

PRACTICE EXAM 14: NES ELEMENTARY EDUCATION

(150 QUESTIONS)

This practice exam contains 150 multiple-choice questions. Plan for approximately 4 hours of testing time. Select the one best answer for each question, then use the answer key and explanations to review your results.

1. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 1.)
 - A. Guide the student to blend phonemes into spoken words.
 - B. Ask the student to memorize a list of irregular words.
 - C. Have the student copy a paragraph about maps.
 - D. Teach the student to identify the setting of a story.

2. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 2.)
 - A. A decorative border around the title.
 - B. A dialogue tag in a quotation.
 - C. An index with topic entries and page numbers.
 - D. A rhyme scheme at the end of a poem.

3. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 3.)
 - A. Silent copying of vocabulary definitions.
 - B. Sorting books by cover color.
 - C. Writing a new ending to the passage.
 - D. Repeated oral reading of an appropriately leveled passage with feedback.

4. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 4.)

- A. Reciting alphabet names in order.
- B. Analyzing cause-and-effect relationships in a text.
- C. Identifying the number of syllables in a word.
- D. Writing words in alphabetical order.

5. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 5.)

- A. Remove all grade-level text from instruction.
- B. Require an English-only dictionary quiz first.
- C. Preteach key words with visuals and sentence frames.
- D. Ask the student to read aloud without support.

6. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 6.)

- A. Ask the student to read a short list of decodable nonsense words.
- B. Ask the student to select a favorite library book.
- C. Ask the student to retell a memorized poem.
- D. Ask the student to copy the weekly spelling list.

7. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 7.)

- A. Guide the student to blend phonemes into spoken words.
- B. Ask the student to memorize a list of irregular words.
- C. Have the student copy a paragraph about maps.

D. Teach the student to identify the setting of a story.

8. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 8.)

- A. A decorative border around the title.
- B. A dialogue tag in a quotation.
- C. A rhyme scheme at the end of a poem.
- D. An index with topic entries and page numbers.

9. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 9.)

- A. Silent copying of vocabulary definitions.
- B. Sorting books by cover color.
- C. Repeated oral reading of an appropriately leveled passage with feedback.
- D. Writing a new ending to the passage.

10. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 10.)

- A. Reciting alphabet names in order.
- B. Analyzing cause-and-effect relationships in a text.
- C. Identifying the number of syllables in a word.
- D. Writing words in alphabetical order.

11. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 11.)

- A. Remove all grade-level text from instruction.
- B. Require an English-only dictionary quiz first.

- C. Preteach key words with visuals and sentence frames.
- D. Ask the student to read aloud without support.

12. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 12.)

- A. Ask the student to select a favorite library book.
- B. Ask the student to retell a memorized poem.
- C. Ask the student to copy the weekly spelling list.
- D. Ask the student to read a short list of decodable nonsense words.

13. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 13.)

- A. Ask the student to memorize a list of irregular words.
- B. Guide the student to blend phonemes into spoken words.
- C. Have the student copy a paragraph about maps.
- D. Teach the student to identify the setting of a story.

14. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 14.)

- A. An index with topic entries and page numbers.
- B. A decorative border around the title.
- C. A dialogue tag in a quotation.
- D. A rhyme scheme at the end of a poem.

15. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 15.)

- A. Silent copying of vocabulary definitions.

- B. Sorting books by cover color.
- C. Repeated oral reading of an appropriately leveled passage with feedback.
- D. Writing a new ending to the passage.

16. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 16.)

- A. Reciting alphabet names in order.
- B. Analyzing cause-and-effect relationships in a text.
- C. Identifying the number of syllables in a word.
- D. Writing words in alphabetical order.

17. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 17.)

- A. Remove all grade-level text from instruction.
- B. Require an English-only dictionary quiz first.
- C. Ask the student to read aloud without support.
- D. Preteach key words with visuals and sentence frames.

18. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 18.)

- A. Ask the student to read a short list of decodable nonsense words.
- B. Ask the student to select a favorite library book.
- C. Ask the student to retell a memorized poem.
- D. Ask the student to copy the weekly spelling list.

19. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 19.)

- A. Ask the student to memorize a list of irregular words.
- B. Have the student copy a paragraph about maps.
- C. Guide the student to blend phonemes into spoken words.
- D. Teach the student to identify the setting of a story.

20. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 20.)

- A. A decorative border around the title.
- B. An index with topic entries and page numbers.
- C. A dialogue tag in a quotation.
- D. A rhyme scheme at the end of a poem.

21. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 21.)

- A. Repeated oral reading of an appropriately leveled passage with feedback.
- B. Silent copying of vocabulary definitions.
- C. Sorting books by cover color.
- D. Writing a new ending to the passage.

22. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 22.)

- A. Reciting alphabet names in order.
- B. Identifying the number of syllables in a word.
- C. Writing words in alphabetical order.
- D. Analyzing cause-and-effect relationships in a text.

23. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 23.)

- A. Remove all grade-level text from instruction.
- B. Require an English-only dictionary quiz first.
- C. Preteach key words with visuals and sentence frames.
- D. Ask the student to read aloud without support.

24. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 24.)

