

PRACTICE EXAM 15: ESOL/ESL TEACHER CERTIFICATION PREP (120 QUESTIONS)

This 120-question practice exam covers language structure, acquisition, assessment, literacy, instruction, culture, and professional practice. Select the best answer for each question. Use the answer key and explanations after completing the exam to identify priorities for review.

1. What is the smallest meaningful unit of sound in a language?

- A. morpheme
- B. syllable
- C. phoneme
- D. grapheme

2. Which term refers to a word's dictionary form and its core meaning?

- A. lexeme
- B. allophone
- C. intonation
- D. register

3. Which feature most clearly distinguishes the English /p/ and /b/ sounds?

- A. stress
- B. word order
- C. orthography
- D. voicing

4. Which word contains a bound morpheme?

- A. book
- B. unhappy
- C. quick
- D. chair

5. What does syntax describe?

- A. the history of a word
- B. the sound quality of a vowel
- C. the rules for arranging words into phrases and sentences
- D. the spelling of a word

6. Which language feature concerns meaning in context?

- A. phonology
- B. pragmatics
- C. morphology
- D. orthography

7. What is an allophone?

- A. a word borrowed from another language
- B. a written symbol for a sound
- C. a stress pattern in a phrase
- D. a predictable variant pronunciation of a phoneme

8. Which is an example of a derivational affix?

- A. the -ness in kindness
- B. the -s in cats
- C. the -ed in walked
- D. the -er in taller

9. What is the primary role of inflectional morphology?

- A. to mark grammatical information such as tense or number
- B. to create an entirely new word class
- C. to identify sentence stress
- D. to determine word origins

10. Which statement best describes a minimal pair?

- A. Two words share the same spelling but differ in meaning.
- B. Two words use the same suffix.
- C. Two words differ by one phoneme and have different meanings.
- D. Two phrases have identical stress.

11. In English, which syllable is usually stressed in PHOtograph?

- A. the second syllable
- B. the first syllable
- C. the third syllable
- D. every syllable equally

12. What does a grapheme represent?

- A. a pause between clauses
- B. a complete sentence meaning
- C. a grammatical tense marker
- D. a written letter or letter combination that represents a sound

13. Which sentence shows correct subject-verb agreement?

- A. The group of students are arriving.
- B. The group of students arrive yesterday.

- C. The group of students is arriving.
- D. The group of students be arriving.

14. What is a cognate?

- A. a word with two opposite meanings
- B. a word related in form and meaning across languages
- C. a word formed by reduplication
- D. a word used only in formal speech

15. Which form is an example of code-switching?

- A. using features of two languages within an interaction
- B. repeating a sentence more slowly
- C. changing a noun to a verb
- D. reading a text silently

16. What does the term register mean in language use?

- A. a learner's ability to remember vocabulary
- B. a list of irregular verbs
- C. the number of syllables in a word
- D. variation in language according to audience, purpose, and situation

17. Which example uses an idiom?

- A. She opened the jar of beans.
- B. She bought beans at the market.
- C. She sorted beans by color.
- D. She spilled the beans about the surprise.

18. What is a discourse marker used for?

- A. to identify a word's part of speech
- B. to mark a vowel as long
- C. to signal relationships among ideas in connected language
- D. to create a plural noun

19. Which sentence contains a relative clause?

- A. The book is overdue.
- B. The book that I borrowed is overdue.
- C. Borrow the book tomorrow.
- D. Books are useful.

20. Which is a common feature of academic language?

- A. precise vocabulary and explicit connections among ideas
- B. only short familiar words
- C. complete avoidance of complex sentences
- D. informal slang and gestures

21. What is the communicative purpose of a persuasive text?

- A. to convince an audience to accept a position
- B. to list events in time order
- C. to explain a laboratory procedure
- D. to describe a setting only

22. Which reading strategy helps students monitor comprehension?

- A. copying every sentence exactly
- B. skipping unfamiliar sections
- C. asking themselves whether the text makes sense

D. reading only the title

23. Which term describes language used for social interaction?

- A. CALP
- B. phonics
- C. translanguaging
- D. BICS

24. Which term describes language needed for abstract academic tasks?

- A. BICS
- B. CALP
- C. dialect
- D. digraph

25. What does comprehensible input mean?

- A. language spoken only by native speakers
- B. input that contains no new vocabulary
- C. a test given without accommodations
- D. language learners can understand with appropriate support

26. Which interaction is most likely to promote meaningful output?

- A. explaining a solution to a partner
- B. copying notes from a board
- C. listening to a recorded lecture
- D. matching isolated words

