Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. The concept of vertical equity is focused on which of the following?
   a. Equal access to textbooks
   b. Highly qualified teachers in all classrooms
   c. Mastery of academic content standards
   d. Access to food during the school day

2. McLeskey, Landers, Williamson, & Hoppey (2010) conducted research on the placement of students with disabilities in the last 15 years and found the following:
   a. Large increases in general education placement and large increases in resource room placement.
   b. Large increases in general education placement and large decreases in self-contained placement.
   c. Large decreases in general education placement and large decreases in resource room placement.
   d. Large increases in general education placement and large decreases in resource room placement.

3. Which of the following supports must be in place for data-based decision making in schools to be effective?
   a. Professional development focused on data-based decision making skills.
   b. Complex technological software that supports the analysis of data.
   c. Evaluation requirements related to data-based decision making to hold them accountable.
   d. Degrees in data-based decision making and statistical analysis of learning data.

4. According to Mandinach & Jackson (2013), which of the following is a major reason that there is limited research related to data-based decision making?
   a. School districts do not allow researchers to come into their buildings to study data-based decision-making.
   b. Data-based decision making is a generic tool that crosses contents and levels, making it difficult to design studies related to its impact.
   c. There is not enough interest from public education institutions to implement data-based decision making practices in schools.
   d. Preliminary reports indicate data-based decision making is not effective, so teachers do not want to use the framework.
5. The validity of data is related to:
   a. The process through which it is communicated to stakeholders.
   b. The usefulness of the data to the teacher.
   c. The concept that every time an assessment is given, it yields similar results.
   d. The idea that the data is appropriate for what it is being used for.

6. According to Mandinach and Jackson (2013), during which stage of Easton’s Cycle of Inquiry would teachers develop evidence-based interventions to support student needs identified during data analysis?
   a. Use data to identify problem
   b. Identify possible solutions
   c. Monitor continuous progress
   d. Use research to examine impact

7. According to Mandinach and Jackson (2013), during which stage of Easton’s Cycle of Inquiry would teachers use standards-based assessments to ensure that their intervention is working?
   a. Use data to identify problem
   b. Identify possible solutions
   c. Monitor continuous progress
   d. Use research to examine impact

8. Which of the following is a common barrier to the use of data by classroom teachers?
   a. Classroom teachers think data is unimportant for the work that they do.
   b. Classroom teachers do not have any data to be reviewing to inform their practice.
   c. Student data that is collected is not always useful in informing instructional practice.
   d. Collected student data is protected by privacy laws that teachers have to navigate.

9. Hamilton et al. (2009) recommends that data and feedback related to assessments be given to students in a timely fashion so that students:
   a. Can clearly understand their areas of strength and weakness related to the content standard to direct their learning.
   b. Do not have to wait too long to receive their grades, because waiting causes much anxiety that is not good for students.
   c. Can discuss their learning with their parents and make home-based plans for homework in the evening.
   d. Can participate in lunch rewards programs related to good marks on their formative assessments.
10. To ensure that school and district leaders involve all stakeholders in education and clearly articulate the requirements of student assessment data, Hamilton et al. (2009) recommend that administrators:

   a. Provide teachers an extra preparation period to discuss data.
   b. Develop and maintain a districtwide data system.
   c. Hold regular parent-teacher association meetings.
   d. Purchase technology to support the use of data in classrooms.

11. According to Smith, Smith, and Haring (1977), the essential point of entry to mastery of a behavior is fundamentally based on a student’s:

   a. Prerequisite knowledge.
   b. Motivation to learn.
   c. Mastery of new component skills.
   d. Relationship to the teacher during instruction.

12. According to Smith, Smith, and Haring (1977), the ridgeline is:

   a. The specific skill to be analyzed into component parts.
   b. The behavior that is placed in a box in the upper right corner.
   c. The major component parts placed in sequential order.
   d. The statement of prerequisite requirements for mastery.

