

Migrant Literacy NET Instructional Resources

Study Skills Lesson 10: Test-Taking Skills

Skill Area(s):

Learning how to take tests

Target Grade Level:

K-6

7-12

Outcome(s):

Students will be able to identify and apply the necessary characteristics for test taking.

Materials:

Pretest/Posttest
 Teacher's Notes on Test-Taking Skills Resource (included)
 Brainstorming Test-Taking Skills Transparency master (inc.)
 Emergent Notes on Test-Taking Skills Transparency master (inc.)
 Developmental Notes on Test-Taking Skills Transparency master (inc.)
 Notes on Test-Taking Skills Student Worksheet No. 1 (Emer)
 Notes on Test-Taking Skills Student Worksheet No. 2 (Dev)
 Practice Test Student Worksheet No. 3 (Emer)
 Practice Test Student Worksheet No. 4 (Dev)

Duration of Lesson:

Two 45-minute lessons

Procedures and Answer Key(s):

See attached pages.

ELL Recommendations:

Speak slowly and clearly when teaching a new concept and when giving instructions.

Providing visual examples (when possible) of the lesson being presented will aid **Emergent** students in their understanding of the new concept.

Allow many opportunities for asking questions and for guided practice before asking the students to perform a new task on their own.

Assessment:

The students will have to read the directions or have the directions read to them aloud (depending on the student's level of reading and comprehension) before taking both tests. The pre- and posttest assessments are at the end of the lesson.

Teacher Procedures**Test-Taking Skills****Lesson Procedures:**

1. **Give the pretest for this lesson using the Assessment Procedures given on page 7. The teacher should rate the student's skill level subjectively using the 4-point rubric indicated.**
2. The teacher should make copies of all student worksheets in the Student Worksheet Section of the lesson and the three transparencies needed for this lesson. (Transparency masters are on pages 4-6.)
3. The teacher should hand out Notes on Test-Taking Skills Student Worksheet No. 1 to **Emergent** students and Notes on Test-Taking Skills Student Worksheet No. 2 to **Developmental** students so they can take notes on these sheets for further reference.
4. The teacher should begin by telling the students that this lesson is about test-taking skills. Have the students think about what they should do before taking a test.
5. Using a chalkboard or the Brainstorming Test-Taking Skills Transparency, ask for examples of what students believe are things they should do when taking a test. Write their responses.
6. Once they have identified many different things, the teacher can begin instruction on test-taking skills. Refer to their examples while teaching the lesson. (Use the Teacher's Notes on Test-Taking Skills Resource found on page 3 as a guide.)
7. The teacher should write the notes on the Notes on Test-Taking Skills Transparency for **Emergent** students and on Notes on Test-Taking Skills Transparency for **Developmental** students so the students can see them and write them on their student worksheet for taking notes. (These transparencies correspond to the student worksheets handed out in Step 3.)
8. Once instruction is complete, the teacher should hand out the Practice Test Student Worksheets to the students. Tell them that they will be taking small tests and must complete them in a 5-minute period. Each **Emergent** student should have Practice Test Student Worksheet No. 3 and each **Developmental** student should have Practice Test Student Worksheet No. 4 as well as a clean sheet of writing paper (loose leaf) paper.
9. When the students have completed their worksheets, have them turn them in to you.
10. Once you have collected all tests, you should go over each worksheet orally. Explaining that before any of the tasks should have been done, they should have read over the *entire test first* before proceeding. Explain the importance of using the strategies explained earlier so they do not waste time or perform poorly on the exam.
11. **Once the review is done and all questions are cleared up, administer the posttest at the appropriate level using the Assessment Procedures on page 7 to determine the student's level of proficiency following the instruction of these skill(s). The teacher should rate the student's skill level subjectively using the 4-point rubric indicated.**

Teacher Procedures (cont.)**Test-Taking Skills****Teacher's Notes on Test-Taking Skills Resource**

Explain that this lesson is going to be about test-taking strategies or skills. Begin this lesson with a short talk about tests and how the students feel about taking tests directing the conversation to what skills are necessary for taking tests.

Using either the chalkboard or the Brainstorming Test-Taking Skills Transparency, brainstorm different strategies that a student should use for taking tests; then write them on the board or transparency so everyone can see them. Accept all the possible answers they identify.

Notes:

The teacher should explain that to do well on tests, you should:

- 1st - have a good knowledge of the information that is going to be tested.
- 2nd - have a strategy for taking the test that lets you show all that you know.

