



Test
Taking
to Go

The
Test

Test
Prep

Study
Strategies

Time
Planning

Taking reading comprehension tests



- Reading tests measure reading comprehension as a combination of referring and reasoning skills
 - Referring to what is explicitly stated in the text and determining the meaning of words through context; “right there” questions
 - Reasoning to determine implicit meaning (inferences), to draw conclusions, and to make comparisons and generalizations; “author and you” questions

A Humanities Reading Passage



When I'm in New York but feeling lonely for Wyoming, I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy, we've ironically disesteemed his true character. If he's "strong and silent," it's because there's probably no one to talk to. If he "rides away into the sunset," it's because he's been on horseback



since four in the morning moving cattle, and he's trying, fifteen hours later, to get home. If he's "a rugged individualist," he's also part of a team: ranch work is teamwork, and even the open range cowboys of the 1880s rode in the company of 20 or 30 other riders. It's not toughness but "toughing it out" that counts. In other words, the macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct



for survival. “Cowboys are just like a pile of rocks – everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is ‘just to take it,’” one old-timer told me.

Adapted from *The Solace of Open Spaces*, Gretel Ehrlich, 1985.

Referring



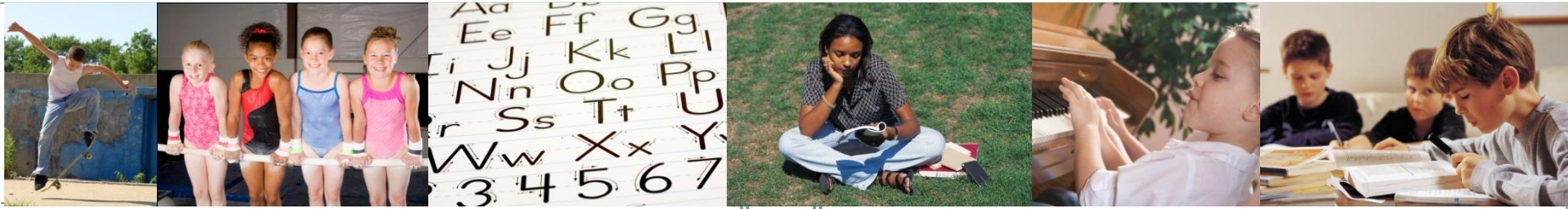
- According to the passage, cowboys are probably “strong and silent” because
 - a. their work leaves them no time for conversation.
 - b. they have been cautioned not to complain.
 - c. they are stern and humorless.
 - d. there is no one nearby to listen to them.
 - e. their work makes them too tired to talk.



