

PRACTICE EXAM 21: ESOL/ESL TEACHER CERTIFICATION PREP (120 QUESTIONS)

This 120-question practice exam samples linguistics, language acquisition, methods, literacy, assessment, and equitable instruction. Choose the single best answer. It is a general preparation resource and does not reproduce a proprietary certification examination.

1. Which term best describes language beyond a single sentence that forms a connected stretch of communication?

- A. Collocation
- B. Discourse
- C. Learner autonomy
- D. Inductive grammar instruction

2. Which term best describes the grammatical and lexical links that tie parts of a text together?

- A. Word stress
- B. Metacognition
- C. Cohesion
- D. Deductive grammar instruction

3. Which term best describes the clear, logical organization of ideas that makes a text understandable as a whole?

- A. Coherence
- B. Intonation
- C. Wait time
- D. Guided practice

4. Which term best describes words whose meaning depends on speaker, time, or place in context?

- A. Syllable
- B. Total Physical Response
- C. Graphic organizer
- D. Deixis

5. Which term best describes a fixed expression whose meaning cannot be predicted word by word?

- A. Idiom
- B. Natural order
- C. Task-based learning
- D. Semantic map

6. Which term best describes words that commonly occur together in natural language use?

- A. Motivation
- B. Communicative language teaching
- C. Strategic grouping
- D. Collocation

7. Which term best describes the relative emphasis placed on one syllable in a word?

- A. Learner autonomy
- B. Inductive grammar instruction
- C. Word stress
- D. Extensive reading

8. Which term best describes the rise and fall of pitch across an utterance?

- A. Metacognition
- B. Intonation
- C. Deductive grammar instruction
- D. Interactive writing

9. Which term best describes a beat or unit of pronunciation organized around a vowel sound?

- A. Wait time
- B. Guided practice
- C. Syllable
- D. Process writing

10. Which term best describes the idea that some language features tend to develop in a predictable sequence?

- A. Natural order
- B. Total Physical Response
- C. Graphic organizer
- D. Criterion-referenced assessment

11. Which term best describes the desire and persistence that lead a learner to engage with language learning?

- A. Task-based learning
- B. Semantic map
- C. Norm-referenced assessment
- D. Motivation

12. Which term best describes a learner's capacity to plan, monitor, and take responsibility for learning?

- A. Communicative language teaching
- B. Learner autonomy
- C. Strategic grouping
- D. Self-assessment

13. Which term best describes awareness and regulation of one's own thinking and learning processes?

- A. Metacognition
- B. Inductive grammar instruction
- C. Extensive reading
- D. Washback

14. Which term best describes purposeful silence after a question that gives learners time to process and respond?

- A. Deductive grammar instruction
- B. Wait time
- C. Interactive writing
- D. Discourse

15. Which term best describes an approach that links language comprehension with physical action?

- A. Guided practice
- B. Process writing
- C. Total Physical Response
- D. Cohesion

16. Which term best describes instruction organized around meaningful tasks that require language use to achieve an outcome?

- A. Graphic organizer
- B. Criterion-referenced assessment
- C. Coherence
- D. Task-based learning

17. Which term best describes an approach emphasizing meaningful interaction and purposeful language use?

- A. Semantic map
- B. Norm-referenced assessment
- C. Communicative language teaching
- D. Deixis

18. Which term best describes helping learners infer a rule from examples before naming it?

- A. Strategic grouping
- B. Self-assessment
- C. Idiom
- D. Inductive grammar instruction

19. Which term best describes explicitly explaining a language rule before learners practice applying it?

- A. Deductive grammar instruction
- B. Extensive reading
- C. Washback
- D. Collocation

20. Which term best describes supported rehearsal immediately after new learning with teacher feedback?

- A. Interactive writing
- B. Guided practice
- C. Discourse
- D. Word stress

21. Which term best describes a visual structure that helps learners organize relationships among ideas?

- A. Graphic organizer
- B. Process writing
- C. Cohesion
- D. Intonation

22. Which term best describes a visual network that shows associations among related words and concepts?

- A. Criterion-referenced assessment
- B. Coherence
- C. Syllable
- D. Semantic map

23. Which term best describes purposefully arranging learners to support a specific instructional goal?

- A. Norm-referenced assessment
- B. Deixis
- C. Strategic grouping
- D. Natural order

24. Which term best describes reading larger amounts of accessible, self-selected text for meaning and fluency?

- A. Self-assessment
- B. Extensive reading
- C. Idiom
- D. Motivation

25. Which term best describes teacher and students jointly compose text while discussing decisions about language and print?

