

Chapter 2

Teaching and Assessing Language Arts

Chapter 2 Multiple Choice Questions

1. Of the following, the most useful tool for engaging students in self-reflection and goal setting is the:

- a) criterion-referenced test
- b) norm-referenced test
- c) anecdotal note
- d) portfolio

2. A 3-tier process which many elementary schools use to identify students' needs and provide intervention is known as:

- a) Headstart
- b) Reading Recovery
- c) Common Core Standards
- d) Response to Intervention

3. Mrs. Marsico's third-grade class is reading a novel, *The Trumpet of the Swan*, and completing many related activities. Because the entire class is reading the same novel, they are participating in a:

- a) Literature Circle
- b) Literature Focus Unit
- c) Reading Workshop
- d) Repetend

4. To prepare for student and parent conferences, sixth-grade teacher Eileen Baker and her students compile folders with each student's writing samples and videos of presentations. This action shows that the teacher is monitoring her students' progress by using:

- a) portfolios
- b) anecdotal notes
- c) miscue analyses
- d) reading logs

5. There are four fifth-grade classrooms in the Brady School. To make the language arts assessment process more consistent, the principal and teachers worked together to develop:

- a) portfolios
- b) rubrics
- c) miscue analyses
- d) Literature Focus Units

6. Teachers in the Schiffer School District are working together to integrate language arts instruction with science instruction. Of the following, the most appropriate and effective instructional pattern to accomplish this goal would be:

- a) literature circles
- b) literature focus units
- c) reading and writing workshop
- d) thematic units

7. During writing workshop, students usually:

- a) complete teacher-directed activities
- b) select their own writing topics
- c) complete all activities online
- d) write informational texts

8. Students often assume roles such as word wizard, illustrator, or passage master when they participate in:

- a) literature circles
- b) literature focus units
- c) reading and writing workshop
- d) thematic units

9. First-grade teacher Jessica Toby strives to use authentic assessment. Of the following, the most authentic way to determine her students' progress in spelling would be to:

- a) conduct a spelling bee
- b) test students on a list of words
- c) collect writing samples and examine the students' spelling in their compositions
- d) observe students as they sit at the computer and use online spell-check tools

10. In Becky Strong's fifth-grade classroom, some students enjoy reading books by Lois Lowry, others like the work of Jerry Spinelli; and a third group prefers books written by Donna Jo Napoli. The best way for this teacher to provide choice and opportunities for discussion would be to implement:

- a) literature circles
- b) literature focus units
- c) shared reading
- d) interactive reading

11. Appropriate language arts instructional patterns include literature circles, literature focus units, reading and writing workshop, and thematic units. Effective teachers:

- a) select one pattern and use it exclusively for consistency
- b) vary the approach to fit the situation and the students' needs
- c) ask students to vote for their preference at the start of the school term
- d) work with other faculty members to select the one best approach for their school

12. In Valerie Adair's third-grade class, each student is able to select his/her own book. After reading their self-selected books independently, the students write responses in their reading logs. This teacher is implementing an approach known as:

- a) literature circles
- b) literature focus units
- c) reading workshop
- d) thematic units

13. Of the following, it is most important for teachers to always:

- a) develop norm-referenced tests
- b) administer standardized tests
- c) examine the results of previously given standardized tests
- d) determine students' background knowledge before beginning instruction

14. Researcher Yetta Goodman discussed the need for teachers to observe students as they participate in language arts activities. She described this process as:

- a) kid watching
- b) discourse analysis
- c) schemata
- d) scaffolding

15. Language arts teachers use conferences to monitor students' progress. The teacher's role in a conference is to:

- a) be a listener and guide
- b) mediate disputes between students
- c) grade assignments
- d) select books for the student's independent reading

16. To plan instruction, new teacher Brooke Hippert needed to know which writing strategies her students could already use effectively. Of the following, the best way for a teacher to determine which writing strategies students can use is to:

- a) examine the results of standardized tests
- b) examine samples in the students' portfolios
- c) speak with the school principal
- d) distribute graphic organizers

17. Fifth grade teacher Ashley Venti introduced a new book, helped students form predictions, and then encouraged students to read the first chapter silently. This teacher used an instructional technique known as:

- a) shared reading
- b) modeled reading
- c) guided reading
- d) choral reading

18. When using Literature Circles, teachers should:

- a) keep students in the same groups for the entire school year
- b) use flexible grouping to meet students' needs
- c) require all students in the class to read the same novels
- d) require all texts to be read at home

19. The fourth grade students submitted their comprehensive final projects. Although the teacher had general rubrics that had been used for other assignments, he correctly decided that it would be most appropriate to:

- a) design a rubric that specifically addressed the assignment
- b) decline to give feedback on the assignment
- c) ask parents/guardians to evaluate the assignment
- d) give all students the same grade

20. In addition to giving students grades for their assignments, sixth-grade teacher Harry Bonhage would also like to offer them constructive feedback. Of the following, the best way to accomplish that goal would be to:

- a) have conferences with the students throughout the school year
- b) write letters at the end of the school year
- c) create literature focus units
- d) differentiate instruction

21. When students participate in writing workshop, the teacher should:

- a) keep everyone at the same stage to build classroom community
- b) monitor as each student works at his own pace
- c) select the topics and genres
- d) edit the work before sharing with the entire class

