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Welcome!

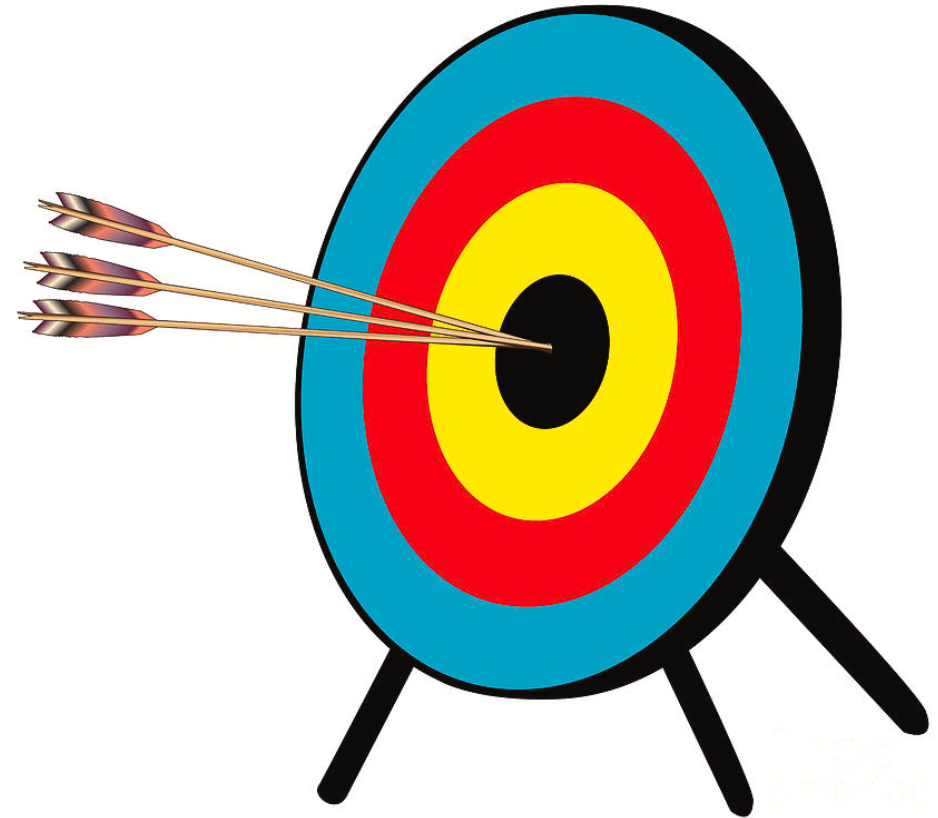


Test-Taking Skills: Tips and Tricks to Help You Score



3 Things Impact Your Score

- 1. Knowledge:** Do you know the content or techniques (math, writing, gifted or standardized tests)?
- 2. Control*:** Can you control your emotional response (anxiety, focus)?
- 3. Skills:** Do you have good test-taking skills?





Master the Content – What Will Be Covered?

Learning it:

- Keep up with learning along the way – take notes, read them, summarize or outline them
- Do your homework – correct your mistakes
- Take quizzes – correct your mistakes

Getting Ready:

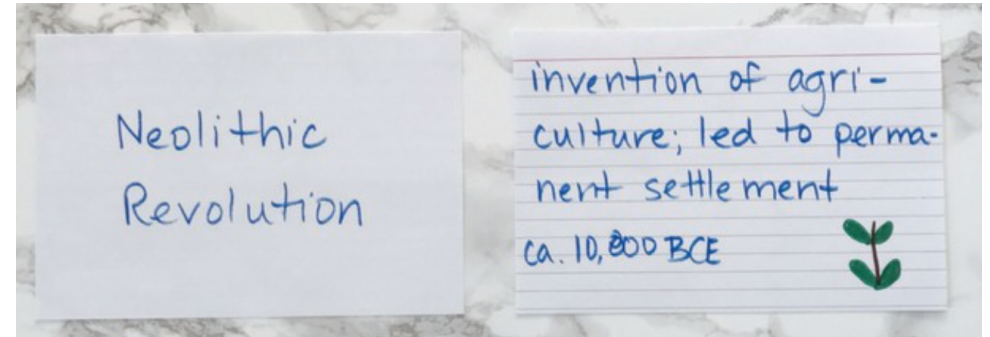
- Develop effective study skills
- Predict what will be on the test



A common nightmare is that you go into a test unprepared and fail it.



1. **Study in 25 – 30-minute chunks;** then take a break!
2. **Use Active Study Techniques**
 - **Passive study** – reading your notes to yourself, re-reading your textbook
 - **Active study** – **Do activities that make you to think and remember!**
 - Self testing (quizzing yourself) with **flash cards** (to learn it) or a **practice test similar to the real one** (to self-assess) – the #1 most effective strategy.*
<https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>
 - **Have someone else quiz you** – Make yourself retrieve the answers from your brain
 - **Review and Correct** – Look at past homework/tests where you made mistakes and re-do questions to make sure you don't make the same mistake at test time
 - **Practice techniques** – master the thing you'll have to DO on the test to show what you know (math problems, writing essays, thinking questions for gifted tests like analogies, non-verbal puzzles)



Making Your Own Flash Cards Tip: Keep your flash cards simple – paraphrase – one piece of information in your own words + add a drawing to help you remember (study the cards you don't know more than the cards you do know – “spaced repetition”)

* Article from *American Educator* citing research that shows the most effective tools for a good score on a test is quizzing yourself with flash cards and taking practice tests.