13. What purpose does field-testing of the lattice task analysis serve (Smith, Smith, & Haring, 1977)?

   a. Field-testing allows teachers to determine a student’s level of prerequisite knowledge.
   b. Field-testing allows teachers to ensure that the lattice they have developed is valid.
   c. Field-testing allows teachers to determine the best format of instruction related to the lattice task analysis.
   d. Field-testing allows teachers to practice with materials prior to implementation with a larger group of students.

14. The Common Core State Standards (CCSS) were primarily developed to:

   a. Create harder assessments for students in K-12 education.
   b. Develop expert, independent, and d. Provide specific strategies for students
15. The Common Core State Standards (CCSS) in mathematics contain a series of mathematical practice standards that are designed to:

a. Teach students basic mathematical concepts (e.g., addition, subtraction, multiplication, division).
b. Teach students higher-level math skills (e.g., algebra, geometry, calculus, trigonometry).
c. Differentiate instruction for all learners in a classroom environment to support the achievement of culturally and linguistically diverse students.
d. Teach students a variety of processes and proficiencies so they have a variety of options for solving math problems and understand their meaning.

16. The Common Core State Standards (CCSS) in English Language Arts are all anchored in a specific set of standards, called:

a. Vertically Aligned Standards
b. College and Career Readiness Standards

c. Postsecondary Education Readiness Standards
d. Ultimate Learning Outcomes and Standards

17. One of the major issues faced by teachers in determining the best ways to teach academic content standards is the standards are:

a. Too specific, and it is hard to create year-long instructional plans anchored in standards.
b. Lack a discussion of the component skills that students must have before mastering the overall unit of instruction.
c. Differentiated to an extent that makes it difficult to determine which standard to use for specific groups of students.
d. Focused on learning processes instead of content-area pedagogy, making it difficult to ensure mastery of content.

18. The development of a lattice task analysis of academic content standards supports teachers by providing:

a. Specific lesson plans that can be taught to support instruction related to the content standard.
b. Guidelines for unit projects that can be assigned at the end of instruction to determine overall mastery.
b. Plans for co-teaching in a content area classroom and the assignment of specific roles and responsibilities of teachers.
d. A systematic format for instruction that allows knowledge to be expanded and refined.

19. According to Morgan et al. (in press) and Ainsworth (2003), the first stage of unwrapping an academic content standard is to:

a. Code the standard.
b. Identify the facts needed.
c. Create a lattice task analysis.
d. Write the essential questions.

20. The ultimate purpose of considering Depths of Knowledge (DOK) is to:

a. Hold students to rigorous, college- and career-ready expectations.
b. Refine student learning so they can use knowledge in new situations.
c. Ask high-quality and purposeful group questions to engage students in instruction.
d. Provide a framework for observable, measurable verbs to be used in instructional objectives.

21. At which depth of knowledge level would a student be operating if they were discussing basic facts and ideas related to a concept or skills?

a. DOK 1
b. DOK 2
c. DOK 3
d. DOK 4

22. Which of the following would be a good example of a Depth of Knowledge 3 level activity?

a. Students are challenged with incorporating knowledge from several different standards to create a new model or framework.
b. Students are given a variety of vocabulary words and are challenged with writing a paragraph using the vocabulary words.
c. Students are expected to tell the names of famous scholars in a particular content area and describe their contributions.
d. Students are expected to read two pieces of writing and discuss specific themes or trends that occur in both pieces.

23. According to Ainsworth (2003), an essential question is one that is:

a. Written in multiple-choice format with only one correct answer.
b. Simply worded, but challenges students to think on a higher level.
b. Requires at least a week to answer and extensive writing.  
d. Requires research and the development of an innovative project.

24. Learning maps (Knight, 2013) are useful to students because they:

a. Are motivating to create and get students engaged with the topic at hand.

c. Provide specific differentiation information so that students know exactly how to ask for help.

b. Show clear connections between ideas and concepts that are being learned.

d. Look interesting and capture student’s attention when they are presented.