

TRAINING

Quiz Item Bank

Procedures for Coding

1. During a live observation, which of the following should you do before the segment begins? *(Select all that apply)*
 - a. Introduce yourself to the children
 - b. Explain the purpose of the visit to the teacher
 - c. Ensure you have necessary supplies
 - d. Introduce yourself to the teacher
2. During a live observation, if you manage to code the first observation in less than the allocated time, you should... ¹
 - a. Begin the second observation immediately
 - b. Make sure you only start the second observation segment at the specified time
 - c. Wait until the teacher begins teaching a new topic
 - d. Start participating in the class until the time is up
 - e. None of the above
3. What are some good notetaking strategies? *(Select all that apply)*
 - a. Scripting
 - b. Writing everything down
 - c. Tallies
 - d. I don't need notes, I'll remember
4. Which of the following are common challenges that threaten reliability? *(Select all that apply)*
 - a. Comparison
 - b. A good notetaking strategy
 - c. Drifting towards the center
 - d. Personal experiences
5. How do you observe the classroom if more than one teacher is present during whole class instruction?
 - a. Only observe the lead teacher
 - b. Only observe the assistant teacher
 - c. Observe the teacher the children talk with the most
 - d. Observe both the lead and assistant teacher(s)
6. Which of the following is true about scoring elements?
 - a. I can change an element score by simply circling a new number
 - b. Element scores are a mathematical average where Low = 1, Medium = 3, and High = 5
 - c. Element scores are informed by the behavior quality range scores
 - d. If I score all three behaviors M, M, M then I don't need to write the element score

Key. 1: b, c, d; 2: b; 3: a, b, c; 4: a, c, d; 5: a, c, d; 6: c

¹ Depending on the context, the time allotted for coding might change. If a class is only 40 minutes, you may only have 10 minutes to code, whereas if a class is an hour you may have 15 minutes to code. If you finish coding in less than the allotted time, please sit quietly and wait to begin the second segment on schedule. For example, if you manage to finish coding in 8 minutes when you have 15 minutes to code, make sure to wait the full 15 minutes before beginning the second segment.

Time on Task

Time on Learning

7. Which of the following are examples of learning activities? (0.1) (Select all that apply)
- a. Teacher taking attendance
 - b. Teacher writing on the board
 - c. Children drawing on paper or slates
 - d. One child counting the number of boys and girls in the classroom
 - e. Children playing with blocks
 - f. Teacher checks children work one by one
8. During a snapshot, the teacher instructs children to use cut oranges to create the shape of an animal on their plate. Once children have completed arranging the oranges into the animal face, the teacher allows them to eat the oranges. How do you code this behavior? (0.1)
- a. Y
 - b. N
9. Which of the following are examples of children off-task? (0.2) (Select all that apply)
- a. Disruptive child
 - b. Child is writing in her notebook
 - c. Child is kicking the table and looking out the window
 - d. Child is sleeping
 - e. Child is looking at the observer
10. During a snapshot, the teacher is simply taking attendance. One child has his head on the desk, two are playing in each other's hair, and another is looking at the observer. How would behavior 0.2 be scored? (0.2)
- a. Low
 - b. Medium
 - c. High
 - d. n/a

Key. 7: c, d, e; 8: Y; 9: a, c, d; 10: d

Classroom Culture

Supportive Learning Environment (1.A)

11. Teachers must use children's names to treat children respectfully. (FAQ 1.1)
 - a. True
 - b. False
12. During the whole lesson the teacher consistently calls children by their names and uses phrases like "please" and "thank you", but on occasion the teacher uses a culturally relevant sign of respect and gets down to the level of the child. Which would be the quality range for 1.1 the teacher treats all children respectfully? (1.1)
 - a. Low
 - b. Medium
 - c. High
13. The teacher calls some children by their names and refers to other as "You." She uses phrase like "please." Which would be the quality range for 1.1 the teacher treats all children respectfully? (1.1)
 - a. Low
 - b. Medium
 - c. High
14. Would nonverbal communication (i.e clapping, patting children on the back or head etc.) be counted as positive language? (FAQ 1.2a)
 - a. Yes
 - b. No
 - c. Only if it is accompanied by a verbal comment
15. The teacher is not particularly warm in her interactions with the children, but she does tell one child "Well Done". Which would be the quality range for 1.2 the teacher uses positive language with children? (1.2)
 - a. Low
 - b. Medium
 - c. High
16. During a segment the teacher consistently smiles and says, "Thank You" to children when they answer correctly. Which would be the quality range for 1.2 the teacher uses positive language with children? (1.2, FAQ 1.2a)
 - a. Low
 - b. Medium
 - c. High
17. What are the basic thresholds (low, medium, high) for positive language? (FAQ 1.2b)
 - a. 1, 5-9, +10
 - b. 0, 1-4, +5
 - c. 2, 4-6, +7
18. Does the teacher have to address all children's needs to score a high?
 - a. Yes
 - b. No
19. In a class of all girls, the children inform the children that boys grow up to be doctors. How would behavior 1.4 be scored?
 - a. Low
 - b. Medium
 - c. High

