THE TESTING SURVIVAL GUIDE

Get Your Pre-K to 6th Grader Ready for Testing!

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The Testing Survival Guide –

Get Your Pre-K to 6th Grader Ready For Testing

Brought to you by TestingMom.com – the Site with THOUSANDS of Practice Questions!

- **Testing For Gifted & Talented Programs**
- **Testing For Private School Admissions**

The language you hear around testing sounds like a game of Scrabble – OLSAT®, CogAT®, BSRA®, GATE Testing, ERB, WPPSI™-III or IV, WISC™-IV, WNV™, Stanford-Binet 4 or 5®, NNAT-2®, Naglieri®, KBIT™-2, Raven's Matrices®, RIAS®, TAG testing, MAP® Testing, Woodcock-Johnson® III Tests of Achievement, G&T programs, the list of acronyms goes on and on!

Perhaps you live in a school district where the best classrooms available are in the gifted program and everyone has their children tested before they even enter kindergarten. You might be applying your child to a competitive private school that requires an IQ test as part of the application. Or maybe you live in a city where all children start school in general education classrooms and gifted and talented testing doesn't begin until 2nd or 3rd grade.

Whatever is the case, with so much riding on the outcome of these tests, you cannot leave the results to chance. The more you know about the various tests administered to children for school admissions, the more you can help your child succeed and get the best placement possible!

In this guide, we will explain the different types of tests children are given for school placement, show you samples of questions from various tests, tell you why it is important to prepare your child, and give you tips on how best to get your child ready for testing without creating too much stress!

WHAT TO DO WHEN YOU FIND OUT YOUR CHILD WILL BE TESTED

Ask what test will be given.

When you learn that your child will be tested for private school or a gifted and talented program, the first thing you want to do is ask what test your child will be given. It is important to ask for the exact name of the test because there are many tests out there with similar names. For example, currently, schools are giving the CogAT (Cognitive Abilities Test) Form 6 and Form 7. Depending on the age of the child, these can be very different tests.

How do you find out the name of the test?

If you are applying your child to private school, just ask the Admissions Department or check out the school's website under "How to Apply." For public school gifted and talented programs, ask your child's teacher or the person who is responsible for the

Gifted and Talented program. Often, a school district's website has a section for "gifted programs" and testing information can be found there.

Some public schools don't disclose the name of the test.

There are some school districts that don't reveal the test they give children to qualify for their gifted programs. In Chicago, for example, the school district gives an intelligence-type test, which assesses thinking and reasoning skills in children for admission to their gifted program. The Chicago Public School District does not, however, disclose the name of this test. If you are in a district like this, ask if the test your child will take is an achievement or an intelligence test. These are very different types of tests, so knowing this much can help you prepare your child.

What if it's a GATE or TAG test?

In some districts, they refer to their gifted test as the "GATE" test (Gifted and Talented Exam) or the "TAG" test (Talented and Gifted). These are not the names of the test itself. These districts give a commercially available test such as the OLSAT or the CogAT as their GATE or TAG test.

What if it's the ERB test?

In some cities, you will hear that your child has to take the ERB test. The ERB stands for the Educational Records Bureau. It administers many different tests. If you are told

your child has to take the "ERB test," you will still want to know the name of the test he will be given. You can learn about the different tests the ERB administers at http://erblearn.org/about .

TYPES OF TESTS A CHILD MIGHT BE GIVEN

IQ Tests Administered By Psychologists

If your child is applying to private school, there is a good chance he will be given an IQ Test administered by a psychologist. Public schools that are looking for the most highly gifted children might also ask for an IQ Test. In New York City, for example, the highly regarded gifted school, Hunter College Elementary, requires the Stanford-Binet 5. Other IQ Tests that might be accepted for school admissions are the Wechsler Preschool and Primary Scale of Intelligence™ – III (WPPSI-III), the Wechsler Intelligence Scale for Children™ IV (WISC-IV), or the Woodcock Johnson Tests of Cognitive Abilities. [Note: There is also a Wechsler Individual Achievement Test™, a Woodcock Johnson III Tests of Achievement, and a Stanford Achievement Test® – these are different from the IQ tests, which is why it is always so important to get the exact name of the test your child will be given. You don't want to prepare for the wrong test!]

Cognitive Ability Tests

Many schools will use Cognitive Ability Tests (sometimes called "Readiness Tests") that can be given individually or in groups by a test proctor, usually a teacher, to qualify

students for gifted and talented programs. These tests are cost-effective for large school districts to use when they are assessing thousands of children. Sometimes children need to earn a certain score (or higher) on these tests to be automatically admitted to the District's program. Other times, a qualifying score on one of these tests will identify students who will go on to take another test before they will be admitted to the gifted program. If you hear that your child is taking the Otis-Lennon School Ability

Test (OLSAT), the Cognitive Abilities Test (CogAT), the Kaufman Brief Intelligence Test-2 (KBIT-2), or the Naglieri Non-verbal Ability Test – Second Edition (NNAT2), this is the type of test she will be taking.

Within the Cognitive Ability Test category, you might hear that your child is taking a "non-verbal" test. This might be the Wechsler Nonverbal Scale of Ability, the Naglieri Non-verbal Ability Test or NNAT2, or the Raven's Matrices, and there are many more. These types of tests are visual and require little or no language to take them. Supposedly they provide a fairer assessment for children from culturally and linguistically diverse backgrounds. I'll talk more about this kind of test later.

Both IQ Tests and Cognitive Ability Tests require children to think and solve problems as part of the evaluation. They are not necessarily assessing whether a child has skills and knowledge that they learned in school. For that type of assessment, children are given Achievement Tests.

Achievement Tests

For placement in gifted and talented programs, many schools rely on Achievement Tests. These are often given in conjunction with Cognitive Ability Tests. These types of assessments gauge whether or not a child has learned what he should have by the grade at which he is being evaluated. Commonly given Achievement Tests include The Iowa Tests of Basic Skills®, The Education Records Bureau (ERB) Comprehensive Testing Program® (CTP) or Independent School Entrance Exam® (ISEE), The Woodcock Johnson Tests of Achievement, and the Stanford Achievement Test Series – Tenth Edition (SAT10), to name a few. There are many, many more.

WHAT TYPES OF QUESTIONS ARE ON THESE TESTS?

At www.TestingMom.com we offer practice test questions for children from Pre-K through 6th grade. In the pages that follow, we will give you a sampling of some of the many kinds of questions given to children of different ages. If you are looking for questions for a particular test for a specific age group, check with us at www.TestingMom.com.

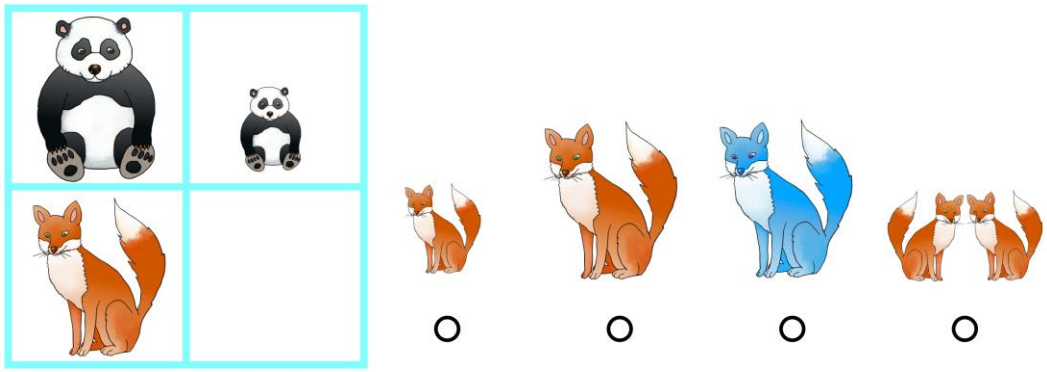
Note: Answers to all questions to practice questions in this guide are listed at the end.

Matrix or Analogy Questions

Matrix or analogy questions are perhaps the most common types of questions you'll find on both IQ and Cognitive Ability Tests.

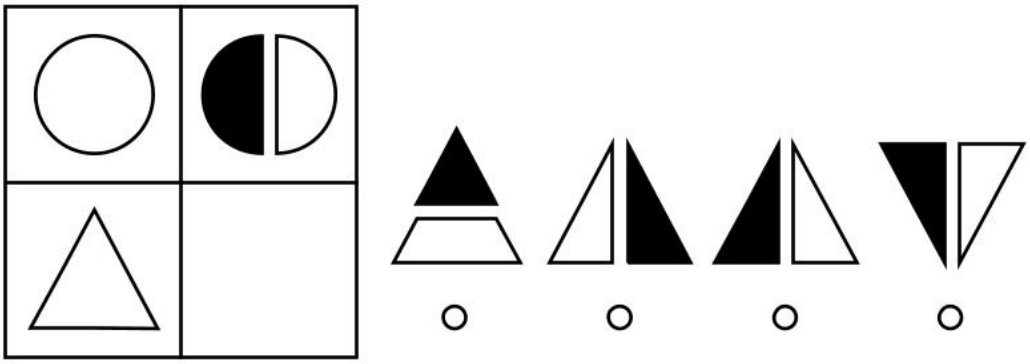
To solve these, the child must figure out what the relationship is between the pictures on top. Then she must choose a picture on the side that goes with the picture on the bottom the same way the two pictures on top go together. In the example below, the large bear goes with the small bear the way the large fox goes with the small fox. This is an example of a simple matrix question that uses pictures.

1. Which answer belongs in the empty box?

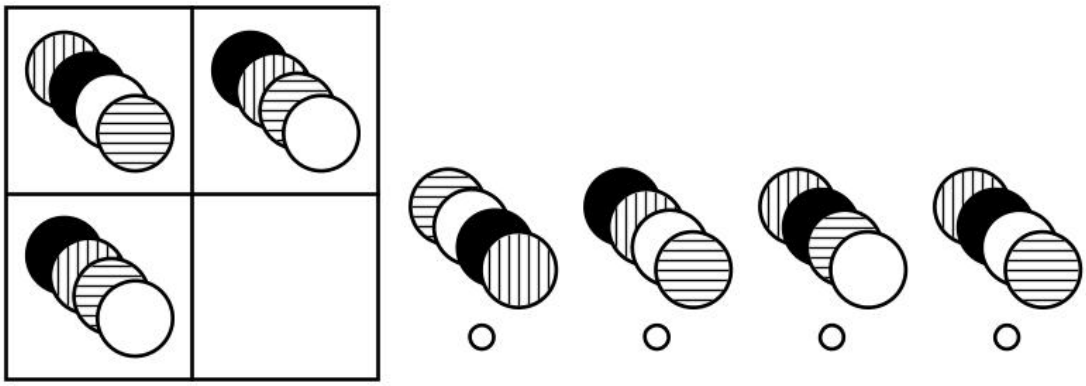


Matrix questions also use figures and shapes.

