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	A. Strategic Instruction
B	Tier 2	B. Core Instruction
C	Tier 3	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