?

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

116. In an instructional analysis scenario, a teacher is asked to use an untrained student as an interpreter for a high-stakes meeting. The teacher should

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

117. When designing support for English learners, 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. For an ESOL certification decision, when using student performance data in a team meeting, the teacher should

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

119. In a language-learning classroom case, a teacher wants to improve access for multilingual families at school events. The best proposal is to

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

120. A future ESOL teacher evaluates this item: which response is most appropriate when a colleague makes a biased comment about English learners?

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

Practice Exam 9: Answer Key and Explanations

- 1. A** — For the described situation, The prefix re- cannot stand alone and is attached to the base play. This evidence supports the correct 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. C** — For the described situation, The sound /s/ is produced with airflow friction at the alveolar ridge without vocal-fold vibration. This evidence supports the correct 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. D** — For the described situation, The clause who arrived early depends on the noun students and cannot serve as a complete sentence. This evidence supports the correct 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. B** — For the described situation, The verb go lacks the past-tense form went, showing an inflectional morphology issue. This evidence supports the correct 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. B** — For the described situation, Ship and sheep differ in one phoneme, allowing teachers to focus instruction on the contrasting vowel sounds. This evidence supports the correct 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. A** — For the described situation, Denotation is a word's core dictionary meaning; context and social use can add connotations. This evidence supports the correct 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. C — For the described situation, The speaker selects a socially appropriate indirect request rather than only demonstrating vocabulary knowledge. This evidence supports the correct 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 the described situation, The forms convey different time relationships: present perfect links a past action to the present. This evidence supports the correct 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. C — For the described situation, Academic writing tends to use precise vocabulary and explicit relationships because readers cannot request immediate clarification. This evidence supports the correct 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. A — For the described situation, English adds a syllable before the plural ending after sibilants such as /s/, /z/, /sh/, and /ch/. This evidence supports the correct 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. D — For the described situation, The phrase means to reveal a secret and cannot be interpreted accurately by translating each word literally. This evidence supports the correct 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 the described situation, The subject receives the action; the auxiliary was plus past participle marks the passive voice. This evidence supports the correct 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. C — For the described situation, The two forms share meaning and similar form, so the learner can use existing Spanish knowledge strategically. This evidence supports the correct 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. D — For the described situation, Topic sentences and supporting details show how information is organized across sentences in a text. This evidence supports the correct 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. B — For the described situation, The strongest stress falls on the second syllable in relax, a pattern learners need for intelligible pronunciation. This evidence supports the correct 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. A — For the described situation, The student applies a productive regular rule to an irregular verb, which indicates active rule formation. This evidence supports the correct 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 the described situation, The pronouns she and it refer clearly to previously introduced noun phrases, creating cohesion. This evidence supports the correct 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 the described situation, Both are bilabial stops, but /b/ uses vocal-fold vibration while /p/ does not. This evidence supports the correct 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. D — For the described situation, The task requires manipulating individual spoken sounds, not simply recognizing letters or word meanings. This evidence supports the correct 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. C — For the described situation, Register is the language variety selected to fit audience, purpose, and social setting. This evidence supports the correct 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. A — For the described situation, Without commas, the clause limits the reference to the particular students who need support. This evidence supports the correct 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 the described situation, The suffix -ness derives a noun naming a state or quality from the adjective happy. This evidence supports the correct 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. C — For the described situation, Input is most useful when learners can understand its main message while encountering a manageable next step. This evidence supports the correct 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. B — For the described situation, Many learners first process substantial input before producing speech; observation and low-risk participation offer better evidence. This evidence supports the correct 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. D — For the described situation, Basic interpersonal communication skills are the conversational language used in familiar, contextualized interactions. This evidence supports the correct 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. A — For the described situation, Private rehearsal reduces anxiety and gives learners time to prepare language before public performance. This evidence supports the correct 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. C — For the described situation, A similar feature in the first language supports accurate use in the new language. This evidence supports the correct 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. B — For the described situation, The evidence suggests a language-expression need, so sentence frames and visuals can make existing understanding accessible. This evidence supports the correct 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. B — For the described situation, Connecting familiar literacy practices across languages strengthens comprehension and recognizes transferable knowledge. This evidence supports the correct 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. A — For the described situation, The learner is constructing a changing language system that increasingly reflects English negation patterns. This evidence supports the correct 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. C — For the described situation, Prior schooling can shape familiarity with participation norms, literacy routines, and classroom expectations. This evidence supports the correct 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. D — For the described situation, Depth includes nuanced meaning and use relationships, not merely recognition of many separate words. This evidence supports the correct 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 the described situation, Learners benefit from direct attention to directionality, word boundaries, and how print carries meaning. This evidence supports the correct 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. B — For the described situation, Knowledge from one language can support meaning making in another when forms and meanings align. This evidence supports the correct 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. C — For the described situation, Information gaps create a real communicative purpose for learners to negotiate and produce language. This evidence supports the correct 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. A — For the described situation, Chunking reduces language-processing load while visuals clarify sequence and key actions. This evidence supports the correct 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. A — For the described situation, Perception supports production; learners need to notice the sound contrast before consistently articulating it. This evidence supports the correct 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 the described situation, Memorized