2. Which answer belongs in the empty box?



3. Which answer belongs in the empty box?

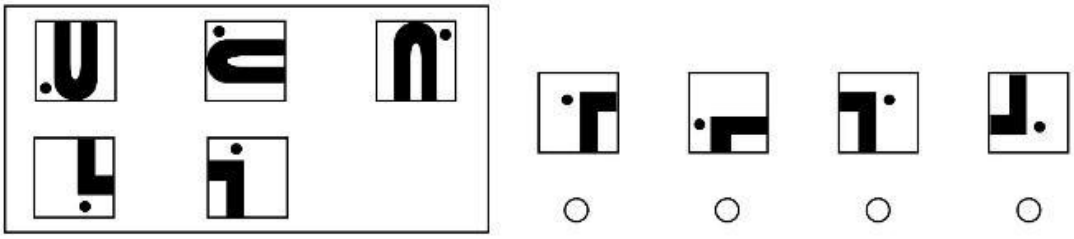


Number 3 is a much harder Matrix question. Here, a 3rd grader would have to notice that in the top two boxes, the second circle switched places with the first circle and the back circle switched with the third circle. To find the answer, the child must determine what it would look like if these analogous moves were made with the figure in the bottom left box.

Matrix or analogy questions are not always presented in a 4-box format. Here is an example of an analogy question for a 5th grader that requires the same thinking abilities as the examples presented above, but the format is a bit different. This "model" of an analogy-type question is found in the OLSAT, a Cognitive Ability Test.

4.

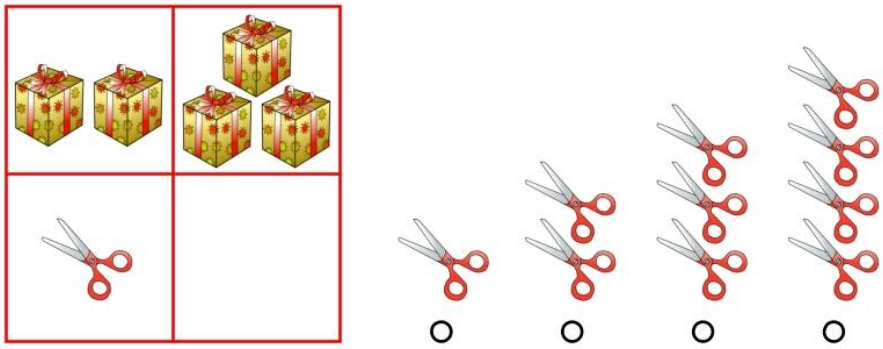
The pictures in the top row are related in a particular way. The pictures in the bottom row are related in a similar way. Look at the answers and find the one picture that belongs in the empty space.



In number 4, each figure on top is the same shape rotated. The dot is always in the same location relative to the shape. By following the same rule, the child can find the answer that is on the right.

Matrix questions may also be used to assess a child's math skills. On the CogAT Form 7, math questions are presented to children in Kindergarten through 2nd grade in an analogy format:

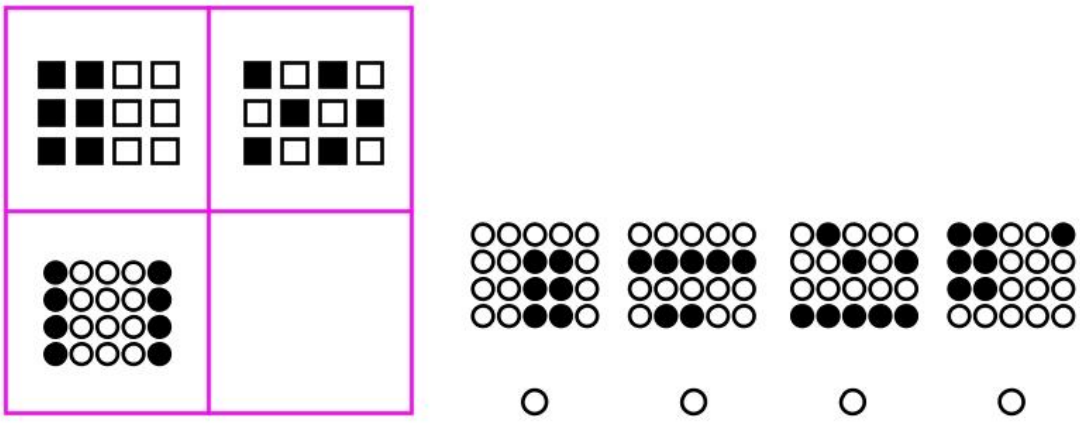
5.



Here, two gifts is to three gifts as one pair of scissors is to two pair of scissors (+1).

The next analogy question is a bit different. Here, the same number of squares is colored black in the top two boxes. The child must recognize that this is the similarity between the top two boxes, and choose an answer for the bottom right box that has the same number of circles filled in as the bottom left box.

6.



Verbal analogy questions are similar to visual matrix questions except they use words instead of figures. They are frequently found in both Cognitive Ability Tests and Achievement tests for older, reading students. Here is a typical example:

7. Real is to fake as noise is to ___.

a) sound
b) children
c) silence
d) music

The child must recognize that "real" and "fake" are opposites and find the opposite of "noise."

Since analogies are used in just about every type of test administered to children, it is important to help your child understand the concept of analogies (being a form of reasoning in which a similarity between like features of two things is noted and then a comparison is made). Practicing analogy questions in many different formats will help any child who is being tested develop better thinking skills.

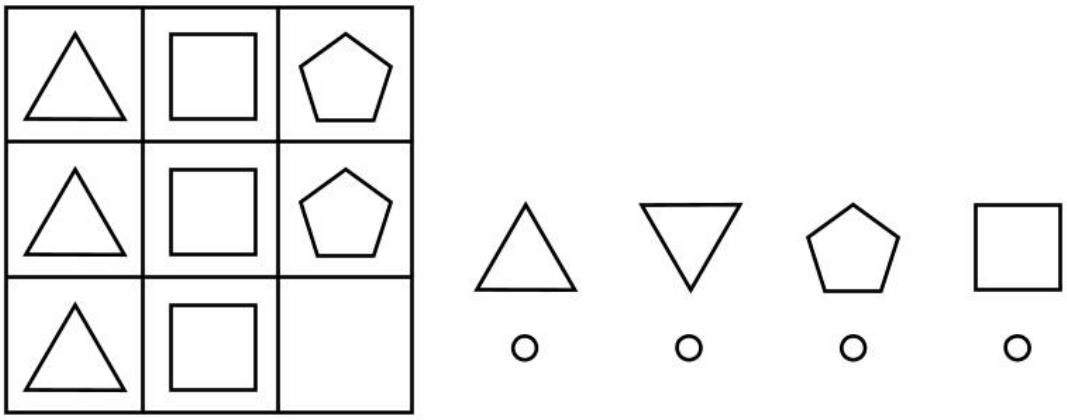
Box Matrices (Pattern Matrices)

This type of question will be found on both IQ and Cognitive Ability Tests. Here, the child must determine what goes in the empty box. To solve these, children must recognize the change(s) that are happening in the sequence and characteristics of shapes presented across rows and down columns. Changes to look for include shifts in size, color, rotation, and more. In the easier questions, there is just one change. As the questions get harder, children must recognize multiple changes. Sometimes filling in the final box completes an overall pattern that you can only see when all nine boxes are filled in. Sometimes the change is happening from box to box in each row, or it might be

happening across all nine boxes. The variety and number of changes the child might have to notice is what makes these questions so complex.

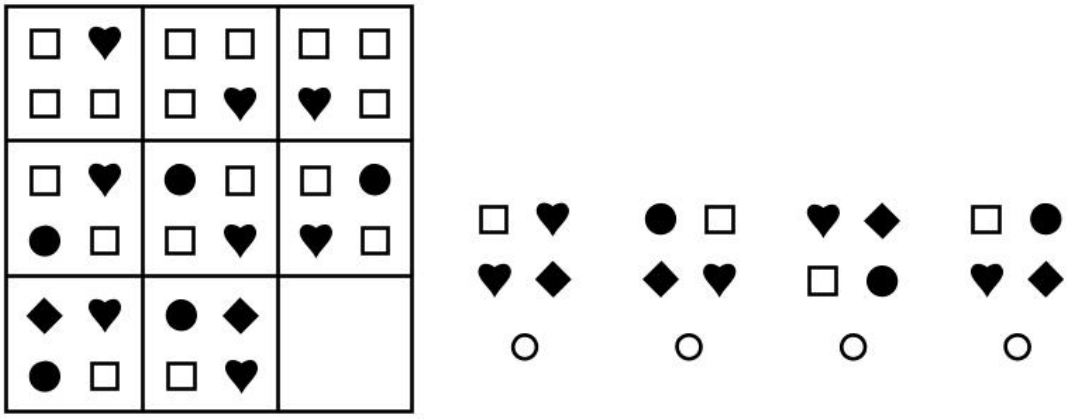
In the easy 9-Box Matrix question that follows, the child must recognize that the shapes are the same going down each column.

8. What belongs in the empty box?



The next 9-Box Matrix question, for a 3rd or 4th grader, is harder.

9.

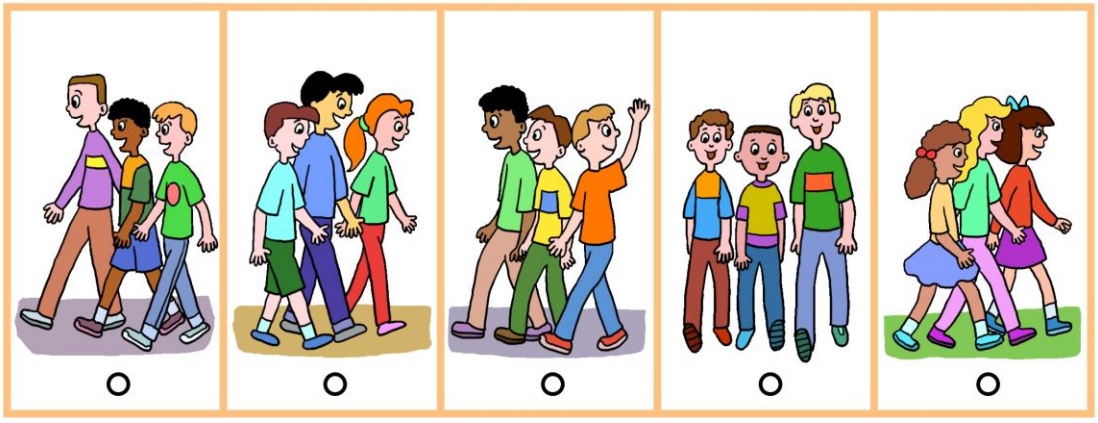


Here, a child would have to figure out that the top left shape in the first box moves over 1 going clockwise, causing every other shape to move over 1 in a clockwise direction. The analogous change happens across each row. The answer is 4.

