

Appendix C

Annual Impact Survey

Random Assignment Evaluation of Pacific CHILD

ANNUAL PROGRAM IMPACT SURVEY*

Dear Teacher,

Thank you for your participation in the Random Assignment Evaluation of Pacific CHILD. As part of this study, we ask you to complete this Annual Impact Survey.

Your participation in this survey is completely voluntary. However, your input is an essential part of this study. We greatly appreciate your response. We know how precious your time is. To thank you for completing the survey, we are offering a \$XX gift certificate. Details on how to claim your gift certificate are provided at the end of the survey.

Your responses to this survey will be used only for research purposes. The results from this survey will be summarized across the sample, and your name or your school will not be revealed. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law.

If you have any questions about the study, please contact XXXXX at Berkeley Policy Associates (xxxx@bpacal.com). If you encounter any technical problem in completing this on-line survey, please contact XXXXXX, Survey Administrator (xxxxx@bpacal.com). You can also reach us by calling 1-800-891-0272 (Toll Free). [For CNMI and American Samoa: You may also contact XXXXX locally at xxxxx@bpapacific.com or by calling xxxxxxxxx.]

Thank you for your participation!

**The Pacific Communities with High Performance in Literacy Development (Pacific CHILD) is a professional development program administered by the Pacific Resources for Education and Learning (PREL) with funding from the U.S. Department of Education. Berkeley Policy Associates (BPA) is the independent evaluator of the Pacific CHILD. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is <xxxx>. The time required to complete this information collection is estimated to average 30-45 minutes, including the time to review instructions. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651.*

Your school: _____

For questions 1 to 40, please circle [select] what you think is the best response for each question. Choose only one response for each question.

I. Instructional Techniques and Classroom Environment

1. _____ is a complex network of existing knowledge.
 - a. Schema
 - b. Proficiency
 - c. Cognition
 - d. Scaffolding
 - e. Revision

2. _____ includes the gradual withdrawal of teacher support.
 - a. Scaffolding
 - b. Engagement
 - c. Assessment
 - d. Metacognition
 - e. Comprehension

3. Flexible grouping of students should be based on _____.
 - a. Classroom assessment data
 - b. Language proficiency level
 - c. Ethnicity/shared language
 - d. Academic ability level
 - e. Standardized assessment data

4. _____ is when readers think about their comprehension processes as they read.
 - a. Comprehension monitoring
 - b. Reading fluency
 - c. Instructional grouping
 - d. Engaged reading
 - e. Word consciousness

5. Which of the following is NOT a **required** characteristic of an interactive task?
 - a. Cooperative group work
 - b. Students learning by doing
 - c. Teachers and students learning together
 - d. Students thinking and working with others to apply new ideas
 - e. Physical or hands-on experience followed by discussion

6. _____ is when readers think about their thinking.
- Metacognition
 - Metalinguistics
 - Cognition
 - Fluency
 - Acquisition
7. The **first step** toward building students' reading vocabulary involves building _____ vocabulary.
- Oral
 - Productive
 - Receptive
 - Academic/technical
 - Sight word
8. A teacher writes a list of words on the board: (1) **as a result of**, (2) **on the other hand**; and (3) **the problem is**. These words will help students identify and break down the text structure of their reading. They are examples of:
- Foundational words
 - Content words
 - Graphic organizers
 - Question generation
 - Signal words
9. _____ always involve(s) carefully structured small-group activities that involve individual accountability, along with incentives for working well as a group and helping each other.
- Cooperative learning
 - Question generation
 - Differentiated instruction
 - Story grammar
 - Interactive tasks
10. Which of the following is an example of an effective use of "modeling"?
- Showing video clips to emphasize a particular concept
 - Having students orally repeat a set of vocabulary words to improve pronunciation
 - Having students create a poster that summarizes a reading
 - Demonstrating a science experiment
 - Assessing prior knowledge
11. _____ consist(s) of thinking procedures that guide readers when they are reading and writing so they know if they understand.
- Comprehension strategies
 - Text structure
 - Interactive tasks
 - Comprehensible input
 - Message redundancy

12. During the instructional strategy "read aloud," students:
- Engage in choral reading
 - Read along with the teacher.
 - Take turns reading the story.
 - Listen actively to the story.
 - Listen to a recording of the story.
13. A teacher models self-questioning through thinking aloud while reading. She asks, "What would happen if, A does B?" or "I wonder why...." These are examples of what type of questions?
- Thoughtful questions
 - Assessment questions
 - Literal questions
 - Formative questions
 - Rhetorical questions
14. _____ helps students build understanding of the text they are reading and connect those ideas to their past experiences and knowledge.
- Activating prior knowledge
 - Summative assessment
 - Explicit instruction
 - Discrete skills mastery
 - Formative assessment
15. _____ requires students to determine what is important about what they are reading and to briefly explain this information in their own words.
- Summarization
 - Cognition
 - Scaffolding
 - Revision
 - Read-aloud
16. In the ESL/ELD classroom, the **primary purpose** of interactive tasks is to _____.
- Involve ELLs in meaningful content work
 - Pre-teach the language required for content work
 - Eliminate the need for individual tasks
 - Create homogeneous groupings
 - Differentiate instruction for ELLs
17. Student generated questions that they don't know the answer to, and questions that require further research are examples of:
- Evaluative questions
 - Inferential questions
 - Literal questions
 - Rhetorical questions
 - Factual questions

