

Knowledge Quiz: Self-Check Answers

Multiple Choice

Question 1: The concept of overlearning is associated with

- b. independent practice.

Question 2: Research shows that, provided teachers use the same text,

- b. there can be a large difference in material covered.

Question 3: The primary goal of effective classroom management is

- d. to promote learning.

Question 4: Monitoring is conducted to

- d. assess student learning and improve instruction.

Question 5: Students seated farther away and receiving less direct instruction often

- c. have low teacher expectations.

Question 6: A hesitant, correct response by a student should be followed by

- d. a praise statement and a quick review of the reasons the answer was correct.

Question 7:

- d. Time spent actively engaged in all instructional tasks is engaged time.

Question 8: Praise is effective when it

- d. uses students' prior accomplishments for describing present performance.

Question 9: Teacher "withitness" is related to

- a. monitoring and moving around the entire class.

Question 10: The goals and the quality of assignments should be

- a. clarified by the teacher.

Question 11:

- c. Guided practice is integrated with other content presentation activities.

Question 12: Classroom activities should provide

- b. varying amounts of guided practice based on student performance.

Question 13:

- b. The time spent in changing from teacher demonstration to student practice would be an example of transition time

Question 14: The term *instructional alignment* refers to the relationship

- b. among curriculum, instruction, and testing.

Question 15: The use of extreme forms of intervention should

- a. cause the teacher to review present management practices.

Question 16: *Academic feedback* refers to

- d. a range of written and oral interactions between teacher and student.

Question 17: Research has shown that effective teachers

- d. ask 300 percent more questions than less effective teachers.

Question 18:

- c. ALT places an emphasis on student success in the task.

Question 19: A major reason for setting and implementing rules is to

- c. demonstrate an awareness of behavior problems and a commitment to learning tasks.

Question 20: The student error rate in guided practice

- b. determines when independent practice can be initiated.

Question 21: Student performance on prerequisite skills determines

- d. whether the new content will be introduced immediately.

Question 22: Student engagement is easier in

- b. group settings

Question 23: The most appropriate time to identify student errors is during

- c. guided practice.

Question 24: The prevention of misbehavior is most effectively managed by

- c. maintaining strong, durable instructional procedures.

Question 25: Effective teaching is characterized by

- d. productive student engagement and careful teacher supervision.

Question 26:

- c. *Pacing* refers to both the rate at which the class progresses through the curriculum and the pace at which lessons are conducted.

Question 27: Effective transitions

- c. require increased vigilance by the teacher.

Question 28: “What,” “where,” and “when” questions would be characterized as

- b. low-level questions.

Question 29: An effective correction procedure is often characterized by

- a. reteaching and prompting.

Question 30: If a course is taught once a day, the daily testing should be supplemented with at least

- c. a weekly comprehensive diagnostic mastery test.

Question 31: In schools where the curriculum content and time allocations are clear,

- d. time allocations can vary by several hundred percent.

Question 32: The more you reprimand students.

- b. the more you need to use reprimands.

Question 33: One way to determine the effectiveness of guided practice is to

- b. determine the level of success in subsequent independent practice.

Question 34: Individualized instruction emphasizes

- d. the monitoring of individuals to match instruction to needs.

Question 35: The term *instructionally diagnostic* refers to

c. the cross-referencing between test items and instructional elements.

Question 36: If using a combination of choral and individual responses,
b. stress choral responses in the initial stages of learning.

Question 37: The use of elegant rules and practical problem-solving strategies facilitates
a. effective correction procedures.

Question 38:
b. *Allocated time* refers to the quantity of time available for instruction.

Question 39: An engaged time level of 90 percent
b. can be accomplished regularly by very effective teachers.

Question 40: Instruction in prerequisite skills is best stressed
d. at the beginning of the lesson.

Question 41: Effective classrooms are characterized by
a. the expectation of success.

Question 42: Misbehavior is best approached by procedures that stress
a. replacement.

Question 43: Most interventions should be
b. relatively unintrusive.

Question 44: For questions to be effective,
c. "high-level" questions can be in the minority.

Question 45: Reprimands should
a. be infrequent.

Question 46: A firm, correct response by a student should be followed by
c. a short confirmation and quick movement to the next question.

Question 47: Research shows that the final arbiter of what is taught is
a. the teacher.

Question 48: Testing and reteaching should be viewed as
a. an integral and normal part of instruction.

Question 49: Rules should be introduced and defined.
d. as procedures that have value for individual and group functioning.

Question 50: Research indicates that effective teachers present new material through lectures, discussions, and demonstrations for
c. 20 to 25 minutes per day.