What Doesn't Belong

This type of question might be found on an IQ test or a Cognitive Ability Test. It can feature pictures, figures, even words or numbers. It can be easy or challenging. In this example for a kindergartener, the child has to look at 5 pictures and figure out what makes 4 of them the same. Then he must determine which one doesn't belong.

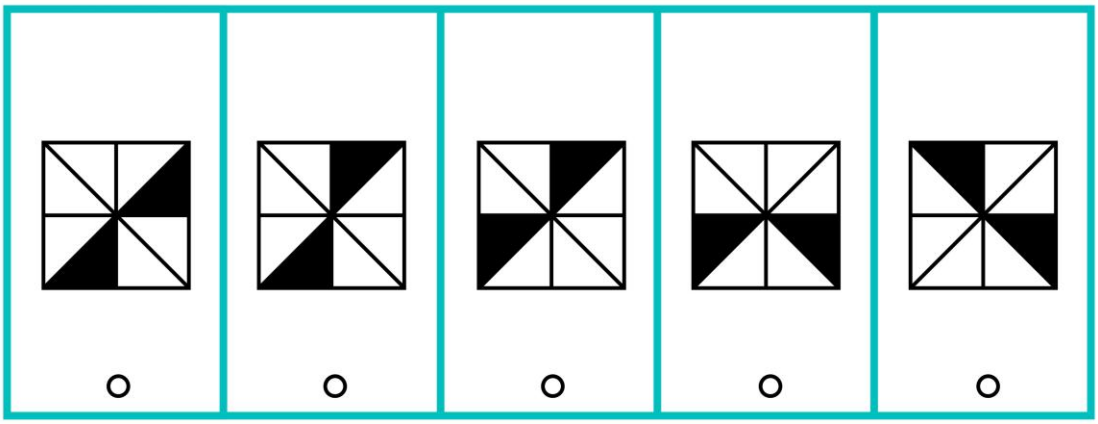
10. Can you figure out which picture doesn't belong?



The answer is 3. Here, one child is turned around and waving. In the others, the children all face the same direction.

Here is an example for 2nd grade:

11. Can you figure out which picture doesn't belong?



I'll give you a hint. Look at the number of triangles between the black triangles.

"What Doesn't Belong" questions can be particularly tricky, especially for very bright children who might over-think the question. Often, they will find a slight difference that makes one picture "not belong" when there is a "bigger" and more obvious difference in one of the pictures or figures that is the "official" answer. That is why practicing this type of question ahead of time really helps.

On a Cognitive Ability Test, a child might also see a "What Doesn't Belong" question in a verbal format. Here is an example from the OLSAT for a 5th grader:

12. Which one doesn't belong?

a) lake

b) pool

c) ocean

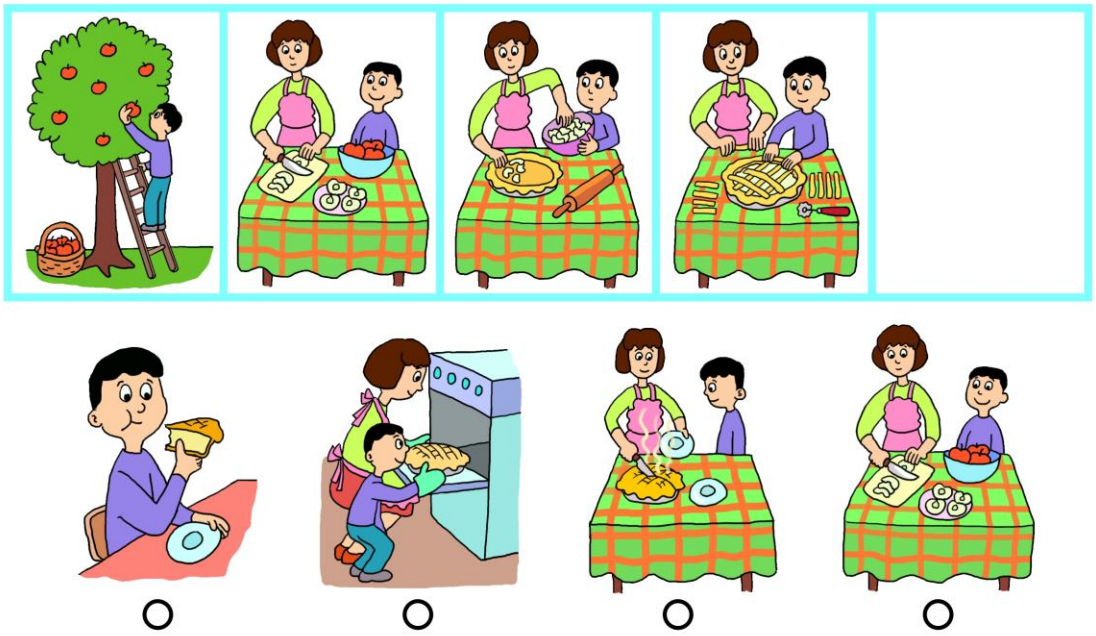
d) stream

e) river

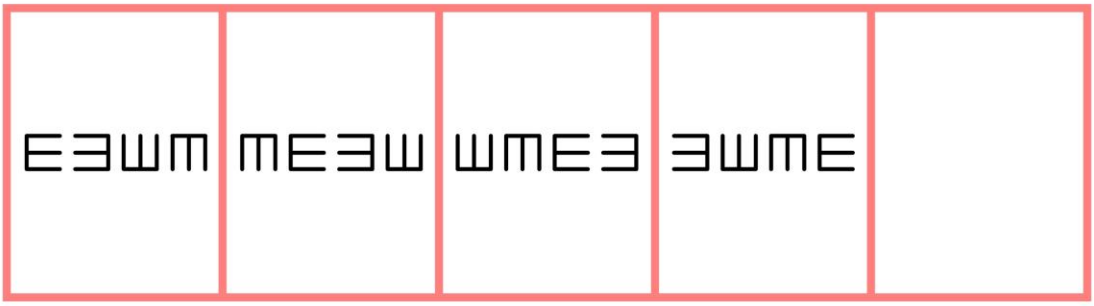
Serial Reasoning Questions

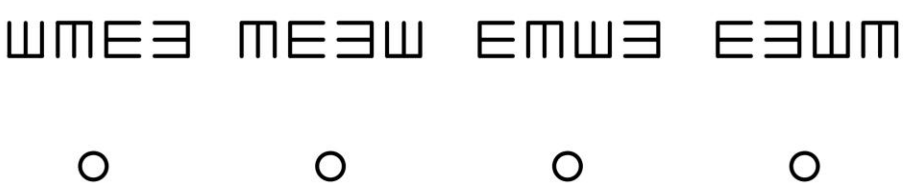
These are found most often in Cognitive Abilities Tests and on IQ tests. They are both pictorial and figural. Sometimes they are based on patterns. Other times, they are based on a sequence of events. The example below in the kindergarten level question is based on a series of events.

13. Which picture belongs in the empty box?



14. What do you think comes next in the example below?





The question above is for a 3rd or 4th grader. I am many times older than a 3rd or 4th grader and I find this to be a very difficult question. If this question is hard for you, then you really need to bone up on your visual-spatial reasoning skills! At www.TestingMom.com, we have thousands of questions requiring visual-spatial reasoning skills like this one. When I first started doing them, I could barely manage some of the 2nd grade questions. Now I'm able to handle all the questions on our site, although they are quite difficult at the higher-grade levels! For this grown-up, it took a lot of practice and perseverance to master this type of question.

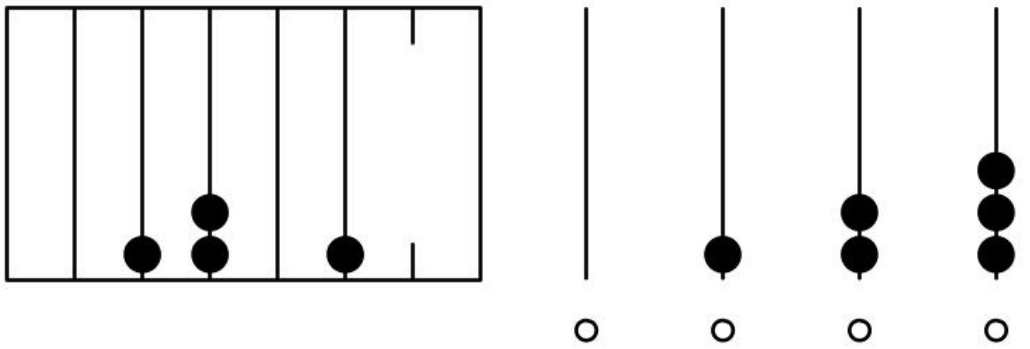
We've seen the same with children who have worked with our visual-spatial reasoning problems. If they practice, they master the different techniques used to solve them. If your child will be taking a test with a large visual-spatial component, practicing lots of questions will make a huge difference in her score. We recommend that you start with questions that are below your child's grade or age level. That gives her confidence that she can answer this type of question. Let her work her way up to harder questions. The same thinking used in easier questions with just one operation is

used in harder questions that require multiple operations to solve. So practicing the easy questions really pays off in teaching children how to handle harder visual-spatial reasoning problems.

Number Series

Related to Serial Reasoning Questions are Number Series questions, also found on Cognitive Ability and IQ Tests in different formats. For younger children, this type of question comes with an Abacus that is missing a rod on the CogAT test. For older children, it comes in a series of numbers where the child has to determine the pattern or rule and decide what comes next.