18. Differentiated Instruction refers to _____
- Teachers adjusting instruction to meet individual needs
 - Teachers beginning a lesson at a predetermined set point
 - Teachers sharing class materials to teach the same lesson
 - Students learning from their textbooks, homework and tests
 - Students learning by engaging in productive activity
19. When readers expect that events will be told in the order they happen or that a process will be explained step-by-step, what type of expository text structure is this?
- Chronological or Sequence
 - Compare and Contrast
 - Cause and Effect
 - Problem-Solution
 - Description-Classification
20. Which of the following is NOT an essential component of vocabulary instruction?
- Providing rich and varied language experiences
 - Explicitly teaching individual words
 - Teaching word-learning strategies
 - Fostering word consciousness
 - Assessing spelling weekly
21. Instructional technique most clearly aligned with a socio-cultural view of learning is _____.
- Scaffolding
 - Adapting to learning styles
 - Drill and practice
 - Cross-age tutoring
 - Bilingual instruction
22. Which of the following questions would best help to teach prediction during reading?
- Who is the author of the story?
 - What will happen next?
 - Who are the main characters?
 - What did you like about the story?
 - What is the author's purpose?
23. Why would a teacher activate students' prior knowledge before reading? In order to:
- Assess students' reading level.
 - Increase students' reading fluency.
 - Make connections to the text
 - Develop students' sense of story structure.
 - Promote word consciousness.

24. Creating charts of students' questions and modeling self questioning through thinking aloud are some of the ways teachers can encourage:
- Question generation
 - Interactive tasks
 - Message redundancy
 - Story summarization
 - Differentiated instruction
25. To help her students think about how the story they're reading is structured, the teacher says to the class, "Hmm, I am noticing a pattern here in this book." This is an example of:
- Independent reading
 - Differentiated instruction
 - Semantic mapping
 - Question generation
 - Modeling "think aloud"
26. Students are learning about volcanoes and earthquakes. Which foundational word might appear in their reading?
- Eruption
 - Crust
 - Charts
 - Lithosphere
 - Finally
27. _____ involve(s) teaching students to flexibly use several different strategies and apply different strategies at different points in the text.
- Multiple strategy instruction
 - Flexible grouping strategies
 - Content focused instruction
 - Cooperative group work
 - Incidental word learning

II. Theories of Language Acquisition

28. Academic language refers to _____.
- Language that is used by a teacher or instructor
 - Language used in social settings
 - Written language like that used in college texts
 - Language used in formal contexts for academic subjects
 - highly complex language structures
29. _____ is the active construction of meaning from text.
- Reading comprehension
 - Reading fluency
 - Vocabulary acquisition
 - Metacognitive awareness
 - Skills mastery

30. The term morphology refers to _____.
- The study of word formation
 - The study of language change
 - The study of context clues
 - Explicit instruction in individual words
 - Explicit instruction in phonics
31. Metalinguistic knowledge involves the ability to _____.
- speak multiple languages
 - Find hidden meanings in the text
 - Talk about language forms and functions
 - Connect new texts with prior knowledge
 - Translate texts accurately
32. The best way to organize instruction for **intermediate to advanced** English Language Learners is to _____.
- Use simple sentences and below grade-level texts
 - Ensure that students reach English proficiency before teaching grade level content
 - Provide a specialized all-day program until ELLs reach oral fluency in English
 - Use grade level curricula with appropriate support and scaffolding
 - Begin with simple vocabulary and gradually add more complex vocabulary
33. The Zone of Proximal Development is the _____.
- Level at which the material is too challenging for a student
 - Level at which a student is no longer progressing
 - Level at which a student is able to work independently
 - Level the student can learn with assistance
 - Level at which a student is completely frustrated
34. _____ should focus on helping students to engage in active processing.
- Question generation
 - Guided practice
 - Explicit instruction
 - academic language
 - Multiple exposures

35. Cummins' Cognitive Academic Language Proficiency (CALP) is _____.
- The ability to engage in problem-solving, deduction, and complex memory tasks
 - The level at which students are ready to be mainstreamed
 - When the primary language is partially or completely lost as a second language is acquired
 - The ability to use language in all its forms as a tool for thinking and communicating effectively
 - The language required to succeed in higher order, literacy-related tasks of the classroom
36. Which formative assessment practice is best for understanding the current needs of a student learning to read?
- Observe the student reading a story out loud
 - Have students engage in sustained silent reading
 - Review students' performance on last year's reading test
 - Administer a standardized reading test to students
 - Assess the student's writing
37. Instructional conversation is an effective means for engaging ELLs in classroom discourse because it _____.
- Provides different opportunities for modeling and feedback that support language learning
 - Enables language learners to memorize correct forms
 - Allows for students and teacher to follow a prepared script
 - Supports students so they make fewer mistakes
 - Prevents students from repeating each other's errors
38. Krashen's Comprehensible Input is _____.
- The recommendation that teachers use language just beyond students' current ability level
 - A metaphor for the interaction of emotional factors with other factors that affect comprehension
 - Translation into the primary language to ensure comprehension
 - The order in which certain features of a language are acquired
 - Simplification of language input to the students' current ability level
39. Leaving out elements of a sentence is called a(n) _____ error.
- Systematic
 - Developmental
 - Overgeneralization
 - Transfer
 - Simplification

40. Additive Bilingualism is _____.
- a. Developing the primary language while requiring a second language
 - b. The ability to engage in problem-solving, deduction, and complex memory tasks
 - c. Having equal proficiency in two languages
 - d. The act of acquiring a third or fourth language
 - e. Replacing the primary language with the second language

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If you wish to receive a \$XX gift card, please fill the form below and return it along with the completed survey in the enclosed pre-stamped envelope.

Your name, address, phone number, email address, will be kept strictly confidential and removed from your responses to the survey.

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