

Unit 8: Taking Tests

Guidelines for Using the Activities

8-1 A Strategy for Taking Short-Answer Tests

Tell students they will be learning about four types of short-answer tests. Take them through the steps of the DETER test taking strategy. Then have students answer the questions that follow. Be certain students understand the procedure to follow to decide how much time to spend answering each item on a test. Conclude the activity by having students describe what they would do for each step in DETER.

8-2 Learning about Multiple-Choice Tests

Work students through the two types of multiple-choice test items they will encounter. Then work through the examples of items that include “None of the above” or “All of the above” as answer choices. Have your students read the information about the marine biome. Then have them write the required multiple-choice items about this information.

8-3 Taking a Multiple-Choice Test

Discuss the guidelines for taking multiple-choice tests. After students complete the multiple-choice test, go over the items and their correct answers.

8-4 Learning about True/False Tests

Discuss the guidelines for taking true/false tests. Have students read the information about Earth and then write true/false items about the information as directed.

8-5 Taking a True/False Test

After students complete the true/false test, go over the items and their correct answers.



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8-6 Learning about Matching Tests

Note that a matching test usually requires matching words or terms in the right-hand column with those in the left-hand column. Point out, however, that this format is sometimes reversed. Carefully review the example where there are more items in the right-hand column than in the left. Then have students create a matching test as directed for the states and their capitals listed.

8-7 Taking a Matching Test

Discuss the guidelines for taking matching tests. After students complete the matching test, go over the items and their correct answers.

8-8 Learning about Completion Tests

Discuss what a completion test consists of. Note that some items may require more than one blank to be completed. Further, note that a blank or blanks may appear anywhere in the item. Go over the examples provided. Then have students read the information about the Titanic and write a completion test about the information as directed.

8-9 Taking a Completion Test

Discuss the guidelines for taking completion tests. After students complete the completion test, go over the items and their correct answers.

8-10 Learning about Essay Tests

Point out that essay tests require extended and well-organized written responses. Take students through the six steps for answering an essay test item. Then have students answer the questions about these steps.

8-11 Direction Words in Essay Tests

Remind students that most essay test items include a direction word that tells them what they must do to answer the item. Review the direction words shown, making certain that students know what each direction word tells them to do. Then have students select the appropriate direction words to complete the activity.



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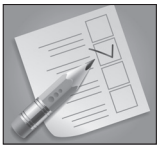
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8-12 Planning Time When Taking an Essay Test

Note the importance of planning how much time to spend on each item when taking an essay test. Go over how students should plan their use of time when taking an essay test. Then have students complete the activity.

8-13 What I Have Learned

Use this activity to assess students' mastery of the unit.



Answer Key

Activity 8-1

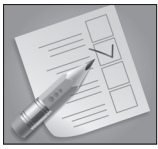
1. Student responses will vary, but should capture the idea that if they get stuck on items they find difficult, they might not get to items they find easy.
2. Ask the teacher to explain what I do not understand.
3. To get a sense of how much there is to do.
4. To be sure they are my best responses.
5. 2 minutes
6. Answer the items I find easiest first.
7. Review my answers to be sure they are my best responses.
8. Examine the test to see how much there is to do.
9. Read the test directions carefully.
10. Decide how much time to spend answering each item.

Activity 8-2

- 1-5. Student responses will vary.

Activity 8-3

1. b
2. c
3. d
4. b
5. c
6. a
7. d
8. c
9. d
10. c
11. d



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Answer Key

Activity 8-4

1-8. Student responses will vary.

Activity 8-5

1. TRUE
2. TRUE
3. FALSE
4. TRUE
5. TRUE
6. FALSE
7. TRUE
8. TRUE

Activity 8-6

Student responses will vary.

Activity 8-7

1. e
2. b
3. f
4. c
5. a

Activity 8-8

Student responses will vary.



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Answer Key

Activity 8-9

1. grammatically
2. more than one word
3. think
4. produce; recognize
5. blank line
6. reread
7. statement

Activity 8-10

1. To be sure I have included all the information I plan to.
2. So that my teacher will easily understand what I have to say.
3. A word that tells me what I must do to answer the item.
4. No
5. Some teachers deduct points for errors in writing mechanics.
6. On the back of the test page.
7. Main ideas and their supporting details.

Activity 8-11

1. contrast
2. evaluate
3. trace
4. list
5. diagram
6. explain
7. compare
8. summarize
9. describe
10. analyze



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Answer Key

Activity 8-12

1. No; she does not have this much time to take the test.
2. Student responses will vary.
3. Student responses will vary. The total minutes for the three items should not exceed 50 minutes minus the number of minutes set aside for review. More time should be allocated for the first item than for the other two items.
4. Student responses will vary.
5. Students should answer “no.”
6. Revise my planned time.
7. Allocate more time for answering the items and for review.

Activity 8-13

- 1-10. Student responses will vary.