15. Which rod belongs in the empty space?



16. What number comes next in this OLSAT question for a 3rd grader?

10 5 20 15 30 25 ?

a) 0
b) 15
c) 35
d) 40

17. What number comes next in this OLSAT question for a 5th grader?

11 77 539 3,773 ?

a) 26,411

b) 8,541

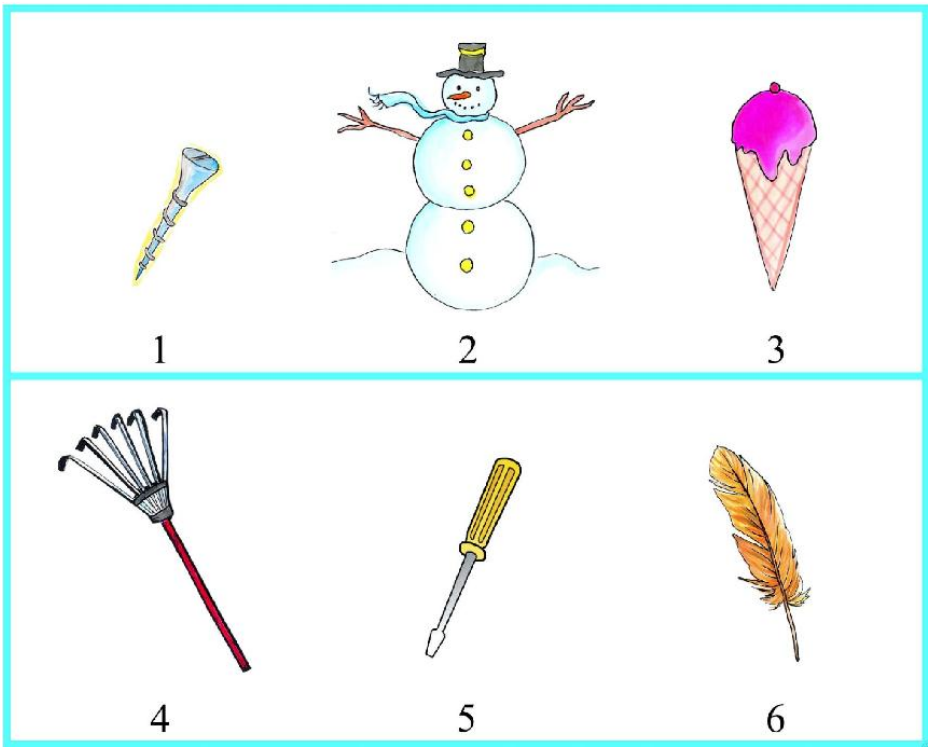
c) 10,526

d) 23,845

Picture Concepts

On this type of question, which is based on a subtest from the WPPSI-III IQ test, the young child must choose one item from the top row of the box that goes with one item from the bottom row of the box.

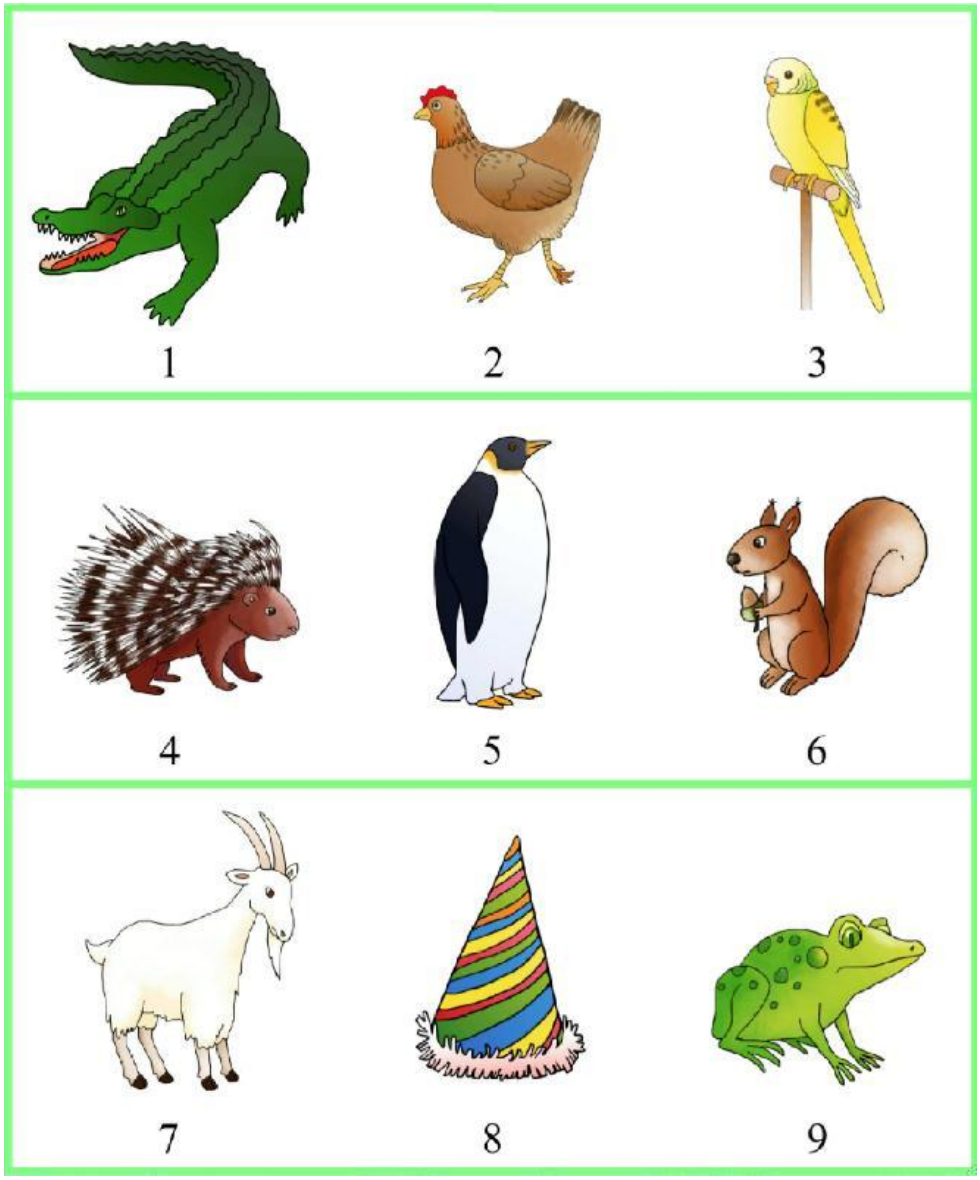
18. Choose one picture from each row that goes together.



A recurring theme on tests that you might have noticed with Matrix Questions, "What Doesn't Belong" questions, Analogy Questions, and Picture Concept questions is the idea of categories and relationships. Children need to be able to discern how and why things go together to answer many of these questions. This is something you should be helping your child notice in real life!

The Picture Concept question on the next page is similar to #18 but it is for older children. It is modeled after a question on the WISC-IV. Can you choose one picture from each row that goes together? If you can't figure this one out, the answers are at the end!

19. Choose one picture from each row that goes together.



Letter – Number Sequence

This type of question is found on an IQ Test such as the WISC-IV or Stanford-Binet. Questions get increasingly more difficult.

This question taxes short-term memory. A younger child would be asked to repeat this letter and number sequence exactly as it is said:

20.

4, B, 3, T, 1

Answer: 4, B, 3, T, 1

This next question relies on working memory. A child who is a bit older would be asked not just to repeat these letters and numbers, but to say the numbers first going from lowest to highest, and the letters last but in alphabetical order.

21.

E, 8, Q, 9, 2

Answer: 2, 8, 9, E, Q

Vocabulary Questions

These questions are most common on IQ Tests, although they are also used in some Cognitive Ability Tests. Here, the child is asked what a word means. If a child gives a

limited answer, she earns 1 point. If she gives a more expansive answer, she earns 2 points. That's why it is important to practice doing these. If, during your practice, your child learns to give more expanded answers to vocabulary questions, she will do better.

Here's one for a younger child:

22. What is a "stranger?"

1-point answer: Someone you don't know.

2-point answer: Someone you don't know. After you meet a stranger and get to know them, they might become a friend.

Here's a Vocabulary Question for an older child:

23. What does "zero" mean?

1-point answer: Nothing.

2-point answer: It means nothing. It looks like a circle. If I'm out of cookies, I have zero cookies.

Comprehension Questions

This type of question is also very common on IQ Tests. You'll find these on the WPPSI-III, the WISC-IV, and the Stanford-Binet 5. Here, children are asked questions that uncover whether or not they understand social standards of behavior or have the common sense that children their own age should have. As with Vocabulary Questions, children get extra points for expanded answers.

Here are two examples of Comprehension Questions:

24. Why do houses have doors?

1-point answer: To close off a room.

2-point answer: To give you quiet and protection. You can close the door and people can't get in. And when you close the door, you don't hear what is happening outside.

25. Why do ambulances have sirens?

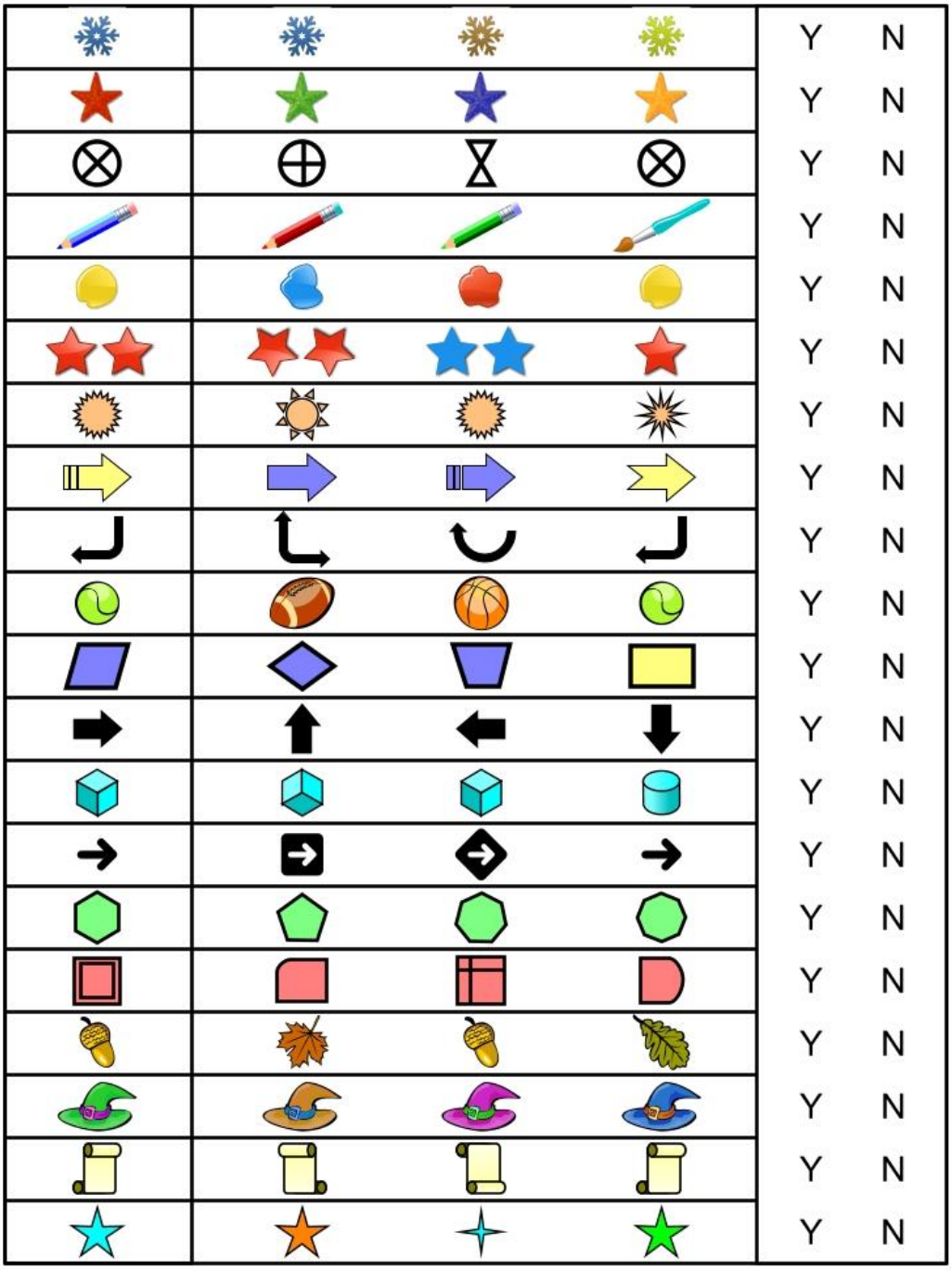
1-point answer: So cars will get out of the way.

