

## Knowledge Quiz: Self-Check Test

### Multiple Choice

*Question 1:* The concept of overlearning is associated with

- a. guided practice.
- b. independent practice.
- c. daily reviews.
- d. monthly reviews.

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

- a. there is little difference in the amount of material covered.
- b. there can be a large difference in material covered.
- c. there is little variability in what students learn.
- d. difference in content covered will be related to student needs.

*Question 3:* The primary goal of effective classroom management is

- a. an orderly classroom.
- b. to reduce misbehavior.
- c. to prevent misbehavior.
- d. to promote learning.

*Question 4:* Monitoring is conducted to

- a. grade students.
- b. assess student learning.
- c. improve instruction.
- d. assess student learning and improve instruction.

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

- a. are the most independent students.
- b. are the most successful students.
- c. have low teacher expectations.
- d. have high teacher expectations.

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

- a. extensive praise and quick movement to the next question.
- b. prompting and reteaching.
- c. a short praise statement and quick movement to the next question.
- d. a praise statement and a quick review of the reasons the answer was correct.

*Question 7:*

- a. Engaged time includes the time a student spends waiting quietly for the lesson start.
- b. Helping the teacher set up the overhead projector is engaged time.
- c. Time spent on "busy work" is not engaged time.
- d. Time spent actively engaged in all instructional tasks is engaged time.

*Question 8:* Praise is effective when it

- a. orients students toward comparisons with others.
- b. attributes success to ability alone.
- c. is restricted to global, positive actions.
- d. uses students' prior accomplishments for describing present performance.

*Question 9:* Teacher "withitness" is related to

- a. monitoring and moving around the entire class.
- b. relevant curriculum.
- c. an appreciation of teenage cultural trends.
- d. identifying with faddish instruction.

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

- a. clarified by the teacher.
- b. clarified by the student.
- c. unimportant for good students
- d. left unclear to add a challenge.

*Question 11:*

- a. Guided practice is conducted until learning is automatic.
- b. Guided practice is a part of independent learning activities.
- c. Guided practice is integrated with other content presentation activities.
- d. Guided practice is included with most daily reviews.

*Question 12:* Classroom activities should provide

- a. equal guided practice for all.
- b. varying amounts of guided practice based on student performance.
- c. equal amounts of independent practice.
- d. similar amounts of guided and independent practice.

*Question 13:*

- a. Learning is increased if each lesson is restricted to a single learning activity, such as guided practice or independent practice.
- b. The time spent in changing from teacher demonstration to student practice would be an example of transition time
- c. Increasing transition time increases achievement, because teachers and students can get a much needed rest.
- d. Reducing the number of lesson activities reduces transition time and increases achievement.

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

- a. among the classroom furniture.
- b. among curriculum, instruction, and testing.
- c. between instruction and testing.
- d. between curriculum and testing.

*Question 15:* The use of extreme forms of intervention should

- a. cause the teacher to review present management practices.
- b. show all students the teacher is serious.
- c. increase a teacher's credibility with school administrators.
- d. be conducted at regular intervals.

*Question 16: Academic feedback refers to*

- a. questions only.
- b. teacher's oral feedback on academic issues.
- c. academic tests.
- d. a range of written and oral interactions between teacher and student.

*Question 17: Research has shown that effective teachers*

- a. ask as many questions as less effective teachers.
- b. ask 10 percent more questions than less effective teachers.
- c. ask 150 percent more questions than less effective teachers.
- d. ask 300 percent more questions than less effective teachers.

*Question 18:*

- a. ALT is essentially the same as engaged time.
- b. ALT is academic looking time.
- c. ALT places an emphasis on student success in the task.
- d. Increasing the number of transitions increases ALT.

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

- a. acquaint all students with classroom practices.
- b. restore order after an incident.
- c. demonstrate an awareness of behavior problems and a commitment to learning tasks.
- d. provide a basis for citizenship grades.

*Question 20: The student error rate in guided practice*

- a. determines student grades.
- b. determines when independent practice can be initiated.
- c. should be at least 50 percent.
- d. should be at least 75 percent.

*Question 21: Student performance on prerequisite skills determines*

- a. what grade the student receives.
- b. how difficult the lesson will be.
- c. the students who will succeed.
- d. whether the new content will be introduced immediately.

*Question 22: Student engagement is easier in*

- a. individual settings.
- b. group settings
- c. during transitions
- d. independent practice.

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

- a. independent practice.
- b. homework.
- c. guided practice.
- d. overlearning.

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

- a. reprimanding students immediately.
- b. ignoring all inappropriate behavior.
- c. maintaining strong, durable instructional procedures.
- d. keeping all desks in rows.

*Question 25:* Effective teaching is characterized by

- a. student compliance with authority.
- b. extensive student choices.
- c. student-directed instruction and a range of alternate activities.
- d. productive student engagement and careful teacher supervision.

