

Rocket Math

Worksheet 20 question Quiz

Answer Key

Here is the FAQs url— <https://rocketmath.com/resources/rocket-math-faq/> If you can display this page you can show where the explanation is for most items on the test.

If you can't do that, you can print out the written directions from here and you can refer staff to **Page #** in the printed directions: [https://rocketmath.com/wp-content/uploads/2015/05/Rocket Math 2015 Teacher Directions page breaks.pdf](https://rocketmath.com/wp-content/uploads/2015/05/Rocket_Math_2015_Teacher_Directions_page_breaks.pdf)

1. **(a) before beginning Rocket Math to set lower goals for students who write slowly.** See *"Why do I have to give a Writing Speed Test. How do I give it?"* on Page #12 or FAQ "i"
2. **(b) 15 minutes daily.** Not explicitly stated in the directions, but "daily" is everywhere in the directions and the procedures as written should not take more than 15 minutes a day once the routine is trained.
3. **(c) stop having students correct each other's timings.** This is the only practice on the list that is NOT recommended, so it can be stopped. It's too time consuming for the benefit.
4. **(a) fill folders before class rather than have students line up and do it themselves.** Having students line up to fill their folders is the only practice on the list that is NOT recommended, so it can be stopped. It's too time consuming of student time for the benefit.
5. **(d) 100% accuracy.** See *"How do I know when students pass a set of facts?"* on Page #23 or FAQ "S."
6. **(c) 40 problems per minute.** See *"How fast is fast enough?"* on Page #10 or FAQ "G."
7. **(b) say the whole problem and the answer each time.** See *"How should the students practice with each other?"* on Page # 18 or FAQ "O."
8. **(a) Only when their partner says an incorrect fact or hesitates in answering.** See *"How should the students practice with each other?"* on Page # 18 or FAQ "O."
9. **(d) Tell them the correct problem and answer, ask them to repeat the problem and the answer three times and go back three problems.** See *"How should the students practice with each other?"* on Page # 18 or FAQ "O."
10. **(d) After a verbal explanation the teacher should role play as a student making errors and have all the students model how to correct errors.** See *"How do I get my students to practice math facts the right way?"* on Page 20 or FAQ "P."

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11. **(c) Ten minutes a day until everyone can do it correctly without prompting.** See *“How do I get my students to practice math facts the right way?”* on Page 20 or FAQ “P.” So important I model how to do this in a 12 minute video clip at YouTube here: https://youtu.be/kaSQNdte7DU?list=PLk1py8rhtQ1DUfVGOJckFo5_wfX5yE11O
12. **(d) listen closely and praise students who are correcting errors and hesitations.** Not explicitly stated anywhere, but there is no other way to ensure that students are following procedures correctly, other than by listening closely enough to find out if they are correcting errors and hesitations. Because correcting hesitations (giving them extra practice) is the heart of the learning process, it is critical, and teachers must go around and monitor for that behavior as well as praise it.
13. **(c) have a top student designated who practices alone.** Not explicitly stated anywhere in our directions but monitoring is critical, so the teacher cannot be anyone’s partner or else there will often be no monitoring of whether students are practicing the right way. A group of three is asking for fun and games so don’t do that. Your top student probably knows how to study best of all, so that’s who goes without a partner when that’s needed. Not (a) because you don’t want a student to sit and waste this time.
14. **(a) Spend the next few sessions role playing a student who hesitates, and making sure students model doing the correction procedure after a hesitation.** Another thing not explicitly stated in the directions, however the best rule is when students are not following procedures of any kind then simply “re-teach” the procedures. If the students aren’t doing it, the best response is to treat it as if they didn’t “get it” the first time. (*Maybe you forgot to model hesitations before and they really didn’t know?*) In the process you can help anyone who “can’t” remember what to do and simultaneously suggest to those who “won’t” do it because they don’t want to that you really intend for them to follow this procedure. All students would rather “do” a task than be taught “how to do it” over and over, so they will shape up if you appear relentless in this regard.
15. **(a) encouraged daily so students practice at home with someone.** See *“Shouldn’t my students be practicing math facts for homework?”* on Page # 24 or FAQ “T.”
16. **(c) move Alice back to set “K” and have her see if she can pass that at 35 again.** See *“What do I do about students who are stuck and don’t pass in six tries?”* on Page # 27 or FAQ “W.”
17. **(b) get extra practice sessions daily.** Hard won experience has taught us that there are a fair number of students who simply need more practice than their peers to keep up. Instead of letting them drag out for weeks, just give them an extra practice session or

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two daily. That's the extra effort that Title 1 teachers or Special Education staff can contribute to help these lower performing students succeed.

- 18. (a) The student is not getting good quality practice, not doing practice right.** See *"What do I do about students who are stuck and don't pass in six tries?"* on Page # 27 or FAQ "W."
- 19. (a) have their goals for passing gradually raised towards what they can do.** See *"What do I do about students who are fast writers, and slow writers and do goals ever change?"* on Page 14 or FAQ "K."
- 20. (b) let him move on after he has had six tries because he has done over 40.** See *"What do I do about students who are fast writers, and slow writers and do goals ever change?"* on Page 14 or FAQ "K."