2-point answer: So it can go very fast to get to the hospital or to the injured person and cars will know to get out of the way and let the ambulance through.

Symbol Search (visual-spatial reasoning)

Symbol Search is typical of a type of assessment found on IQ and Cognitive Ability Tests. Does the child recognize nuanced differences in shapes and figures? This example is modeled after a subtest on the WISC-IV. In a timed-subtest, a child sees a target picture in a box on the left and must determine if the same picture is one of three in the center box. If it is, he circles "Y" for "yes;" if it isn't, he circles "N" for "no."

26. Look at the picture in the far left box (on the next page). If you see the same picture in the middle row, circle "Y" for "yes." If you don't see it, circle "N" for "no."

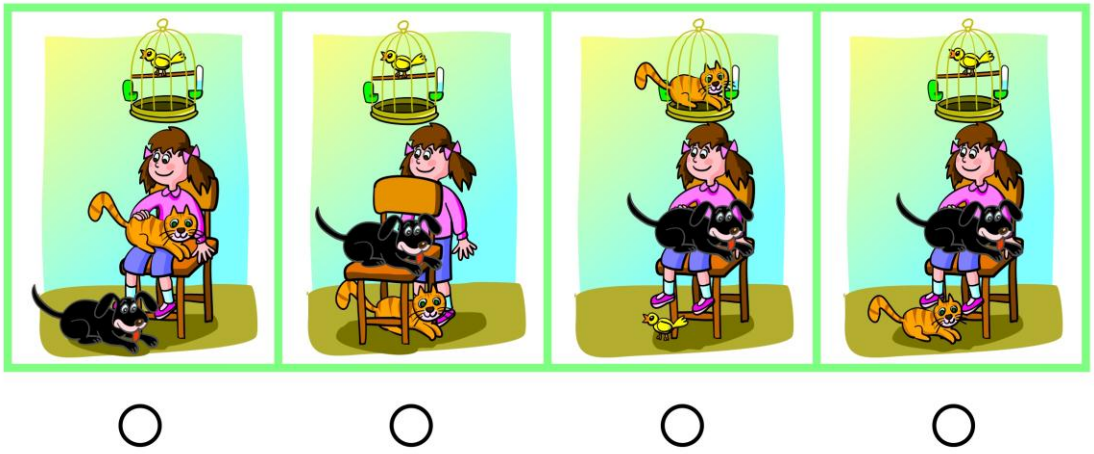


Following Directions

This kind of question is found in Cognitive Abilities Tests such as the OLSAT. It is also found on some Achievement Tests such as the Woodcock Johnson III Tests of Achievement, but in a different format. Here, the child must pay close attention to the question, remember it, and then find the answer by looking at a visual image. The first question below is for a kindergartener, the second question is for a 2nd grader. Since these questions assess listening skills, they cannot be repeated.

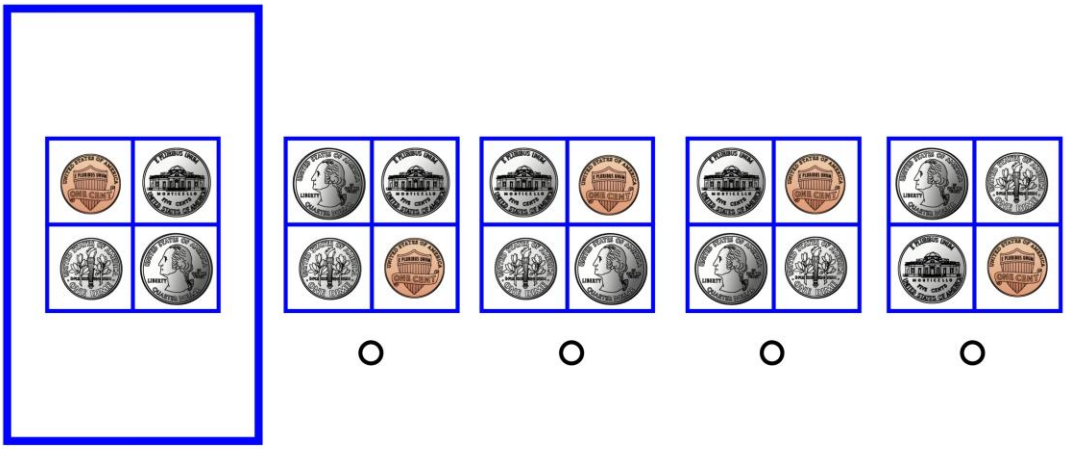
Point to the picture that shows a girl sitting beneath a birdcage. There is a dog in her lap, a bird at her feet, and a cat in the birdcage above her head.

27.



Take a look at the coins in the small boxes inside the big blue box. Point to the box on the right that shows what would happen if the dime switched places with the nickel and the penny switched places with the quarter.

28.

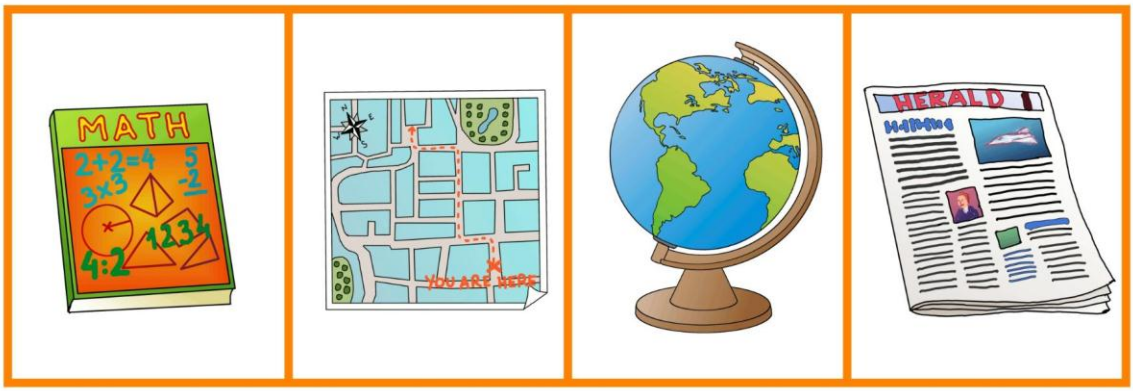


Hard, right? A child really has to listen carefully and focus to get this right.

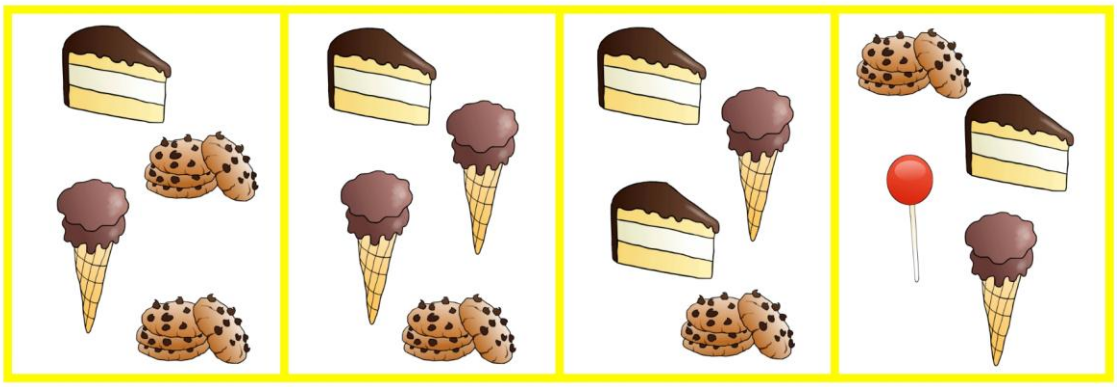
Aural Reasoning

This type of question also requires a child to listen carefully to what is being asked. Then, they must use reasoning skills to determine the answer. You will find questions like this on most Cognitive Ability Tests like the CogAT and OLSAT, and on some Achievement Tests such as the Iowa Test of Basic Skills. The first question is for a first grader; the second question is for a second grader.

29. Barry had geography homework, which was to look up countries on the west coast of Africa. Point to the reference tool he used to help with this homework.



30. Mom told Ben, Sue, Janet and Wendy that they could have whatever they wanted for dessert because they had eaten their vegetables. Ben ordered a piece of cake. Sue ordered ice cream. Janet ordered cookies. Wendy ordered what Ben had. Mark the picture that shows the desserts that the children ate.



Verbal and Figural Classification Questions

As you can see, these next questions are "cousins" to the matrix or analogy questions we saw before. We are back to that recurring theme of how and why things go together.

Here are some easier Verbal and Figural Classification questions where the child must look at three pictures or figures above a line, determine why they are alike, and choose one picture below the line that goes with them. This type of question can be found on Cognitive Ability Tests such as the CogAT.

31.

32.