chunks can support early communication even before the learner controls each grammar component separately. This evidence supports the correct 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. B — For the described situation, Brief sequenced directions and models reduce processing demands while learners attend to unfamiliar language. This evidence supports the correct 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 the described situation, A safe classroom climate is necessary for language risk-taking; the teacher must address ridicule and support inclusion. This evidence supports the correct 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. D — For the described situation, Metalinguistic awareness involves thinking and talking explicitly about how language works. This evidence supports the correct 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. B — For the described situation, Accurate word reading alone does not guarantee meaning; learners need language knowledge and active comprehension routines. This evidence supports the correct 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. C — For the described situation, Flexible use of known languages can support planning, comprehension, and later English expression. This evidence supports the correct 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. A — For the described situation, Comparing meanings builds networks among words and helps learners use vocabulary with greater precision. This evidence supports the correct 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. B — For the described situation, Contextual inference is a deliberate way to continue comprehension when an unknown word appears. This evidence supports the correct 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 the described situation, Partner talk offers lower-stakes practice and can bridge toward participation in larger settings. This evidence supports the correct 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. A — For the described situation, Cognitive academic language proficiency supports decontextualized, discipline-specific reasoning and expression. This evidence supports the correct 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. D — For the described situation, Visuals and familiar context make input more understandable while reducing the burden of unfamiliar language. This evidence supports the correct 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 the described situation, The objective names an observable performance and a clear criterion for demonstrating it. This evidence supports the correct 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. C — For the described situation, Scaffolds temporarily make grade-level content and language accessible while learners develop independence. This evidence supports the correct 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. B — For the described situation, The sequence requires learners to receive information, negotiate meaning orally, and produce written language. This evidence supports the correct 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 the described situation, Content and language objectives ensure instruction intentionally develops disciplinary understanding and the language needed to express it. This evidence supports the correct 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 the described situation, The support reduces linguistic barriers without removing the underlying mathematical goal. This evidence supports the correct 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. A — For the described situation, Effective scaffolding fades as students demonstrate independence, preserving challenge while building confidence. This evidence supports the correct 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. C — For the described situation, Roles and a shared outcome create accountability and a reason to use target language. This evidence supports the correct 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 the described situation, Learners can work with rigorous ideas when language access is intentionally supported. This evidence supports the correct 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. B — For the described situation, Responsive prompts preserve communication and guide learners toward clearer language in the moment. This evidence supports the correct 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. C — For the described situation, Noticing examples in context helps learners connect form, meaning, and use. This evidence supports the correct 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. A — For the described situation, Multiple entry points maintain the common learning goal while adjusting linguistic support. This evidence supports the correct 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. D — For the described situation, Concrete representations clarify meaning without requiring lengthy verbal explanation. This evidence supports the correct 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 the described situation, Repeated meaningful encounters in varied contexts strengthen both recognition and productive use. This evidence supports the correct 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 the described situation, Sorting requires students to identify defining features and discriminate among closely related examples. This evidence supports the correct 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 the described situation, Language frames enable participation in the same reasoning task without supplying the content response. This evidence supports the correct 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 the described situation, Relevant prior knowledge and visual context make new language and ideas easier to interpret. This evidence supports the correct 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. C — For the described situation, Modeling and visual sequencing make procedural language observable and easier to follow. This evidence supports the correct 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. D — For the described situation, Learners need information from one another, so language functions as a tool for authentic communication. This evidence supports the correct 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. B — For the described situation, The adaptation offers a valid way to demonstrate understanding while the student continues developing extended written language. This evidence supports the correct 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 the described situation, Connecting instruction to learners' experiences provides meaningful entry points for rigorous language and content work. This evidence supports the correct 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. D — For the described situation, Repeated meaningful speaking builds automaticity, while later feedback can target selected forms. This evidence supports the correct 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. A — For the described situation, Planning structures help learners arrange relationships among ideas before producing extended language. This evidence supports the correct 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. B — For the described situation, Reordering text highlights how transitions signal sequence, contrast, and cause across ideas. This evidence supports the correct 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. C — For the described situation, The task asks for deeper thinking but keeps supports that allow English learners to participate. This evidence supports the correct 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. C — For the described situation, Joint planning identifies the specific vocabulary, functions, and discourse students need for content success. This evidence supports the correct 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 the described situation, Learners may need time to interpret the question, plan language, and produce a response. This evidence supports the correct 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. D — For the described situation, The teacher gathers immediate evidence and uses it to make a near-term instructional decision. This evidence supports the correct 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 the described situation, The oral explanation provides a foundation that can be transformed through modeling of sentence structure and organization. This evidence supports the correct 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. D — For the described situation, A short repeated performance sample provides timely evidence that can inform instruction during the unit. This evidence supports the correct 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. A — For the described situation, Validity concerns the match between the score interpretation and the intended construct. This evidence supports the correct 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. C — For the described situation, Dense language may prevent the assessment from measuring the intended science understanding fairly. This evidence supports the correct 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. B — For the described