- A. Ask the student to select a favorite library book.
- B. Ask the student to read a short list of decodable nonsense words.
- C. Ask the student to retell a memorized poem.
- D. Ask the student to copy the weekly spelling list.

25. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 25.)

- A. Ask the student to memorize a list of irregular words.
- B. Have the student copy a paragraph about maps.
- C. Teach the student to identify the setting of a story.
- D. Guide the student to blend phonemes into spoken words.

26. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 26.)

- A. An index with topic entries and page numbers.
- B. A decorative border around the title.
- C. A dialogue tag in a quotation.
- D. A rhyme scheme at the end of a poem.

27. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 27.)

- A. Silent copying of vocabulary definitions.
- B. Sorting books by cover color.
- C. Repeated oral reading of an appropriately leveled passage with feedback.
- D. Writing a new ending to the passage.

28. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 28.)

- A. Analyzing cause-and-effect relationships in a text.
- B. Reciting alphabet names in order.
- C. Identifying the number of syllables in a word.
- D. Writing words in alphabetical order.

29. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 29.)

- A. Remove all grade-level text from instruction.
- B. Require an English-only dictionary quiz first.
- C. Ask the student to read aloud without support.
- D. Preteach key words with visuals and sentence frames.

30. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 30.)

- A. Ask the student to select a favorite library book.
- B. Ask the student to read a short list of decodable nonsense words.
- C. Ask the student to retell a memorized poem.
- D. Ask the student to copy the weekly spelling list.

31. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 31.)

- A. Guide the student to blend phonemes into spoken words.
- B. Ask the student to memorize a list of irregular words.
- C. Have the student copy a paragraph about maps.
- D. Teach the student to identify the setting of a story.

32. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 32.)

- A. A decorative border around the title.
- B. A dialogue tag in a quotation.
- C. An index with topic entries and page numbers.
- D. A rhyme scheme at the end of a poem.

33. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 33.)

- A. Silent copying of vocabulary definitions.
- B. Repeated oral reading of an appropriately leveled passage with feedback.
- C. Sorting books by cover color.
- D. Writing a new ending to the passage.

34. After a read-aloud, a teacher asks students to explain how two events caused the main character to change. This question primarily assesses which comprehension skill? (Classroom scenario 34.)

- A. Reciting alphabet names in order.
- B. Identifying the number of syllables in a word.
- C. Writing words in alphabetical order.
- D. Analyzing cause-and-effect relationships in a text.

35. An English learner understands a science concept when shown a diagram but has limited English vocabulary. Which support is most appropriate during reading? (Classroom scenario 35.)

- A. Preteach key words with visuals and sentence frames.
- B. Remove all grade-level text from instruction.
- C. Require an English-only dictionary quiz first.
- D. Ask the student to read aloud without support.

36. A teacher wants to determine whether a student can apply a decoding strategy to unfamiliar words. Which assessment is most useful? (Classroom scenario 36.)

- A. Ask the student to select a favorite library book.
- B. Ask the student to retell a memorized poem.
- C. Ask the student to read a short list of decodable nonsense words.
- D. Ask the student to copy the weekly spelling list.

37. A first-grade student can name letters but says /m/ /a/ /p/ separately and cannot blend the sounds. Which lesson is the best next step? (Classroom scenario 37.)

- A. Ask the student to memorize a list of irregular words.
- B. Guide the student to blend phonemes into spoken words.
- C. Have the student copy a paragraph about maps.
- D. Teach the student to identify the setting of a story.

38. While reading an informational passage, students struggle to locate a detail quickly. Which text feature should the teacher teach them to use first? (Classroom scenario 38.)

- A. An index with topic entries and page numbers.
- B. A decorative border around the title.
- C. A dialogue tag in a quotation.
- D. A rhyme scheme at the end of a poem.

39. A student reads accurately but very slowly, word by word. Which instructional practice most directly develops fluency? (Classroom scenario 39.)

- A. Silent copying of vocabulary definitions.
- B. Sorting books by cover color.
- C. Writing a new ending to the passage.
- D. Repeated oral reading of an appropriately leveled passage with feedback.

40. A class arranges 24 tables with 5 students at each table. How many students are seated?

- A. 115
- B. 120
- C. 125
- D. 29

41. Which model best helps fourth graders compare $\frac{3}{4}$ and $\frac{5}{8}$?

- A. Use a dictionary definition of numerator.
- B. Ask students to memorize the larger denominator.
- C. Place both fractions on the same number line.
- D. Show an unrelated multiplication table.

42. A class arranges 25 tables with 6 students at each table. How many students are seated?

- A. 144
- B. 156
- C. 31
- D. 150

43. Which display is most appropriate for showing how many students chose each favorite fruit?

- A. A number line showing negative values.
- B. A bar graph with one bar for each fruit category.
- C. A coordinate grid with no categories.

D. A paragraph listing every student name.

44. A class arranges 26 tables with 7 students at each table. How many students are seated?

- A. 175
- B. 189
- C. 182
- D. 33

45. A student writes $36 + 27 = 50 + 13$. What understanding does this demonstrate?

- A. The equal sign always signals an answer follows.
- B. Addition must be completed left to right.
- C. Only two-digit numbers can be decomposed.
- D. The equal sign means both sides have the same value.