Key: 11: b, 12: c, 13: b, 14: c, 15: b, 16: a, 17: b, 18: a, 19: a

Positive Behavioral Expectations (2.A)

20. The teacher says, "Share the blocks with your classmates and raise your hand if you need help stacking the blocks." Which would be the quality range for behavior 2.1? (2.1)
- Low
 - Medium
 - High
21. The teacher notices a child kicking another child's chair and says, "Stop kicking the chair!" Consequently, the child stops kicking the chair. Which would be the quality range for behavior 2.3? (2.3)
- Low
 - Medium
 - High
22. Which of these are examples of positive behavioral expectations? FAQ 2.1 and master codes) (Select all that apply)
- "Use a quiet indoor voice"
 - "Shut up"
 - "Don't talk"
 - "Silence"
 - "Look at the board"
 - "Raise your hand when you are finished"
 - "Pay attention"
 - "When you finish, wash your hands and choose a play activity"
23. A child throws a crayon that hits another child on the leg. The child begins to cry and the teacher stops reading the book to address the situation. Does this count as misbehavior? (2.3)
- Yes
 - No

Key. 20: c; 21: b; 22: a, e, f, g; 23: a.

Guided Learning

Facilitation of Learning (3.B)

24. The teacher says, “We are going to touch water, rocks and sand at the play center.” The teacher guides the children with touching different items, and it can be inferred from the lesson activity that the objective is to have children identify the different textures. Which would be the quality range for 3.1? (3.1)
- Low
 - Medium
 - High
25. During art, the teacher says, “Remember we are drawing our favorite animal.” Which would be the quality range for 3.1? (3.1)
- Low
 - Medium
 - High
26. After hand washing, the teacher says, “Now, we are going to get out our notebooks.” Which would be the quality range for 3.1? (3.1)
- Low
 - Medium
 - High
27. The teacher explains concepts and learning activities clearly; however, the explanation she gives is incorrect. Which would be the quality range for 3.2? (3.2b)
- Low
 - Medium
 - High
28. The teacher explains the difference between various modes of transportation while showing pictures of a bicycle, motorcycle and car. Which would be the quality range for 3.2? (3.2)
- Low
 - Medium
 - High
29. The teacher explains how to sort from sticks from smallest to largest by reminding children how they line up for special programs. She says, “How do we line up for the cultural festival? Yes, the smallest child is first, and then we continue to line up by size and the final child is the tallest. You will sort your sticks the same way from smallest to largest.” Did the teacher make a meaningful connection to other concepts or the children’s daily lives? (3.3)
- Yes
 - No
30. If the teacher says, “Remember yesterday when we learned the letter ‘B’? Today we will play with the ‘ball’ during free play.” Which would be the quality range for 3.3? (3.3)
- Low
 - Medium
 - High

31. If the teacher says, “Remember how we learned about transportation yesterday? Today we’re going to learn about insects.” Which would be the quality range for 3.3? (3.3)
- Low
 - Medium
 - High
32. During a role play activity, the teacher begins to demonstrate to children how to pretend to fix a broken bike. Does this count as modeling? (3.4)
- Yes
 - No
33. While teaching numbers, the teacher asks children to come to the board, point the stick at each number and count to 10. Before the students begin, the teacher demonstrates by pointing the stick to each number and counting aloud 1-10. Is this considered modeling? (3.4c)
- Yes
 - No
34. If the teacher models a sorting procedure but then the children are requested to do a different sorting activity that requires some of the same problem-solving skills but uses a partially different procedure. Which would be the quality range for 3.4? (FAQ 3.4e)
- Low
 - Medium
 - High
35. If the teacher models how to hold/read a storybook at the front of the class. The teacher then asks for one child to volunteer holding (‘reading’) the book and assists the child, by helping her hold the book, point to the front cover, back cover and spine. Which would be the quality range for 3.4? (3.4e)
- Low
 - Medium
 - High

Key. 24: b, 25: b, 26: a, 27: c, 28: b, 29: a, 30: b, 31: a, 32: a (although a partial model), 33: a. 34: b, 35: c

Checks for Understanding (4.B)

36. How can the teacher check for understanding? (FAQ 4.1a) *(Select all that apply)*
- Asking children to stand up when they hear the first letter of their names
 - Providing an action song that require hand and body movements
 - Making all children complete an art activity
37. The teacher stands in front of the classroom and leads children in an action song. Which would be the quality range for 4.1? (FAQ 4.1b)
- Low
 - Medium
 - High
38. Half of the children in a classroom come to the front of the room and match the letter with the flash card the teacher shows them. Which would be the quality range for 4.1? (4.1)
- Low
 - Medium
 - High
39. The teacher asks questions to one child to determine her level of understanding. Which would be the quality range for 4.1? (4.1)
- Low
 - Medium
 - High
40. The teacher has given the class a learning activity. While children work on their worksheets the teacher stands at the front of the class sorting student notebooks. Which would be the quality range for 4.2? (4.2)
- Low
 - Medium
 - High
 - n/a
41. During small group work the teacher walks around but does not approach or talk to children about their work. Which would be the quality range for 4.2? (FAQ 4.2a)
- Low
 - Medium
 - High
42. The teacher is sitting on the carpet with five children who are building and playing with blocks. She visually checks one each child by pointing to their blocks and asking, "What are you building now?" Which would be the quality range for 4.2? (Mark all that apply) (FAQ 4.2c)
- Low
 - Medium
 - High
43. How can the teacher adjust teaching? (Mark all that apply) (FAQ 4.3b)
- Slowing down to assist a child having trouble following the hand movements
 - Expanding children's language
 - Allowing children who finish early to go to the sensory center

44. During an activity where the child has to trace letters, a teacher notices a child finished and asks the child to trace the letters again. Which would be the quality range for 4.3? (4.3)
- a. Low
 - b. Medium
 - c. High
45. During a music lesson, children sing the wrong words to the song. The teacher pauses and tells the children, "That is not the word." and continues leading the song. Which would be the quality range for 4.3? (4.3)
- a. Low
 - b. Medium
 - c. High
46. During the learning activity, one child makes a mistake while counting at the board. The teacher takes time to explain his misunderstanding by taking the pointer and slowly placing it on each number while counter. The teacher says, "Now let's do it together." While guiding the child's hands as they count. Which would be the quality range for 4.3? (4.3)
- a. Low
 - b. Medium
 - c. High

Key. 36: a, b, c; 37: c; 38: c; 39: b; 40: a; 41: b; 42: c; 43: a, b, c; 44: b; 45: a; 46: c

Feedback (5.B)

47. When a child makes a mistake, the teacher provides a general comment about a child's misunderstanding, such as "Your square has only 3 sides." Which would be the quality range for 5.1? (5.1)
- Low
 - Medium
 - High
48. When a child makes a mistake and labels a cucumber a banana, the teacher provides specific prompts to help clarify a child's misunderstanding such as, "It is a fruit and long like a banana, but this is a cucumber. Remember, we usually eat cucumbers in salad." Which would be the quality range for 5.1? (5.1)
- Low
 - Medium
 - High
49. A child finally gets his blocks to stand up without falling, so the teacher says, "Great job. This time you were patient and placed each block on top of the other one very slowly and carefully. Now you have a tower!" Which would be the quality range for 5.2? (5.2)
- Low
 - Medium
 - High
50. A child succeeds in counting the numbers 1 through 10 on the number chart, the teacher says, "that's correct" and selects another child to count. Which would be the quality range for 5.2? (5.2)
- Low
 - Medium
 - High

Key. 47: b; 48: c; 49: c; 50: a

Critical Thinking (6.B)