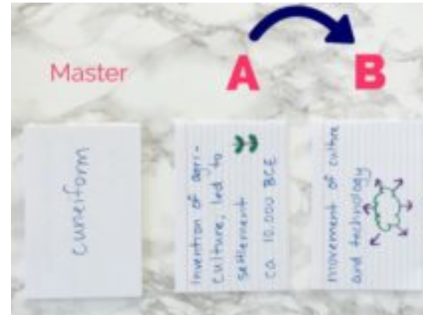


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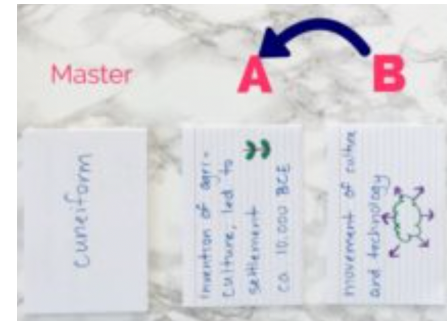
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Knowledge – Learning Content or Techniques – Develop Effective Study Skills – Flash Cards

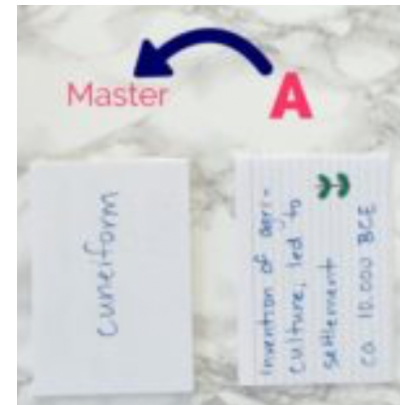
- **Make your flash cards** – by hand or use an app
- Use them multiple times **over a period of time**
- Shuffle the deck – change the order regularly
- Try the **“Waterfall Method”** of Studying – keep reviewing what you don’t know till you learn it.
- Here it is in its simplest form (3 stacks – some do as many as 6/7):



2. Review Pile A – Question yourself and recall the answer without looking. Put what you don’t know into Pile B.



3. Review Pile A and B – Question yourself and recall the answer without looking. Put what you know back in the master pile. Put anything you still don’t know in Pile A.



4. Now question yourself with Pile A. Put what you know into the Master. Review Pile A again until everything can go into the Master. Repeat from the beginning!

1. Put all cards in the “master” deck.
 - Question yourself and recall the answer without looking.
 - Place the cards you don’t know in Pile A

Source: [Louisa Porzel](https://lptutoring.com/best-way-make-use-flashcards/)
<https://lptutoring.com/best-way-make-use-flashcards/>

Predict What's on the Test for for School Tests – Study That!

- Based on exactly what you learned in class – **you can predict what will be on this test!**
- **If there's a review session, secrets will be revealed!**
- Ask your teacher what will be covered
- Ask your teacher for the test format
- Possible sources of questions: notes, textbook, handouts the teacher shared that aren't in the book, Power Point Presentations, teacher lectures.
- If your teacher emphasizes something or says, “this will be on the test!”
- Try to predict the questions teacher will ask if they are essay vs. multiple choice/short answer – they'll be different.
- Brainstorm questions with your friends that the teacher may ask – study those.
- If you were the teacher, what would you ask?



Predict What's on the Test for Standardized Tests*

- **State/Achievement** – Based on your school curriculum for the year. Your teacher will tell you and the review the content.
- **Other Standardized Academic Tests** – Your teacher or parent will guide you as to the content – usually ELA, reading, math + sometimes writing, science, social studies.
- Make sure you understand how the questions will be asked.
- Make sure you know the content itself.
- Make sure you understand the techniques you'll use (math procedures, applying formulas, writing format).
- Do practice questions and tests – use Testingmom.com, tutors.

Predict What's on the Test for Gifted and Talented, GT or GATE Tests*

- Make sure you understand the types of questions – often thinking and reasoning, not always what you learn and do in school.
- Make sure you know how to do what will be expected.
- Do practice questions and tests – use Testingmom.com, tutors.

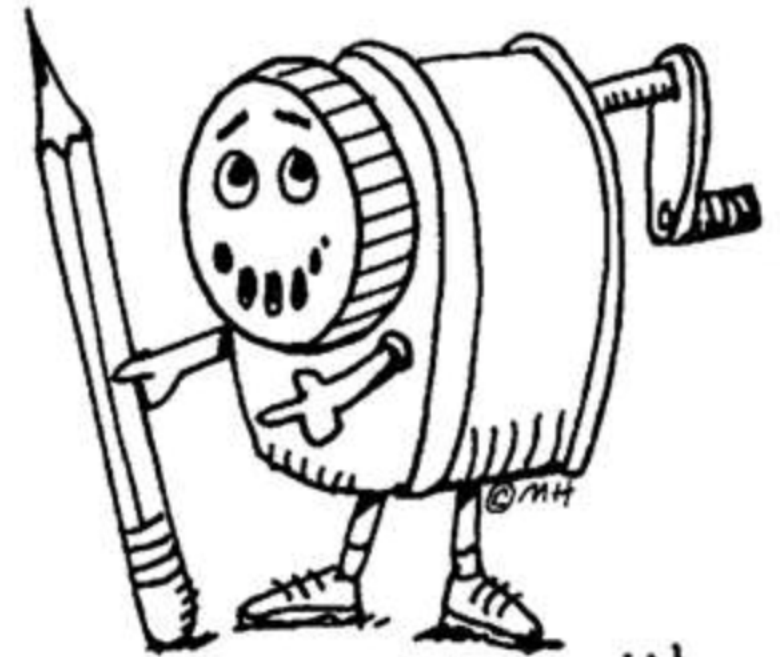
* TestingMom.com – a good source for what is on these tests.





Students with good **test-taking skills**:

- **Predict.** Know how to find out what's going to be on the test.
- **Study.** Know how to master the material for the test through learning, study and practice.
- **Care.** Know how to take care of themselves physically and emotionally before and during a test
- **Practice** enough ahead of time that they know what to expect and do when taking the test (read instructions, understand types of questions they'll see, refer to the passage, manage their time, etc.)
- **Focus.** Know how to maintain sharp focus and stay “in the moment” during the test itself.
- **How to get these skills?** Experience + Studying the Art of Test-Taking!



Sharpen Your Skills



Most Common Mistakes Students Make that Cost them Points!

- Being unprepared
- Being careless
- Not reading the instructions carefully
- Not referring to the charts or pictures that are part of the question
- Rushing
- Not watching the time or pacing themselves
- Losing focus during the test
- Not reading the question carefully
- Not going back to consult passages for reading comprehension
- Trying to do math in their head
- Choosing the most obvious answer (they're called "distractors" for good reason)
- Getting stuck on one question
- Not going back and reviewing if there's time
- Bubbling errors
- Physical issues - not getting enough sleep, hungry





D – Directions

Read and follow the directions.

E – Examine

Examine the entire test at first – Break it down into manageable parts. Decide how you'll tackle the test.