- A. Washback
- B. Interactive writing
- C. Collocation
- D. Learner autonomy

26. Which term best describes writing taught through recursive planning, drafting, feedback, revision, and editing?

- A. Process writing
- B. Discourse
- C. Word stress
- D. Metacognition

27. Which term best describes assessment interpreted against stated learning standards or criteria?

- A. Cohesion
- B. Intonation
- C. Criterion-referenced assessment
- D. Wait time

28. Which term best describes assessment interpreted by comparing performance with that of a reference group?

- A. Coherence
- B. Syllable
- C. Total Physical Response
- D. Norm-referenced assessment

29. Which term best describes learners judging their own work using clear criteria or goals?

- A. Deixis
- B. Self-assessment
- C. Natural order
- D. Task-based learning

30. Which term best describes the influence an assessment has on teaching and learning practices?

- A. Idiom
- B. Motivation
- C. Communicative language teaching
- D. Washback

31. A learner organizes a spoken explanation so each idea connects to the next. Which term best identifies the central language-learning or instructional concept?

- A. Collocation
- B. Learner autonomy
- C. Discourse
- D. Inductive grammar instruction

32. A writer uses pronouns and transition words to connect sentences. Which term best identifies the central language-learning or instructional concept?

- A. Cohesion
- B. Word stress
- C. Metacognition
- D. Deductive grammar instruction

33. A paragraph has a focused main idea and supporting details in a sensible order. Which term best identifies the central language-learning or instructional concept?

- A. Intonation
- B. Wait time
- C. Guided practice
- D. Coherence

34. A learner must interpret this, here, and yesterday during a conversation. Which term best identifies the central language-learning or instructional concept?

- A. Deixis
- B. Syllable
- C. Total Physical Response
- D. Graphic organizer

35. A student learns that break the ice means to begin friendly interaction. Which term best identifies the central language-learning or instructional concept?

- A. Natural order
- B. Task-based learning
- C. Idiom
- D. Semantic map

36. A learner practices making a decision rather than doing a decision. Which term best identifies the central language-learning or instructional concept?

- A. Motivation
- B. Collocation
- C. Communicative language teaching
- D. Strategic grouping

37. A teacher contrasts REcord, the noun, with reCORD, the verb. Which term best identifies the central language-learning or instructional concept?

- A. Learner autonomy
- B. Word stress
- C. Inductive grammar instruction
- D. Extensive reading

38. A student changes pitch at the end of a question to signal meaning. Which term best identifies the central language-learning or instructional concept?

- A. Intonation
- B. Metacognition
- C. Deductive grammar instruction
- D. Interactive writing

39. Students clap the parts in information before reading the word. Which term best identifies the central language-learning or instructional concept?

- A. Wait time
- B. Guided practice
- C. Process writing
- D. Syllable

40. A learner acquires some grammatical forms before others despite explicit teaching. Which term best identifies the central language-learning or instructional concept?

- A. Total Physical Response
- B. Graphic organizer
- C. Natural order
- D. Criterion-referenced assessment

41. A student chooses extra English reading because it supports a personally meaningful goal. Which term best identifies the central language-learning or instructional concept?

- A. Task-based learning
- B. Motivation
- C. Semantic map
- D. Norm-referenced assessment

42. A student sets a vocabulary goal, tracks progress, and adjusts study strategies. Which term best identifies the central language-learning or instructional concept?

- A. Communicative language teaching
- B. Strategic grouping
- C. Self-assessment
- D. Learner autonomy

43. A reader explains which comprehension strategy worked and why. Which term best identifies the central language-learning or instructional concept?

- A. Inductive grammar instruction
- B. Extensive reading
- C. Metacognition
- D. Washback

44. A teacher pauses before calling on students during an academic discussion. Which term best identifies the central language-learning or instructional concept?

- A. Wait time
- B. Deductive grammar instruction
- C. Interactive writing
- D. Discourse

45. Students follow commands such as point, circle, and move before producing sentences. Which term best identifies the central language-learning or instructional concept?

- A. Guided practice
- B. Process writing
- C. Cohesion
- D. Total Physical Response

46. Pairs plan a class event using schedules, roles, and negotiated decisions. Which term best identifies the central language-learning or instructional concept?

- A. Task-based learning
- B. Graphic organizer
- C. Criterion-referenced assessment
- D. Coherence

47. Students exchange opinions to solve a realistic problem rather than only repeat isolated forms. Which term best identifies the central language-learning or instructional concept?

- A. Semantic map
- B. Communicative language teaching
- C. Norm-referenced assessment
- D. Deixis

48. Students sort examples of comparative adjectives and state the pattern they notice. Which term best identifies the central language-learning or instructional concept?