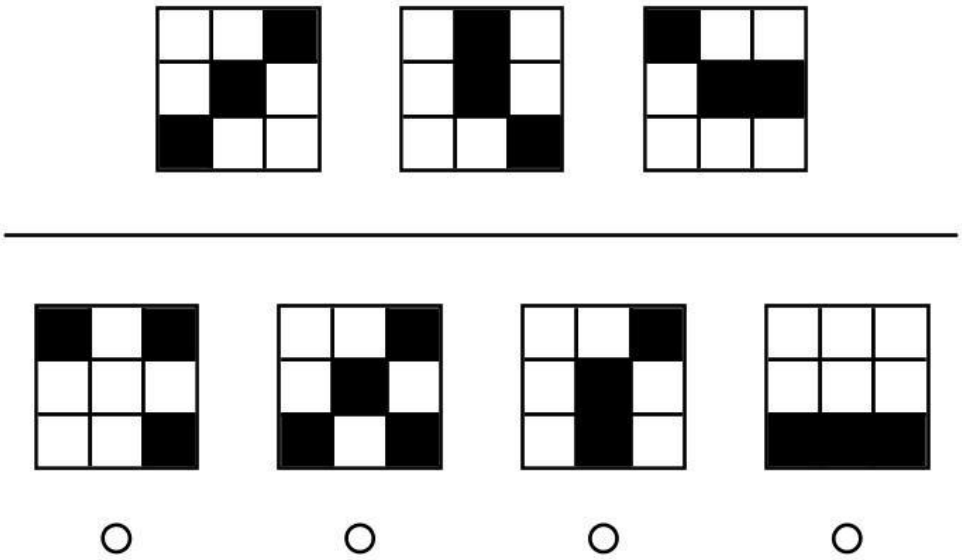
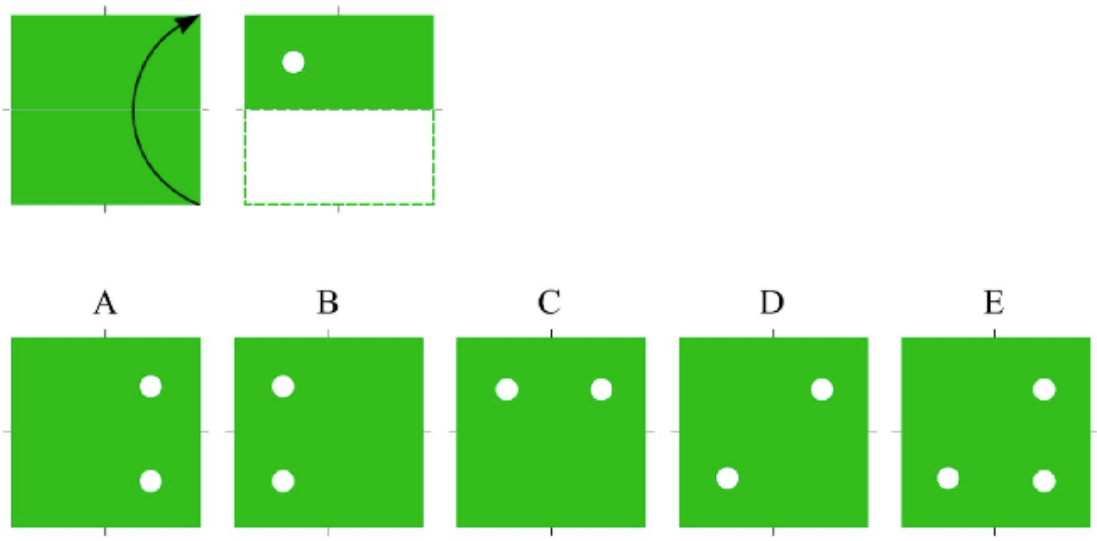


Figure Analysis Questions

This type of question is found on the CogAT, a Cognitive Ability Test. Here, the child is shown a square piece of paper in a diagram format. She is told that it is being folded and holes are being punched in it. The child must decide what that square piece of paper would look like when it is unfolded. This same kind of question is given to both kindergarteners and high schoolers!

Here's one for a kindergarten child:

33.

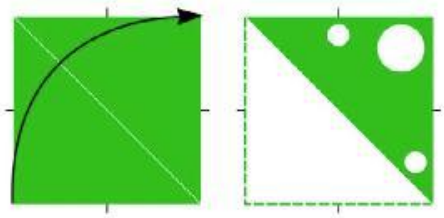


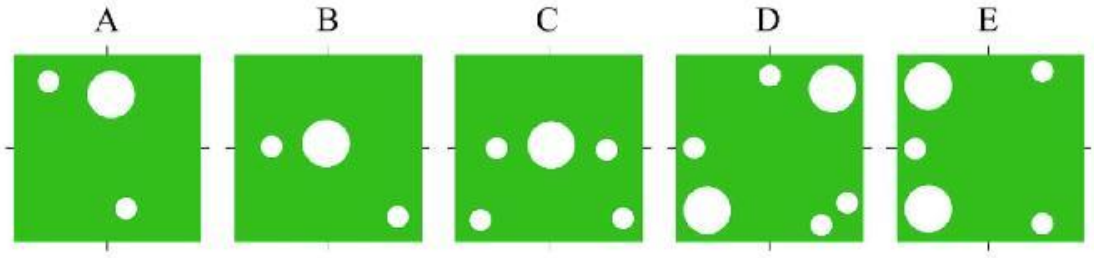
It is questions like this one that make me believe so firmly that children should practice the kinds of question they'll be asked before going in for a test where their educational placement is at stake. Can you imagine your kindergartener tackling a question like this for the very first time? Is it as obvious to you as it is to me that a young child might struggle to understand what to do with this if he saw it for the first time while taking a test?

Okay, I will get off my soapbox now.

Here is a "hole-punch" question for a 3rd or 4th grader:

34.





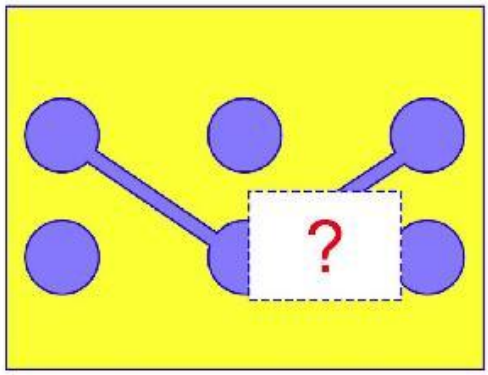
Visual-Spatial Reasoning Questions

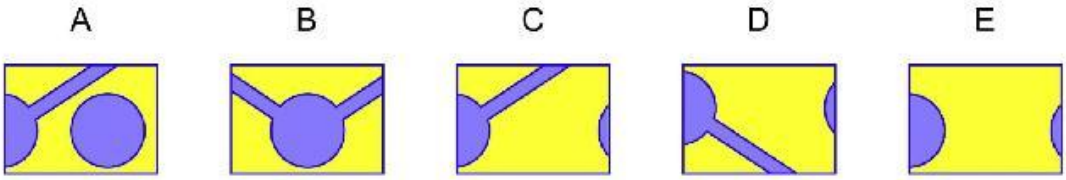
Many school districts will use one of the Naglieri or Raven's Matrices tests to determine if children might qualify for gifted and talented programs. As mentioned before, these non-verbal reasoning tests are said to be more "fair" because they don't require the use of language to do them, nor do they have pictures in them that a child might not have ever seen because of his cultural or economic background. I personally hate when school districts use these tests to determine eligibility for G&T programs because they only assess visual-spatial reasoning abilities. There are some very bright children who struggle with this type of intelligence, but who deserve places in gifted classrooms. Were they given a broadly focused IQ test, they might score in the gifted range, but they would not do well on a test with only visual-spatial questions. However, no one asked me, so if your school district is using one of these types of tests, practice will really help.

Here are a few examples of questions that require visual-spatial reasoning.

In this **Pattern Completion** Question, the child must determine which piece of the puzzle would complete the answer below.

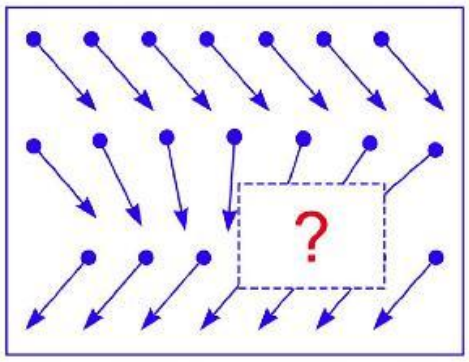
35.

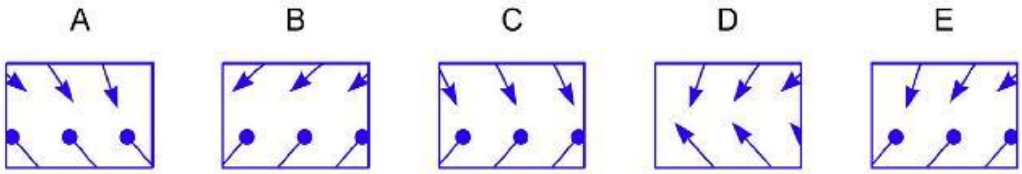




They can get much harder. I had to look up the answer to the next one.

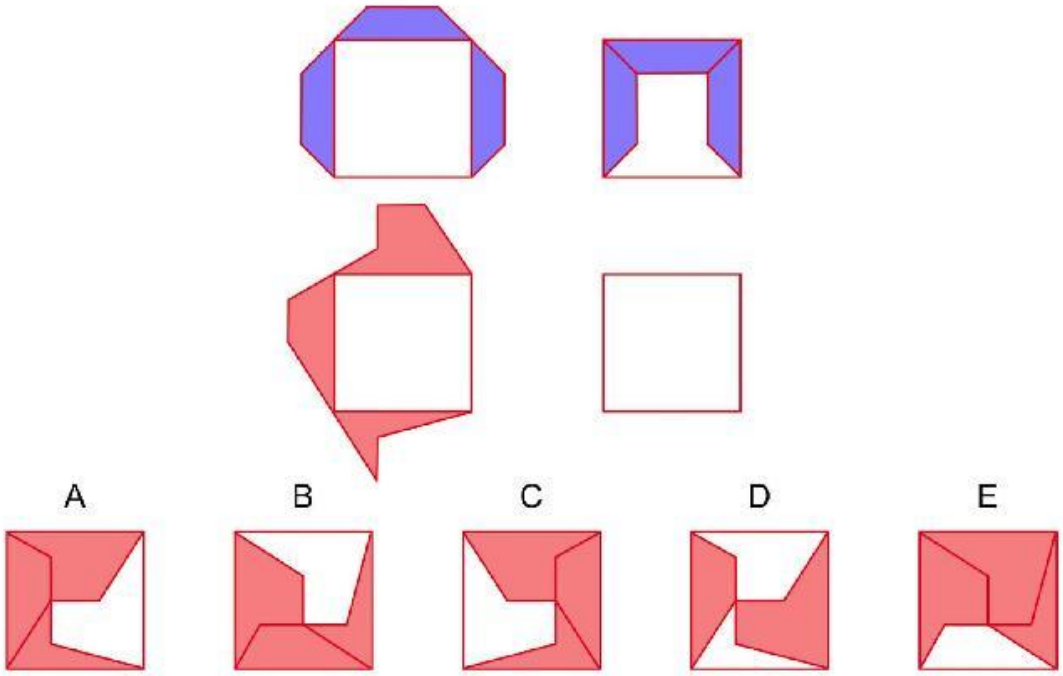
36.