Reasoning



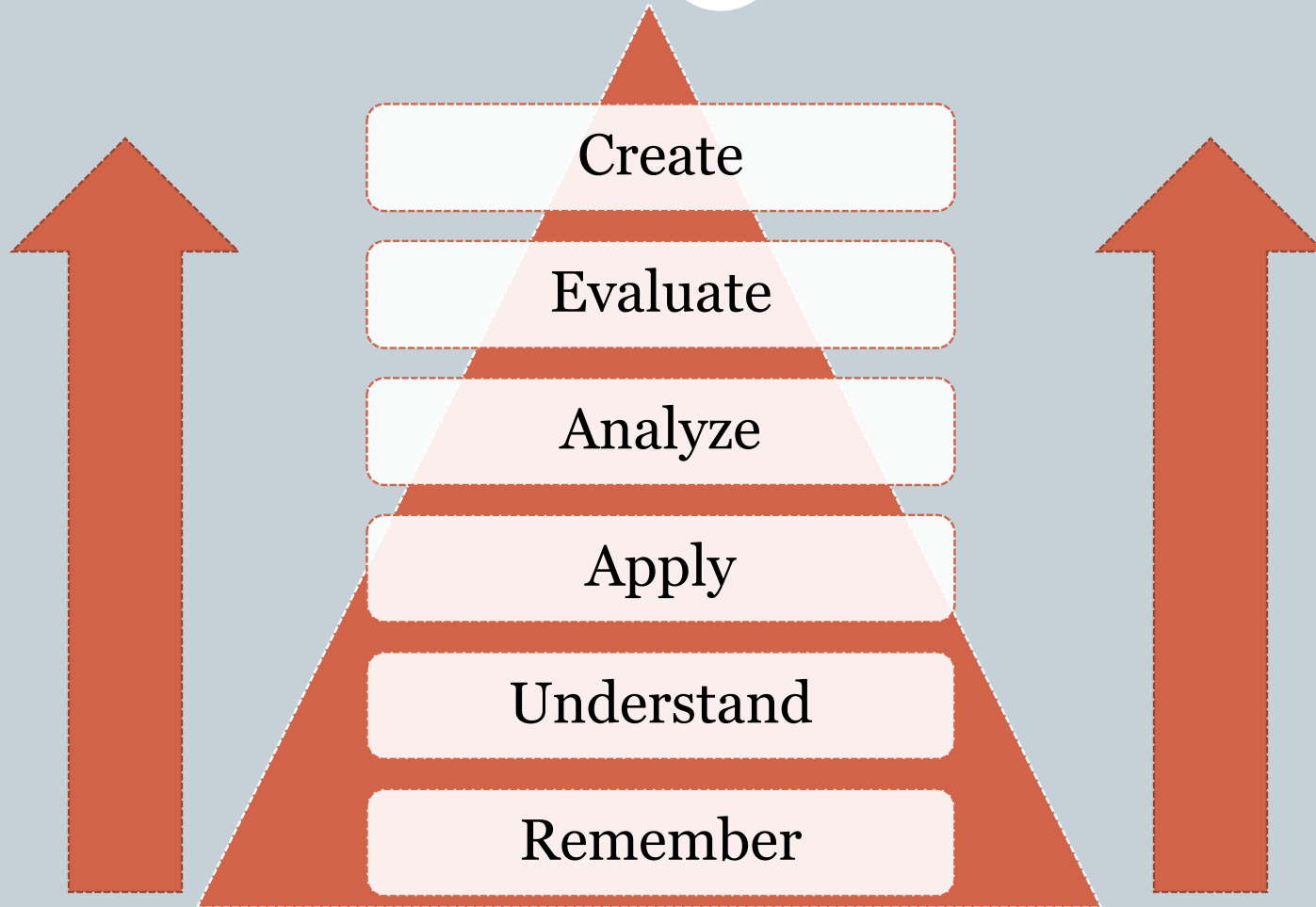
- For which of the following statements does the passage give apparently contradictory evidence?
 - a. The cowboy's work takes endurance.
 - b. Cowboys work alone.
 - c. Cowboys are adequately paid.
 - d. Cowboys think of themselves as humorless.
 - e. The cowboy's image has become romanticized in American culture.



“When you’re practicing deeply, the world’s usual rules are suspended. You use time more efficiently. Your small efforts produce big, lasting results. You have positioned yourself at a place of leverage where you can capture failure and turn it into a skill. The trick is to choose a goal just beyond your present abilities; to target the struggle.”

*From [The Talent Code: Greatness Isn't Born. It's Grown. Here's How.](#)
Daniel Coyle*

Bloom's Taxonomy



The Language of Bloom's



- **Level 1: Remember. A memory function**
 - Recall previously learned answers, basic concepts (ideas), facts, terms
 - Comprehension Process:
 - ✦ Determining Importance
 - ✦ **Action Words:** choose, define, find, how, list, match, omit, relate, recall, select, show, tell, who, what, when, where, which, why
 - Sample Assignments:
 - Define each of these terms: *encomienda*, *conquistador*.
 - What was the *Amistad*?

The language of Bloom's



- **Level 2: Understand**
 - Construct meaning from facts & ideas by organizing, comparing, stating main ideas
 - ✦ **Action Words:** classify, compare/contrast, demonstrate, explain, infer, interpret, rephrase, summarize, translate
 - Comprehension Process:
 - ✦ Determining importance
 - ✦ Inferring
 - ✦ Creating visual/sensory images
 - Sample Assignments:
 - Compare an invertebrate with a vertebrate.
 - Use a set of symbols and graphics to draw the water cycle.