- A. Strategic grouping
- B. Self-assessment
- C. Inductive grammar instruction
- D. Idiom

49. The teacher states the rule for articles and then assigns guided examples. Which term best identifies the central language-learning or instructional concept?

- A. Extensive reading
- B. Deductive grammar instruction
- C. Washback
- D. Collocation

50. Students complete several examples together before attempting an independent task. Which term best identifies the central language-learning or instructional concept?

- A. Guided practice
- B. Interactive writing
- C. Discourse
- D. Word stress

51. Students use a cause-and-effect chart while reading a science article. Which term best identifies the central language-learning or instructional concept?

- A. Process writing
- B. Cohesion
- C. Intonation
- D. Graphic organizer

52. The class groups transportation vocabulary around travel, vehicles, and routes. Which term best identifies the central language-learning or instructional concept?

- A. Criterion-referenced assessment
- B. Coherence
- C. Semantic map
- D. Syllable

53. The teacher pairs a confident speaker with a peer who has complementary information. Which term best identifies the central language-learning or instructional concept?

- A. Norm-referenced assessment
- B. Strategic grouping
- C. Deixis
- D. Natural order

54. Students choose level-appropriate books and read regularly without stopping for every word. Which term best identifies the central language-learning or instructional concept?

- A. Self-assessment
- B. Idiom
- C. Extensive reading
- D. Motivation

55. The class writes a thank-you note as the teacher elicits wording and records it. Which term best identifies the central language-learning or instructional concept?

- A. Washback
- B. Collocation
- C. Learner autonomy
- D. Interactive writing

56. Students revise a narrative after peer feedback and then edit the final draft. Which term best identifies the central language-learning or instructional concept?

- A. Process writing
- B. Discourse
- C. Word stress
- D. Metacognition

57. A student's speaking score shows whether defined performance descriptors were met. Which term best identifies the central language-learning or instructional concept?

- A. Cohesion
- B. Criterion-referenced assessment
- C. Intonation
- D. Wait time

58. A score reports how a learner performed relative to other test takers. Which term best identifies the central language-learning or instructional concept?

- A. Coherence
- B. Syllable
- C. Total Physical Response
- D. Norm-referenced assessment

59. Students use a checklist to identify one strength and one revision target in a presentation. Which term best identifies the central language-learning or instructional concept?

- A. Deixis
- B. Natural order
- C. Self-assessment
- D. Task-based learning

60. A high-stakes test causes teachers to devote more class time to the skills it rewards. Which term best identifies the central language-learning or instructional concept?

- A. Washback
- B. Idiom
- C. Motivation
- D. Communicative language teaching

61. A teacher wants to recognize language beyond a single sentence that forms a connected stretch of communication. Which term should the teacher use?

- A. Discourse
- B. Collocation
- C. Learner autonomy
- D. Inductive grammar instruction

62. A teacher wants to recognize the grammatical and lexical links that tie parts of a text together. Which term should the teacher use?

- A. Word stress
- B. Metacognition
- C. Cohesion
- D. Deductive grammar instruction

63. A teacher wants to recognize the clear, logical organization of ideas that makes a text understandable as a whole. Which term should the teacher use?

- A. Intonation
- B. Coherence
- C. Wait time
- D. Guided practice

64. A teacher wants to recognize words whose meaning depends on speaker, time, or place in context. Which term should the teacher use?

- A. Syllable
- B. Total Physical Response
- C. Graphic organizer
- D. Deixis

65. A teacher wants to recognize a fixed expression whose meaning cannot be predicted word by word. Which term should the teacher use?

- A. Idiom
- B. Natural order
- C. Task-based learning
- D. Semantic map

66. A teacher wants to recognize words that commonly occur together in natural language use. Which term should the teacher use?

- A. Motivation
- B. Communicative language teaching
- C. Collocation
- D. Strategic grouping

67. A teacher wants to recognize the relative emphasis placed on one syllable in a word. Which term should the teacher use?

- A. Learner autonomy
- B. Inductive grammar instruction
- C. Extensive reading
- D. Word stress

68. A teacher wants to recognize the rise and fall of pitch across an utterance. Which term should the teacher use?

- A. Metacognition
- B. Intonation
- C. Deductive grammar instruction
- D. Interactive writing

69. A teacher wants to recognize a beat or unit of pronunciation organized around a vowel sound. Which term should the teacher use?

- A. Wait time
- B. Guided practice
- C. Process writing
- D. Syllable

70. A teacher wants to recognize the idea that some language features tend to develop in a predictable sequence. Which term should the teacher use?

- A. Natural order
- B. Total Physical Response
- C. Graphic organizer
- D. Criterion-referenced assessment

71. A teacher wants to recognize the desire and persistence that lead a learner to engage with language learning. Which term should the teacher use?

- A. Task-based learning
- B. Semantic map
- C. Motivation
- D. Norm-referenced assessment

72. A teacher wants to recognize a learner's capacity to plan, monitor, and take responsibility for learning. Which term should the teacher use?

- A. Communicative language teaching
- B. Learner autonomy
- C. Strategic grouping
- D. Self-assessment

73. A teacher wants to recognize awareness and regulation of one's own thinking and learning processes. Which term should the teacher use?

- A. Inductive grammar instruction
- B. Metacognition
- C. Extensive reading
- D. Washback

74. A teacher wants to recognize purposeful silence after a question that gives learners time to process and respond. Which term should the teacher use?

- A. Wait time
- B. Deductive grammar instruction
- C. Interactive writing
- D. Discourse

75. A teacher wants to recognize an approach that links language comprehension with physical action. Which term should the teacher use?

- A. Guided practice
- B. Process writing
- C. Cohesion
- D. Total Physical Response

76. A teacher wants to recognize instruction organized around meaningful tasks that require language use to achieve an outcome. Which term should the teacher use?

- A. Graphic organizer
- B. Criterion-referenced assessment
- C. Task-based learning
- D. Coherence

77. A teacher wants to recognize an approach emphasizing meaningful interaction and purposeful language use. Which term should the teacher use?

- A. Semantic map
- B. Norm-referenced assessment
- C. Deixis
- D. Communicative language teaching

78. A teacher wants to recognize helping learners infer a rule from examples before naming it. Which term should the teacher use?

- A. Strategic grouping
- B. Self-assessment
- C. Inductive grammar instruction
- D. Idiom

79. A teacher wants to recognize explicitly explaining a language rule before learners practice applying it. Which term should the teacher use?

- A. Extensive reading
- B. Deductive grammar instruction
- C. Washback
- D. Collocation

80. A teacher wants to recognize supported rehearsal immediately after new learning with teacher feedback. Which term should the teacher use?

- A. Guided practice
- B. Interactive writing
- C. Discourse
- D. Word stress

81. A teacher wants to recognize a visual structure that helps learners organize relationships among ideas. Which term should the teacher use?

- A. Graphic organizer
- B. Process writing
- C. Cohesion
- D. Intonation

82. A teacher wants to recognize a visual network that shows associations among related words and concepts. Which term should the teacher use?

- A. Criterion-referenced assessment
- B. Coherence
- C. Syllable
- D. Semantic map

83. A teacher wants to recognize purposefully arranging learners to support a specific instructional goal. Which term should the teacher use?

- A. Norm-referenced assessment
- B. Strategic grouping
- C. Deixis
- D. Natural order

84. A teacher wants to recognize reading larger amounts of accessible, self-selected text for meaning and fluency. Which term should the teacher use?

- A. Self-assessment
- B. Idiom
- C. Extensive reading
- D. Motivation

85. A teacher wants to recognize teacher and students jointly compose text while discussing decisions about language and print. Which term should the teacher use?

- A. Washback
- B. Collocation
- C. Learner autonomy
- D. Interactive writing

86. A teacher wants to recognize writing taught through recursive planning, drafting, feedback, revision, and editing. Which term should the teacher use?

- A. Discourse
- B. Process writing
- C. Word stress
- D. Metacognition

87. A teacher wants to recognize assessment interpreted against stated learning standards or criteria. Which term should the teacher use?

- A. Cohesion
- B. Intonation
- C. Criterion-referenced assessment
- D. Wait time

88. A teacher wants to recognize assessment interpreted by comparing performance with that of a reference group. Which term should the teacher use?

- A. Norm-referenced assessment
- B. Coherence
- C. Syllable
- D. Total Physical Response

89. A teacher wants to recognize learners judging their own work using clear criteria or goals. Which term should the teacher use?

- A. Deixis
- B. Natural order
- C. Task-based learning
- D. Self-assessment

90. A teacher wants to recognize the influence an assessment has on teaching and learning practices. Which term should the teacher use?

- A. Washback
- B. Idiom
- C. Motivation
- D. Communicative language teaching

91. Which concept is most useful for analyzing this classroom evidence: A learner organizes a spoken explanation so each idea connects to the next.

- A. Collocation
- B. Discourse
- C. Learner autonomy
- D. Inductive grammar instruction

92. Which concept is most useful for analyzing this classroom evidence: A writer uses pronouns and transition words to connect sentences.