51. During morning circle, the teacher asks, “What did you think about the school festival?” When the child responds, “It was fun!” the teacher moves on to take attendance without following-up. Which would be the quality range for 6.1? (6.1)
- Low
 - Medium
 - High
52. During a fine motor activity, the teacher asks two open-ended questions and then follows-up with, “How does the clay feel when you add water?” When a child says the clay feels sticky, the teacher asks her, “What are things do you know of that are sticky?” and then asks another child the same question. Which would be the quality range for 6.1? (6.1)
- Low
 - Medium
 - High
53. Which of the following would be considered open-ended questions? (6.1) (Select all that apply)
- How was your birthday?
 - Which shape is bigger?
 - Why did you paint the tree yellow?
 - Who is your favorite storybook character?
 - Shall we listen to a song or read a book?
54. The teacher raises flash cards and asks children to name the shapes they have learned. Which would be the quality range for 6.2? (6.2)
- Low
 - Medium
 - High
55. During a science experiment, the teacher asks children to predict what will happen to the seed if it is covered in water. Which would be the quality range for 6.2? (6.2)
- Low
 - Medium
 - High
56. The teacher only gives one child in the classroom the opportunity to come to the front of the class share their prediction about a science experiment and perform the experiment independently. Which would be the quality range for 6.2/6.3? (FAQ 6.2/6.3)
- Low
 - Medium
 - High
57. The teacher gives children 5 circles of various sizes and explain to children that they are to arrange the circles from largest to smallest. The children complete the task. Which would be the quality range for 6.3? (6.3)
- Low
 - Medium
 - High

Key. 51: a; 52: c; 53: a, c, d; 54: b, 55: c; 56: c, 57: c

Socioemotional Skills

Autonomy (7.C)

58. Before reading a book, the teacher asks, “Which book shall we read today?” Which would be the quality range for 7.1? (7.1)
- Low
 - Medium
 - High
59. During free play, the teacher allows children to draw on the carpet or at their desks” Which would be the quality range for 7.1? (Definition 7.1)
- Low
 - Medium
 - High
60. Which are examples of meaningful roles that a child could take in the classroom? (Mark all that apply) (Definition 7.2)
- Collecting supplies after art class
 - Talking about their work in front of the class
 - Copying letters on the board
 - Leading the class in a song
 - Showing a classmate how to hold a book
 - Passing out notebooks
 - Cleaning the classroom
61. While teaching about patterns, the teacher says to the class while pointing to a poster, “We have three yellow fruits, followed by two green vegetables. Then it repeats. Raise your hand if you agree.” When none of the students raise their hands, the teacher continues describing the pattern. Which would be the quality range for 7.3? (7.3)
- Low
 - Medium
 - High
62. In a classroom of 5 children, the teacher spends the entire 15 minutes working with children on the carpet. Over the course of the learning activity, 4 children consistently respond to the teacher by raising their hands or calling out the names of shapes or numbers. Which would be the quality range for 7.3? (7.3)
- Low
 - Medium
 - High
63. In a classroom of 20 students, about 12 students volunteer by raising their hands and expressing their ideas, which would be the quality range for 7.3? (7.3)
- Low
 - Medium
 - High

Key. 58: c; 59: b; 60: b, c, d, e ; 61: a; 62: c, 63: b

Perseverance (8.C)

64. When a child is struggling to put glue on a cut-out to paste on a worksheet, the teacher impatiently takes the glue away from the child and tells him to watch her do it.” Which would be the quality range for 8.2? (FAQ 8.2b)
- Low
 - Medium
 - High
65. The teacher tells the child, “Your triangle is perfect,” and moves on. Which would be the quality range for 8.1? (8.1)
- Low
 - Medium
 - High
66. When a child uses the wrong sound to identify a letter, the teacher corrects her, encourages her to sound out the letter again, and says, “It’s ok to be frustrated. Let’s slowly say the sound together while tracing the letter with our finger.” Which would be the quality range for 8.2? (8.2)
- Low
 - Medium
 - High
67. During Storytime, the teacher asks, “What should we read first?” and then walks the children through the plan for reading a book by looking at the title, authors name and illustrator before turning to the first page. Which would be the quality range for 8.3? (8.3)
- Low
 - Medium
 - High

Key. 64: a; 65: a, b; 66: c; 67: b

Social & Collaborative Skills (9.C)

68. The teacher asks the children to work together to construct a diagram of a house out of different shapes. Which would be the quality range for 9.1? (9.1)
- a. Low
 - b. Medium
 - c. High
69. During a routine, the teacher says, “Be sure to take turns getting water.” Which would be the quality range for 9.2? (9.2)
- a. Low
 - b. Medium
 - c. High
70. During small group work, the teacher asks a student, “How do you think it makes your friend feel when you take away their worksheet?” Which would be the quality range for 9.2? (Definition 9.2)
- a. Low
 - b. Medium
 - c. High
71. During free play, children display an instance of negative behavior such as teasing, and then return to working cooperatively and sharing the sensory play space. Which would be the quality range for 9.3? (Definition 9.3)
- a. Low
 - b. Medium
 - c. High

Key. 68: c; 69: b; 70: c; 71: b