**ETLP 6: Opportunities to Respond Pre/Post Answer Key**

***Select the best match for each question.***

1. It is recommended that teacher talk be no more than \_\_\_\_ - \_\_\_\_ % of the instructional time.
   1. 10 - 20
   2. 20 - 30
   3. 30 - 40
   4. **40 - 50**

**Rationale: A common suggestion is that teacher talk should be no more than 40-50% of the instructional time, with the remaining time and activities fully engaging students. The Council for Exceptional Children (1987) initially provided guidelines for optimal response rates for students that have continued to be utilized (Reinke, Herman & Stormont, 2013). When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy.**

1. The time lapse between delivering a question and calling on a student or cueing a group response is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. A break
   2. **Wait time**
   3. Dead air
   4. Awkward

**Rationale: Strategies to increase opportunities for students to respond gain some of their effectiveness from wait time. This is the time lapse between delivering a question and calling on a student or cueing a group response. When wait time is used students are more engaged in thinking, typically participate more often, demonstrate an increase in the quality of their responses, and have more positive student-to-student interactions. Using wait time usually results in fewer re-directs of students and fewer discipline problems (Rowe, 1974; Rowe, 1987).**

1. There are two main types of opportunities to respond, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.
   1. Effective and Ineffective
   2. **Verbal and Non-verbal**
   3. Mature and Immature
   4. Hard and Easy

**Rationale: There are varied and creative strategies to provide students with frequent opportunities to respond (MacSuga & Simonsen, 2011). Typically, they are either verbal strategies, where students are responding orally to teacher prompts or questions, or non-verbal strategies, where students use a signal, card, writing, or movement to respond (Scott, Anderson, & Alter, 2012).**

1. When using verbal strategies, successful use of \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ hinges on thorough teaching and pre-correction regarding listening, the response signal, appropriate voice tone, etc.
   1. Hand Raising
   2. **Choral Responding**
   3. Shouting Out
   4. Whisper Phones

**Rationale: Choral responding occurs when all students in a class respond in unison to a teacher question. Choral responding is best used with questions to individual students interspersed. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning.**

1. Non-verbal response strategies \_\_\_\_\_\_\_\_ the benefit that every student is actively answering or responding to each question or problem.
   1. Do not have
   2. **Have**

**Rationale: A non-verbal response system has all of the benefits of choral responding in that every student is actively answering or responding to each question or problem posed by the teacher. Most common non-verbal low-tech response systems involve white boards and written responses by students or prepared response cards. And more recently, schools are using technology to increase student response rates with “clickers” or other electronic student response systems.**