

TEST ITEMS – Chapter 2

MULTIPLE-CHOICE ITEMS

Select the letter of the choice that best answers the questions.

1. Which of the following is not an example of an accepted and professional way to get to know your students?
 - a. Consulting the school's cumulative records for your students
 - b. Looking up your students on social networking websites
 - c. Using student questionnaires to learn about their interests
 - d. Contacting your students' parents and families for information about your students' at-home study habits

2. Which of the following contextual factors for guiding planning address geographic location, community and school population, race/ethnicity, and socio-economic profile?
 - a. Student characteristics
 - b. Classroom factors
 - c. Community, district, and school factors
 - d. Instructional implications

3. Which of the following contextual factors for guiding planning address factors such as age, gender, special needs, skill levels, and language?
 - a. Student characteristics
 - b. Classroom factors
 - c. Community, district, and school factors
 - d. Instructional implications

4. When comparing male and female student characteristics, females generally exhibit the following except:
 - a. exhibit lower self esteem
 - b. are more extroverted and trusting
 - c. are less aggressive
 - d. develop verbal and motor skills slower

5. Categories for special education services include all the following except:
 - a. hearing impairment
 - b. intellectual disabilities
 - c. gifted students
 - d. disengaged students

6. A student who cannot learn at an average rate from the instructional resources that are designated for the majority of students in the classroom can be called:
 - a. an English language learner
 - b. a disengaged student
 - c. a struggling learner
 - d. a disabled student

7. Children or adolescents who are not able to acquire and/or use the skills necessary to develop their potential and become productive members of society are called:
 - a. students at risk
 - b. struggling learners
 - c. disabled students
 - d. students in poverty

8. When working with students in poverty, you should do all the following except:
 - a. arrange for independent work and tasks
 - b. capitalize on their interests

- c. be sure expectations are realistic
 - d. give clear and specific directions
9. The rates of student disengagement are higher among all the following except:
- a. youths from lower socioeconomic status households
 - b. youths from ethnic groups other than white or Asian
 - c. male students
 - d. youths from suburban districts
10. A classroom where students learn to be proud of themselves, to respect human differences, and to speak up for what is right can be described as:
- a. a standards-based classroom.
 - b. an anti-bias classroom.
 - c. a charter school.
 - d. a least restrictive environment.
11. Learning activity packets, task cards, and learning contracts are some examples of:
- a. differentiated materials.
 - b. learning goals.
 - c. reflective teaching practice.
 - d. unfair advantages which not all students have access to.
12. The curriculum can be differentiated in all the following ways except the:
- a. content.
 - b. process.
 - c. professional standards.
 - d. products.
13. The instructional activities or approaches used to help students learn the curriculum are known as the:
- a. content.
 - b. groupings.
 - c. products.
 - d. process.
14. What is a student's entry point into a particular content or skill?
- a. Process
 - b. Readiness
 - c. Assessment
 - d. Interest
15. A student's learning profile may be influenced by all the following except:
- a. gender
 - b. culture
 - c. assessment procedures
 - d. learning style
16. Using texts at a variety of reading levels, focusing on main concepts instead of minor details, and instructing through both whole-to-part and part-to-whole approaches are examples of differentiating instruction through the:
- a. process.
 - b. content.
 - c. product.
 - d. assessment.

TRUE-FALSE QUESTIONS

Circle either the T or the F for each of the following statements.

1. One way for teachers to gather information about their students is to meet with parents and guardians in individual conferences.
2. Contextual classroom factors to guide teacher planning include the physical features of the classroom, availability of technology equipment, and the content of the curriculum being taught.
3. English Language Learners benefit from collaborative work.
4. A modification for an exceptional student involves a change in standard learning expectations.
5. Seriously disengaged students are simply underachievers who want a lot of attention.
6. Once you have determined your curriculum at the beginning of the school year, you should never stray from it or vary your instructional methods.
7. Teachers can differentiate assignments by altering the length, difficulty, or time span of the assignment.
8. Content includes the knowledge, skills, and attitudes related to the subject and the materials through which learning is accomplished.
9. Process includes the vehicles through which students demonstrate what they have learned.
10. Universal design for learning is a way to adapt the curriculum and delivery of instruction to meet the needs of all learners.
11. The *products* of a curriculum include assessments in which students demonstrate what they have learned.

KEY TERMS

Provide a definition for each of these terms:

1. Accommodation
2. Cultural responsive teaching
3. Differentiated instruction
4. Exceptional students
5. Student engagement
6. Students at risk

SHORT-ANSWER QUESTIONS

Answer each of the following in approximately two or three sentences.

1. Identify some ways that you can get to know your students in order to better support their learning.
2. Identify one category of contextual factors for guiding planning, and then describe the characteristics of the category.

3. What is meant by placing a student in the least restrictive environment?
4. What is an achievement gap? What can teachers do to help remove the gap?
5. What are some advantages with the use of differentiated materials?
6. With the Universal Design for Learning, identify some options that teachers might plan for students to acquire knowledge and skills (i.e., multiple means of representation).

ESSAY AND DISCUSSION QUESTIONS

Answer each of the following in approximately two paragraphs.

1. Why should teachers consult several different resources when gathering information to get to know their students?
2. Identify some community factors in planning. How can teachers take community factors into account when planning lessons?
3. What is culturally responsive teaching? How can that help promote student learning?
4. What is a struggling learner? What can teacher do to help struggling learners?
5. Discuss the reasons for offering a responsive curriculum. Identify several ways that could be done.
6. Identify and discuss the advantages of Universal Design for Learning.

ANSWERS TO TEST ITEMS – Chapter 2

Multiple-Choice Questions

1. B
2. C
3. A
4. D
5. D
6. C
7. A
8. A
9. D
10. B
11. A
12. C
13. D
14. B
15. C
16. B

True-False Questions

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. T
11. T