The Language of Bloom's



- Level 3: **Apply**
 - Apply acquired knowledge and understanding of concepts, facts, techniques, terms, and rules to new situations
 - ✦ **Action Words:** apply, build, construct, develop, experiment with, identify, interview, organize, plan, solve, utilize (use)
 - Comprehension Process:
 - ✦ Making connections
 - ✦ Inferring
 - Sample Assignments:
 - Convert the following into a real-world problem:
velocity = distance/time
 - Experiment with batteries and bulbs to create circuits.

The Language of Bloom's



- Level 4: **Analyze**
 - Examine/break info/concepts into parts, identify & examine diff components. Make inferences, find evidence to support gen'lizations
 - ✦ **Action Words:** analyze, categorize, classify, conclude, compare/contrast, distinguish, hypothesize, illustrate, infer, relationships, simplify, suppose
 - Comprehension Process:
 - ✦ Making connections
 - ✦ Determining importance
 - ✦ Inferring
 - Sample Assignments:
 - **Illustrate** examples of two earthquake types.
 - ***What is the basis for*** (analyze) the institution of slavery in the American colonies?

The Language of Bloom's



- Level 5: Evaluate

- Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on specific criteria

- ✦ **Action Words:** agree, appraise, critique, defend, evaluate, interpret, judge, measure, opinion, prove, support

- Comprehension Process:

- ✦ Inferring

- Sample Assignments:

- Defend or negate the statement “Nature takes care of itself.”
 - Judge the value of requiring students to take earth science.

The Language of Bloom's



- Level 6: **Create**
 - Combine concepts/parts in a diff way, propose alternatives
 - ✦ **Action Words:** adapt, build, combine, compose, construct, create, design, develop, elaborate, imagine, invent, make up, modify, plan, predict, propose, solve, suppose
 - Comprehension Process:
 - ✦ Synthesizing
 - Sample Assignments:
 - **Create** a demonstration to show various chemical properties.
 - **Discuss** the early development of slavery in the American colonies.

Know the Language



- Action words

Bloom's Level

- Analyze

4

- Discuss

4, 5, & 6

- Demonstrate, Explain

2

- Describe

1

- Compare/contrast

4

- Evaluate, Interpret

5

- Identify, Solve

3

- Summarize

1, 2

Different types of Tests



MULTIPLE CHOICE

&

ESSAY WRITING

The Multiple Choice Test



- ❖ Measures ability to recognize correct answers among incorrect information
- ❖ Preparation
 - Practice tests
- ❖ T-Day
 - ✓ Feed your brain! Eat breakfast/lunch/dinner
 - ✓ Arrive on time
 - ✓ Jot study cues (HOMES, MVEMJSUNP)
 - ✓ Survey test



Multiple Choice ~ Test Taking Strategies

Test strategies:

- Read the directions carefully
- Know if each question has one or more correct option
- Know if you are penalized for guessing
- Answer easy questions first

Answering options ~ Improve your odds, think critically:

- Cover the options, read the stem, and try to answer. Select the option that most closely matches your answer.
- Read the stem with each option. Treat each option as a true-false question, and choose the "most true".

Strategies to answer difficult questions:

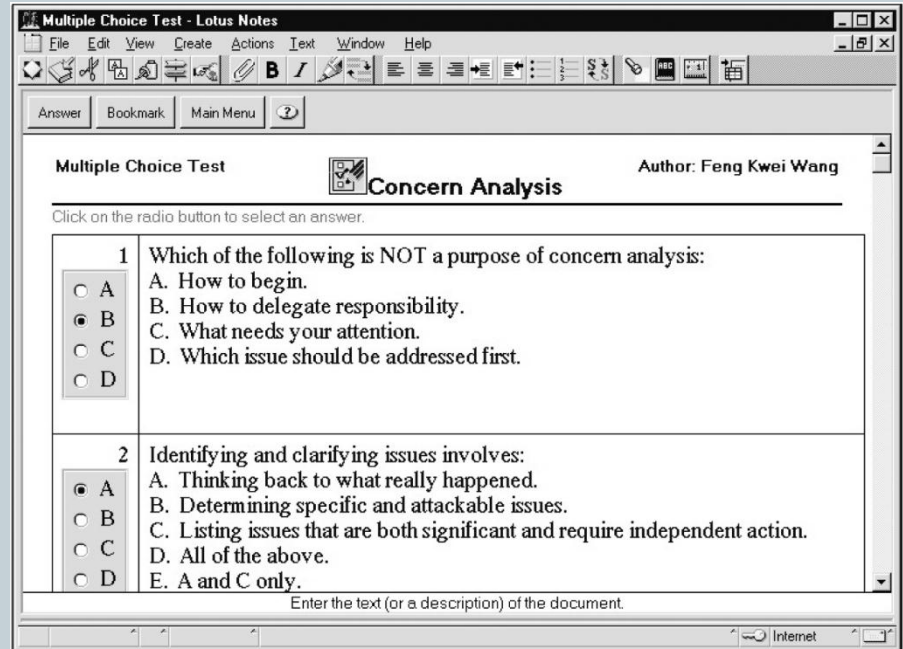
- Eliminate options you know to be incorrect.
- Question options that grammatically don't fit with the stem.
- Question options that are totally unfamiliar to you.
- Question options that contain negative or absolute words. Try substituting a qualified term for the absolute one, like *frequently* for *always*; or *typical* for *every* to see if you can eliminate it.
- "All of the above:" If you know two of three options seem correct, "all of the above" is a strong possibility.
- Number answers: toss out the high and low and consider the middle range numbers.
- "Look alike options" probably one is correct; choose the best but eliminate choices that mean basically the same thing, and thus cancel each other out.
- Echo options: If two options are opposite each other, chances are one of them is correct.
- Favor options that contain qualifiers. The result is longer, more inclusive items that better fill the role of the answer.
- If two alternatives seem correct, compare them for differences, then refer to the stem to find your best answer.

Guessing:

- Always guess when there is no penalty for guessing or you can eliminate options.
- Don't guess if you are penalized for guessing and if you have no basis for your choice.
- Don't change your answers unless you are sure of the correction.
- Use hints from questions you know to answer questions you do not.

Taking the Multiple Choice Test

- ❖ Read all directions carefully
- ❖ Beware of misleading language (“It’s not uncommon for ...” or “which is of the following is not ...” or “all of the following except ...”



The screenshot shows a Lotus Notes window titled "Multiple Choice Test - Lotus Notes". The window has a menu bar with "File", "Edit", "View", "Create", "Actions", "Text", "Window", and "Help". Below the menu bar is a toolbar with various icons. The main content area is titled "Multiple Choice Test" and "Concern Analysis" by "Author: Feng Kwei Wang". It contains two multiple choice questions:

1 Which of the following is NOT a purpose of concern analysis:
 A. How to begin.
 B. How to delegate responsibility.
 C. What needs your attention.
 D. Which issue should be addressed first.

2 Identifying and clarifying issues involves:
 A. Thinking back to what really happened.
 B. Determining specific and attackable issues.
 C. Listing issues that are both significant and require independent action.
 D. All of the above.
 E. A and C only.

At the bottom of the window, there is a text input field with the placeholder text "Enter the text (or a description) of the document." and a status bar showing "Internet".



- ❖ Stem + choices: usually only 1 is correct
- ❖ Read stem, predict answer
- ❖ Read stem, turn choices into T/F statements

Exam9

Proteins 06,, Which of the following statements about enzymes is FALSE?

- H A. Most enzymes are globular proteins.
- E B. Enzymes bind to substrates with high affinity.
- L C. Many enzyme inhibitors bind the enzyme with higher affinity than the natural substrate.
- P D. Most enzymes retain their shape during enzyme-catalyzed reactions.
- ? E. Enzymes use many different amino acid R groups for binding and catalysis.