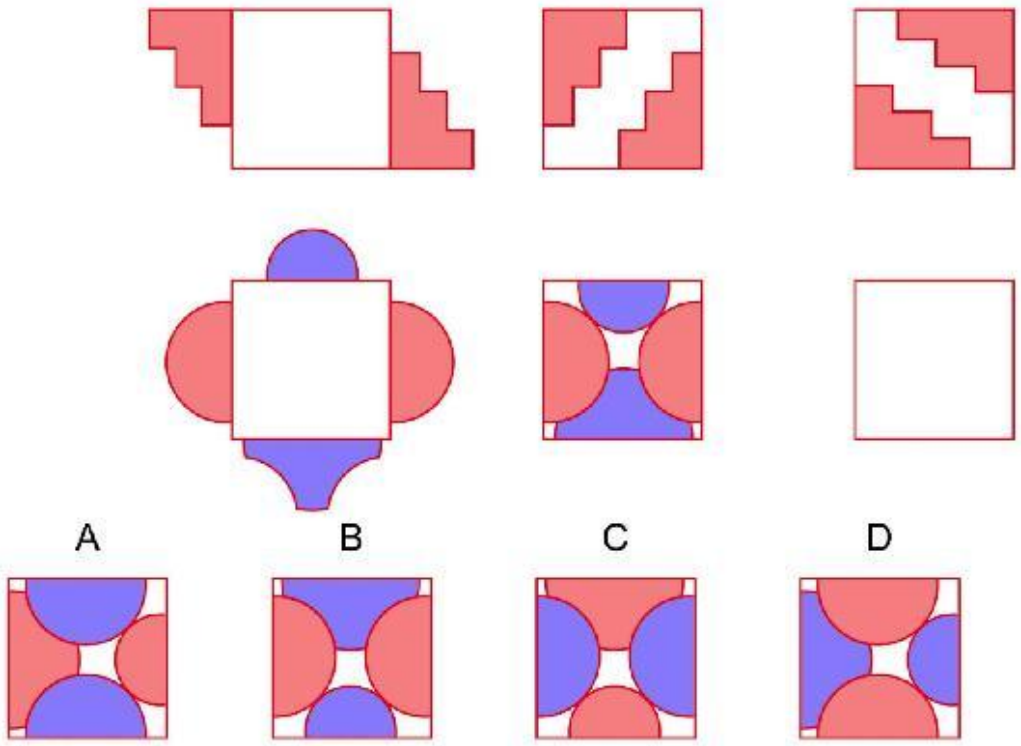
Here is an easy **Spatial Folding** question. The child has to decide what the image would look like when the flaps on the bottom row are folded in like the flaps on the top row.

37.



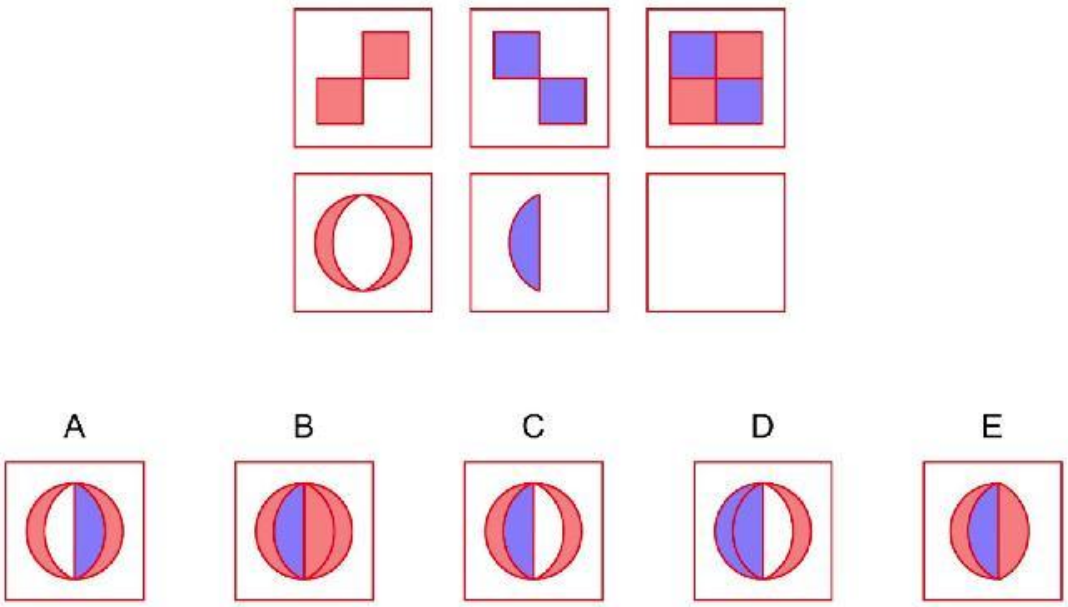
Here, the child must determine what the piece on the second row will look like after it is folded *and rotated* as the piece in the first row was. A 3rd or 4th grader might see a question like this.

38.

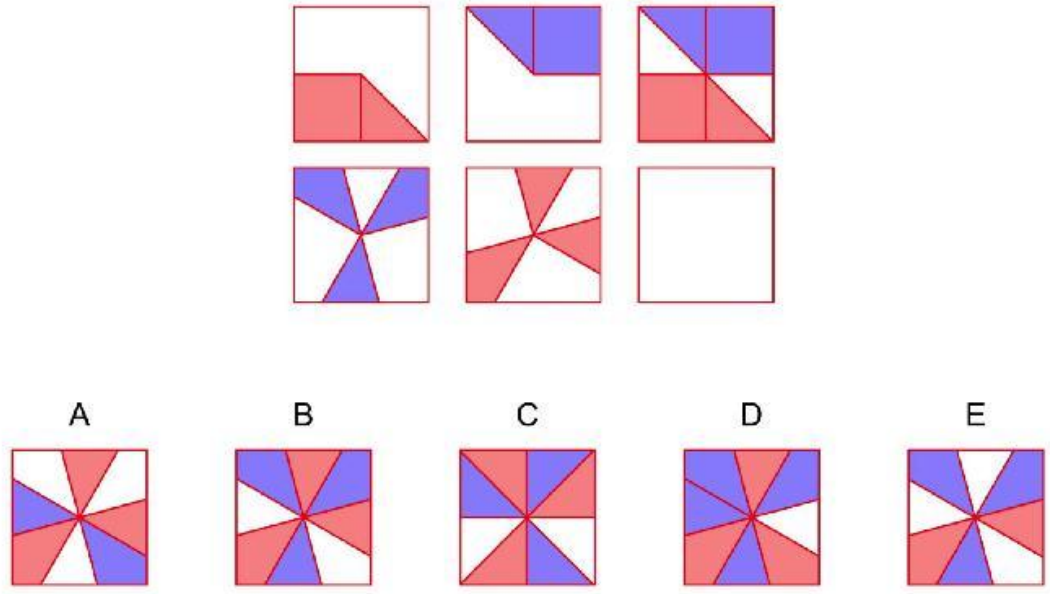


With a **Spatial Visualization** question, a 2nd to 6th grader is shown a 1st and 2nd design across the top row. The 3rd design shows what the first two would look like when "added together." The child must do the same with the bottom row. Here's an easy and then a harder one:

39.



40.



In some school districts, you are given a choice about which test your child will take for Gifted and Talented program placement. If the Naglieri or another visual-spatial reasoning test is one of your choices, make sure you do some practice questions designed to assess these skills before you choose to let your child take a visual-spatial reasoning test to determine his placement in a gifted program. Some children do amazingly well with these questions. Others really struggle with them. If your child struggles with them, choose the test option that is more balanced and assesses abilities beyond visual-spatial reasoning skills. If you are given a choice like this and have any questions, just ask us at www.TestingMom.com. Additionally, you can always go to our Facebook page (http://www.facebook.com/testingmom) and ask us any question.

Achievement Tests

There are many different achievement tests that schools give to determine eligibility for admission or placement in a gifted program. These are also used to place your children in ability groups such as the advanced reading or math group. These tests assess whether or not your child has learned the things she should have learned by the time she is tested.

Some Achievement Tests, such as the CTP or ISEE cover math skills and reading comprehension almost exclusively. Others, like the Woodcock Johnson III Tests of Achievement or the Iowa Test of Basic Skills, cover math, language arts, science, social studies, and more. Each state gives its own version of an achievement test. They are often referred to by an abbreviation. For example, the Florida Comprehensive Assessment Test is the FCAT; California has the Standardized Testing and Report test or the STAR; Illinois has the Illinois State Achievement Tests or ISAT; Iowa offers the Iowa Test of Basic Skills (used by many other states); Texas has the State of Texas Assessment of Academic Readiness or STAAR; and New York has the Regents Exam, to name just a few.

With so many achievement tests with questions at so many grade levels, we will not provide practice questions here. However, the important thing to know about Achievement Tests is that they are assessing whether or not your child has the skills and knowledge he should have gained from being in school.

When you are trying to help your child get ready for testing, if you are unable to find out the name of the test she will take, it is important to try to determine whether the test is

an Achievement Test or an Intelligence Test. If it is an Achievement Test, you will get your child ready by studying school-based material (reading, writing, math,

grammar, etc.). If it is an Intelligence Test, you will practice more of the types of questions shown in this handout. We have both types of practice questions available at www.TestingMom.com, but it really helps with preparation if you can narrow your focus to one type of question or the other. However, be aware that many school districts use both achievement and IQ or Cognitive Abilities Tests to determine eligibility for gifted programs.

Tips on Working With Your Child

At www.TestingMom.com we recommend that you get practice questions designed to familiarize your child with the types of questions that will be on the test. We have thousands of questions available online, but there are other sources of practice material as well. Once you have your practice materials in-hand, here are some tips for working with them and your child.

