Teaching Strategies Practice

Use this key to check answers and read the explanations.

1. A teacher checks students' exit responses and uses them to choose what to reteach the next morning. What is this use of the responses called?

A. Formative assessment
B. Summative reporting
C. Spaced review
D. Worked-example instruction

Correct answer: A. Formative assessment
The teacher gathers evidence during instruction and uses it to decide what to do next. The purpose makes the assessment formative.

2. Students close their notebooks and write the stages of a familiar process from memory. They open the notebooks afterward to check their answers. What does the first step practice?

A. Copying
B. Rereading
C. Retrieval
D. Highlighting

Correct answer: C. Retrieval
The students actively recall information before seeing it again. Checking afterward can show what they remembered and what they missed.

3. A teacher plans three 10-minute reviews of the same topic. Which schedule spaces the reviews across the term?

A. Three reviews in the first lesson of week 2
B. One review in each of weeks 2, 5, and 8
C. Three reviews during one morning in week 5
D. Three reviews at the start of the same class in week 8

Correct answer: B. One review in each of weeks 2, 5, and 8
The plan preserves 30 minutes of review and separates the sessions by weeks. The other plans put all three sessions on the same day.

4. Which resource is a worked example for students learning to calculate the area of an L-shaped floor plan?

A. A checklist of floor plan labels to memorize
B. A sample floor plan with blank space for every calculation
C. A floor plan with only the final area printed below it
D. A sample floor plan with each calculation shown through to the final area

Correct answer: D. A sample floor plan with each calculation shown through to the final area
A worked example shows how to solve a problem. A final answer alone leaves the reasoning and intermediate steps hidden.

5. A student's bar graph has accurate heights but omits the vertical axis unit. The goal is for readers to know what each height measures. Which comment gives the student a concrete revision?

A. Good effort on this graph.
B. Label the vertical axis with the unit from the data table.
C. Your graph earns three out of four points.
D. Make the graph look more polished.

Correct answer: B. Label the vertical axis with the unit from the data table.
The comment identifies the missing feature and gives the student an action tied to the goal of communicating the measurements.

6. A writing teacher wants students to outline arguments independently. Which plan gives temporary support while leaving students to choose their own claims and evidence?

A. Give prompts for claims and evidence, then remove the prompts as students can outline on their own.
B. Give students the completed outline for each new argument.
C. Require an annotated sample for every outline throughout the term.
D. Hand out a blank page and provide no guidance from the start.

Correct answer: A. Give prompts for claims and evidence, then remove the prompts as students can outline on their own.
The prompts organize the work while students make the decisions. Removing the prompts as students become ready shifts responsibility to them.

7. The objective is to justify a comparison between two charts using one number from each. Which activity lets students practice the full objective?

A. Ask students to list three kinds of charts from memory.
B. Ask students to label the axes on both charts.
C. Ask students to find two values on a single chart.
D. Ask students to compare the charts and cite one number from each to support their claim.

Correct answer: D. Ask students to compare the charts and cite one number from each to support their claim.
The practice includes both parts of the objective. Students construct a comparison and justify it with evidence from both charts.

8. A teacher wants evidence that each student can put three events in order and explain a connection between two of them without help. Which record captures both skills for each student?

A. Each student's independent timeline without an explanation
B. One timeline and explanation produced by each table group
C. Each student's independent timeline and a short explanation of one link
D. Each student's independent list of the three event dates

Correct answer: C. Each student's independent timeline and a short explanation of one link
The timeline supplies individual evidence of sequencing. The explanation makes it possible to judge each student's reasoning about the connection.

9. In a fictional class, 11 of 24 students add the denominators when combining two fractions with the same denominator. Six make other errors, and seven are correct. Which follow-up directly addresses the most frequent recorded error?

A. Use equal-size fraction strips to show why three eighths plus two eighths still counts parts in eighths.
B. Practice changing improper fractions to mixed numbers.
C. Review rounding whole-number sums.
D. Give a mini-lesson on multiplying fractions.

Correct answer: A. Use equal-size fraction strips to show why three eighths plus two eighths still counts parts in eighths.
The most frequent recorded error changes the size of the parts. The strips show five parts of the same size, so the sum is five eighths.

10. A teacher has two fully worked examples and one closely related practice problem for each. The goal is to alternate studying a model and independently applying that model. Which order does both?

A. Solve problems A and B, then study both worked examples.
B. Study example A, study example B, solve problem A, solve problem B.
C. Study example A, solve problem B, study example B, solve problem A.
D. Study example A, solve problem A, study example B, solve problem B.

Correct answer: D. Study example A, solve problem A, study example B, solve problem B.
Each independent problem follows the example that models its method. The order alternates example study and a chance to apply what was shown.

11. A teacher asks students to revise a paragraph by adding evidence for its main claim. Which record shows whether each student made the requested revision?

A. A count of feedback comments the teacher wrote
B. The revised paragraph's word count alone
C. The original and revised paragraphs, compared for a new piece of evidence supporting the claim
D. A record of whether each student opened the marked draft

Correct answer: C. The original and revised paragraphs, compared for a new piece of evidence supporting the claim
Comparing the drafts shows whether evidence was added and whether it supports the main claim. The other records measure activity without showing the requested change.

12. Two fictional classes complete the same task and use the same success criterion. In Class A, 18 of 24 students meet it. In Class B, 16 of 20 meet it. Which statement correctly compares the shares who meet the criterion?

A. Class A is higher by 5 percentage points.
B. Class B is higher by 5 percentage points.
C. Class A is higher by 2 percentage points.
D. Both classes have the same share.

Correct answer: B. Class B is higher by 5 percentage points.
Class A reaches 18 ÷ 24 = 75%. Class B reaches 16 ÷ 20 = 80%. The difference between those percentages is 5 percentage points.

13. A fictional class's 22 students average 61 before a new review routine and 74 afterward on comparable 100-point tasks. They also receive two tutoring sessions, and there is no comparison class. What do the results support?

A. Because the tasks were comparable, the routine alone caused the gain.
B. The routine raised each student's score by 13 points.
C. The tutoring sessions caused the entire 13-point increase.
D. The group average rose 13 points, and the records cannot isolate the effect of the new routine.

Correct answer: D. The group average rose 13 points, and the records cannot isolate the effect of the new routine.
The records establish the 13-point change in the average. Both review and tutoring changed during the period, leaving their individual contributions unresolved.

14. In a fictional comparison, students are assigned at random. One group uses a planning checklist and gets 10 extra minutes on the task. The other group has no checklist and gets less time. Which revision separates checklist access from extra time?

A. Give both groups the same amount of time and keep checklist access different.
B. Keep the time difference and use the same scoring rubric.
C. Give both groups the checklist and keep the time difference.
D. Keep the setup and compare how many students finished early.

Correct answer: A. Give both groups the same amount of time and keep checklist access different.
In the original setup, checklist access always comes with extra time. Giving both groups equal time removes that particular competing explanation while preserving the checklist comparison.

15. A fictional study starts with 24 students in each group. Six from Group A and one from Group B miss the final assessment, so reported averages include only students who took it. Which next step directly checks how the missing results could affect the comparison?

A. Compare final averages rounded to the nearest whole number.
B. Give every student who missed the final a score of zero.
C. Compare the starting scores of students with and without final results within each group.
D. Report only the higher final average and its group size.

Correct answer: C. Compare the starting scores of students with and without final results within each group.
The final groups may differ from the groups that started. Comparing starting scores can reveal whether missing students had different prior performance from those included in each average.