

Test-Taking Strategies that Work for All Students ©

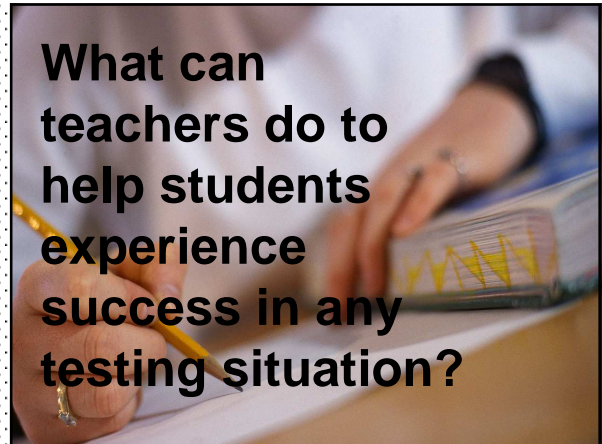


Dr. Lourdes Ferrer

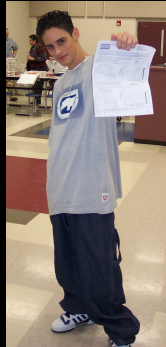
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Minority Academic Achievement Specialist

What can teachers do to help students experience success in any testing situation?

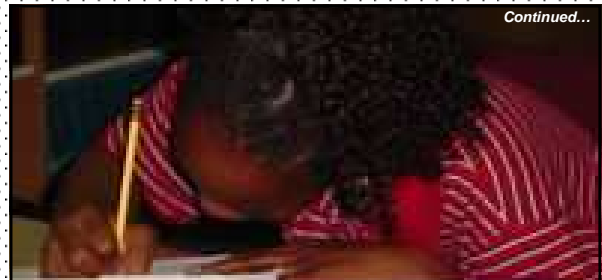


What does research indicate about students who are successful in testing situations?



- Have positive self-esteem
- Have greater self-confidence in their abilities
- Do not feel intimidated by tests
- Feel well prepared for tests
- Are persistent with regard to their school work and doing well on tests
- Have been exposed to a variety of testing situations

Continued...



- Are more “test-wise” than their peers
- Understand the importance and purpose of testing
- Recognize the relevance of testing to instruction
- Know how test results will be used

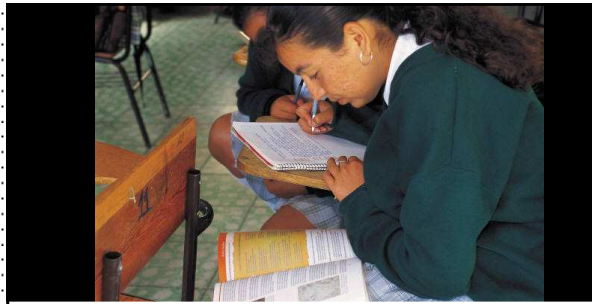
Test preparation needs to be an **on-going activity** and part of regular classroom instruction integrated into all subjects.



“Teachers must go beyond “telling” students what to do. Students should be provided with ample classroom opportunities to experience using strategies required to be successful in any testing situation.”

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1. Expect good results and model a positive attitude.
2. Use motivational activities and provide incentives.
3. Discuss the purpose and relevance of the test.



4. Correlate classroom activities with the test.
5. Discuss the test format.
6. Know and practice correct test administration procedures.
7. Provide a quiet, orderly testing environment.



8. Anticipate and deal with test anxiety.
9. Provide reassurance that they have covered the content and skills measured by the test.
10. Provide feedback on results.

11. Become a skilled test developer.



- Know the **CONTENT** being tested
 - Be aware of the **OBJECTIVES/STANDARDS** being tested
 - Know/understand the **STUDENTS** (SWD, ELL, etc.) being tested
 - Have/Develop skills in **WRITTEN COMMUNICATION**
 - Know **TECHNIQUES** of item writing
- Know the **FORMAT** of State's Accountability Test (AYP) – types of test items
 - Know how to **ALIGN** the classroom assessment with the State's Accountability Test



12. Take the test or do the assignment **BEFORE** administering to the students.
13. Create and "test" the scoring guide or rubric **BEFORE** administering the test to the students.

14. Involve students in their own test development process, including the rubric and/or scoring guide.



15. Provide students with articles or passages that:



- Are NOT from the textbook;
- Are related to the content and benchmark being covered;
- Come with questions similar to the items on the State's Accountability Test;
- Are at the appropriate reading level (SRI/Lexile); and,
- Have the appropriate length and font size.

NOTE: Students need to practice answering questions about "something" they just read for the first time under the pressure of time.

16. Teach the following NINE test-taking strategies and provide students with ample opportunities to practice them in classroom.



1. Following directions closely
2. Budgeting time appropriately
3. Checking work carefully
4. Reading the entire stem and ALL answer choices
5. Answering easier questions first and persisting to the end



6. Making educated guesses
7. Using "real test-liked" item formats for practice
8. Reviewing the practice items and answer choices with the teacher or other students
9. Practicing using answer sheets

17. Reward and celebrate success.



"It is always important to reward and celebrate academic success. It is great for the spirit and for a student's willingness to keep trying."

Ms. Stafford, Principal
Forest Hill Community High School
Palm Beach County School District



no child left behind means
no teacher left alone...
no parent left apart...
no principal left aside and
no district left unfunded.

- Dr. Lourdes Ferrer

Dr. Lourdes Ferrer, **ELL, Hispanic and African American Academic Achievement Specialist and NCLB Consultant**

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