T – Time

Plan how much time you'll spend on each section. Leave time for tiny stretch breaks and reviewing.

E – Easiest

Do the easiest items first if that helps you.

R – Review

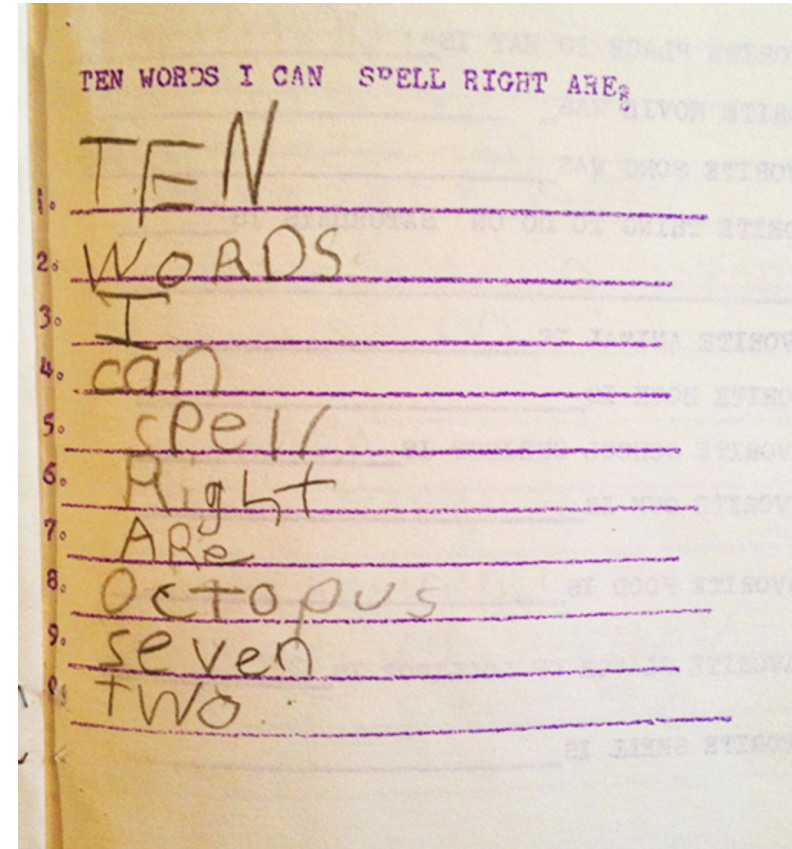
Leave time to review at the end. Make sure your answers are correct and you followed directions.





Multiple Choice Question Strategies

- Multiple choice exams require you to **recognize a correct answer** among 3 or 4 wrong answers (distractors).
- Read the question and **anticipate the answer** BEFORE you look at the choices – Is your answer there?
- Even if (A) appears right, **read all the answer choices** as (B), (C), or (D) may be better.
- **Treat each answer choice as a true-false statement** as you analyze it. If the answer is only partly true, or true under certain narrow conditions, it's probably wrong.
- **Change your answer** if you later think you're wrong. When students change answers, they go from wrong to right 51% of the time, right to wrong 25% of the time, wrong to wrong 23% of the time.



**Tricks and Tips for Guessing –
Coming up!**



- **Entire statement.** Only choose true when you are sure the entire statement is true. This is especially important when a question contains multiple pieces of information. (*Barack Obama was the first African American President in the twentieth century.* F)
- **Negative words** completely change the meaning of a question, so watch for these. (*It is not true that the U.S. is south of Canada.* F)
- **Two negatives make a positive**, so cross out both to make a positive and then see if it's true. (*Sharing with friends is not impolite.*)
- **Absolutely statements are usually false** – these imply there are no exceptions. Watch for words like *all, nothing, none, always, never, only, no, entirely, every* (*All people follow the rules.*)
- **Qualified statements are usually true.** Look for words like *some, many, seldom, few, generally, ordinarily, usually, most, sometimes, frequently, may, often* (*Most people follow the rules.*)



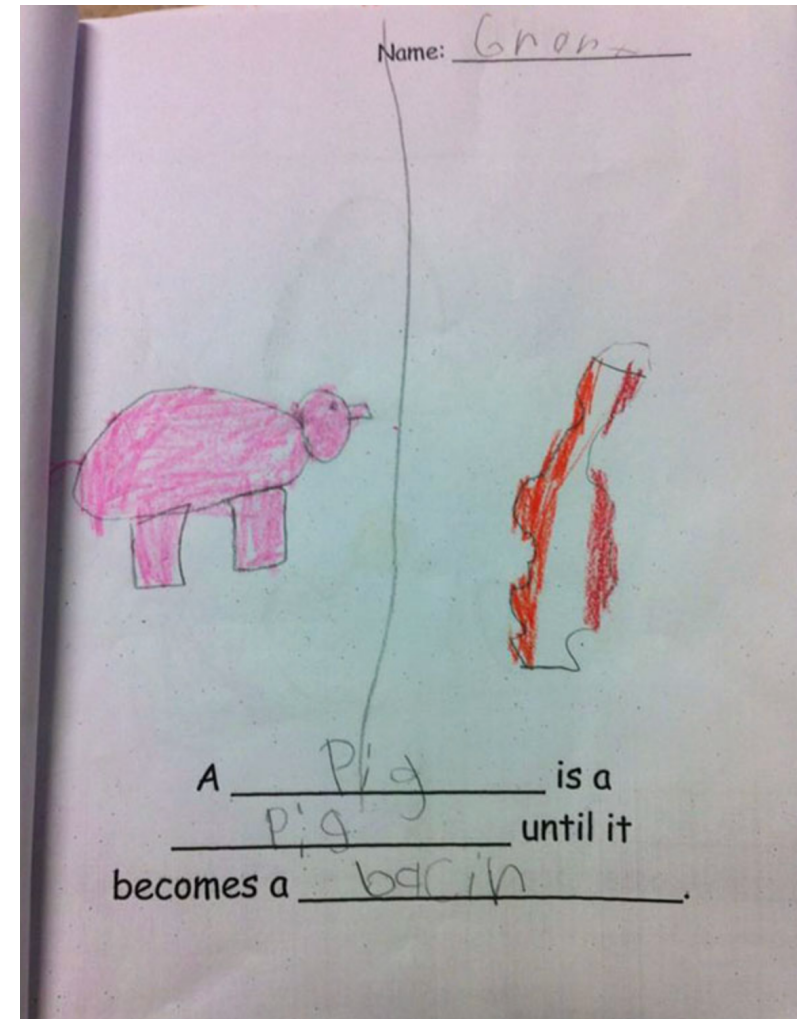
To guess or not to guess?

