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| stop sign with circles and "x" marks inside  Activity 6.11 – Quiz  *Module 6 Part 2 Quiz*  Online |

Complete the Module 6 Part 2 Quiz to check your own understanding the module content. Once you’ve completed the quiz, you may view the Quiz Review video to learn the correct answers and hear an explanation for each question.

1. **True or False:** It is important to identify the level of Bloom’s Taxonomy of the learning outcome to determine the types of questions to ask your students.
2. When eliciting responses that match the learning outcome, you should:
   1. Determine the level of Bloom’s Taxonomy of the learning outcome
   2. Ask questions at the same level as the learning outcome
   3. Ask questions at one level above the learning outcome
   4. A and B

For each response elicited in the following scenarios, decide whether the method used to elicit the response:

1. Is matched to the learning outcome because it matches the Bloom’s taxonomy level of the learning outcome.
2. Is matched to the learning outcome because it supports the learning outcome.
3. Is not matched to the learning outcome

Mrs. T is a 1st grade special educator teaching a math lesson about the commutative property of addition. The learning outcome is that SWBAT apply the commutative property to successfully solve addition problems.

1. T: “Today we will learn about the commutative property of addition. What property will we learn about?”
2. T: “How is the commutative property of addition different from the associative property?”
3. T: “Since 7+5=12, we can use the commutative property to know that 5+7 also = 12. What does 5+7 equal?”
4. T: “I know that 9+6=15. Using the commutative property, what does 6 plus 9 equal? Turn and whisper to your partner.”

Mr. M is a 7th grade special educator teaching a lesson about text features. The learning outcome is that SWBAT describe three text features: headings, picture captions, and maps.

1. T: “Today we will learn about 3 new text features. Who can remind me of the text feature we learned about yesterday?”
2. T: “A heading is similar to a title. It comes before a passage of text and tells us what the passage is about. Point to a heading in the article on your desk.”
3. T: “Now we’ll learn about picture captions. Why do you think we are learning about picture captions today?”
4. T: “Maps are most often found in non-fiction text, like textbooks or news articles. Where are you more likely to find a map, in a chapter book or in an encyclopedia?”