7 STEPS YOU SHOULD TAKE WHEN TAKING A TEST

- Step 1: Examine the test to see how much you will have to complete.
- By knowing what is going to be expected, you can judge your time so that you will complete the test within the given time.
- Step 2: Read all directions very carefully. If you do not understand the directions, ask the teacher for a better explanation.
- Step 3: Once you have examined the test and read the directions, you should decide how much time you will spend on each item.
- Step 4: If you see that there are points assigned for different items, spend the most time on the items that have a higher point value.
- If the test is an essay test, scan all questions to divide your time adequately on each question so you can answer each question completely
- Step 5: Answer the easiest questions first so you can allow more time on the more difficult questions.
- Step 6: If you come to a difficult question, mark it and come back to it. Complete all answers you know well first, then go back and spend more time on the difficult ones.
- Step 7: Finally, if you have planned well, you should have time to review your test. Reread the directions to make sure you answered each question in the manner the teacher has requested. Then, go over your answers to check for correctness, proper punctuation, correct spelling, and proper organization.

**Teacher Procedures (cont.)
Test-Taking Skills**

Brainstorming Test-Taking Skills Transparency

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24

Teacher Procedures (cont.)
Test-Taking Skills

Emergent Notes on Test-Taking Skills Transparency

What you should have in order to do well on a test:

1st - have a good _____ of the _____ that is going to be tested.

2nd - have a _____ for taking the test that lets you show all that you know.

7 STEPS YOU SHOULD TAKE WHEN TAKING A TEST

Step 1: _____ to see how much you will have to complete.

- By _____ what is going to be _____, you can judge your time so that you will complete the test within the given time.

Step 2: _____ very carefully. If you do not understand the directions, _____ the teacher for a better explanation.

Step 3: Once you have examined the test and read the directions, you should _____

_____ you will spend on each item.

Step 4: If you see that there are _____ for different items, _____ on the items that have a _____.

If the test is an essay test, scan all questions to divide your time adequately on each question so you can answer each question completely

Step 5: Answer the _____ questions _____ so you can allow more time on the more difficult questions.

Step 6: If you come to a _____, mark it and come back to it. Complete all answers you know well first, then _____ on the difficult ones.

Step 7: Finally, if you have _____, you should have time to _____ your test. _____ the _____ to make sure you answered each question in the manner the teacher has requested. Then, _____ your answers to check for correctness, proper punctuation, correct spelling and proper organization.

**Teacher Procedures (cont.)
Test-Taking Skills**

Developmental Notes on Test-Taking Skills Transparency

Notes:

What you should have in order to do well on a test:

1st - _____

2nd - _____

7 STEPS YOU SHOULD TAKE WHEN TAKING A TEST

Step 1: _____
- _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Teacher Procedures (cont.)**Test-Taking Skills****ELL Recommendations:**

Speak slowly and clearly when teaching a new concept and when giving instructions.

Providing visual examples (when possible) of the lesson being presented will aid **Emergent** students in their understanding of the new concept.

Allow many opportunities for asking questions and for guided practice before asking the students to perform a new task on their own.

Assessment Procedures:

The pre- and posttest assessments are at the end of the lesson.

The students will have to read the directions or have the directions read to them aloud (depending on the student's level of reading and comprehension) before taking both tests.

Answer Key(s):**Student Worksheets:**

Practice Test Emergent: The paper should be blank except for the following: the student's first name should be on the last line of the paper at the left-hand margin and they should have drawn a star in the upper left-hand corner of the page.

Practice Test Developmental: The paper should be blank except for the word December in the top left corner of the paper.

Pretest/Posttest Assessment:

1. What are two important things a student should know about test taking?
You must have a good knowledge of the information being tested and you should have a strategy for taking the test
2. What is the first thing you should do when you receive your test?
Look over the entire test and read all of the directions
3. Which answers should you answer first on a test? Why?
You should always answer the easiest questions first to allow enough time to do the more difficult questions.
4. What should you do if you get stuck on an answer?
You should mark the questions that you get stuck on and come back to them later when you have more time to think about them.
5. Why is it good to allow enough time to be able to review your answers?
So you can make them as complete and accurate as possible and so that you can reread the directions to make sure you answered the questions the way the teacher is requiring.

Student Worksheet No. 1—Emergent**Test-Taking Skills****Notes on Test-Taking Skills**

Name _____ Date: _____

Directions: Fill in the blanks as the teacher goes over the notes.**What you should have in order to do well on a test:**1st - have a good _____ of the _____ that is going to be tested.2nd - have a _____ for taking the test that lets you show all that you know.**7 STEPS YOU SHOULD TAKE WHEN TAKING A TEST**

Step 1: _____ to see how much you will have to complete.

- By _____ what is going to be _____, you can judge your time so that you will complete the test within the given time.

Step 2: _____ very carefully. If you do not understand the directions, _____ the teacher for a better explanation.

Step 3: Once you have examined the test and read the directions, you should _____
_____ you will spend on each item.Step 4: If you see that there are _____ for different items,
_____ on the items that have a _____.

If the test is an essay test, scan all questions to divide your time adequately on each question so you can answer each question completely

Step 5: Answer the _____ questions _____ so you can allow more time on the more difficult questions.

Step 6: If you come to a _____, mark it and come back to it. Complete all answers you know well first, then _____ on the difficult ones.