46. A class arranges 27 tables with 8 students at each table. How many students are seated?

- A. 216
- B. 208
- C. 224
- D. 35

47. A student says a rectangle with sides 3 and 5 has area 8 square units. What should the teacher do first?

- A. Tell the student to add larger numbers.
- B. Have the student tile the rectangle with unit squares.
- C. Move immediately to volume formulas.
- D. Ask the student to estimate its perimeter only.

48. A class arranges 28 tables with 9 students at each table. How many students are seated?

- A. 243
- B. 261
- C. 37
- D. 252

49. When students use base-ten blocks to show 402, which idea are they developing?

- A. Place value as hundreds, tens, and ones.
- B. Alphabetical order of numerals.
- C. The meaning of a right angle.
- D. The spelling of number names only.

50. A class arranges 29 tables with 5 students at each table. How many students are seated?

- A. 140
- B. 150
- C. 145
- D. 34

51. Which model best helps fourth graders compare $\frac{3}{4}$ and $\frac{5}{8}$?

- A. Place both fractions on the same number line.
- B. Use a dictionary definition of numerator.
- C. Ask students to memorize the larger denominator.
- D. Show an unrelated multiplication table.

52. A class arranges 30 tables with 6 students at each table. How many students are seated?

- A. 174
- B. 180
- C. 186
- D. 36

53. Which display is most appropriate for showing how many students chose each favorite fruit?

- A. A number line showing negative values.
- B. A coordinate grid with no categories.
- C. A paragraph listing every student name.
- D. A bar graph with one bar for each fruit category.

54. A class arranges 31 tables with 7 students at each table. How many students are seated?

- A. 210
- B. 224
- C. 217
- D. 38

55. A student writes $36 + 27 = 50 + 13$. What understanding does this demonstrate?

- A. The equal sign means both sides have the same value.
- B. The equal sign always signals an answer follows.
- C. Addition must be completed left to right.
- D. Only two-digit numbers can be decomposed.

56. A class arranges 24 tables with 8 students at each table. How many students are seated?

- A. 184
- B. 200
- C. 32

D. 192

57. A student says a rectangle with sides 3 and 5 has area 8 square units. What should the teacher do first?

- A. Tell the student to add larger numbers.
- B. Move immediately to volume formulas.
- C. Have the student tile the rectangle with unit squares.
- D. Ask the student to estimate its perimeter only.

58. A class arranges 25 tables with 9 students at each table. How many students are seated?

- A. 216
- B. 225
- C. 234
- D. 34

59. When students use base-ten blocks to show 402, which idea are they developing?

- A. Alphabetical order of numerals.
- B. The meaning of a right angle.
- C. Place value as hundreds, tens, and ones.
- D. The spelling of number names only.

60. A class arranges 26 tables with 5 students at each table. How many students are seated?

- A. 125
- B. 130
- C. 135
- D. 31

61. Which model best helps fourth graders compare $\frac{3}{4}$ and $\frac{5}{8}$?

- A. Place both fractions on the same number line.
- B. Use a dictionary definition of numerator.
- C. Ask students to memorize the larger denominator.
- D. Show an unrelated multiplication table.

62. A class arranges 27 tables with 6 students at each table. How many students are seated?

- A. 156
- B. 168
- C. 33
- D. 162

63. Which display is most appropriate for showing how many students chose each favorite fruit?

- A. A bar graph with one bar for each fruit category.
- B. A number line showing negative values.
- C. A coordinate grid with no categories.
- D. A paragraph listing every student name.

64. A class arranges 28 tables with 7 students at each table. How many students are seated?

- A. 189
- B. 203
- C. 35
- D. 196

65. A student writes $36 + 27 = 50 + 13$. What understanding does this demonstrate?

- A. The equal sign always signals an answer follows.
- B. Addition must be completed left to right.
- C. The equal sign means both sides have the same value.
- D. Only two-digit numbers can be decomposed.

66. A class arranges 29 tables with 8 students at each table. How many students are seated?

- A. 224
- B. 232
- C. 240
- D. 37

67. A student says a rectangle with sides 3 and 5 has area 8 square units. What should the teacher do first?

- A. Tell the student to add larger numbers.
- B. Move immediately to volume formulas.
- C. Have the student tile the rectangle with unit squares.
- D. Ask the student to estimate its perimeter only.

68. A class arranges 30 tables with 9 students at each table. How many students are seated?

- A. 261
- B. 279
- C. 39
- D. 270

69. When students use base-ten blocks to show 402, which idea are they developing?

- A. Alphabetical order of numerals.
- B. Place value as hundreds, tens, and ones.

- C. The meaning of a right angle.
- D. The spelling of number names only.

70. A class arranges 31 tables with 5 students at each table. How many students are seated?

- A. 155
- B. 150
- C. 160
- D. 36

71. Which model best helps fourth graders compare $\frac{3}{4}$ and $\frac{5}{8}$?

- A. Place both fractions on the same number line.
- B. Use a dictionary definition of numerator.
- C. Ask students to memorize the larger denominator.
- D. Show an unrelated multiplication table.

72. A class arranges 24 tables with 6 students at each table. How many students are seated?

- A. 138
- B. 150
- C. 30
- D. 144

73. Which display is most appropriate for showing how many students chose each favorite fruit?

- A. A number line showing negative values.
- B. A bar graph with one bar for each fruit category.
- C. A coordinate grid with no categories.
- D. A paragraph listing every student name.

74. A class arranges 25 tables with 7 students at each table. How many students are seated?

- A. 168
- B. 182
- C. 175
- D. 32

75. A student writes $36 + 27 = 50 + 13$. What understanding does this demonstrate?

- A. The equal sign always signals an answer follows.
- B. The equal sign means both sides have the same value.
- C. Addition must be completed left to right.
- D. Only two-digit numbers can be decomposed.

76. A class arranges 26 tables with 8 students at each table. How many students are seated?

- A. 200
- B. 216
- C. 34
- D. 208

77. A student says a rectangle with sides 3 and 5 has area 8 square units. What should the teacher do first?

- A. Tell the student to add larger numbers.
- B. Move immediately to volume formulas.
- C. Have the student tile the rectangle with unit squares.
- D. Ask the student to estimate its perimeter only.

78. A class arranges 27 tables with 9 students at each table. How many students are seated?

- A. 243
- B. 234
- C. 252
- D. 36

79. Students test whether sunlight affects plant growth. What must be kept the same for a fair comparison? (Classroom scenario 1.)

- A. The conclusion written after the test.
- B. The number of questions students ask.
- C. The color of the data table title.
- D. The type and amount of soil in each pot.

80. Which observation is evidence of a physical change? (Classroom scenario 2.)

- A. Iron forms rust after exposure to oxygen.
- B. Wood burns and produces ash.
- C. Ice melts into liquid water.
- D. A seed germinates into a plant.

81. A student claims that a larger object always sinks. Which investigation best tests this claim? (Classroom scenario 3.)

- A. Compare objects of different materials and record mass and volume.
- B. Read a story about a floating object and boat.
- C. Sort objects by visible color and shape.
- D. Measure room temperature once before testing.

82. Which example shows energy transfer by conduction? (Classroom scenario 4.)

- A. Sunlight warms a sidewalk.
- B. A metal spoon becomes warm in hot soup.
- C. Warm air rises near a heater.
- D. A radio sends sound across a room.

83. Why do engineers test a prototype more than once? (Classroom scenario 5.)

- A. The first design is always the final design.
- B. Testing replaces the need for criteria.
- C. Repeated tests reveal whether changes improve performance.
- D. A prototype must look exactly like a product.

84. Students test whether sunlight affects plant growth. What must be kept the same for a fair comparison? (Classroom scenario 6.)

- A. The conclusion written after the test.
- B. The type and amount of soil in each pot.
- C. The number of questions students ask.
- D. The color of the data table title.

85. Which observation is evidence of a physical change? (Classroom scenario 7.)

- A. Ice melts into liquid water.
- B. Iron forms rust after exposure to oxygen.
- C. Wood burns and produces ash.
- D. A seed germinates into a plant.

86. A student claims that a larger object always sinks. Which investigation best tests this claim? (Classroom scenario 8.)

- A. Read a story about a floating object and boat.

- B. Sort objects by visible color and shape.
- C. Measure room temperature once before testing.
- D. Compare objects of different materials and record mass and volume.

87. Which example shows energy transfer by conduction? (Classroom scenario 9.)

- A. Sunlight warms a sidewalk.
- B. A metal spoon becomes warm in hot soup.
- C. Warm air rises near a heater.
- D. A radio sends sound across a room.

88. Why do engineers test a prototype more than once? (Classroom scenario 10.)

- A. Repeated tests reveal whether changes improve performance.
- B. The first design is always the final design.
- C. Testing replaces the need for criteria.
- D. A prototype must look exactly like a product.

89. Students test whether sunlight affects plant growth. What must be kept the same for a fair comparison? (Classroom scenario 11.)

- A. The conclusion written after the test.
- B. The number of questions students ask.
- C. The color of the data table title.
- D. The type and amount of soil in each pot.

90. Which observation is evidence of a physical change? (Classroom scenario 12.)

- A. Iron forms rust after exposure to oxygen.
- B. Wood burns and produces ash.
- C. Ice melts into liquid water.

D. A seed germinates into a plant.

91. A student claims that a larger object always sinks. Which investigation best tests this claim? (Classroom scenario 13.)

- A. Read a story about a floating object and boat.
- B. Compare objects of different materials and record mass and volume.
- C. Sort objects by visible color and shape.
- D. Measure room temperature once before testing.

92. Which example shows energy transfer by conduction? (Classroom scenario 14.)

- A. Sunlight warms a sidewalk.
- B. Warm air rises near a heater.
- C. A radio sends sound across a room.
- D. A metal spoon becomes warm in hot soup.

93. Why do engineers test a prototype more than once? (Classroom scenario 15.)

- A. The first design is always the final design.
- B. Testing replaces the need for criteria.
- C. Repeated tests reveal whether changes improve performance.
- D. A prototype must look exactly like a product.

94. Students test whether sunlight affects plant growth. What must be kept the same for a fair comparison? (Classroom scenario 16.)