If you guess on a True – False question, you'll be right half the time!

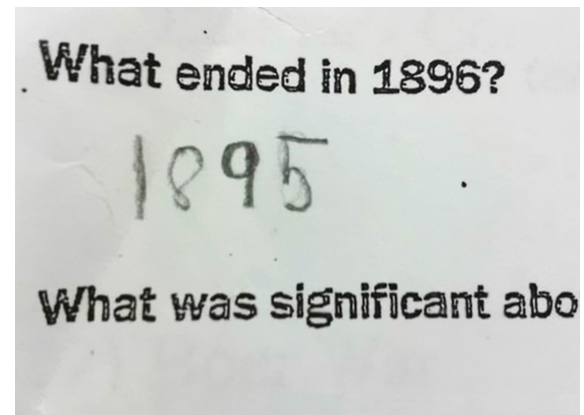
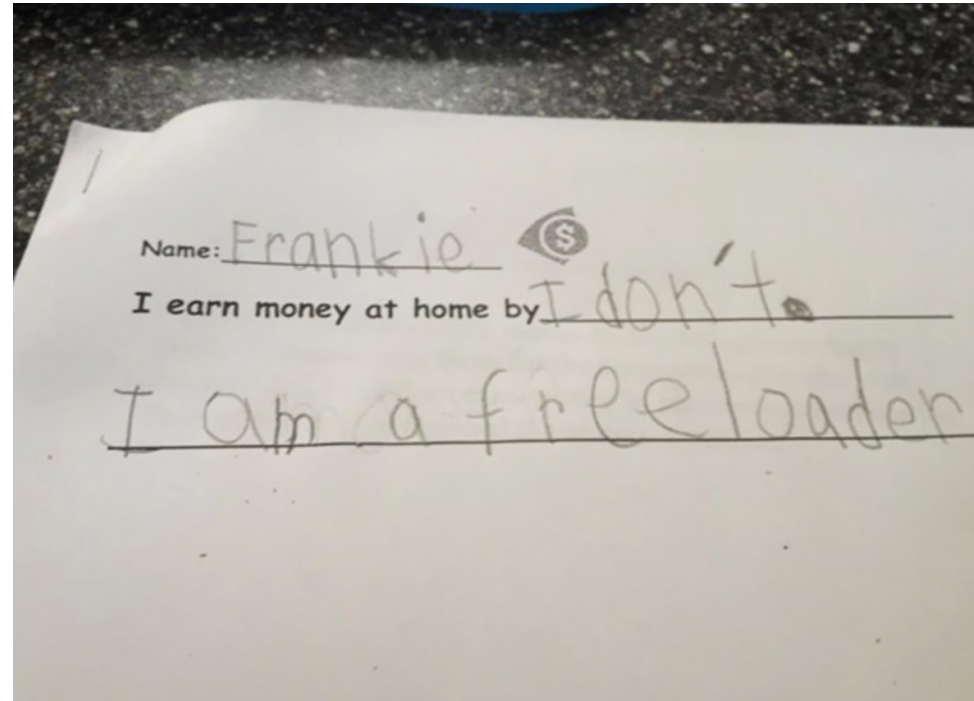


With Fill in the blank, answer choices may or may not be provided!

- Write legibly.
- There may be clues. If the word before the blank is *an*, the word in the blank should begin with a vowel.
- Count the number of blanks. That often indicates how many words should be in the answer.
- Longer blanks may indicate that the correct answer is long.
- The answer must be grammatically correct when you put it in the blank. If answers are provided and it isn't, it's the wrong answer.
- Questions like these are testing understanding of basic facts and knowledge. Don't overthink these.



- Follow directions with respect to how you answer these questions.
- Answer everything that is asked in the question.
- Write concise answers. Present key facts in short sentences.
- If you aren't sure but remember something, write it down. You may get partial credit.
- Give a general answer if you aren't sure of the specific answer. You may get partial credit. Answer is 1777. Approximate answer that may get you partial credit – late 1700's.
- Consider the number of lines or size of box given to answer the question. Fill it up. If the box is large, don't use extra-large handwriting.





Essay Questions – Direction Words Reference Sheet

- **Compare** – Look for qualities that resemble each other. Emphasize similarities, but you can mention differences.
- **Contrast** – Stress the differences between things, qualities, events or problems.
- **Criticize or Critique** – Express your judgment about the merits or truth of the factors mentioned. Show your analysis, discussing the limitations and good points.
- **Define** – Give clear, concise meanings.
- **Describe** – recount, characterize or relate the information in sequence in your own words.
- **Diagram** – Give a drawing, chart or graphic answer. Label it. Add brief explanation or description.
- **Discuss** – Analyze and give pros and cons for your reasoning.
- **Enumerate or List** – Write in list form, giving your points in brief numbered points.
- **Evaluate** – Appraise the problem, showing pros and cons. Emphasize judgment based on the evidence in passages or your own opinion, depending on the question.
- **Explain** – Clarify, interpret and spell out the material you present. Give reasons for different opinions or results using your own words.
- **Identify** – Answer the question by pointing to who or what responds to the query. Separate the individual or response from others that do not answer the question.
- **Illustrate** – Use a picture, diagram or chart to explain your answer.
- **Interpret** – Solve, translate, or comment upon the answer.
- **Justify** – Provide reasons for your conclusion.
- **Outline** – Organize your answer in outline format.
- **Prove** – Show that something is true by offering factual evidence in a clear and logical way.
- **Relate** – Show how things are connected to each other, how one causes another or is like another.
- **Review** – Examine a subject critically, analyzing and commenting on it.
- **Summarize** – Give the main points or facts condensed, omitting details.

Theo is in a boat named “Fleet Felix” with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein’s Compass

by Shulamith Levey Oppenheim

1 “When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass.”

