1. Which of the following is **NOT** one of the three categories of TBIL activities?

   A) Conceptual Constructor

   B) Scaffolded Exploration

   C) Fluency Builder

   D) Flexible Extension

2. Which of the following describes the 4-S structure of TBIL activities?

   A) Same problem, Significant problem, Specific choice, Simultaneous Response

   B) Same problem, Specific Problem, Significant Choice, Simultaneous Response

   C) Significant problem, Specific choice, Simultaneous Response, Scaffolded problem

   D) Same problem, Scaffolded problem, Specific choice, Simultaneous Response

3. Which of the following is the correct chronological sequence of TBIL instruction?

   A) Assessment, Application Activities, Readiness Assurance Process

   B) Readiness Assurance Process, Assessment, Application Activities

   C) Application Activities, Readiness Assurance Process, Assessment

   D) Readiness Assurance Process, Application Activities, Assessment

4. TBIL is a specific form of which of the following pedagogies?

   A) Flipped Learning

   B) Process Oriented Guided Inquiry Learning

   C) Inquiry-Based Learning

   D) Peer Led Team Learning

5. Which of the following challenges was TBIL **NOT** designed to address?

   A) Improving students' teamwork and communication skills

   B) A lack of structure inherent to inquiry-oriented learning

   C) Obtaining student collaboration and buy-in

   D) Differing preparation levels of students

6. What is the most important purpose of the Readiness Assurance Process?

    A) Holds students individually accountable for coming to class prepared

    B) Creates a social learning environment where students can compare their understanding of course concepts

    C) Delays feedback so students are forced to review and reflect on the right answers for the tRAT

    D) Turns initial individual preparation into true readiness to begin problem solving

7. Why is it important to have teams simultaneously report decisions?

    A) It gives a sense of "team spirit" to students who aren't prepared.

    B) It generates vigorous within-a-team and between teams discussion.

    C) It forces "slower" teams to be ready.

    D) It doesn't reward the "smarter" teams.

8. It is important to create TBL teams that are. . .

    A) Selected by students to minimize initial student resistance

    B) Large, diverse, and instructor selected

    C) Small enough that everyone must pull his or her weight

    D) Grouped with similar abilities