- A. Word stress
- B. Metacognition
- C. Cohesion
- D. Deductive grammar instruction

93. Which concept is most useful for analyzing this classroom evidence: A paragraph has a focused main idea and supporting details in a sensible order.

- A. Coherence
- B. Intonation
- C. Wait time
- D. Guided practice

94. Which concept is most useful for analyzing this classroom evidence: A learner must interpret this, here, and yesterday during a conversation.

- A. Syllable
- B. Deixis
- C. Total Physical Response
- D. Graphic organizer

95. Which concept is most useful for analyzing this classroom evidence: A student learns that break the ice means to begin friendly interaction.

- A. Natural order
- B. Task-based learning
- C. Idiom
- D. Semantic map

96. Which concept is most useful for analyzing this classroom evidence: A learner practices making a decision rather than doing a decision.

- A. Motivation
- B. Communicative language teaching
- C. Strategic grouping
- D. Collocation

97. Which concept is most useful for analyzing this classroom evidence: A teacher contrasts REcord, the noun, with reCORD, the verb.

- A. Learner autonomy
- B. Inductive grammar instruction
- C. Word stress
- D. Extensive reading

98. Which concept is most useful for analyzing this classroom evidence: A student changes pitch at the end of a question to signal meaning.

- A. Metacognition
- B. Intonation
- C. Deductive grammar instruction
- D. Interactive writing

99. Which concept is most useful for analyzing this classroom evidence: Students clap the parts in information before reading the word.

- A. Syllable
- B. Wait time
- C. Guided practice
- D. Process writing

100. Which concept is most useful for analyzing this classroom evidence: A learner acquires some grammatical forms before others despite explicit teaching.

- A. Total Physical Response
- B. Graphic organizer
- C. Criterion-referenced assessment
- D. Natural order

101. Which concept is most useful for analyzing this classroom evidence: A student chooses extra English reading because it supports a personally meaningful goal.

- A. Task-based learning
- B. Motivation
- C. Semantic map
- D. Norm-referenced assessment

102. Which concept is most useful for analyzing this classroom evidence: A student sets a vocabulary goal, tracks progress, and adjusts study strategies.

- A. Communicative language teaching
- B. Strategic grouping
- C. Self-assessment
- D. Learner autonomy

103. Which concept is most useful for analyzing this classroom evidence: A reader explains which comprehension strategy worked and why.

- A. Inductive grammar instruction
- B. Extensive reading
- C. Metacognition
- D. Washback

104. Which concept is most useful for analyzing this classroom evidence: A teacher pauses before calling on students during an academic discussion.

- A. Wait time
- B. Deductive grammar instruction
- C. Interactive writing
- D. Discourse

105. Which concept is most useful for analyzing this classroom evidence: Students follow commands such as point, circle, and move before producing sentences.

- A. Total Physical Response
- B. Guided practice
- C. Process writing
- D. Cohesion

106. Which concept is most useful for analyzing this classroom evidence: Pairs plan a class event using schedules, roles, and negotiated decisions.

- A. Graphic organizer
- B. Criterion-referenced assessment
- C. Coherence
- D. Task-based learning

107. Which concept is most useful for analyzing this classroom evidence: Students exchange opinions to solve a realistic problem rather than only repeat isolated forms.

- A. Semantic map
- B. Norm-referenced assessment
- C. Communicative language teaching
- D. Deixis

108. Which concept is most useful for analyzing this classroom evidence: Students sort examples of comparative adjectives and state the pattern they notice.

- A. Strategic grouping
- B. Inductive grammar instruction
- C. Self-assessment
- D. Idiom

109. Which concept is most useful for analyzing this classroom evidence: The teacher states the rule for articles and then assigns guided examples.

- A. Deductive grammar instruction
- B. Extensive reading
- C. Washback
- D. Collocation

110. Which concept is most useful for analyzing this classroom evidence: Students complete several examples together before attempting an independent task.

- A. Interactive writing
- B. Discourse
- C. Guided practice
- D. Word stress

111. Which concept is most useful for analyzing this classroom evidence: Students use a cause-and-effect chart while reading a science article.

- A. Process writing
- B. Cohesion
- C. Intonation
- D. Graphic organizer

112. Which concept is most useful for analyzing this classroom evidence: The class groups transportation vocabulary around travel, vehicles, and routes.

- A. Criterion-referenced assessment
- B. Semantic map
- C. Coherence
- D. Syllable

113. Which concept is most useful for analyzing this classroom evidence: The teacher pairs a confident speaker with a peer who has complementary information.

- A. Norm-referenced assessment
- B. Deixis
- C. Strategic grouping
- D. Natural order

114. Which concept is most useful for analyzing this classroom evidence: Students choose level-appropriate books and read regularly without stopping for every word.

- A. Self-assessment
- B. Extensive reading
- C. Idiom
- D. Motivation

115. Which concept is most useful for analyzing this classroom evidence: The class writes a thank-you note as the teacher elicits wording and records it.

- A. Washback
- B. Collocation
- C. Learner autonomy
- D. Interactive writing

116. Which concept is most useful for analyzing this classroom evidence: Students revise a narrative after peer feedback and then edit the final draft.

- A. Process writing
- B. Discourse
- C. Word stress
- D. Metacognition

117. Which concept is most useful for analyzing this classroom evidence: A student's speaking score shows whether defined performance descriptors were met.

- A. Criterion-referenced assessment
- B. Cohesion
- C. Intonation
- D. Wait time

118. Which concept is most useful for analyzing this classroom evidence: A score reports how a learner performed relative to other test takers.

- A. Coherence
- B. Norm-referenced assessment
- C. Syllable
- D. Total Physical Response

119. Which concept is most useful for analyzing this classroom evidence: Students use a checklist to identify one strength and one revision target in a presentation.

- A. Deixis
- B. Natural order
- C. Self-assessment
- D. Task-based learning

120. Which concept is most useful for analyzing this classroom evidence: A high-stakes test causes teachers to devote more class time to the skills it rewards.

- A. Idiom
- B. Motivation
- C. Communicative language teaching
- D. Washback

Practice Exam 21: Answer Key and Explanations

1. B — Discourse is correct because it means language beyond a single sentence that forms a connected stretch of communication. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

2. C — Cohesion is correct because it means the grammatical and lexical links that tie parts of a text together. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

3. A — Coherence is correct because it means the clear, logical organization of ideas that makes a text understandable as a whole. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

4. D — Deixis is correct because it means words whose meaning depends on speaker, time, or place in context. The evidence in the item points directly to that construct. The other choices describe different

features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

5. A — Idiom is correct because it means a fixed expression whose meaning cannot be predicted word by word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

6. D — Collocation is correct because it means words that commonly occur together in natural language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

7. C — Word stress is correct because it means the relative emphasis placed on one syllable in a word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

8. B — Intonation is correct because it means the rise and fall of pitch across an utterance. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

9. C — Syllable is correct because it means a beat or unit of pronunciation organized around a vowel sound. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

10. A — Natural order is correct because it means the idea that some language features tend to develop in a predictable sequence. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

11. D — Motivation is correct because it means the desire and persistence that lead a learner to engage with language learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

12. B — Learner autonomy is correct because it means a learner's capacity to plan, monitor, and take responsibility for learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

13. A — Metacognition is correct because it means awareness and regulation of one's own thinking and learning processes. The evidence in the item points directly to that construct. The other choices describe

different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

14. B — Wait time is correct because it means purposeful silence after a question that gives learners time to process and respond. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

15. C — Total Physical Response is correct because it means an approach that links language comprehension with physical action. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

16. D — Task-based learning is correct because it means instruction organized around meaningful tasks that require language use to achieve an outcome. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

17. C — Communicative language teaching is correct because it means an approach emphasizing meaningful interaction and purposeful language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

18. D — Inductive grammar instruction is correct because it means helping learners infer a rule from examples before naming it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

19. A — Deductive grammar instruction is correct because it means explicitly explaining a language rule before learners practice applying it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

20. B — Guided practice is correct because it means supported rehearsal immediately after new learning with teacher feedback. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

21. A — Graphic organizer is correct because it means a visual structure that helps learners organize relationships among ideas. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

22. D — Semantic map is correct because it means a visual network that shows associations among related words and concepts. The evidence in the item points directly to that construct. The other choices

describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

23. C — Strategic grouping is correct because it means purposefully arranging learners to support a specific instructional goal. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

24. B — Extensive reading is correct because it means reading larger amounts of accessible, self-selected text for meaning and fluency. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

25. B — Interactive writing is correct because it means teacher and students jointly compose text while discussing decisions about language and print. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

26. A — Process writing is correct because it means writing taught through recursive planning, drafting, feedback, revision, and editing. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

27. C — Criterion-referenced assessment is correct because it means assessment interpreted against stated learning standards or criteria. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

28. D — Norm-referenced assessment is correct because it means assessment interpreted by comparing performance with that of a reference group. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

29. B — Self-assessment is correct because it means learners judging their own work using clear criteria or goals. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

30. D — Washback is correct because it means the influence an assessment has on teaching and learning practices. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

