

Rocket Math Quiz

Name _____

1. Teachers should give the writing speed test
 - a. before beginning Rocket Math to set lower goals for students who write slowly.
 - b. before beginning Rocket Math to set higher goals for students who can easily write the answers to 40 problems in a minute.
 - c. after starting Rocket Math to determine if students are increasing their writing speed as a result of doing Rocket Math.
 - d. because it will be needed for evaluating the results of the 2-minute timings.

2. How much time should be allotted to doing Rocket Math?
 - a. 15 minutes two or three times a week.
 - b. 15 minutes daily.
 - c. 30 minutes two or three times a week.
 - d. 30 minutes daily.

3. Mrs. Smith's Rocket Math routine is taking longer than the allotted time. She should
 - a. cut back practice time to one minute for each student.
 - b. just do the testing part of the daily routine.
 - c. stop having students correct each other's timings.
 - d. give the tests only once a week but keep practice going.

4. Mr. Allen's Rocket Math routine is taking longer than the allotted time. He should
 - a. fill folders before class rather than have students line up and do it themselves.
 - b. just do the testing part of the daily routine.
 - c. cut back practice time to one minute for each student.
 - d. give the tests only once a week but keep practice going.

5. What percentage correct is required on the One-Minute Timing to pass a level?
 - a. 80% accuracy.
 - b. 90% accuracy.
 - c. 95% accuracy.
 - d. 100% accuracy.

6. In general, if tested orally (saying only the answers) how fast should a student be able to answer to show that a set of facts are mastered?
 - a. 20 problems per minute
 - b. 30 problems per minute
 - c. 40 problems per minute
 - d. 80 problems per minute

7. The teacher should remind the students who are practicing to
 - a. say just the answers so you can practice more problems
 - b. say the whole problem and the answer each time.
 - c. talk as fast as possible even if the checker can't hear what is being said.
 - d. skip any problems you can't remember easily.

8. When should checkers do the correction procedure with their partner?
 - a. Whenever their partner says an incorrect fact or hesitates in answering.
 - b. Whenever their partner gets stuck and can't answer a fact.
 - c. Whenever their partner says an incorrect fact or asks for help.
 - d. Whenever their partner sounds hesitant or unsure of a fact or cannot answer.

9. What is the correction procedure students should use with their partner?
 - a. Tell them the correct problem and answer, then ask them to go back three problems and start again.
 - b. Ask them to repeat the problem and answer three times and go back three problems.
 - c. Tell them the correct answer, ask them to repeat the answer three times and go back three problems.
 - d. Tell them the correct problem and answer, ask them to repeat the problem and answer three times and go back three problems.

10. How should a class learn how to do the correction procedure in Rocket Math?
 - a. Explain the procedure and ask students to recite the steps of the correction.
 - b. Give them written directions and explain those verbally and then have students practice with each other.
 - c. Post a chart of the steps, explain it verbally and ask the students to recite the steps of the correction.
 - d. After a verbal explanation the teacher should role play as a student making errors and have several students model how to correct errors.

11. How long should the teacher have the class work on learning the correction procedure?
- About an hour the first day should do the job.
 - Ten minutes a day for three days should do the job.
 - Ten minutes every day until all students can do it correctly without prompting.
 - Ten minutes every day for two weeks should do the job.
12. While a class is practicing with their partners the teacher should
- distribute the next day's papers.
 - watch closely from the front of the room to see that everyone is working.
 - circulate and give stars or tokens to students who are working well together.
 - listen closely and praise students who are correcting errors and hesitations.
13. Any day there are an odd number of students in the class the teacher should
- ask students who have no partner to quietly sit through practice time.
 - be the partner of the student who doesn't have a partner.
 - have a top student designated who practices alone.
 - have a group of three students who practice together.
14. A teacher who notices that students are not correcting hesitations, should do what?
- Spend the next few sessions role playing a student who hesitates, and making sure students model doing the correction procedure after a hesitation.
 - Post a reminder to do the correction procedure after a hesitation.
 - Make students stay in from recess who don't do the correction procedure the way they've been instructed.
 - Tell students you are going to call the parents of anyone who is not following the correction procedure.
15. Taking home the used Rocket Math test (after not passing) should be
- encouraged daily so students practice at home with someone.
 - encouraged if students don't pass after six tries.
 - discouraged because it might lead to cheating.
 - discouraged because a student might memorize the answers at home.

16. Alice is stuck on Set “L” and after six tries can’t reach her goal of 35 problems in a minute. Alice has only gotten to 32 problems in one minute on Set L, even though she passed the previous sets. The teacher should
- lower Alice’s goal to 32 and move her on.
 - move Alice on to the next set “M” but keep her goal the same.
 - move Alice back to set “K” and have her see if she can pass that at 35 again.
 - leave Alice on Set L and have her just keep trying as long as it takes.
17. Students, like Alice, who frequently do not pass in six “tries” should probably
- have their goals for passing lowered
 - get extra practice sessions daily
 - practice writing numerals so they can get faster.
 - be given a facts chart to use when they get stuck.
18. What is the most common reason students do not pass in six “tries?” In other words, what should a teacher look for first?
- The student is not getting good quality practice, not doing practice right.
 - The student has learning difficulties or dyslexia.
 - The student’s parents are not supportive.
 - The student has low self-esteem and so is not motivated to do well.
19. As students show they can answer more problems in the One-Minute Timing than their goal, the teacher should
- have their goals for passing gradually raised towards what they can do
 - raise their goal to one problem higher than the best they’ve ever done.
 - reward them in some way, but keep their goals the same.
 - encourage the students to take their time and write neatly.
20. A student has a goal of 48 problems in a minute according to the Writing Speed Test. He has not been able to reach that goal in four (4) tries. So far he has only gotten to 45 in a minute. The teacher should
- not pass student until he reaches the goal of 48 no matter how long it takes.
 - let him move on after he has had six tries because he has done over 40.
 - let the student pass when he went over 40.
 - lower his goal to 45 and let him pass now.