22. When teaching students who are English language learners, it is most helpful to scaffold their learning by using:

- a) visuals such as photographs and maps
- b) whole-class instruction
- c) nonstandard English
- d) above-grade-level materials

23. When developing a language arts program for students who are English language learners, teachers should:

- a) provide opportunities for conversation in small groups
- b) use only whole class instruction
- c) have all instructional materials translated into the student's native language
- d) use only materials printed in English

24. Matthew, a 6-year-old student, is not making satisfactory progress in the school's language arts program. The person who could most likely help his teacher implement additional effective instructional techniques would be:

- a) Matthew's previous teacher
- b) Matthew's older sibling, who attends the same school
- c) the school's literacy coach
- d) the school's psychologist

25. Several students who are English language learners have enrolled in Doris Triado's third-grade class. The principal has correctly advised this teacher to:

- a) excuse English language learners from all assignments

- b) require English language learners to complete assignments in their native languages and in English
- c) provide time for English language learners to talk with classmates
- d) provide large-print materials for everyone

Chapter 2 Short Answer Questions

1. During Writing Workshop, students usually write on topics they choose themselves. What are the benefits of allowing students to select their own writing topics?

2. Describe two ways in which technology can play a role in language arts assessment.

3. How do portfolios differ from traditional student work folders?

4. List three ways in which teachers can differentiate instruction.

5. Sixth-grade teacher Stephen George would like to use thematic units but he fears that it will be difficult to monitor progress and keep the students organized. How can a teacher help students stay organized and monitor their progress when using thematic units?

6. Students engage in many activities during a thematic unit. Suggest and explain three appropriate activities for a thematic unit.

7. List and explain two ways to help students assess their own learning.

Chapter 2 Answer Key

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Answers to Chapter 2 Multiple Choice Questions

1. d	6. d	11. b	16. b	21. b
2. d	7. b	12. c	17. c	22. a
3. b	8. a	13. d	18. b	23. a
4. a	9. c	14. a	19. a	24. c
5. b	10. a	15. a	20. a	25. c

Answers to Chapter 2 Short Answer Questions

1. During Writing Workshop, students usually write on topics they choose themselves. What are the benefits of allowing students to select their own writing topics?

When students write on topics of their own choosing, they usually:

- Assume ownership of their learning
- Apply their personal experiences
- Show increased motivation to write and share their work with others

2. Describe 2 ways in which technology can play a role in language arts assessment.

Technology can enhance language arts assessment in many ways:

- Teachers can use online programs to determine whether a text is written at an appropriate level for the students (i.e., Scholastic's Teacher Book Wizard program).
- Automated scoring programs can be used to help teachers evaluate students' word processed compositions.
- Students can create digital portfolios to store and share their work.

3. How do portfolios differ from traditional student work folders?

Portfolios are student oriented. Work folders are usually teachers' collections. Students select the samples to be included in a portfolio while teachers often place all completed assignments in work folders.

4. List three ways in which teachers can differentiate instruction.

Teachers can differentiate instruction by:

- Offering choices
- Using small groups

- Creating centers
- Integrating all six language arts
- Incorporating projects

5. Sixth-grade teacher Stephen George would like to use thematic units, but he fears that it will be difficult to monitor progress and keep the students organized. How can a teacher help students stay organized and monitor their progress when using thematic units?

Teachers can help students stay organized and monitor progress by using:

- **Checklists**
Teachers use checklists as they observe students. Checklists can be used to track students' progress during thematic units as well as during literature focus units, literature circles, and reading and writing workshop. Assignment checklists can be given to students to make them aware of assignments and expectations and to help them organize their work. For example, teachers could create an assignment checklist as they plan a thematic unit. Students would then receive a copy of the checklist at the beginning of the unit and keep it in their unit folder. Students could check off assignments as they complete them so that the teacher and students could assess progress periodically.
- **Rubrics**
When planning a thematic unit, teachers could develop rubrics. If the teacher gave the rubric to the students at the start of the unit, the students would understand the expectations and could use the rubric to monitor their progress during the unit.

6. Students engage in many activities during a thematic unit. Suggest and explain three appropriate activities for a thematic unit.

During a thematic unit, students could:

- **Read**
Students could read informational trade books, magazines, stories, poems, and content-area textbooks related to the unit.
- **Keep learning logs**
Students could keep learning logs in which they write entries about new concepts, record new and interesting words, make charts and diagrams, and reflect on their learning.
- **Make visual representations**
Students could create clusters, maps, timelines, Venn Diagrams, data charts, and other diagrams and displays. They could use these visual representations as tools to organize information.
- **Create projects**
Students could create projects to apply their learning and demonstrate new knowledge. The projects could range from alphabet books and oral reports to posters and dramatizations.

7. List and explain two ways to help students assess their own learning.

Students can assess their own learning by using:

- **Portfolios**
Students assess their own learning by selecting items to include in their portfolios and by examining each item in the portfolio.
- **Rubrics**
Students can use rubrics to assess their literacy growth. They can read their compositions and highlight words or check statements that best describe their compositions.
- **Checklists**
Students can keep track of assignments with checklists. As students complete assignments, they can check them off so that it will be easy for them to review their progress.