31. C — Discourse is correct because it means language beyond a single sentence that forms a connected stretch of communication. The evidence in the item points directly to that construct. The other

choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

32. A — Cohesion is correct because it means the grammatical and lexical links that tie parts of a text together. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

33. D — Coherence is correct because it means the clear, logical organization of ideas that makes a text understandable as a whole. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

34. A — Deixis is correct because it means words whose meaning depends on speaker, time, or place in context. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

35. C — Idiom is correct because it means a fixed expression whose meaning cannot be predicted word by word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

36. B — Collocation is correct because it means words that commonly occur together in natural language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

37. B — Word stress is correct because it means the relative emphasis placed on one syllable in a word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

38. A — Intonation is correct because it means the rise and fall of pitch across an utterance. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

39. D — Syllable is correct because it means a beat or unit of pronunciation organized around a vowel sound. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

40. C — Natural order is correct because it means the idea that some language features tend to develop in a predictable sequence. The evidence in the item points directly to that construct. The other choices

describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

41. B — Motivation is correct because it means the desire and persistence that lead a learner to engage with language learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

42. D — Learner autonomy is correct because it means a learner's capacity to plan, monitor, and take responsibility for learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

43. C — Metacognition is correct because it means awareness and regulation of one's own thinking and learning processes. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

44. A — Wait time is correct because it means purposeful silence after a question that gives learners time to process and respond. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

45. D — Total Physical Response is correct because it means an approach that links language comprehension with physical action. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

46. A — Task-based learning is correct because it means instruction organized around meaningful tasks that require language use to achieve an outcome. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

47. B — Communicative language teaching is correct because it means an approach emphasizing meaningful interaction and purposeful language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

48. C — Inductive grammar instruction is correct because it means helping learners infer a rule from examples before naming it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

49. B — Deductive grammar instruction is correct because it means explicitly explaining a language rule before learners practice applying it. The evidence in the item points directly to that construct. The other

choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

50. A — Guided practice is correct because it means supported rehearsal immediately after new learning with teacher feedback. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

51. D — Graphic organizer is correct because it means a visual structure that helps learners organize relationships among ideas. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

52. C — Semantic map is correct because it means a visual network that shows associations among related words and concepts. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

53. B — Strategic grouping is correct because it means purposefully arranging learners to support a specific instructional goal. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

54. C — Extensive reading is correct because it means reading larger amounts of accessible, self-selected text for meaning and fluency. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

55. D — Interactive writing is correct because it means teacher and students jointly compose text while discussing decisions about language and print. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

56. A — Process writing is correct because it means writing taught through recursive planning, drafting, feedback, revision, and editing. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

57. B — Criterion-referenced assessment is correct because it means assessment interpreted against stated learning standards or criteria. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

58. D — Norm-referenced assessment is correct because it means assessment interpreted by comparing performance with that of a reference group. The evidence in the item points directly to that construct.

The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

59. C — Self-assessment is correct because it means learners judging their own work using clear criteria or goals. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

60. A — Washback is correct because it means the influence an assessment has on teaching and learning practices. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

61. A — Discourse is correct because it means language beyond a single sentence that forms a connected stretch of communication. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

62. C — Cohesion is correct because it means the grammatical and lexical links that tie parts of a text together. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

63. B — Coherence is correct because it means the clear, logical organization of ideas that makes a text understandable as a whole. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

64. D — Deixis is correct because it means words whose meaning depends on speaker, time, or place in context. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

65. A — Idiom is correct because it means a fixed expression whose meaning cannot be predicted word by word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

66. C — Collocation is correct because it means words that commonly occur together in natural language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

67. D — Word stress is correct because it means the relative emphasis placed on one syllable in a word. The evidence in the item points directly to that construct. The other choices describe different features,

processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

68. B — Intonation is correct because it means the rise and fall of pitch across an utterance. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

69. D — Syllable is correct because it means a beat or unit of pronunciation organized around a vowel sound. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

70. A — Natural order is correct because it means the idea that some language features tend to develop in a predictable sequence. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

71. C — Motivation is correct because it means the desire and persistence that lead a learner to engage with language learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

72. B — Learner autonomy is correct because it means a learner's capacity to plan, monitor, and take responsibility for learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

73. B — Metacognition is correct because it means awareness and regulation of one's own thinking and learning processes. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

74. A — Wait time is correct because it means purposeful silence after a question that gives learners time to process and respond. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

75. D — Total Physical Response is correct because it means an approach that links language comprehension with physical action. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

76. C — Task-based learning is correct because it means instruction organized around meaningful tasks that require language use to achieve an outcome. The evidence in the item points directly to that

construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

77. D — Communicative language teaching is correct because it means an approach emphasizing meaningful interaction and purposeful language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