2 I took a deep breath. “Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle.”

3 My sailing partner raised his bushy eyebrows. “*Nearly* correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . .”

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor’s hand, right into the water!

5 He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

6 But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

7 I jumped into the water.

8 Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

Herr = a German word for “Mr.”

9 I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein’s eyes were closed.

10 He opened his eyes. “So,” he said with a smile, “this is why I became a physicist,” continuing as if nothing had happened. “As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . .,” he paused.

11 “Or gravity?” I offered, a bit tentatively.

12 “Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!”

13 His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. “Would you say it is because of the compass that you are now the most famous man alive?”

14 He sat very still. “The compass was my first mystery, and all my life I have worked to solve mysteries.” He put the compass in his pocket—the one with the hole in it. “And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know.”

EXEMPLARY RESPONSE

25

In the story, how does Einstein feel about the compass his father gave him? Use **two** details from the story to support your response.

Possible Exemplary Response:

Einstein treasures the compass his father gave him because it provided a mystery he wanted to solve. Einstein shows he values the compass by sharing information with Theo about how he got this compass and about compasses in general. In paragraph 1, he asks Theo, “You know what a compass is, of course?” He then tells Theo that the compass “was the greatest mystery I could imagine.” In paragraph 5, he also shows he treasures the compass when he says, “I should hate to lose it” after the compass falls in the water.

Restate the question  (Topic/Thesis Sentence)

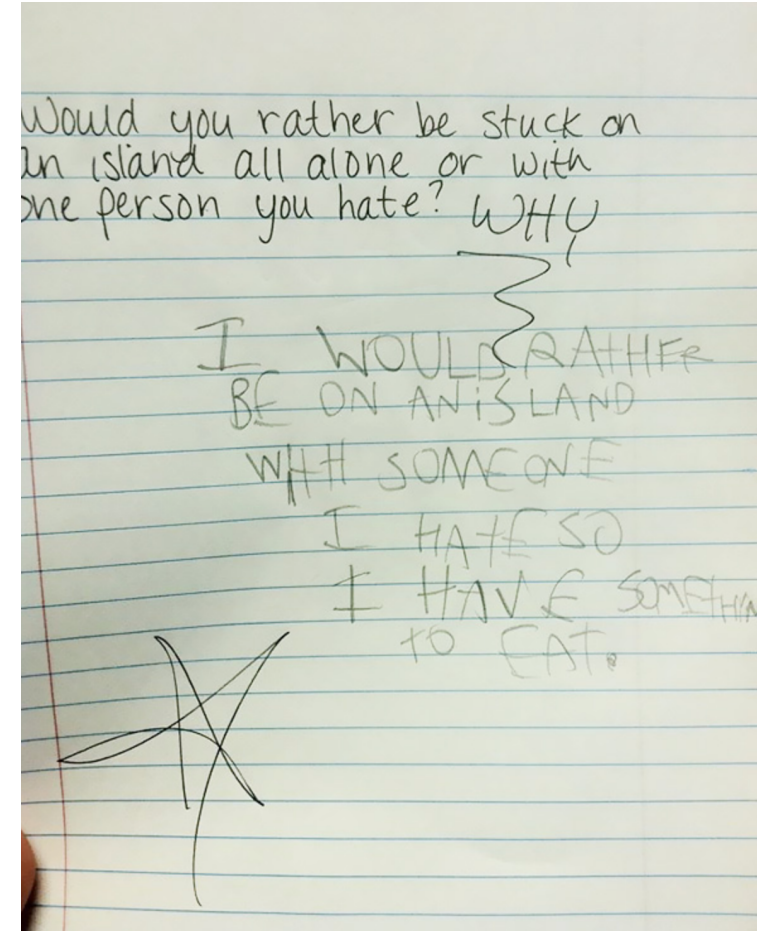
 **A**nswer the question

 **C**ite evidence or details to support your answer

Explain why the evidence or details support to your answer

Sum it up (Conclusion)

- **Follow the Directions** Carefully – Write specifically to answer the question(s) asked. Do exactly what they ask you to do. Answer everything asked.
- **Focus** – Don't pad your answer hoping something you say will be right. Only include information relevant to the answer.
- **Brainstorm** first – jot down your ideas.
- **Organize** your ideas in a quick outline before you begin to write.
- **Explain** – For each piece of evidence you provide, explain why it's important to the answer in your own words.
- **Budget your time** carefully.
- Don't offer your personal opinion unless it is asked for.
- **Score Rubric.** Know the standards that will be used to grade your essay.

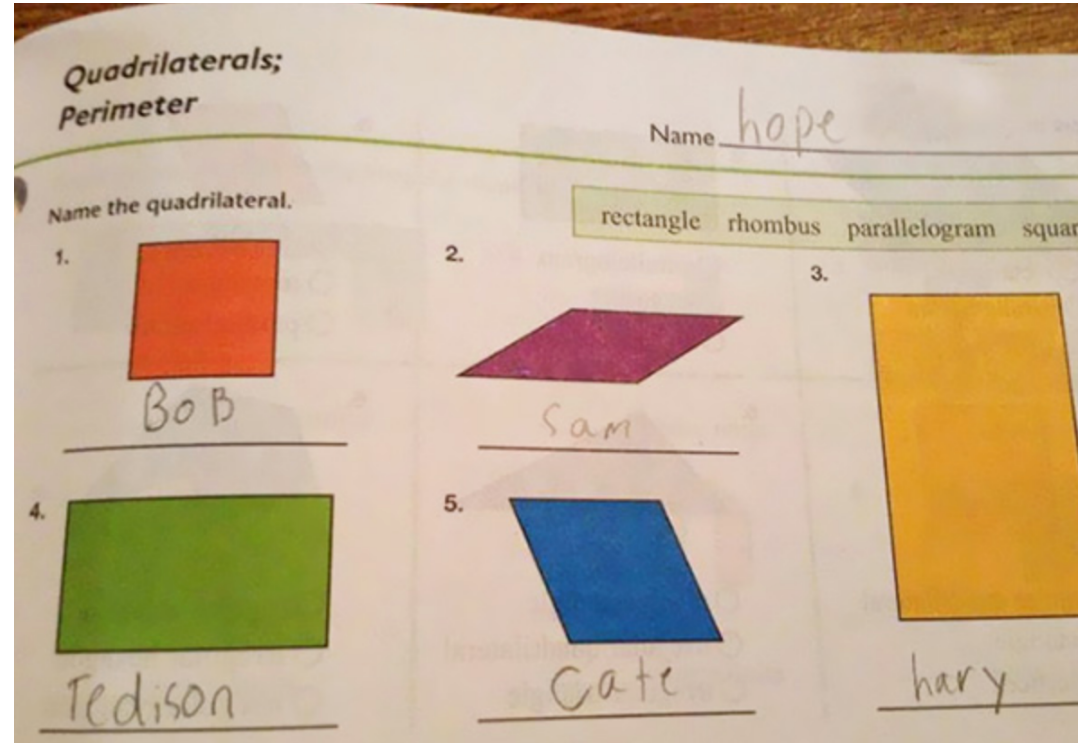


Go to [testingmom.com/classes](https://www.testingmom.com/classes) for training on writing essays!