- A. The type and amount of soil in each pot.
- B. The conclusion written after the test.
- C. The number of questions students ask.
- D. The color of the data table title.

95. Which observation is evidence of a physical change? (Classroom scenario 17.)

- A. Iron forms rust after exposure to oxygen.
- B. Ice melts into liquid water.
- C. Wood burns and produces ash.
- D. A seed germinates into a plant.

96. A student claims that a larger object always sinks. Which investigation best tests this claim? (Classroom scenario 18.)

- A. Read a story about a floating object and boat.
- B. Sort objects by visible color and shape.
- C. Compare objects of different materials and record mass and volume.
- D. Measure room temperature once before testing.

97. Which example shows energy transfer by conduction? (Classroom scenario 19.)

- A. Sunlight warms a sidewalk.
- B. Warm air rises near a heater.
- C. A radio sends sound across a room.
- D. A metal spoon becomes warm in hot soup.

98. Why do engineers test a prototype more than once? (Classroom scenario 20.)

- A. Repeated tests reveal whether changes improve performance.
- B. The first design is always the final design.
- C. Testing replaces the need for criteria.
- D. A prototype must look exactly like a product.

99. Which action is an example of civic participation for elementary students? (Classroom scenario 1.)

- A. Ignoring a rule that seems inconvenient.
- B. Deciding that only adults have opinions.
- C. Refusing to listen to another viewpoint.
- D. Working with classmates to propose a playground rule.

100. A map uses a scale of 1 centimeter for 5 kilometers. What is the main purpose of the scale? (Classroom scenario 2.)

- A. It labels every landform by color.
- B. It relates a map distance to an actual distance.
- C. It identifies the mapmaker's opinion.
- D. It replaces the need for directions.

101. Which source would provide the strongest primary evidence about a historical event? (Classroom scenario 3.)

- A. A textbook chapter published much later.
- B. A fictional movie set in the period.
- C. A diary written by a person who experienced the event.
- D. A modern encyclopedia entry.

102. Why do communities collect taxes? (Classroom scenario 4.)

- A. To fund public goods and services such as schools and roads.
- B. To guarantee every person earns the same wage.
- C. To eliminate all private businesses.
- D. To prevent citizens from voting.

103. A teacher asks students to compare two regions' rainfall and landforms. This activity primarily develops which geographic skill? (Classroom scenario 5.)

- A. Memorizing the order of presidents.
- B. Analyzing how physical features influence places.
- C. Identifying types of musical instruments.
- D. Solving a one-step equation.

104. Which action is an example of civic participation for elementary students? (Classroom scenario 6.)

- A. Ignoring a rule that seems inconvenient.
- B. Deciding that only adults have opinions.
- C. Working with classmates to propose a playground rule.
- D. Refusing to listen to another viewpoint.

105. A map uses a scale of 1 centimeter for 5 kilometers. What is the main purpose of the scale? (Classroom scenario 7.)

- A. It labels every landform by color.
- B. It identifies the mapmaker's opinion.
- C. It replaces the need for directions.
- D. It relates a map distance to an actual distance.

106. Which source would provide the strongest primary evidence about a historical event? (Classroom scenario 8.)

- A. A diary written by a person who experienced the event.
- B. A textbook chapter published much later.
- C. A fictional movie set in the period.
- D. A modern encyclopedia entry.

107. Why do communities collect taxes? (Classroom scenario 9.)

- A. To guarantee every person earns the same wage.
- B. To fund public goods and services such as schools and roads.
- C. To eliminate all private businesses.
- D. To prevent citizens from voting.

108. A teacher asks students to compare two regions' rainfall and landforms. This activity primarily develops which geographic skill? (Classroom scenario 10.)

- A. Memorizing the order of presidents.
- B. Identifying types of musical instruments.
- C. Analyzing how physical features influence places.
- D. Solving a one-step equation.

109. Which action is an example of civic participation for elementary students? (Classroom scenario 11.)

- A. Working with classmates to propose a playground rule.
- B. Ignoring a rule that seems inconvenient.
- C. Deciding that only adults have opinions.
- D. Refusing to listen to another viewpoint.

110. A map uses a scale of 1 centimeter for 5 kilometers. What is the main purpose of the scale? (Classroom scenario 12.)

- A. It labels every landform by color.
- B. It identifies the mapmaker's opinion.
- C. It replaces the need for directions.
- D. It relates a map distance to an actual distance.

111. Which source would provide the strongest primary evidence about a historical event? (Classroom scenario 13.)

- A. A textbook chapter published much later.
- B. A fictional movie set in the period.
- C. A modern encyclopedia entry.
- D. A diary written by a person who experienced the event.

112. Why do communities collect taxes? (Classroom scenario 14.)

- A. To guarantee every person earns the same wage.
- B. To eliminate all private businesses.
- C. To fund public goods and services such as schools and roads.
- D. To prevent citizens from voting.

113. A teacher asks students to compare two regions' rainfall and landforms. This activity primarily develops which geographic skill? (Classroom scenario 15.)

- A. Memorizing the order of presidents.
- B. Analyzing how physical features influence places.
- C. Identifying types of musical instruments.
- D. Solving a one-step equation.