Younger Children

- Start by getting a sense of how long your younger child can sit and focus. Do a little more each day to build your child's test stamina. Tests vary in length, but a good rule of thumb is that your child should be able to sit still and focus for about an hour. Don't worry – you can work up to it.

- As you work with practice questions, vary the formats of practice questions that you use. Kids get bored! Here are some ways to switch up the routine of test prep:

    - Do questions directly online at www.TestingMom.com — let your child point to the answer.
    - Print out questions from www.TestingMom.com in color.

- Print out questions from www.TestingMom.com in black and white.
- Use IQ Fun Park – the test prep kit that feels like a game to children – available at www.TestingForKindergarten.com/game.
- Use workbooks – we recommend Aristotle Circle workbooks because they are effective, colorful and fun! They are the only ones we will sell – available at www.TestingMom.com/store.

- Give your kids praise and reward stickers for doing well.

- Don't call this "test prep." Call it "puzzles," "brain teasers," "brain quest," "homework," or "workbook questions."

- Teach your child to listen to all instructions before starting to do any questions. The instructions he gets during the test may not be what he thinks he's going to get and he risks doing it wrong if he doesn't listen to instructions!

- Do some questions where you read the question aloud and let the child answer without telling her whether it's right or wrong. When she's tested, she will not get any feedback about right and wrong. Get her used to that. Instead offer encouragement by saying…
  - "You're working so hard!"
  - "I love the way you always try."
  - "You're sticking with it so well."

- Do some questions where you help your child work through the logic.
  - Act confused and have your child explain it to you.

- Start with questions that are too easy.
    - This builds confidence.
    - This also teaches kids the logic behind questions which often build. Easy figural questions may show two figures which change to the opposite; harder questions might first change to the opposite and then turn upside down.

- Don't let your child say, "I don't know." Teach him to always take his best guess.
    - On most Cognitive Ability and IQ tests, points are not taken off for answering wrong, but your child will get no points when they don't answer. So a guess is worth it.

- When your child isn't sure, teach him to eliminate answers that are clearly wrong and then choose the best answer.

- If your child is shy, listen to the interviews I did with Dr. Bernardo Carducci, expert on shyness in children. He talks about how to help a child feel more comfortable with an unfamiliar tester and when visiting schools for interviews. See www.TestingMom.com/30-minute-mom-radio-show/.

- Have different members of the family work with your child – he'll be with an unfamiliar tester.
    -
    - Have your child learn to interact with unfamiliar (safe) adults – order dinner with a waiter, pay the cashier at check-out.

- Notice what your child does well and where she struggles.
    - If she does something well, she doesn't have to keep practicing it.
    - If she struggles, help her build the skill outside of the practice test environment – math, analogies, language, and memory games.

- Keep it fun. This should not feel like discipline. They are learning and playing at the same time.

Older Children

- If you have an older child preparing for testing, try to have him do about a half-hour per day of practice questions. More than anything, you just want him to be familiar with the kind of questions that will be asked so he doesn't waste time trying to figure out what he is supposed to do with each type of question during the all-important test.

- If your child is taking an achievement test, make sure you review the basic age-appropriate curriculum every day. These tests are assessing whether or not your child has these basic skills, so a bit of daily review in the subject areas to be tested makes a big difference.

- Make sure that your child is reading every day. So many of these tests assess vocabulary, reading comprehension, synonyms, antonyms and other concepts that can only be gained by a regular habit of reading literature and non-fiction.

- If the test will have reading comprehension questions, teach your child to glance through the questions before the passage so she will know what to look for.

- Remind your child to listen closely to the directions given and pay attention to time limits. Also remind your child to look at all the possible answers before

  deciding what to choose. Often there are "traps" on multiple-choice answer options that seem like the answer at first glance but are actually incorrect.

- Teach your child to eliminate answers that are clearly incorrect and then choose the right answer. Before your older child takes a test, make sure you both understand that test's method for scoring incorrect answers versus answers left blank.

- Don't try to cram to prepare for an achievement test. This will only make your child more anxious. Do a little bit every day, over time. This will make an enormous difference.

Finally…at every age, make sure your child gets his normal sleep in the days before the test. There have been studies that show that missing even one hour of sleep in the nights before a test can cause a child to perform a grade level lower than he otherwise would have. Also be sure that your child has a healthy breakfast on the morning of the test as this will lead to optimal performance.

Conclusion

We have seen time and again that children do better if they know what to expect on tests they take for school admission or Gifted and Talented placement. Practicing ahead of time makes a big difference. The more time you have to prepare, the better. But

even if you discover that your child will be tested next week, going over the type of questions he'll see ahead of time will give him the confidence to go in and do his best.

For instant access to thousands of practice questions to get your child ready for testing, visit www.TestingMom.com. Look for the test your child will be taking on our site. If the test isn't there, check with us. There is so much overlap between tests that even if your test isn't there, we can often recommend questions from a different test to practice with that will prepare your child for the test he *is* taking. Good luck!

Answers

1. 1 – 1st image over the bubble
2. 3
3. 4
4. 2
5. 2
6. 3
7. c
8. 3
9. 4 - the top left shape in the first box moves over 1 going clockwise, causing every other shape to move over 1 in a clockwise direction. The analogous change happens across each row.
10. 3 (one child is looking in the opposite direction)
11. 2 (The others all have 2 white triangles next to each other between the black triangles. The second one doesn't)

12. b) It is the only unnatural source of water.

13. 2

14. 4 (here the last symbol moves to the front)

15. 3 (the pattern is 0, 1, 2)

16. d) (here we are adding 10 to the alternating numbers)

17. a) (the rule is to multiply by 7)

18. 1, 5

19. 1, 5, 9 (all animals that live near water)

20. **Answer:** 4, B, 3, T, 1

21. **Answer:** 2, 8, 9, E, Q

22. **1-point answer:** Someone you don't know.

2-point answer: Someone you don't know. After you meet a stranger and get to know them, they might become a friend.

23. **1-point answer:** Nothing

2-point answer: It means nothing. It looks like a circle. If I'm out of cookies, I have zero cookies.

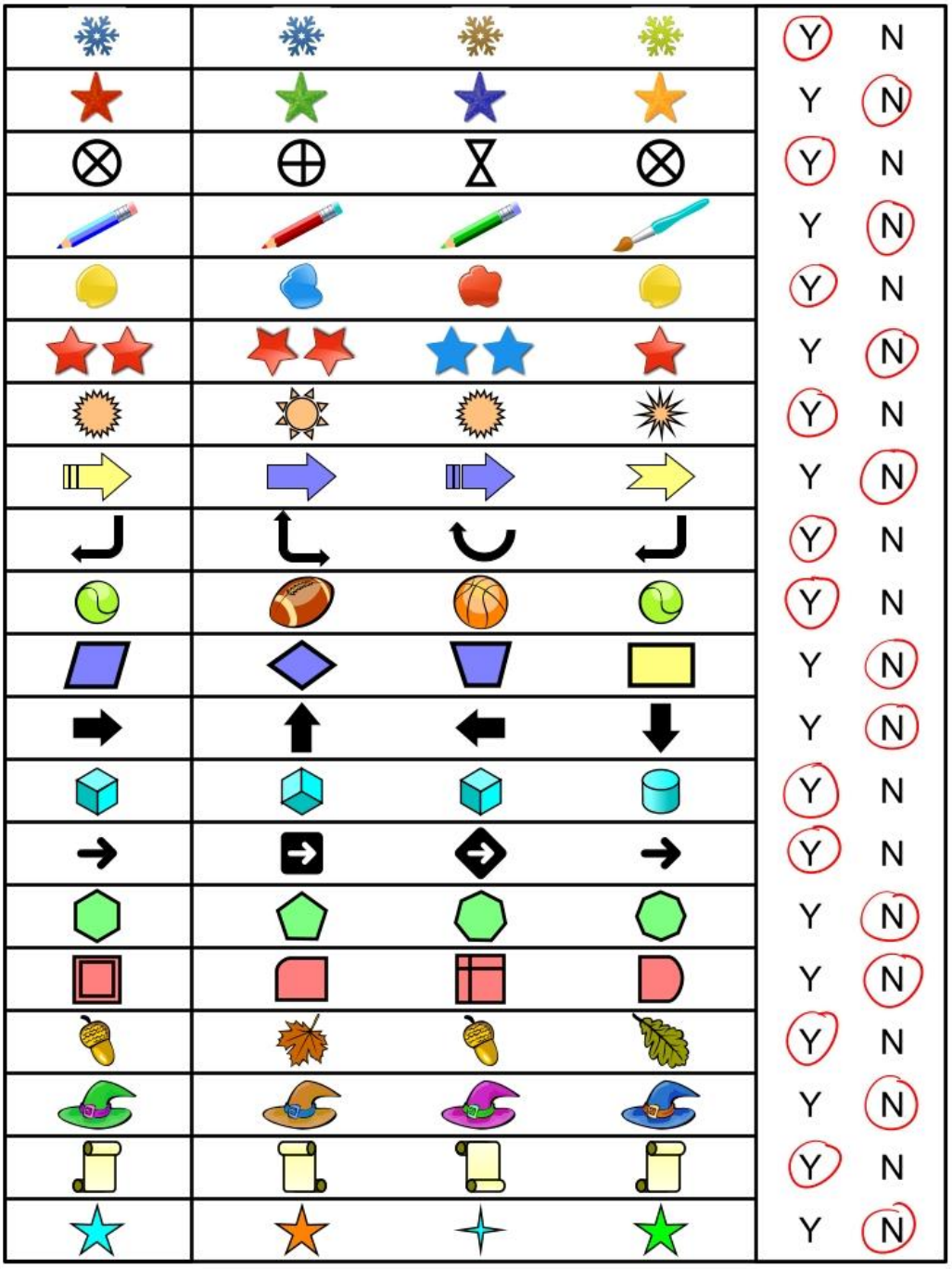
24. **1-point answer:** To close off a room

2-point answer: To give you quiet and protection. You can close the door and people can't get in. And when you close the door, you don't hear what is happening outside.

25. **1-point answer:** So cars will get out of the way

2-point answer: So it can go very fast to get to the hospital or to the injured person and cars will know to get out of the way and let the ambulance through.

26. (see next page)



27. 3

28. 4

29. 3
30. 3
31. 2 (wind and brass instruments)
32. 3 (it has 3 filled-in boxes and one is in the middle)
33. B
34. D
35. C
36. E
37. A
38. D
39. C
40. B

See if your child is ready for testing by playing our "Ready or Not" game at http://www.facebook.com/testingmom