

January 15, 2001 – Differentiating Owl Instruction to Ensure Student Learning

Questionnaire: BEFORE PD or AFTER PD

Name _____

1. Literacy goals should:
 - a. Be developed by each classroom based on the skills/needs of the children
 - b. Be linked with district's goals
 - c. Support positive MCAS results
 - d. Have connection to the school's literacy goals
 - e. **All of the above**

2. Literacy goals appropriate for K-1 classrooms, **do NOT include:**
 - a. Alphabet knowledge
 - b. **Phonics**
 - c. Print awareness
 - d. Vocabulary
 - e. Phonological Awareness

3. RTI stands for
 - a. Rich teaching instruction
 - b. Regulating teacher involvement
 - c. **Response to intervention**
 - d. Rigid tiered instruction

4. RTI differs from scaffolding because:
 - a. Groups are more flexible
 - b. Skills are broken into simpler tasks (task analysis)
 - c. The focus is on what is taught
 - d. **Progress monitoring is used to determine success of instruction**

5. RTI:
 - a. Replaces early childhood special education
 - b. Is required by IDEA
 - c. **May be used as part of evaluation procedures for special education under IDEA**
 - d. Must consist of three tiers

6. Progress monitoring will require
 - a. A new formal assessment for each skills
 - b. **Using OWL activities to collect data**
 - c. Looking at big goals such as child can rhyme
 - d. Large group activities

7. Match the Tiered early literacy instruction

- A Tier 1
- B Tier 2
- C Tier 3

- A. Strategic Instruction
- B. Core Instruction
- C. Intensive Instruction

8. Number the sequence of early literacy documentation and assessment cycle:

- 3 A. Describe evidence without judgment with colleagues
- 1 B. Identify appropriate learning goals, activities and settings
- 2 C. Collect evidence: i.e. language, work samples
- 5 D. Apply data to improve instruction, curriculum and future assessment
- 4 E. Interpret evidence by connecting to literacy goals and identifying patterns of learning

9. Task analysis is best described as

- a. Progress monitoring to know when the child learns a complex skill
- b. Understanding all the small skills needed to develop a complex skill**
- c. Deciding what the child needs to learn based on a hunch
- d. A system that helps teachers think about how to teach the simple skills

10. An example of task analysis is:

- a. The understanding that there are multiple levels to “knowing” a word
- b. Answering yes or no asked if child can rhyme
- c. Knowing that “alphabet knowledge” ranges from finding the letter D, matching letters, to printing the letter D**