Color
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CLICK
NEXT QUESTION
CLICK
CONTENTS
DORAY MEDIA

Multiple Choice Elimination Rule #1



❖ Eliminate options that

- ✓ contain 100% words, or absolutes (like *always*, *never*, *no/none/nobody*, *every/everybody*)

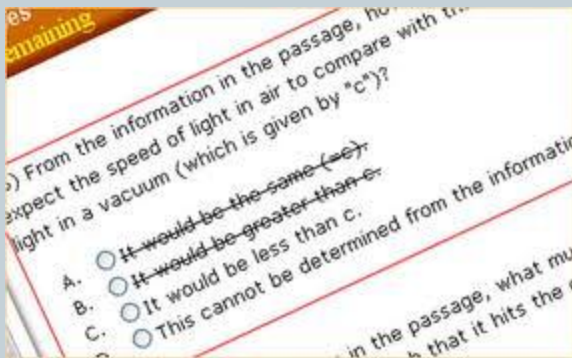
❖ Trust

- ✓ <100% words, or qualifiers (like *frequently*, *some*, *probably*, *most*)

Multiple Choice Elimination Rule #2



- ❖ Eliminate options that
 - ✓ you know are incorrect



Multiple Choice Elimination Rule #3



- ❖ Eliminate options that
 - ✓ do not match stem
 - ✓ are unfamiliar to you
 - ✓ are grammatically incorrect

All of the Above and Beyond



- ❖ Watch for choices that include more than one possibility
 - all/none of the above
 - ✓ Are 2 correct/incorrect?
 - Both a and c
 - ✓ Are both true/false?



❖ When in doubt:

- Look for most general
- Often the longest

❖ **Don't change answers** unless you are 100%, absolutely, positively, without a doubt – certain!



Writing



- For math? Yep, for math.
- Directions: Write 1-2 paragraphs that thoroughly address the following:

Why do we include the sign of the number with every operation we do? Why is this especially important with multiplication? Include examples either from the problems above or ones that you make up yourself.

Writing Essay Test Questions



- Requires you to write a composition about a specific topic
- A few paragraphs or more
- Be prepared –if possible – you don't have all day
- Become familiar with the language used

Essay Structure: Intro



- Hook ‘em
 - ✦ NOT: “Year round schooling is when students go to school year round.”
 - ✦ OR THIS: “I do not know much about this topic, but I will try to do my best to explain what I think.”
- Can’t think of a good hook? Stick with a clear opening statement (thesis statement/main idea) and move on.

Essay Structure: Body



- **Body paragraph 1**
 - Expand on ideas presented in thesis statement
- **Body paragraph 2**
 - Expand on ideas presented in thesis statement
- **Body paragraph 3**
 - Expand on ideas presented in thesis statement

Essay Structure: Conclusion/Summary



- 3-5 sentences
- Restate/summarize points in body paragraphs

What the teacher wants



- **Logic**
 - Did your essay make a logical progression from point to point?
- **Clarity**
 - Was your essay adequately developed, clearly stated, and supported with specific details and examples?
- **Legibility**

Sample Essay Questions



taken from a AHM history exam, 2008:

- Provide essay-style narrative answers for TWO of the following. Number your narrative to correspond to the number of the question you are answering.



- **Describe** and **discuss** the early development of slavery in the American colonies beginning with indentured servants in Virginia. **What was the basis for** this “peculiar institution”?
- **Demonstrate** your understanding of Mercantilism. **Discuss** Britain’s mercantilist policies toward the colonies and how these policies were implemented by the Navigation Acts.
- **Describe** the Zenger trial of 1735, **demonstrating** your understanding of how this contributed to freedom of the press and the Revolutionary War.

Helpful Study Skills Links



★ www.howtostudy.org

★ www.studygs.net

- ✦ Many topics in several languages
- ✦ Science and technology
- ✦ Writing, research, resources
- ✦ Preparing for tests, test-taking

★ www.studystack.com

The End



Thanks for coming!

Stop by the Learning Commons, 2nd floor or
Success Coaching Suite, LB 217