situation, Multiple sources reduce the chance that a temporary condition or one limited measure drives a high-stakes decision. This evidence supports the correct 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. A — For the described situation, The checklist captures evidence during learning and can guide immediate feedback or next steps. This evidence supports the correct 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. C — For the described situation, Consistent administration and scoring reduce random variation that could distort results. This evidence supports the correct 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. D — For the described situation, Clear wording and familiar-accessible contexts reduce barriers unrelated to the targeted skill. This evidence supports the correct 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. B — For the described situation, The teacher interprets patterns in performance to identify a specific instructional need. This evidence supports the correct 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 the described situation, A live interaction allows the teacher to observe listening, turn taking, clarity, and responsive language use. This evidence supports the correct 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. A — For the described situation, Students can use clear criteria to plan, monitor, and revise their work. This evidence supports the correct 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. C — For the described situation, The higher score may not represent improved language ability if it mainly reflects familiarity with superficial test tactics. This evidence supports the correct 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. D — For the described situation, A final presentation evaluates learning after instruction and typically contributes to an end-of-unit judgment. This evidence supports the correct 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 the described situation, Respectful clear communication supports partnership and helps families understand both strengths and next steps. This evidence supports the correct 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. D — For the described situation, Comparable samples scored with common criteria allow the teacher to examine progress in the targeted performance. This evidence supports the correct 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. A — For the described situation, Multimodal clear directions reduce avoidable language barriers while maintaining the assessment's intended demand. This evidence supports the correct 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 the described situation, Students reflect on evidence of their own performance and identify an actionable next step. This evidence supports the correct 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 the described situation, The pattern identifies a specific gap between vocabulary recognition and the ability to use language for reasoning. This evidence supports the correct 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 the described situation, Anecdotal notes offer context-rich observations but gain strength when considered alongside other measures. This evidence supports the correct 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 the described situation, Eye contact conventions differ across communities, so interpretation should be cautious and respectful. This evidence supports the correct 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 the described situation, A classroom that treats diverse knowledge as an asset strengthens belonging and meaningful participation. This evidence supports the correct 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. C — For the described situation, Respectful inquiry avoids assumptions and honors the family's preferred identity practices. This evidence supports the correct 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. A — For the described situation, An asset-based approach recognizes language, culture, and experience as foundations for learning. This evidence supports the correct 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. B — For the described situation, Multiple authentic perspectives help students analyze bias and prevent a single story from defining a community. This evidence supports the correct 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. D — For the described situation, Participation expectations vary; teachers can create respectful alternatives for questions and disagreement. This evidence supports the correct 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. B — For the described situation, Diverse authentic texts provide mirrors for students' lives and windows into others' experiences. This evidence supports the correct 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. A — For the described situation, Inclusive options acknowledge diversity without compelling students to reveal personal information. This evidence supports the correct 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. D — For the described situation, Cultural responsiveness requires ongoing reflection because everyone brings assumptions to interpretation and instruction. This evidence supports the correct 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. C — For the described situation, Access barriers such as schedules can affect participation; varied contact methods foster partnership. This evidence supports the correct 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. C — For the described situation, Home-language use can support comprehension and identity, while instruction can clarify when English is needed for a task. This evidence supports the correct 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 the described situation, Clear discussion norms make it more likely that learners can exchange ideas without marginalizing classmates. This evidence supports the correct 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 the described situation, Cultural humility emphasizes reflection, respectful inquiry, and recognition that individuals are more complex than group labels. This evidence supports the correct 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. A — For the described situation, Language needs call for support and access, not automatic removal from challenging educational opportunities. This evidence supports the correct 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. D — For the described situation, Student information should be shared only through appropriate channels and for educationally legitimate purposes. This evidence supports the correct 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. A — For the described situation, Collaborative review centers the student's needs and creates a basis for coordinated instruction. This evidence supports the correct 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. B — For the described situation, Qualified language access helps families participate meaningfully and protects children from inappropriate interpreter roles. This evidence supports the correct 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. C — For the described situation, Evidence-based advocacy identifies the barrier clearly and uses responsible procedures to pursue improvement. This evidence supports the correct 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 the described situation, Ongoing learning helps teachers refine practice as research, student populations, and instructional contexts evolve. This evidence supports the correct 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. D — For the described situation, Ethical referrals are informative and voluntary; teachers should avoid coercion or unsupported promises. This evidence supports the correct 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. C — For the described situation, Two-way communication treats families as partners and helps instruction reflect student strengths and circumstances. This evidence supports the correct 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. A — For the described situation, High-stakes communication requires qualified language support to protect accuracy, confidentiality, and student well-being. This evidence supports the correct 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 the described situation, Advocacy combines evidence, collaboration, and action to improve students' equitable access to learning. This evidence supports the correct 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. B — For the described situation, Responsible data use identifies needs and next steps without reducing learners to categories or deficits. This evidence supports the correct 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. A — For the described situation, Proactive language access makes participation possible rather than treating it as an afterthought. This evidence supports the correct 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. C — For the described situation, Professional responsibility includes challenging harmful assumptions while maintaining a constructive, student-centered focus. This evidence supports the correct 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.