27. What is the main purpose of a language objective?

- A. to list every standard in a course
- B. to replace the content objective
- C. to state the language students will use or develop during the lesson
- D. to describe classroom furniture

28. Which scaffold best supports a beginner during a science discussion?

- A. a longer independent reading assignment
- B. labeled visuals and sentence frames
- C. a speeded spelling quiz
- D. an unmodified research article

29. What does wait time allow multilingual learners to do?

- A. process language and prepare a response
- B. avoid participating in class
- C. finish a standardized test early
- D. memorize an answer key

30. Which practice most directly supports oral language development?

- A. silent worksheet completion
- B. structured partner talk with a clear purpose
- C. copying definitions repeatedly
- D. independent seatwork only

31. What is the Zone of Proximal Development?

- A. the learner's permanent ability level
- B. a method for grading essays
- C. the range of learning possible with appropriate support
- D. a type of language assessment

32. What is formative assessment used for?

- A. to assign an annual accountability rating
- B. to select a school building
- C. to replace instruction
- D. to adjust teaching while learning is occurring

33. Which task best assesses listening comprehension?

- A. copying a paragraph accurately
- B. writing a personal narrative
- C. following oral directions to complete a task
- D. sorting word cards alphabetically

34. What is a performance-based assessment?

- A. an assessment requiring students to demonstrate a skill or produce a product
- B. a test containing only selected-response items
- C. a survey of student preferences
- D. a record of daily attendance

35. Which criterion improves a rubric's usefulness?

- A. one overall score with no explanation
- B. criteria unrelated to the task
- C. points hidden from students
- D. descriptors that distinguish levels of performance

36. What should a teacher do after analyzing an exit ticket?

- A. discard it after recording a grade
- B. use the results to plan the next instructional step

- C. replace all instruction with testing
- D. compare students publicly

37. What is diagnostic assessment intended to identify?

- A. the final course grade
- B. whether a school meets budget targets
- C. the teacher's preferred method
- D. students' current strengths, needs, and prior knowledge

38. Which accommodation maintains the construct of a content assessment?

- A. providing approved linguistic support without changing the content target
- B. giving answers in the student's home language
- C. removing every challenging item
- D. scoring only handwriting

39. What is interrater reliability?

- A. the number of items on a test
- B. the difficulty level of a question
- C. the consistency of scores assigned by different raters
- D. a student's motivation to test

40. What does validity address in assessment?

- A. whether every student earns the same score
- B. whether evidence supports the intended interpretation of scores
- C. whether the test is short
- D. whether answers are easy to count

41. Which is the clearest example of a selected-response item?

- A. an oral presentation with visuals
- B. a laboratory investigation
- C. a multiple-choice question with four options
- D. a student conference

42. What does a portfolio allow a teacher to examine?

- A. only one timed response
- B. growth and work over time
- C. a single vocabulary definition
- D. student seating preferences

43. Why use multiple measures when assessing English learners?

- A. one test always measures every skill perfectly
- B. scores become less useful with more evidence
- C. all measures should produce identical results
- D. different sources provide a more complete picture of learning

44. Which assessment practice is least likely to be culturally responsive?

- A. assuming unfamiliar background knowledge is neutral
- B. allowing students to explain reasoning
- C. using clear task directions
- D. reviewing possible bias

45. What is an analytic rubric?

- A. a rubric with one overall impression score
- B. a list of test administration rules
- C. a rubric that scores separate criteria individually

D. a chart of attendance data

46. Which feedback is most actionable?

A. Your writing is bad.

B. Try harder next time.

C. Good job.

D. Use linking words to show how your evidence supports the claim.

47. What does test washback refer to?

A. the influence of assessment on teaching and learning

B. the process of scoring essays twice

C. a student's emotional response to a test

D. the number of questions missed

48. Which data source is most useful for tracking speaking growth?

A. a single attendance report

B. recorded speaking samples scored with the same rubric over time

C. a list of library books checked out

D. a handwriting sample only

49. What is an item distractor?

A. the correct answer on a test

B. a scoring guide for an essay

C. a question that has no stem

D. an incorrect response option designed to be plausible

50. Which language domain is primarily assessed when a student summarizes a text orally?

- A. listening
- B. speaking
- C. reading
- D. viewing

51. What should a teacher do before administering an assessment accommodation?

- A. give every student the same accommodation
- B. change the learning target
- C. confirm that the support is appropriate and permitted for the purpose
- D. tell students the answers

