

How to Take Tests

Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Do you..	Pre-Score				
		Always	Sometimes	Never		
39	Experience anxiety or nervousness while taking tests?	1	2	3	4	5
40	Begin answering test questions immediately without first reviewing them to plan your strategy?	1	2	3	4	5
41	Lack confidence in using different strategies for various test types, such as multiple choice, true/false, fill-in-the-blank, and essay?	1	2	3	4	5

Investigation

Directions: Answer questions from the software, in the spaces provided.

The TEST Test

TRUE/FALSE		MULTIPLE-CHOICE	
1. True / False Correct statement: _____ _____		6. A B C D	
2. True / False Correct statement: _____ _____		7. A B C D	
3. True / False Correct statement: _____ _____		8. A B C D	
4. True / False Correct statement: _____ _____		9. A B C D	
5. True / False Correct statement: _____ _____		10. A B C D	

How to Take Tests

Layer 2: Connect New Information

Key terms

The following terms and concepts are introduced in this lesson:

- **test anxiety:** Emotional distress affecting performance before or during tests.
- **essay questions:** Questions needing longer, detailed responses.
- **true/false questions:** Questions requiring a true or false decision.
- **study guide:** information to aid test preparation.
- **multiple choice questions:** Questions with several answer options but only one correct answer.
- **pressure points:** Body points that alleviate anxiety and stress when pressed.
- **fill-in-the-blank questions:** Questions where test takers supply missing words.

Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. "How will 'asking questions' help me take tests?"

B. What are some tips for taking tests?

C. What are some tips for taking specific types of tests?

D. "How do I prepare for major tests, such as midterms and final exams?"

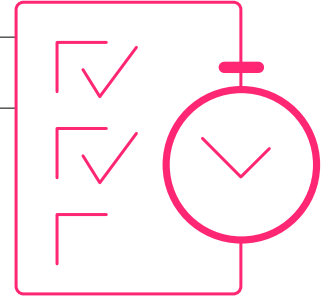
E. "How do I manage test anxiety?"

How to Take Tests

Layer 3: Confirm Understanding

Apply + Practice

Practice test-taking skills



Part A

1. Which of the following should you NOT do when you first receive a test?

A) Put your name on the answer sheet.
 B) Write information you've been memorizing, in the margins.
 C) Preview all test questions to look for clues across other questions.
 D) Start answering the questions immediately without reviewing them.

2. What is the purpose of "previewing" a test when you first receive it?

3. What is the purpose of creating a time-management plan for taking a test?

4. Imagine you will have 50 minutes to complete a test of 25 multiple-choice questions and 2 essay questions. How much time would you spend:

a. Previewing the test?		d. On each essay question?	
b. On the MC questions, all together?		e. Reviewing your test?	
c. On each multiple-choice question?			

5. Imagine you will have 30 minutes to complete a test with 40 true/false questions and 5 fill-in-the blank questions. How much time would you spend:

a. Previewing the test?		d. On each fill-in-the blank question?	
b. On the T/F questions, all together?		e. Reviewing your test?	
c. On each T/F question?			

6. What is the purpose of "reviewing" a test, before turning it in?

7. You should discard all your old tests and quizzes because they are never useful for future test-preparation and just clutter your folders. TRUE FALSE (circle one)

8. If you did not know the answer to #7, what test-taking clue(s) could you have used to make an "educated guess"?

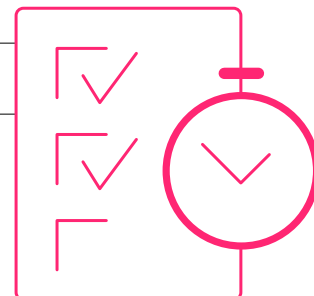
9. Which of the following strategies should you use to manage test anxiety effectively?

A) Prepare thoroughly for the test to feel confident about the material.
 B) Identify the root causes of your anxiety to address underlying issues.
 C) Use techniques like deep breathing to calm your nerves before and during the test.
 D) All of the above.

10. If you did not know the answer to question #9, what test-taking clue(s) could help you make an educated guess?

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Layer 3: Confirm Understanding

Apply + Practice**Practice test-taking skills****Part B**

The best way to learn how to answer multiple choice questions is to *create* some; after creating “wrong” answers that “sound true,” you will have a better understanding of how to better identify correct answers.

Directions

Based on what you've learned in this chapter about test-taking strategies, create two multiple-choice questions that could be included on a quiz about this chapter.

11. Question:

A. _____

B. _____

C. _____

D. _____

Correct answer and explanation: _____

12. Question:

A. _____

B. _____

C. _____

D. _____

Correct answer and explanation: _____

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Layer 3: Confirm Understanding

Scorecard Review**Directions:** What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score			+/- change from pre-score		
			Always	Sometimes	Never			
39	Experience anxiety or nervousness while taking tests?		1	2	3	4	5	
40	Begin answering test questions immediately without first reviewing them to plan your strategy?		1	2	3	4	5	
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Rubric: Apply + Practice**Directions:** This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
Understanding and Application of Test-Taking Strategies	Deep understanding, applies test clues effectively.	Understands key concepts, some details.	Basic understanding, some errors.	Major misunderstandings or omissions.
Time Management Strategy	Detailed, practical plan for all sections.	Effective plan, some specifics missing.	General plan, lacks specifics.	Incomplete or impractical plan.
Purpose of Test Actions	Detailed understanding with impactful examples.	General purposes explained, some examples.	Vague or incomplete explanations.	Irrelevant or incorrect explanations.
Creation of Multiple-Choice Questions	Clear, relevant questions with detailed answers and distractors.	Relevant questions, includes distractors.	Simple questions, lacks detail.	Irrelevant or incorrect questions.

Total points: _____ / _____

Name: _____ ID#: _____ Date: _____

Lesson#

14

How to Take Tests

Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: _____ Section Title: _____

Chapter #: _____ Chapter Title: _____

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric

Evaluation guidelines are below.
(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: