OZC1 Assessing and Monitoring Student Learning Version 1

Section: Elementary Literacy & Education • **Total Questions:** 10 • **Format:** Verified Q&A

1. A geometry teacher is designing an exam to assess students' understanding of right triangles. The teacher wants to design the exam in a way to promote student engagement.

(A) Remind students to study for the exam after the unit
(B) Give a list of important concepts for the exam
(C) Encourage students to explore right triangles on their own
(D) Make the exam questions multiple choice

2. An accounting teacher took time during a lesson to have students complete a knowledge-check question. The teacher found that 18 students identified the correct value, 10 students identified the type of value correctly, and 19 students performed the correct calculation. There are 20 students in the class.

(A) Review the different types of values in the next part of the lesson
(B) Give students more opportunities for group practice with calculations
(C) Spend more classroom time on identifying correct values from descriptions
(D) Move to the next lesson without testing students on the current lesson

3. A chemistry teacher is currently focusing on the objective, 'Given chemical compound names, students will write the correct chemical formulas four out of five ×.'

(A) Identify element names from given symbols.
(B) Classify compounds as ionic or molecular.
(C) Express compounds using names and formulas.
(D) Describe characteristics of named compounds.

4. A science teacher is addressing the standard, 'illustrate the process of photosynthesis.' The teacher is assessing students by having them label components and steps on a photosynthesis diagram.

(A) When given a plant-related process, students compare the process to photosynthesis with at least three supporting details.
(B) Given a description of a plant species, students will describe how the plant derives energy through photosynthesis.
(C) When provided with a photosynthesis diagram, students will label components with at least 80% accuracy.
(D) Given a description of a photosynthesis step, students will correctly identify the next step with 90% accuracy.

5. One of the standards for a logic and critical thinking class is, 'Compile evidence to support a statement.' The teacher is using the objective, 'Given an if-then statement, write at least three statements to support the conclusion.'

(A) A paper in which students present arguments pertaining to a controversial topic

(B) A project in which students provide implications of if-then statements

(C) An exam in which students indicate whether if-then statements are true or false

(D) A presentation in which students defend the conclusion of an if-then statement

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6. Students in an anatomy class were given a diagram to label at the end of a lesson. The teacher found that 76% of students labeled several muscles incorrectly, and 14% of students labeled several bones incorrectly.

(A) Use the next lesson to reteach the content about muscles

(B) Reteach the content about bones in the next lesson

(C) Allow students to choose bones or muscles for a final project

(D) Give students another attempt at labeling the diagram

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7. A biology teacher gave the first exam last week. The teacher wants to increase student engagement for the next exam.

(A) Reduce the number of questions on the next exam

(B) Conduct goal-setting sessions to review results

(C) Have students do a project for the next assessment

(D) Make the next exam optional for students

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8. A high school Spanish teacher presented a unit about food and restaurants. The teacher wants to conclude the unit by having students pretend to order food from a restaurant as a form of assessment.

(A) Ask each student a different question for their order

(B) Have students write the dialogue rather than speaking

(C) Give clear details about the grading criteria

(D) Allow students to have multiple attempts at ordering

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9. The students in a math class took an end-of-year standardized exam. The average score for algebra concepts was 59%, and the average score for geometry concepts was 87%.

(A) Have students read about the early history and development of algebra

(B) Adjust pacing to spend more time on algebra concepts for next year

(C) Assign an essay in which students must compare algebra and geometry

(D) Develop practice questions that combine both algebra and geometry

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10. The teacher of a middle school history class assessed students with an exam after presenting a unit about early U.S. history. After seeing the results, the teacher wants to increase student engagement for future assessments.

(A) Require students to attend study sessions before the next exam

(B) Allow students who performed poorly to take the exam again

(C) Prioritize short-answer questions on the next assessment

(D) Help students set individual goals for improvement