Step 7: Finally, if you have _____, you should have time to _____ your test. _____ the _____ to make sure you answered each question in the manner the teacher has requested. Then, _____ your answers to check for correctness, proper punctuation, correct spelling and proper organization.

Student Worksheet No. 2—Developmental

Test-Taking Skills

Notes on Test-Taking Skills

Name _____ Date: _____

Directions: Fill in the blanks as the teacher goes over the notes.

Notes:

What you should have in order to do well on a test:

1st - _____

2nd - _____

7 STEPS YOU SHOULD TAKE WHEN TAKING A TEST

Step 1: _____
- _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Student Worksheet No. 3—Emergent**Test-Taking Skills****Practice Test**

Name _____ Date: _____

Directions: Using the strategies you learned in the lesson, complete the following test by answering each task asked of you on the blank sheet of paper provided. Make sure to follow the directions completely. You will have **five minutes** to complete the test. Do not begin until the teacher tells you to start.

1. Write your first name on the last line of the paper at the left-hand margin.
2. On the first line on the paper, write the Numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.
3. Circle the Number 6.
4. Draw a star in the upper left-hand corner of the page.
5. Fold your paper in half the long way.
6. Open up your paper; then fold it the opposite way.
7. Use the tip of your pencil to poke a hole in the center of the paper (the place where the two folds meet).
8. Draw a heart around the hole you made in your paper.
9. Now that you have carefully read all of the steps so far and you have not carried out any of the actual work, skip the next two steps and go back and only complete Numbers 1 and 4.
10. Write the first initial of your last name in the upper right-hand corner of the page.
11. On the last line on the page, write the word *done* near the right margin.

**Student Worksheet No. 4—Developmental
Test-Taking Skills
Practice Test**

Name _____ **Date:** _____

Directions: Using the strategies you learned in the lesson, complete the following test by answering each task asked of you on the blank sheet of paper provided. Make sure to follow the directions completely. You will have **five minutes** to complete the test. Do not begin until the teacher tells you to start.

1. Write today's date--month-day-year--in the top right hand corner of your test paper.
2. Write the answer to the following multiplication problem directly underneath the date on your test paper-- $6 \times 5 = ?$
3. Write the name of the month that begins with the letter "D" in the top left hand corner of your test paper.
4. Add 15 to the answer you got in Number 2 and write this new total directly underneath your answer for Number 3.
5. In the lower left-hand corner of your test paper, write the names of your favorite singer and your favorite group.
6. Just above your answer to Number 5, write "This test is very easy."
7. In the lower right-hand corner of your test paper, draw a rectangle and inside the rectangle draw a five-pointed star. The size of these drawings is not important.
8. Directly above your answer to Number 7, draw a row of three small circles. Once again, size is not important.
9. Write the name of the first president of the United States on the back of your test paper anywhere you choose. If you don't know who this is, write your own name instead.
10. Write the name of any country that begins with the letter "I" directly underneath your answer to Number 2.
11. Take the number of dwarfs in the Snow White story and add it to the number of bears in the Goldilocks story. Divide by 2. Write this total in the approximate center of your test paper.
12. Think of a number between 1 and 50. Double that number. Add 20. Add 6. Subtract 17. Subtract 9. Divide by 2. Write this number on your test paper directly underneath your answer to Number 11.
13. Now that you have carefully read all of the parts so far and you have not carried out any of the actual work, skip the next two steps and go back and only complete Number 3.
14. The name of the first president of the United States is George Washington. He was president from 1789 until 1797. Add the two dates together to see if the total is less than 5000.
15. You should not be reading the end of the exam before the beginning of the exam, but now that you are here, you have just wasted some of the time you may need to complete the test.

Assessment
PRETEST—Both Emergent and Development
Test-Taking Skills

Name _____ **Date:** _____

Directions: Answer the following questions to the best of your ability.

1. What are two important things a student should know about test taking?

2. What is the first thing you should do when you receive your test?

3. Which answers should you answer first on a test? Why?

4. What should you do if you get stuck on an answer?

5. Why is it good to allow enough time to be able to review your answers?

<p>Teacher Rating for Student Proficiency in this Skill</p> <p>(4 = advanced; 3 = proficient; 2 = partly proficient; 1 = unsatisfactory)</p> <p><input type="text"/></p>

Assessment
POSTTEST—Both Emergent and Development
Test-Taking Skills

Name _____ Date: _____

Directions: Answer the following questions to the best of your ability.

1. What are two important things a student should know about test taking?

2. What is the first thing you should do when you receive your test?

3. Which answers should you answer first on a test? Why?

4. What should you do if you get stuck on an answer?

5. Why is it good to allow enough time to be able to review your answers?

<p>Teacher Rating for Student Proficiency in this Skill</p> <p>(4 = advanced; 3 = proficient; 2 = partly proficient; 1 = unsatisfactory)</p> <div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;"></div>