When Studying for the Math Test:

- Focus in class and do the homework.
- Correct your homework and quizzes.
- Make sure you understand the principles and concepts you're learning. Ask your teacher for help if you need it.
- Math is cumulative so it's important to keep up. If you miss learning something you'll need in a step along the way, go back and re-learn it.
- We are doing small group classes reviewing math curriculum now for grades 1 – 4 (look for link in chat).





When Studying for the Math Test:

- The practice problems in homework and quiz problems will be similar to what you'll see on the test.
- Make sure you understand the procedures to follow to handle the types of problems that will be on the test.
- Distinguish between different types of problems that will be on the test so you will know the type of problem it is and how to solve it.
- Memorize the formulas you'll need to know.

#32 Expand

PETER

1.21

4b) Expand

$(a+b)^n$

$= (a+b)^n$

$= (a+b)^n$

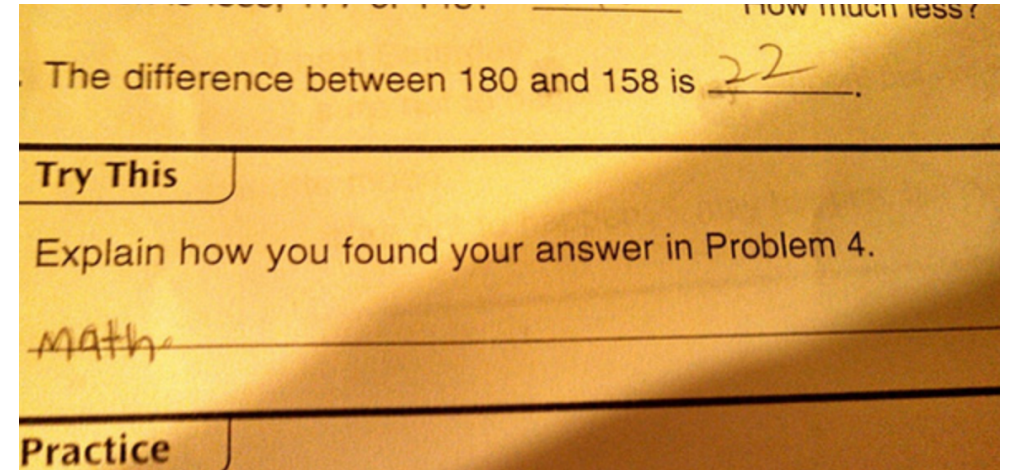
$= (a+b)^n$



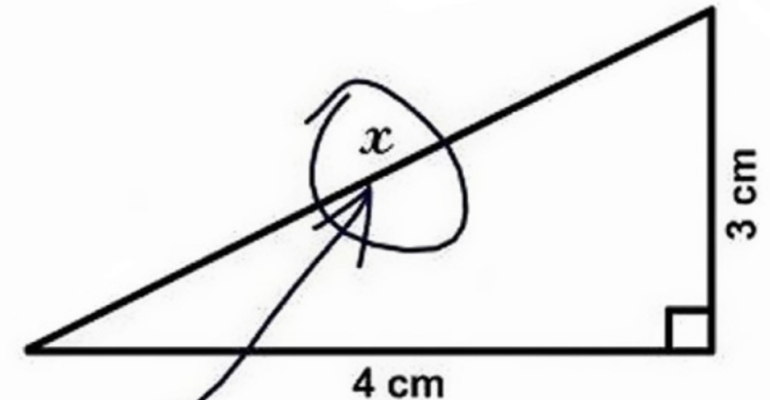
Math Tests

When Taking the Math Test:

- Write the formulas down in the margin so you don't forget them and can look them up during the test.
- Read the directions carefully and do everything they ask.
- Estimate what the answer should be so that if your calculations are wrong, you'll know it.
- Show your work (especially when partial credit is possible).
- Write legibly.
- Even if you think your final answer is wrong, leave your work there in case you can get credit for following the right procedure.
- If you have time to review, re-do problems on a separate page to see if you come up with the same answer.



3. Find x .



Here it is

Multiple Choice Questions – Tips for Making “Blind” Guesses

- **Guess** as long as there’s no penalty for guessing or missing a question.
- **Process of Elimination.** If it’s multiple choice, start by eliminating as many answers that you know are wrong as you can. Choose between what you haven’t eliminated.

Blind Guess Strategy – When you have no idea!

- **Standardized Tests** – Don’t just guess (c) “when in doubt” because you’ve heard it’s the most common answer. It isn’t. Answer choices are randomized.

If you must make a “blind guess” on a standardized test, choose one letter and guess that same letter every time (some research says this works better than mixing up your guesses).

- **Teacher Written Test** – If your teacher wrote the test, choose (b) or (c). Many teachers subconsciously feel the correct answer is hidden better in the middle.



