**Activity 7.12 – Quiz**

*Module 7 Part 1 Quiz*

Online



Complete the Module 7 Part 1 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. Which of the following is NOT a method for providing corrective feedback?
	1. You say it, they repeat it
	2. Reinforce and restate
	3. Revoicing
	4. Give the answer and give a choice
2. **True or False**: If a student gives an off-topic response to a question, the teacher should provide reset feedback.

Mr. L is a 2nd grade special educator teaching a reading lesson about decoding. The learning outcome is that SWBAT decode words with the common prefixes *re-* and *un-*.

For each student response, decide which type of feedback the teacher should provide:

(a) affirmative (b) corrective (c) reset

1. T: “Today we will learn how to read words with prefixes *re-* and *-un*. Who can remind me what a *prefix* is?” [S: a group of letters that come before a root word.]
2. T: “This is the prefix *re-.* When *re-* appears at the beginning of a word, it usually means *again*.” *Point to the word* ***replay****.* “Louis, read the word.” [S: relay]
3. T: *Point to the word* ***redo.*** “Alec, read the word.” [S: redo]
4. T: *Point to the word* ***resize.*** “Aby, read the word.” [S: Well, I think this word means to do it again because it has re…]

Ms. B is a 6th grade special educator teaching a lesson about evaluating numerical expressions using algebraic thinking. The learning outcome is that SWBAT accurately evaluate expressions that use parentheses.

For each student response, decide which type of feedback the teacher should provide based on whether the task was discrete or complex:

(a) Discrete – provide feedback immediately (b) Complex – provide feedback after short delay

1. T: “Today we will learn about how to evaluate expressions that contain parentheses. Who can tell me, according to PEMDAS, expressions within \_\_\_\_\_ should be solved first? Larissa?” [S: exponents?]
2. T: “So, if we have the expression 2 + (5 – 1) x 3, what would we do first?” [S: 2 + 5 = 7 because we read left to right so we have to do that first.]
3. T: “Let’s take a look at this expression: 4 x (1 + 1). Who can evaluate this expression?” [S: 8]
4. T: “Alright everyone, it’s your turn. Evaluate the 5 expressions on the worksheet. Remember – parentheses first!” [S: complete assignment]