

## Family Involvement Quiz

1. The most accurate predictor of a student's achievement in school is
  - a. Family income
  - b. Two-parent family
  - c. Educational level of parent(s)
  - d. The family's high expectations, encouragement of learning at home, and involvement in the child's learning at school and in the community.
2. The two most common reasons parents give for not being involved with their children's education are (*circle two*)
  - a. They don't have enough time
  - b. They don't want to be involved
  - c. It's the teacher's job, not theirs
  - d. They don't know what to do.
3. Involving parents in the education of their child will
  - a. Make up for an inadequate reading program
  - b. Compensate for low-quality teaching
  - c. Mend the communication gap between administrators and teachers
  - d. Be one important element in an effective school improvement plan.
4. What is the percentage of teachers who say they are reluctant to talk with parents?
  - a. 12%
  - b. 24%
  - c. 36%
  - d. 55%.
5. Teachers who use practices of partnership are more likely to report that
  - a. Only some parents can help their children
  - b. All parents can help their children
  - c. Single parents, poor parents, and those with less education cannot help their children
  - d. Only English-speaking parents can help their children.
6. Which of the following types of partnerships has research shown to most help student achievement?
  - a. Parenting and family skills
  - b. Learning at home
  - c. Two-way communications between home and school
  - d. Volunteering at school.
7. Which type of partnerships do parents say they need the most help with from school to remain informed and involved in their child's education?
  - a. School decision-making
  - b. Two-way communications
  - c. Helping their child learn at home
  - d. Collaborating with the community

8. In studies conducted by the National Network of Partnership Schools, which family involvement practice resulted in higher math test scores for the most students?
  - a. Conduct family workshops on math skills and school expectations
  - b. Assign math homework that involves families, and offer lending libraries with math-related materials for families and students to use at home
  - c. Communicate with parents about how to contact the math teacher
  - d. Provide information to parents about students' math progress between report cards.
  
9. What are the ages and grade levels most important for parents to be involved in their child's education?
  - a. Middle and high school
  - b. Elementary school
  - c. PreK-12
  - d. Pre-school
  
10. Parents and students in which culture may be reluctant to establish eye contact because they regard it as impolite?
  - a. Hmong
  - b. Spanish-speaking
  - c. American Indian
  - d. All of the above
  
11. On January 6, Spanish-speaking students may be absent from school because it's
  - a. Dia de Los Muertos, when families honor their deceased relatives
  - b. Usually the coldest day of the year
  - c. Cinco de Mayo, the Mexican national holiday that honors the Mexican victory over the French army at Puebla de los Angeles in 1862.
  - d. Día de los Santos Reyes, when many families celebrate the visit of three gift-bearing wisemen to Baby Jesus.
  
12. What is the best way for schools to encourage diverse families to be involved in the education of their children?
  - a. Form trusting relationships with families
  - b. Recognize and address families' needs
  - c. Share power and responsibility with families
  - d. All of the above.

*Compiled by the Family-School-Community Partnerships Team, Wisconsin Department of Public Instruction 2004.*

## Answer Sheet For Family Involvement Quiz

1. Answer: **d.** The family's high expectations, encouragement of learning at home, and involvement in the child's learning at school and in the community.  
From *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Henderson, Anne and Berla, Nancy. National Committee for Citizens in Education, 1994.
2. Answers: **a.** They don't have enough time AND  
**d.** They don't know what to do.  
From a Metropolitan Life Survey of American Teachers at <http://www.metlife.com/>.
3. Answer: **d.** Be one important element in an effective school improvement plan.  
*Collaboration with families is an essential component of a reform strategy, but it is not a substitute for a high quality education program, or thoughtful, comprehensive school improvement.*  
From *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Henderson, Anne and Berla, Nancy. National Committee for Citizens in Education, 1994.
4. Answer: **d.** 55%.  
*According to the Metropolitan Life Survey of American Teachers, 55% of teachers said they feel uneasy or reluctant to approach parents to talk about their child. In the same survey, 19% of parents also indicated that they feel awkward or reluctant to talk with school staff.*
5. Answer: **b.** All parents can help their children.  
*Teachers who use practices of partnership are more likely to report that all parents can help their children. These teachers are less likely to stereotype single parents, poor parents, or those with less for education as unable to help.*  
From *School, Family, and Community Partnerships: Your Handbook for Action*. Epstein, Joyce et al., 2002 Corwin Press.
6. Answer: **b.** Learning at home.  
From *School, Family, and Community Partnerships: Your Handbook for Action*. Epstein, Joyce et al., 2002 Corwin Press.
7. Answer: **c.** Helping their child learn at home.  
*Of all the types of involvement, most families want to know more about how to help their children at home. Learning at home activities that contribute to student school success may include interactive homework, goal-setting, family learning nights and other curricular-linked activities, and decisions about projects, courses, academic programs, and postsecondary paths.*  
From *School, Family, and Community Partnerships: Your Handbook for Action*. Epstein, Joyce et al., 2002 Corwin Press.
8. Answer: **b.** Assign math homework that involves families, and offer lending libraries with math-related materials for families and students to use at home  
From Sheldon, S. B. & Epstein, J. L. (2001). Focus on math achievement: Effects of family and community involvement. An earlier version of this paper was presented at the 2001 annual meeting of the American Sociological Association, Anaheim, CA.

9. Answer: **a.** PreK-12.

*Studies are accumulating that show that well-designed programs of partnership can help all families support their children's education in middle and high school. When secondary schools plan and implement comprehensive programs of partnership, many more families respond, including those who would not become involved on their own.*

From *School, Family, and Community Partnerships: Your Handbook for Action*. Epstein, Joyce et al., 2002 Corwin Press.

10. Answer: **d.** All of the above.

From *Linguistically, Culturally Diverse II*. Wisconsin Department of Public Instruction, August 2003.

11. Answer: **d.** It's Dia de los Santos Reyes, when many families celebrate the visit of three gift-bearing wisemen to Baby Jesus.

From *Linguistically, Culturally Diverse II*. Wisconsin Department of Public Instruction, August 2003.

12. Answer: **d.** All of the above.

From *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne Henderson and Karen Mapp (2002).