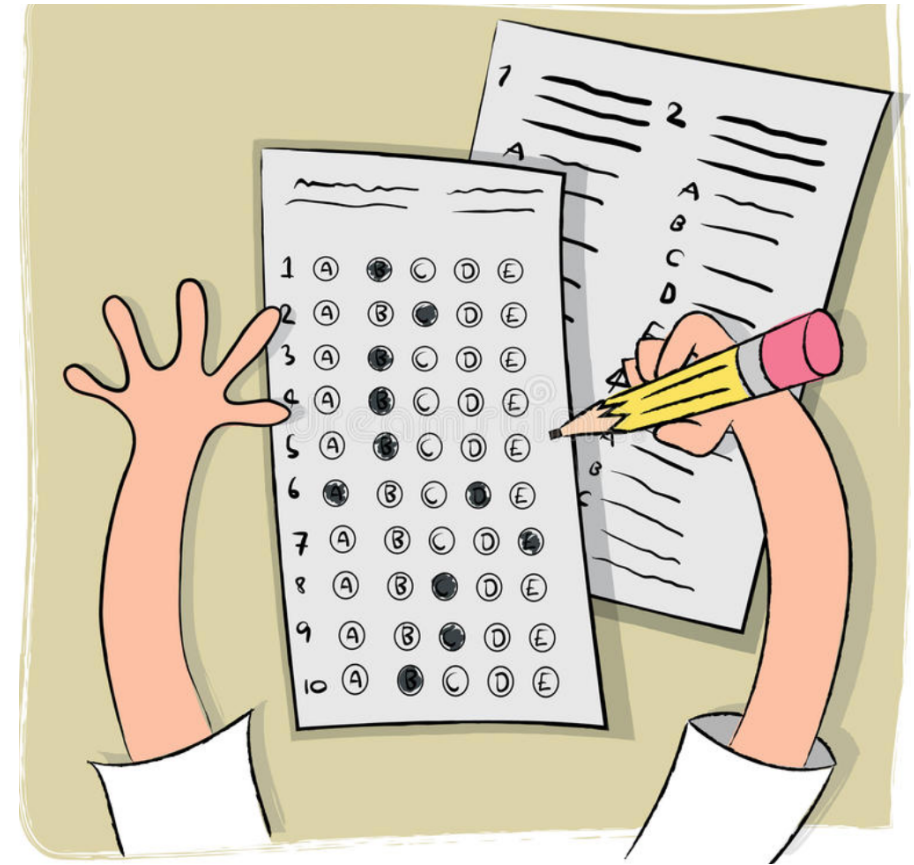


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Multiple Choice Question – Tips for Making Educated Guesses

- **Process of elimination.** Read all options and eliminate answers you know are wrong. If you're uncertain, make an educated guess among the leftover possible answers.
 - If you're choosing between 2, imagine each as the correct answer. Which "feels" wrong? Trust your gut reaction.
- If 2 options are essentially the same but use different words, they're both wrong.
- Don't choose "all of the above" if even 1 answer is wrong. "All of the above" is more likely correct if the answers are very specific.
- Don't choose "none of the above" if even 1 answer is right. "None of the above" is seldom the correct answer.
- Right answers often use qualifying words like "usually."
- Right answers are often longer because they require qualification (like "usually") to be correct. Wrong answers don't need any caveats – they're just wrong.

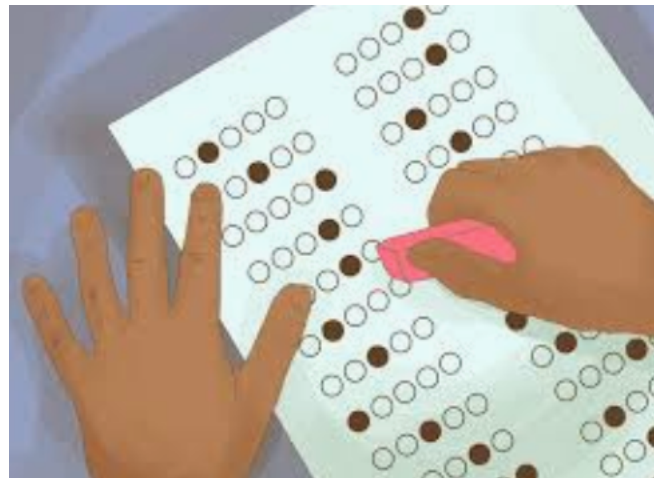


More Tips for Making Educated Guesses on Multiple Choice Tests

- **Complete answer?** Does the answer you choose completely answers the question? If it is only partly true or true under certain conditions, it's probably not the answer.
- **Items appearing more than once** among the answer choices may mean that the multiple appearing items are part of the answer.

Freud said there are 3 parts of the mind. They are:

- a) stem, id, ego
- b) conscious, id, superego
- c) brain, ego, superego
- d) **id, ego, superego**



- **Similar answers** – If 2 answers of 4 are similar sounding, one is probably correct.

A good communication tool to use when you're upset is:

- a) yelling
- b) whispering
- c) **an "I feel" message**
- d) a **"You make me feel" message**

- **Category Option** – When 1 answer encompasses the other options, that's probably the answer.

When you're upset, you should practice:

- a) deep breathing
- b) yoga
- c) writing your feelings down
- d) **calming strategies**



More Tips for Making Educated Guesses On Multiple Choice Tests

- **Absolutes** – Answer options that use words like *all, nothing, none, always, never, only, no, entirely, every* are unlikely to be correct.

Students going to summer school make better grades in the fall because:

- A) *all* summer school students enjoy the extra work.
- B) **many summer school students finally get caught up in their subjects.**
- C) *every* summer school student improves through summer help.
- D) summer school students *never* fail their summer school classes.

- **Opposite Choices** – if there are 2 opposite answer choices, 1 is probably correct.

The word *enervated* means:

- a) energetic
- b) **exhausted**
- c) happy
- d) confused

- If there are **major differences** in number options, eliminate the highest and lowest option.

On average, how many people die of cancer each day?

- a) 540
- b) **1,660**
- c) 2,590
- d) 9,800

- **Answer choice doesn't belong** – Choose the option that doesn't fit with the other choices.

What is not an example of metacognition?

- a) knowing that you have trouble reading technical texts
- b) being aware that noise distracts you when you study
- c) understanding your strengths and weaknesses in math
- d) **remembering that you forgot your mother's birthday**



More Tips for Making Educated Guesses On Multiple Choice Tests

- **Complicated Question Strategy** – the question appears difficult, but you can determine the answer with a simple trick:

In what order should you follow the steps using the scientific method? 1) Research, 2) Analyze, 3) Ask Question, 4) Experiment, 5) Report results, 6) Hypothesis.