114. Which action is an example of civic participation for elementary students? (Classroom scenario 16.)

- A. Working with classmates to propose a playground rule.
- B. Ignoring a rule that seems inconvenient.
- C. Deciding that only adults have opinions.
- D. Refusing to listen to another viewpoint.

115. A map uses a scale of 1 centimeter for 5 kilometers. What is the main purpose of the scale? (Classroom scenario 17.)

- A. It labels every landform by color.
- B. It relates a map distance to an actual distance.
- C. It identifies the mapmaker's opinion.
- D. It replaces the need for directions.

116. Which source would provide the strongest primary evidence about a historical event? (Classroom scenario 18.)

- A. A textbook chapter published much later.
- B. A fictional movie set in the period.
- C. A modern encyclopedia entry.
- D. A diary written by a person who experienced the event.

117. Why do communities collect taxes? (Classroom scenario 19.)

- A. To guarantee every person earns the same wage.
- B. To eliminate all private businesses.
- C. To fund public goods and services such as schools and roads.
- D. To prevent citizens from voting.

118. Which activity most directly develops students' understanding of rhythm? (Classroom scenario 1.)

- A. Clapping and performing repeating beat patterns.
- B. Sorting paintbrushes by length.
- C. Reading a silent informational article.
- D. Measuring a classroom wall.

119. A teacher asks students to use line, color, and shape to communicate a mood in a collage. This task emphasizes what? (Classroom scenario 2.)

- A. Memorizing an artist's birth date.
- B. Visual elements as tools for artistic expression.
- C. Copying a map legend exactly.
- D. Calculating the collage's perimeter.

120. When students improvise a short scene showing a conflict and its resolution, they are primarily using drama to do what? (Classroom scenario 3.)

- A. Practice only silent reading speed.
- B. Classify minerals by hardness.
- C. Explore ideas and communicate meaning through role play.
- D. Record numerical weather data.

121. Why is it valuable to study artworks from multiple cultures? (Classroom scenario 4.)

- A. It helps students recognize varied ways people express ideas and values.
- B. It proves one artistic tradition is superior.
- C. It removes the need to discuss context.
- D. It limits students to one art medium.

122. Which activity most directly develops students' understanding of rhythm? (Classroom scenario 5.)

- A. Sorting paintbrushes by length.
- B. Reading a silent informational article.
- C. Measuring a classroom wall.
- D. Clapping and performing repeating beat patterns.

123. A teacher asks students to use line, color, and shape to communicate a mood in a collage. This task emphasizes what? (Classroom scenario 6.)

- A. Memorizing an artist's birth date.
- B. Visual elements as tools for artistic expression.
- C. Copying a map legend exactly.
- D. Calculating the collage's perimeter.

124. When students improvise a short scene showing a conflict and its resolution, they are primarily using drama to do what? (Classroom scenario 7.)

- A. Practice only silent reading speed.
- B. Classify minerals by hardness.
- C. Record numerical weather data.
- D. Explore ideas and communicate meaning through role play.

125. Why is it valuable to study artworks from multiple cultures? (Classroom scenario 8.)

- A. It helps students recognize varied ways people express ideas and values.
- B. It proves one artistic tradition is superior.
- C. It removes the need to discuss context.
- D. It limits students to one art medium.

126. Which activity most directly develops students' understanding of rhythm? (Classroom scenario 9.)

- A. Sorting paintbrushes by length.
- B. Reading a silent informational article.
- C. Clapping and performing repeating beat patterns.
- D. Measuring a classroom wall.

127. A teacher asks students to use line, color, and shape to communicate a mood in a collage. This task emphasizes what? (Classroom scenario 10.)

- A. Visual elements as tools for artistic expression.
- B. Memorizing an artist's birth date.
- C. Copying a map legend exactly.
- D. Calculating the collage's perimeter.

128. When students improvise a short scene showing a conflict and its resolution, they are primarily using drama to do what? (Classroom scenario 11.)

- A. Practice only silent reading speed.
- B. Classify minerals by hardness.
- C. Explore ideas and communicate meaning through role play.
- D. Record numerical weather data.

129. Why is it valuable to study artworks from multiple cultures? (Classroom scenario 12.)

- A. It proves one artistic tradition is superior.
- B. It removes the need to discuss context.
- C. It limits students to one art medium.
- D. It helps students recognize varied ways people express ideas and values.

130. Which activity most directly develops students' understanding of rhythm? (Classroom scenario 13.)

- A. Sorting paintbrushes by length.
- B. Clapping and performing repeating beat patterns.
- C. Reading a silent informational article.
- D. Measuring a classroom wall.

131. A teacher asks students to use line, color, and shape to communicate a mood in a collage. This task emphasizes what? (Classroom scenario 14.)

- A. Visual elements as tools for artistic expression.
- B. Memorizing an artist's birth date.
- C. Copying a map legend exactly.
- D. Calculating the collage's perimeter.

132. Which classroom practice best supports social-emotional health? (Classroom scenario 1.)

- A. Rewarding students for hiding all feelings.
- B. Avoiding discussion of peer conflicts.
- C. Requiring students to solve every problem alone.
- D. Teaching students to name emotions and use respectful conflict-resolution steps.