52. Which is an example of informal assessment?

- A. observing a student's use of sentence frames during discussion
- B. administering a state accountability test
- C. calculating a school index
- D. publishing a final transcript

53. What does an achievement test generally measure?

- A. a learner's personality traits
- B. a family's language history
- C. a teacher's experience level
- D. what a learner has learned in relation to taught content

54. Which approach is most consistent with universal design for learning?

- A. offering multiple ways to access content and demonstrate learning
- B. using one identical pathway for every learner
- C. reducing all tasks to worksheets
- D. removing challenging goals

55. What is a cloze procedure often used to assess?

- A. fine-motor skill development
- B. use of context and language knowledge while reading
- C. knowledge of classroom rules
- D. ability to copy spelling words

56. Which strategy supports vocabulary depth?

- A. asking students to memorize a list once
- B. teaching only dictionary pronunciation
- C. having students connect a new word to examples, nonexamples, and related words
- D. avoiding repeated exposure

57. What is a semantic map?

- A. a visual organizer showing relationships among concepts and words
- B. a list of alphabetic spelling rules
- C. a chart for recording attendance
- D. a timed fluency score

58. Which activity best develops phonemic awareness?

- A. matching a word to a picture
- B. copying a sentence
- C. identifying the first sound in sun
- D. sorting books by title

59. What is phonics instruction?

- A. teaching students to memorize whole books
- B. teaching relationships between letters and speech sounds

- C. teaching only word meanings
- D. teaching sentence punctuation alone

60. Which practice supports reading fluency?

- A. reading a new passage once without support
- B. copying words silently
- C. completing only vocabulary quizzes
- D. repeated reading with feedback

61. What is the most direct way to teach a Tier 2 word?

- A. ask students to look it up once
- B. avoid using it in discussion
- C. explain its meaning, model use, and revisit it in varied contexts
- D. teach it only through spelling

62. Which text feature can help readers locate information quickly?

- A. a character's dialogue
- B. headings and subheadings
- C. a rhyme scheme
- D. a plot twist

63. What does close reading emphasize?

- A. reading as rapidly as possible
- B. memorizing every paragraph
- C. choosing a book by its cover
- D. careful evidence-based analysis of a text

64. Which writing support is most useful before drafting an argument?

- A. a graphic organizer for claim, reasons, and evidence
- B. a final grade report
- C. a silent spelling drill
- D. a list of unrelated definitions

65. What is a sentence frame designed to provide?

- A. a permanent substitute for student thinking
- B. a list of required test answers
- C. temporary language support for expressing an idea
- D. a method for teaching handwriting

66. Which feedback helps revision most?

- A. a score with no explanation
- B. a specific comment tied to a stated writing goal
- C. a comment about effort only
- D. a correction made without student review

67. What is the purpose of a mentor text?

- A. to replace all student writing
- B. to test reading speed
- C. to list grammar rules only
- D. to provide an example students can analyze and emulate

68. Which strategy most directly develops cohesion in writing?

- A. requiring longer paragraphs only
- B. teaching pronoun reference and transitional expressions
- C. eliminating all conjunctions

D. using more capital letters

69. What is the first step in a process-writing approach?

- A. planning ideas for a purpose and audience
- B. publishing a final copy
- C. grading the completed draft
- D. editing punctuation only

70. Which activity best supports grammatical accuracy in context?

- A. reciting isolated rules without examples
- B. copying a grammar chart
- C. noticing and revising language in a meaningful draft
- D. taking a spelling test only

71. What does a think-aloud model for readers?

- A. the correct answer to every question
- B. a student's ability to write quickly
- C. the history of a text
- D. the invisible comprehension processes used while reading

72. Which practice is most likely to build background knowledge?

- A. using visuals, realia, and short accessible sources before a new unit
- B. starting with a high-stakes test
- C. assigning a dense text without preview
- D. avoiding student questions

73. What is translanguaging in instruction?

- A. strategically using learners' full linguistic resources to support meaning making
- B. requiring students to use English only at all times
- C. translating every test answer
- D. teaching one language in isolation

74. Which teacher action demonstrates asset-based thinking?

- A. treating home languages as obstacles
- B. connecting instruction to students' linguistic and cultural strengths
- C. lowering goals because students are multilingual
- D. avoiding family input

75. What is culturally sustaining pedagogy intended to do?

- A. replace academic content with celebrations
- B. group students only by ethnicity
- C. support learning while affirming and sustaining students' cultural and linguistic practices
- D. require one communication style

76. Which practice best supports family engagement?

- A. sending information only in English
- B. contacting families only when problems occur
- C. assuming all families use email
- D. communicating in accessible languages and inviting two-way participation

77. What is a common purpose of a home-language survey?

- A. to assign students to special education automatically
- B. to determine citizenship status
- C. to replace language assessment
- D. to help identify students who may need language support services

78. Which statement reflects an additive view of bilingualism?

- A. English development requires abandoning the home language.
- B. Only one language should be valued at school.
- C. Developing English can build on and coexist with the home language.
- D. Home-language literacy has no instructional value.