- a) 2, 5, 6, 1, 3, 4
- b) **3, 1, 6, 4, 2, 5**
- c) 6, 3, 4, 1, 2, 5
- d) 3, 1, 5, 6, 4, 2

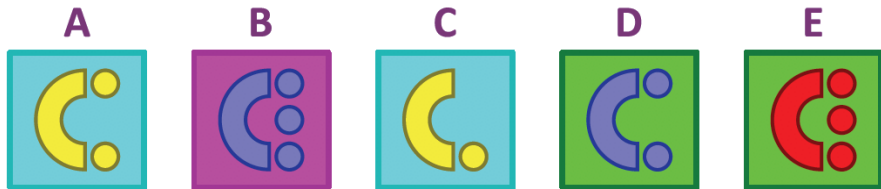
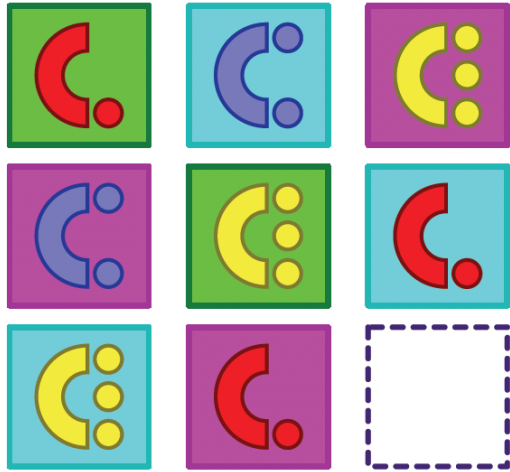
(If you can figure out the first and last step, you'll have the answer)

- **Grammatically Different Answer:** If answer choices don't make sense grammatically, you can probably eliminate it.

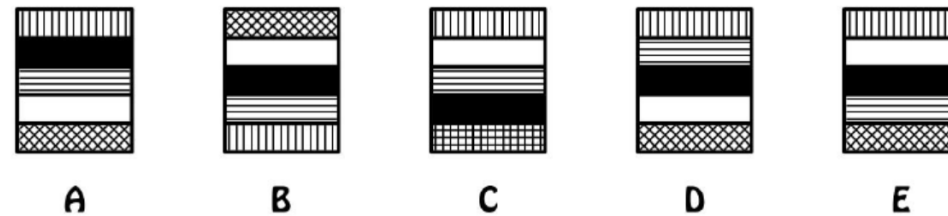
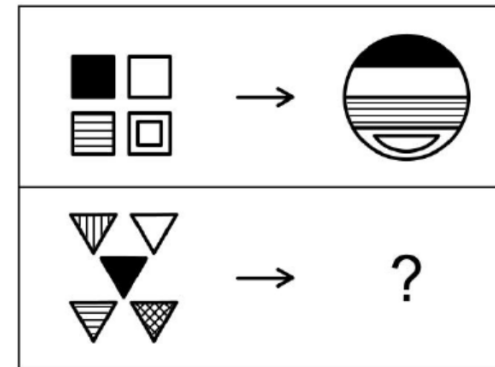
Which step is not part of the life cycle of a butterfly? The...

- a) caterpillar sheds its skin
- b) female lays her eggs on leaves
- c) chrysalis is formed
- d) **grows but has no wings yet**





- Non-verbal pattern matrix question
- We need 3 of each background color – green is missing (D, E)
- We need 3 of each design color – blue is missing – D is the answer



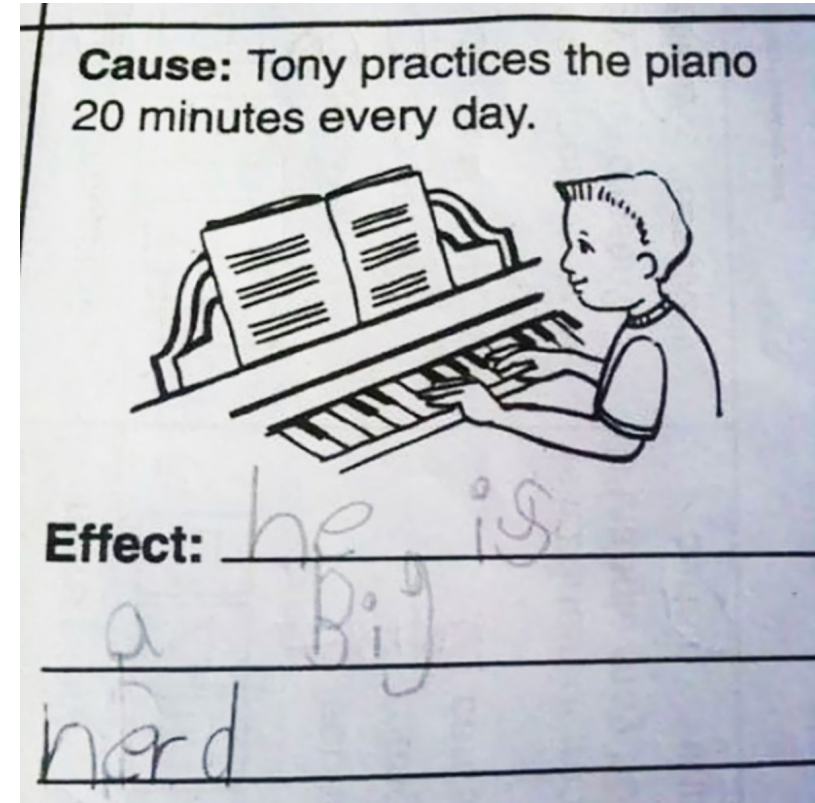
- Non-verbal analogy question
- Each color/pattern in the small shape becomes a row in the 2nd shape
- Top row = vertical lines (A, C, D, E)
- 2nd row = white (C, E)
- Bottom row = diagonal hatched lines (E)



Summary

- **Predict** what will be on the test.
- Learn the **underlying knowledge** you need for the test or **techniques** you'll need to follow.
- Use **active study** techniques to prepare.
- Do **practice tests** ahead of time.
- **Review test-taking skills tips** and tricks and use them!
- Watch class on **test anxiety/emotion control** for ways to control your emotions during the test.

<https://vimeo.com/410726242>



Source:

https://www.boredpanda.com/funny-kid-test-answers-genius-children/?utm_source=google&utm_medium=organic&utm_campaign=organic