133. Before a vigorous activity, what is the teacher's most important safety step? (Classroom scenario 2.)

- A. Choose teams based only on athletic ability.
- B. Begin before students hear directions.
- C. Check the space and equipment for hazards and explain safe use.
- D. Use equipment that has visible damage.

134. A student with limited mobility is joining a throwing activity. What is the best adaptation? (Classroom scenario 3.)

- A. Exclude the student from the skill-practice activity.
- B. Modify equipment or distance so the student can practice the same skill.
- C. Assign the student only to record scores.
- D. Require identical movements without flexible support.

135. Why do teachers include cooperative games in physical education? (Classroom scenario 4.)

- A. They build communication, fairness, and shared problem-solving skills.
- B. They guarantee that every team ties.
- C. They eliminate the need for movement.
- D. They focus only on individual ranking.

136. Which habit most directly supports long-term physical well-being for children? (Classroom scenario 5.)

- A. Skipping breakfast to save time.
- B. Regular activity combined with adequate sleep and balanced nutrition.
- C. Using screens late into the night.
- D. Avoiding water during active play.

137. Which classroom practice best supports social-emotional health? (Classroom scenario 6.)

- A. Rewarding students for hiding all feelings.
- B. Avoiding discussion of peer conflicts.
- C. Requiring students to solve every problem alone.
- D. Teaching students to name emotions and use respectful conflict-resolution steps.

138. Before a vigorous activity, what is the teacher's most important safety step? (Classroom scenario 7.)

- A. Choose teams based only on athletic ability.
- B. Begin before students hear directions.
- C. Check the space and equipment for hazards and explain safe use.
- D. Use equipment that has visible damage.

139. A student with limited mobility is joining a throwing activity. What is the best adaptation? (Classroom scenario 8.)

- A. Exclude the student from the skill-practice activity.
- B. Assign the student only to record scores.
- C. Modify equipment or distance so the student can practice the same skill.
- D. Require identical movements without flexible support.

140. Why do teachers include cooperative games in physical education? (Classroom scenario 9.)

- A. They guarantee that every team ties.
- B. They eliminate the need for movement.
- C. They focus only on individual ranking.
- D. They build communication, fairness, and shared problem-solving skills.

141. Which habit most directly supports long-term physical well-being for children? (Classroom scenario 10.)

- A. Regular activity combined with adequate sleep and balanced nutrition.
- B. Skipping breakfast to save time.
- C. Using screens late into the night.
- D. Avoiding water during active play.

142. Which classroom practice best supports social-emotional health? (Classroom scenario 11.)

- A. Rewarding students for hiding all feelings.
- B. Teaching students to name emotions and use respectful conflict-resolution steps.
- C. Avoiding discussion of peer conflicts.
- D. Requiring students to solve every problem alone.

143. Before a vigorous activity, what is the teacher's most important safety step? (Classroom scenario 12.)

- A. Check the space and equipment for hazards and explain safe use.
- B. Choose teams based only on athletic ability.
- C. Begin before students hear directions.
- D. Use equipment that has visible damage.

144. A student with limited mobility is joining a throwing activity. What is the best adaptation? (Classroom scenario 13.)

- A. Exclude the student from the skill-practice activity.
- B. Assign the student only to record scores.
- C. Modify equipment or distance so the student can practice the same skill.
- D. Require identical movements without flexible support.

145. Why do teachers include cooperative games in physical education? (Classroom scenario 14.)

- A. They guarantee that every team ties.
- B. They build communication, fairness, and shared problem-solving skills.
- C. They eliminate the need for movement.
- D. They focus only on individual ranking.

146. Which habit most directly supports long-term physical well-being for children? (Classroom scenario 15.)

- A. Skipping breakfast to save time.
- B. Using screens late into the night.
- C. Avoiding water during active play.
- D. Regular activity combined with adequate sleep and balanced nutrition.

147. Which classroom practice best supports social-emotional health? (Classroom scenario 16.)

- A. Rewarding students for hiding all feelings.
- B. Teaching students to name emotions and use respectful conflict-resolution steps.
- C. Avoiding discussion of peer conflicts.
- D. Requiring students to solve every problem alone.

148. Before a vigorous activity, what is the teacher's most important safety step? (Classroom scenario 17.)

- A. Check the space and equipment for hazards and explain safe use.
- B. Choose teams based only on athletic ability.
- C. Begin before students hear directions.
- D. Use equipment that has visible damage.

149. A student with limited mobility is joining a throwing activity. What is the best adaptation? (Classroom scenario 18.)

- A. Exclude the student from the skill-practice activity.
- B. Assign the student only to record scores.
- C. Require identical movements without flexible support.
- D. Modify equipment or distance so the student can practice the same skill.

150. Why do teachers include cooperative games in physical education? (Classroom scenario 19.)

- A. They guarantee that every team ties.
- B. They eliminate the need for movement.
- C. They build communication, fairness, and shared problem-solving skills.
- D. They focus only on individual ranking.