79. What is acculturation?

- A. adaptation that can occur as people interact with a new cultural environment
- B. loss of every prior cultural identity
- C. a test of English grammar
- D. a method of phonics instruction

80. Which classroom norm most promotes intercultural competence?

- A. treating one culture as the default
- B. examining perspectives respectfully and avoiding stereotypes
- C. asking students to represent an entire group
- D. avoiding all discussion of culture

81. What is implicit bias?

- A. a deliberate lesson objective
- B. a formal language assessment
- C. an automatic association that can affect judgments and actions
- D. a written classroom rule

82. Which response to a student's accent is most appropriate?

- A. require native-like pronunciation immediately
- B. publicly correct every sound

- C. discourage the student from speaking
- D. focus on intelligibility and communicative effectiveness rather than eliminating identity

83. What does linguistic discrimination involve?

- A. unfair treatment based on language, accent, or language variety
- B. teaching vocabulary explicitly
- C. using a bilingual glossary
- D. asking for clarification

84. Which practice helps reduce cultural load in a task?

- A. removing all academic vocabulary
- B. making needed background knowledge explicit and providing context
- C. giving no directions
- D. assuming shared experiences

85. What is a dialect?

- A. an incomplete form of a standard language
- B. a speech error pattern only
- C. a systematic variety of a language associated with a community or region
- D. a private code without rules

86. Why should teachers avoid deficit language?

- A. It can obscure students' strengths and lead to lowered expectations.
- B. It makes lessons too short.
- C. It guarantees higher test scores.
- D. It replaces the need for assessment.

87. What is an individualized language plan used for?

- A. to assign a permanent label to a learner
- B. to replace family communication
- C. to determine lunch schedules
- D. to organize goals, supports, and monitoring for a learner's language development

88. Which action best protects student confidentiality?

- A. posting language scores on a classroom wall
- B. discussing progress only with authorized people who need the information
- C. sharing records in public meetings
- D. using student examples with full names online

89. What is the teacher's role in collaborative planning?

- A. work separately from content teachers
- B. focus only on grading behavior
- C. contribute language-development expertise while co-planning content access
- D. avoid discussing language demands

90. Which question identifies a language demand in a lesson?

- A. What language functions, vocabulary, and structures must students use?
- B. Which desk arrangement is most attractive?
- C. How many pencils are available?
- D. What color is the classroom wall?

91. Which content-language integration is strongest?

- A. Students copy a science word list ten times.
- B. Students use evidence sentence frames to explain a science claim.
- C. Students complete a language worksheet unrelated to science.

D. Students skip the science discussion.

92. What is differentiation?

- A. assigning easier work to every multilingual learner
- B. using one activity without variation
- C. reducing all learning to translation
- D. adjusting supports, processes, or products while maintaining meaningful goals

93. Which grouping structure promotes peer language practice?

- A. students working silently in rows
- B. one student answering for the class
- C. groups without a purpose
- D. pairs with assigned roles and a shared task

94. What is sheltered instruction?

- A. teaching only grammar without content
- B. separating language from all subject learning
- C. content teaching made comprehensible through planned language supports
- D. removing grade-level concepts

95. Which feature is central to SIOP-style planning?

- A. one test at the end of every lesson
- B. clear content and language objectives
- C. teacher talk without interaction
- D. unmodified lecture notes

96. What does gradual release of responsibility describe?

- A. moving from teacher modeling to guided practice and independent use
- B. having students work independently first
- C. letting students choose all standards
- D. grading before instruction

97. Which question promotes higher-order language use?

- A. What evidence supports your conclusion?
- B. What color is the heading?
- C. Which word appears first?
- D. How many letters are in the title?