*Question 26:*

- a. Slowing the presentation pace is the best way to help low achievers.
- b. Allowing students to work independently at their own pace is clearly the only way to go.
- c. *Pacing* refers to both the rate at which the class progresses through the curriculum and the pace at which lessons are conducted
- d. A brisk pace should always be used, regardless of student success.

*Question 27:* Effective transitions

- a. provide a break for the teacher.
- b. give students a lengthy break.
- c. require increased vigilance by the teacher.
- d. take the pressure off teacher and students.

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

- a. high-level questions.
- b. low-level questions.
- c. difficult questions.
- d. easy questions.

*Question 29:* An effective correction procedure is often characterized by

- a. reteaching and prompting.
- b. a teacher response to student misbehavior.
- c. teaching students to correct other students.
- d. inconsistent responses to different students for the same error.

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

- a. a monthly comprehensive diagnostic mastery test.
- b. an end-of-course test.
- c. a weekly comprehensive diagnostic mastery test.
- d. an annual standardized test.

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

- a. there is little variability in engaged time among teachers.
- b. there is virtually no variability in engaged time.
- c. there will be only modest variability in engaged time, based on student needs.
- d. time allocations can vary by several hundred percent.

*Question 32:* The more you reprimand students.

- a. the greater student achievement.
- b. the more you need to use reprimands.
- c. the greater student respect.
- d. the easier it is to get attention.

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

- a. determine the amount of time given to it.
- b. determine the level of success in subsequent independent practice.
- c. see if prerequisite skills are mastered.
- d. see if it is associated with demonstrations.

*Question 34:* Individualized instruction emphasizes

- a. the use of physical individualization.
- b. the use of individual work stations.
- c. the use of tutorial approaches to match instruction to needs.
- d. the monitoring of individuals to match instruction to needs.

*Question 35:* The term *instructionally diagnostic* refers to

- a. use of diagnostic normative tests.
- b. use of standardized tests.
- c. the cross-referencing between test items and instructional elements.
- d. the cross-referencing between curriculum and instructional elements.

*Question 36:* If using a combination of choral and individual responses,

- a. stress individual responses in the initial stages of learning.
- b. stress choral responses in the initial stages of learning.
- c. use choral responses only with independent practice.
- d. use choral responses only with guided practice.

*Question 37:* The use of elegant rules and practical problem-solving strategies facilitates

- a. effective correction procedures.
- b. students' errors.
- c. confusion in low achievers.
- d. long explanations.

*Question 38:*

- a. *Allocated time* refers to the quality and quantity of time available.
- b. *Allocated time* refers to the quantity of time available for instruction.
- c. There is little relationship between allocated time and student achievement.
- d. There is no relationship between allocated time and student achievement.

*Question 39:* An engaged time level of 90 percent

- a. is impossible.
- b. can be accomplished regularly by very effective teachers.
- c. is typical of most teachers.
- d. is easily achieved.

*Question 40:* Instruction in prerequisite skills is best stressed

- a. when students fail.
- b. as a part of guided practice.
- c. as a part of independent practice.
- d. at the beginning of the lesson.

*Question 41:* Effective classrooms are characterized by

- a. the expectation of success.
- b. a highly affective climate.
- c. open architecture.
- d. an authoritarian climate.

*Question 42:* Misbehavior is best approached by procedures that stress

- a. replacement.
- b. punishment.
- c. reprimands.
- d. order.

*Question 43:* Most interventions should be

- a. quick and intrusive.
- b. relatively unintrusive.
- c. accompanied by a detailed explanation.
- d. obvious to all students.

*Question 44:* For questions to be effective,

- a. all questions should be “high-level” questions.
- b. the majority of the questions should be “high-level” questions.
- c. “high-level” questions can be in the minority.
- d. “low-level” questions can be in the minority.

*Question 45:* Reprimands should

- a. be infrequent.
- b. be general.
- c. address specific academic errors.
- d. be given as many times as praise statements.

*Question 46:* A firm, correct response by a student should be followed by

- a. extensive praise and quick movement to the next question.
- b. prompting or reteaching.
- c. a short confirmation and quick movement to the next question.
- d. a praise statement and quick review of the reasons why the answer was correct.

*Question 47:* Research shows that the final arbiter of what is taught is

- a. the teacher.
- b. the curriculum supervisor.
- c. the superintendent.
- d. the school board.

*Question 48:* Testing and reteaching should be viewed as

- a. an integral and normal part of instruction.
- b. a sign of an incompetent instructor.
- c. punishment for poor work habits.
- d. a rarely used activity.

*Question 49:* Rules should be introduced and defined.

- a. as a way of indicating respect for teacher authority.
- b. as procedures that cannot be questioned.
- c. as procedures that are optional.
- 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

- a. 10 to 15 minutes per day.
- b. 15 to 20 minutes per day.
- c. 20 to 25 minutes per day.
- d. 25 to 30 minutes per day.