Practice Exam 14: Answer Key and Explanations

- 1. A** — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 2. C** — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 3. D** — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 4. B** — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 5. C** — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 6. A** — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 7. A** — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 8. D** — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.
- 9. C** — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

10. B — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

11. C — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

12. D — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

13. B — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

14. A — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

15. C — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

16. B — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

17. D — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

18. A — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

19. C — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

20. B — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

21. A — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

22. D — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

23. C — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

24. B — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

25. D — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

26. A — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

27. C — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

28. A — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

29. D — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

30. B — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

31. A — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

32. C — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

33. B — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

34. D — The best response applies textual cause and effect to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

35. A — The best response applies language scaffolding to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

36. C — The best response applies decoding assessment to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

37. B — The best response applies phoneme blending to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

38. A — The best response applies using informational text features to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

39. D — The best response applies fluency through repeated reading to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

40. B — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

41. C — The best response applies fraction comparison to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

42. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

43. B — The best response applies categorical data displays to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

44. C — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

45. D — The best response applies relational meaning of equality to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

46. A — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

47. B — The best response applies area as covering to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

48. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

49. A — The best response applies place-value structure to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

50. C — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

51. A — The best response applies fraction comparison to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

52. B — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

53. D — The best response applies categorical data displays to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

54. C — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

55. A — The best response applies relational meaning of equality to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

56. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

57. C — The best response applies area as covering to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

58. B — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

59. C — The best response applies place-value structure to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

60. B — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

61. A — The best response applies fraction comparison to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

62. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

63. A — The best response applies categorical data displays to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

64. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

65. C — The best response applies relational meaning of equality to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

66. B — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

67. C — The best response applies area as covering to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

68. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

69. B — The best response applies place-value structure to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

70. A — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

71. A — The best response applies fraction comparison to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

72. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

73. B — The best response applies categorical data displays to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

74. C — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

75. B — The best response applies relational meaning of equality to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

76. D — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

77. C — The best response applies area as covering to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

78. A — The best response applies multiplicative reasoning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

79. D — The best response applies controlling variables to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

80. C — The best response applies physical and chemical changes to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

81. A — The best response applies evidence-based investigation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

82. B — The best response applies thermal energy transfer to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

83. C — The best response applies engineering design to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

84. B — The best response applies controlling variables to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

85. A — The best response applies physical and chemical changes to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

86. D — The best response applies evidence-based investigation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

87. B — The best response applies thermal energy transfer to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

88. A — The best response applies engineering design to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

89. D — The best response applies controlling variables to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

90. C — The best response applies physical and chemical changes to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

91. B — The best response applies evidence-based investigation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

92. D — The best response applies thermal energy transfer to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

93. C — The best response applies engineering design to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

94. A — The best response applies controlling variables to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

95. B — The best response applies physical and chemical changes to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

96. C — The best response applies evidence-based investigation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

97. D — The best response applies thermal energy transfer to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

98. A — The best response applies engineering design to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

99. D — The best response applies civic participation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

100. B — The best response applies map scale to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

101. C — The best response applies primary and secondary sources to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

102. A — The best response applies public goods and taxation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

103. B — The best response applies geographic analysis to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

104. C — The best response applies civic participation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

105. D — The best response applies map scale to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

106. A — The best response applies primary and secondary sources to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

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108. C — The best response applies geographic analysis to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

109. A — The best response applies civic participation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

110. D — The best response applies map scale to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

111. D — The best response applies primary and secondary sources to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

112. C — The best response applies public goods and taxation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

113. B — The best response applies geographic analysis to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

114. A — The best response applies civic participation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

115. B — The best response applies map scale to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

116. D — The best response applies primary and secondary sources to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

117. C — The best response applies public goods and taxation to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

118. A — The best response applies musical rhythm to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

119. B — The best response applies visual expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

120. C — The best response applies drama as expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

121. A — The best response applies cultural context in the arts to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

122. D — The best response applies musical rhythm to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

123. B — The best response applies visual expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

124. D — The best response applies drama as expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

125. A — The best response applies cultural context in the arts to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

126. C — The best response applies musical rhythm to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

127. A — The best response applies visual expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

128. C — The best response applies drama as expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

129. D — The best response applies cultural context in the arts to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

130. B — The best response applies musical rhythm to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

131. A — The best response applies visual expression to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

132. D — The best response applies social-emotional learning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

133. C — The best response applies physical-activity safety to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

134. B — The best response applies inclusive movement instruction to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

135. A — The best response applies cooperative physical activity to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

136. B — The best response applies health-promoting habits to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

137. D — The best response applies social-emotional learning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

138. C — The best response applies physical-activity safety to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

139. C — The best response applies inclusive movement instruction to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

140. D — The best response applies cooperative physical activity to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

141. A — The best response applies health-promoting habits to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

142. B — The best response applies social-emotional learning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

143. A — The best response applies physical-activity safety to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

144. C — The best response applies inclusive movement instruction to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

145. B — The best response applies cooperative physical activity to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

146. D — The best response applies health-promoting habits to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

147. B — The best response applies social-emotional learning to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

148. A — The best response applies physical-activity safety to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

149. D — The best response applies inclusive movement instruction to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.

150. C — The best response applies cooperative physical activity to the stated classroom evidence. It addresses the learning goal directly and gives the teacher information or practice that can guide the next lesson. The other choices confuse related ideas, omit an essential step, or use an activity that would not resolve the specific need described in the question.