98. What is recasting?

- A. asking a learner to repeat an error
- B. reformulating a learner's message in a more accurate form while preserving meaning
- C. giving a vocabulary quiz
- D. changing the lesson topic

99. Which feedback type is often least disruptive during conversation?

- A. a lengthy grammar lecture immediately
- B. public correction of every error
- C. withholding all response
- D. a brief recast embedded in a meaningful response

100. What is strategic use of the first language?

- A. using it to avoid all English interaction
- B. forbidding it in every circumstance
- C. using it purposefully to clarify concepts and connect prior knowledge
- D. translating every classroom conversation

101. Which lesson component most supports transfer?

- A. repeating the identical exercise only
- B. memorizing the answer key
- C. ending instruction after modeling
- D. asking students to apply a language skill in a new but related context

102. What is a language function?

- A. the number of words in a sentence
- B. the communicative purpose language serves, such as explaining or comparing
- C. a student's home-language level
- D. a type of seating chart

103. Which objective states a language function?

- A. Students will justify a solution using because and therefore.
- B. Students will complete page 42.
- C. Students will sit quietly during math.
- D. Students will receive a score.

104. What is explicit instruction?

- A. asking students to discover every rule alone
- B. using no examples during teaching
- C. clear modeling, guided practice, and feedback on a defined skill
- D. assigning work without directions

105. Which practice promotes learner autonomy?

- A. making every decision for students
- B. teaching students to set goals and use self-monitoring strategies

- C. withholding criteria for success
- D. giving answers before students try

106. What is metacognition?

- A. memorization without reflection
- B. a type of phoneme
- C. awareness and regulation of one's own thinking and learning
- D. a scoring error

107. Which prompt encourages metacognition?

- A. What is your favorite color?
- B. How many chairs are present?
- C. Who finished first?
- D. Which strategy helped you understand this paragraph?

108. What is an appropriate use of error analysis?

- A. identify patterns in learner language to plan focused instruction
- B. count errors only to lower grades
- C. correct every difference as a failure
- D. ignore recurring patterns

109. Which error pattern may indicate interlanguage development?

- A. lack of effort in every task
- B. a permanent inability to learn
- C. consistent use of a developing grammatical rule
- D. random behavior unrelated to language

110. What is fossilization?

- A. rapid vocabulary growth
- B. a short silent period
- C. a new spelling strategy
- D. persistent non-target-like language features that resist change over time

111. Which classroom response best supports a student in a silent period?

- A. force immediate oral presentations
- B. provide low-pressure participation options and rich input
- C. assume the student understands nothing
- D. exclude the student from interaction

112. What is the affective filter hypothesis concerned with?

- A. how anxiety, motivation, and confidence can influence language acquisition
- B. how many words a learner can decode
- C. how spelling rules are organized
- D. how tests are scored

113. Which condition is most likely to lower anxiety?

- A. a predictable routine with supportive opportunities to rehearse
- B. public timed correction
- C. unexplained grading rules
- D. competitive elimination games

114. What does negotiated interaction involve?

- A. students memorize a dialogue silently
- B. teachers avoid asking questions
- C. learners copy a transcript

D. participants clarify and modify language to resolve misunderstandings

115. Which teacher prompt invites clarification?

- A. Write the answer exactly as I say it.
- B. Could you say that another way or show me what you mean?
- C. Do not ask questions.
- D. Skip the discussion.

116. What is comprehensible output theory associated with?

- A. the idea that learners should never speak
- B. a method for scoring essays
- C. the value of producing language that pushes learners to notice gaps
- D. the replacement of reading with drills

117. Which task most naturally requires output?

- A. watching a video silently
- B. explaining a procedure to a partner
- C. listening to a lecture
- D. highlighting a worksheet

118. What is a receptive language skill?

- A. producing an oral presentation
- B. writing an essay
- C. understanding language through listening or reading
- D. giving peer feedback

119. Which is a productive language skill?

- A. writing a summary
- B. listening to directions
- C. reading a chart
- D. viewing a film

120. What is an authentic assessment task?

- A. a list of isolated grammar items
- B. a timed copying exercise
- C. a random set of word definitions
- D. a meaningful task resembling how language is used beyond a test

Practice Exam 15: Answer Key and Explanations

1. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

2. A — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

3. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

4. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

5. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners'

language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

6. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

7. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

8. A — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

9. A — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

10. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

11. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

12. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

13. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners'

language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

14. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

15. A — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

16. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

17. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

18. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

19. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

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117. B — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners'

language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

118. C — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

119. A — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.

120. D — The keyed response directly matches the situation described in this question. In an ESOL setting, this principle helps teachers make instruction equitable, purposeful, and responsive to learners' language development. The other choices may name related terms or useful practices, but they do not provide the best answer to this instructional decision. Use this distinction when planning support and evaluating progress.