Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LSGT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Pulse Check” on Curriculum, Assessment and Instruction Content**

**Directions:** Select the best answer by choosing a, b, c, or d.

1. The wide variety of methods or tools used to evaluate, measure, and document academic readiness, learning progress, skill acquisition, or educational needs is called
	1. Curriculum
	2. Assessment
	3. Instruction
	4. None of the above
2. The Curriculum is
	1. The textbooks chosen by the State Board of Education
	2. The units and lessons that teachers use
	3. The tests and other methods used to evaluate student learning
	4. The learning standards students are expected to meet
3. Formative Assessments
	1. Are used only for testing reading comprehension after a class finishes a unit
	2. Provide definitive evidence of achievement only at the end of a school year
	3. Occur during the learning process to give feedback to students, teachers, and parents
	4. Occur after the learning process and consist of scored and graded tests, assignments, and projects
4. Instructional approaches in the classroom that are structured and sequenced are led by
	1. Teachers
	2. Parents
	3. Students
	4. Principals
5. Assessment results are communicated to a variety of audiences. These include
	1. Teachers and students
	2. Administrators and parents
	3. Community members
	4. All of the above
6. A School-Wide Instructional Focal Point
	1. Facilitates instruction so that students make connections between prior learning and new learning
	2. Differentiates instruction so that every student is challenged
	3. Uses digital media to support student learning
	4. All of the above
7. Which of the following are fixed and cannot be changed?
	1. Instructional practices
	2. Teacher-made formative assessments
	3. Teacher-made summative assessments
	4. State-mandated and local district benchmark assessments
8. The process depicted in the graphic below is called
	1. The learning cycle
	2. The teaching cycle
	3. The experience cycle
	4. The assessment cycle

