**Student Practice (Spaced vs. Massed)**

**Pre/Post-Test KEY**

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| District: |  | School: |  |

1. Before using practice sessions to help students move information into memory or skills to the fluency level, teachers need to ensure…
   1. **all prerequisites are in place.**
   2. the knowledge being learned is factual.
   3. skills are lower level in nature.
   4. content is lower level in nature.

1. Prior to practice, the teacher needs to ensure the classroom environment is conducive to learning and…
   1. Students have the adequate visual and auditory perceptions needed for practice.
   2. **Students can make a personal connection to what is about to be learned.**
   3. Any behavior taking place in a classroom will not interfere with learning.
   4. Academic tasks are designed with the students’ abilities in mind.
2. The teaching process teachers use to make sure students have an adequate knowledge or skill base…
   1. **is specialized based on the type of knowledge being learned.**
   2. depends on each one of the students’ needs.
   3. uses a tactile and hands-on approach to learning.
   4. is individualized based on learning styles.
3. Ideally, practice sessions should be……
   1. deliberate, spaced, blocked, and interleaving
   2. **deliberate, dynamic, spaced and interleaving**
   3. deliberate, massed, spaced and blocked
   4. massed, dynamic, blocked and interleaving
4. Which statement best describes practice?
   1. Practice requires students to practice content knowledge to the point of moving it into long-term memory.
   2. Practice requires students to practice skills or processes to the point of becoming fluent.
   3. Practice requires students to practice basic level knowledge to the point of moving it into long-term memory or to practice simple skills to the point of becoming fluent.
   4. **Practice requires students to practice content knowledge to the point of moving it into long-term memory or to practice skills or processes to the point of becoming fluent.**