78. C — Inductive grammar instruction is correct because it means helping learners infer a rule from examples before naming it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

79. B — Deductive grammar instruction is correct because it means explicitly explaining a language rule before learners practice applying it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

80. A — Guided practice is correct because it means supported rehearsal immediately after new learning with teacher feedback. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

81. A — Graphic organizer is correct because it means a visual structure that helps learners organize relationships among ideas. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

82. D — Semantic map is correct because it means a visual network that shows associations among related words and concepts. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

83. B — Strategic grouping is correct because it means purposefully arranging learners to support a specific instructional goal. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

84. C — Extensive reading is correct because it means reading larger amounts of accessible, self-selected text for meaning and fluency. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

85. D — Interactive writing is correct because it means teacher and students jointly compose text while discussing decisions about language and print. The evidence in the item points directly to that construct.

The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

86. B — Process writing is correct because it means writing taught through recursive planning, drafting, feedback, revision, and editing. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

87. C — Criterion-referenced assessment is correct because it means assessment interpreted against stated learning standards or criteria. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

88. A — Norm-referenced assessment is correct because it means assessment interpreted by comparing performance with that of a reference group. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

89. D — Self-assessment is correct because it means learners judging their own work using clear criteria or goals. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

90. A — Washback is correct because it means the influence an assessment has on teaching and learning practices. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

91. B — Discourse is correct because it means language beyond a single sentence that forms a connected stretch of communication. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

92. C — Cohesion is correct because it means the grammatical and lexical links that tie parts of a text together. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

93. A — Coherence is correct because it means the clear, logical organization of ideas that makes a text understandable as a whole. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

94. B — Deixis is correct because it means words whose meaning depends on speaker, time, or place in context. The evidence in the item points directly to that construct. The other choices describe different

features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

95. C — Idiom is correct because it means a fixed expression whose meaning cannot be predicted word by word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

96. D — Collocation is correct because it means words that commonly occur together in natural language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

97. C — Word stress is correct because it means the relative emphasis placed on one syllable in a word. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

98. B — Intonation is correct because it means the rise and fall of pitch across an utterance. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

99. A — Syllable is correct because it means a beat or unit of pronunciation organized around a vowel sound. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

100. D — Natural order is correct because it means the idea that some language features tend to develop in a predictable sequence. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

101. B — Motivation is correct because it means the desire and persistence that lead a learner to engage with language learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

102. D — Learner autonomy is correct because it means a learner's capacity to plan, monitor, and take responsibility for learning. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

103. C — Metacognition is correct because it means awareness and regulation of one's own thinking and learning processes. The evidence in the item points directly to that construct. The other choices describe

different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

104. A — Wait time is correct because it means purposeful silence after a question that gives learners time to process and respond. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

105. A — Total Physical Response is correct because it means an approach that links language comprehension with physical action. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

106. D — Task-based learning is correct because it means instruction organized around meaningful tasks that require language use to achieve an outcome. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

107. C — Communicative language teaching is correct because it means an approach emphasizing meaningful interaction and purposeful language use. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

108. B — Inductive grammar instruction is correct because it means helping learners infer a rule from examples before naming it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

109. A — Deductive grammar instruction is correct because it means explicitly explaining a language rule before learners practice applying it. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

110. C — Guided practice is correct because it means supported rehearsal immediately after new learning with teacher feedback. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

111. D — Graphic organizer is correct because it means a visual structure that helps learners organize relationships among ideas. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

112. B — Semantic map is correct because it means a visual network that shows associations among related words and concepts. The evidence in the item points directly to that construct. The other choices

describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

113. C — Strategic grouping is correct because it means purposefully arranging learners to support a specific instructional goal. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

114. B — Extensive reading is correct because it means reading larger amounts of accessible, self-selected text for meaning and fluency. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

115. D — Interactive writing is correct because it means teacher and students jointly compose text while discussing decisions about language and print. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

116. A — Process writing is correct because it means writing taught through recursive planning, drafting, feedback, revision, and editing. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

117. A — Criterion-referenced assessment is correct because it means assessment interpreted against stated learning standards or criteria. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

118. B — Norm-referenced assessment is correct because it means assessment interpreted by comparing performance with that of a reference group. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

119. C — Self-assessment is correct because it means learners judging their own work using clear criteria or goals. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.

120. D — Washback is correct because it means the influence an assessment has on teaching and learning practices. The evidence in the item points directly to that construct. The other choices describe different features, processes, or decisions. Identifying the precise concept helps a teacher analyze evidence and choose a response that supports meaningful progress.