LEARNING TECHNIQUES

LESSON 8-7 ▲ TEST MANAGEMENT

**LEARNING GOALS/OUTCOMES**

* Outline effective techniques for writing short-answer and essay test questions.
* Evaluate a test to establish time requirements and order of response.
* Create a one-page summary of test-taking advice for another person.

**MATERIALS NEEDED**

* **Student Handouts:**
* Test-Taking Acronyms
* **Several poster boards** for writing test-taking skills
* **At least two pieces of notebook paper per student**

**CLASSROOM ACTIVITIES**

1. **Groups of students think about test-taking skills.** Organize students into three groups. Have each group select a scribe who will write all ideas from classmates onto a poster. Now allow students a few minutes to answer each of these questions:
* What are test-taking skills?
* How are they useful?
* What test-taking advice would you give another student?

Tell students they should have at least one group answer for questions one and two, but each student should provide at least one answer for question three. The posters are put in front of the class and common answers of themes are circled.

1. **Students learn acronyms for test-taking tips.** Ask students to return to their desks. Write the following words on the board: BRAVE, FLEAS, RAINS, RULE-WE. Ask if the students have any ideas about what these words have in common? They are all ‘acronyms’ for test-taking skills! Ask students what an acronym is. Tell students an acronym is an abbreviation that uses the first letter of a group of words to form a shorter word, often used to help remember things. Give an example of a common acronym, like HOMES to remember the name of the five Great Lakes (Huron, Ontario, Michigan, Erie, Superior).

Distribute the *Test-Taking Acronyms* handout to each student and have them fill in the blanks as the advisor reads the following meanings for the acronyms.

*For Test Nervousness:* BRAVE

**B**reathe deeply,

**R**elax,

**A**ttitude is everything,

**V**isualize yourself in your favorite place,

**E**nd is in Sight (keep positive)!

***To Help Complete Tests on Time:* FLEAS**

**F**irst read directions

**L**ook over the entire test

**E**asiest questions answered first

**A**nswer questions that are worth more

**S**kip a question if stumped.

***To Help with Reading Directions and Questions Carefully:* RAINS**

**R**ead entire question,

**A**nalyze the context,

**I**dentify key words,

**N**otice the negatives,

**S**earch for grammatical errors.

***Helping with Difficult Essay Tests:* RULE-WE**

**R**ead the questions,

**U**nderline the key words,

**L**ist or outline the major points,

**E**mphasize the details for each of the points,

**W**rite the answer,

**E**valuate your answer

 (Test-taking memory mnemonic acronyms from: <http://coe.jmu.edu/learningtoolbox/strategies.html>)

1. **Students create test-taking acronyms**. Give students a topic for creating test-taking acronyms – test attack skills. Tell them to think of four or five tips for attacking a test, some of which they may have already heard. Ask students to individually write their own test-taking acronyms on the *Test-Taking Acronyms* handout.
2. **Students write a one-paragraph blog about test-taking tips**. Students break into three groups, each assuming the role of a professional blogging company. Each individual in the company will write a one-paragraph blog post about test-taking skills, on a topic that will be assigned. Students read their blog to the team and a favorite is chosen. The blog post must briefly outline test-taking tips that are useful. The final sentence must identify when they will implement them into a test. Students should give an exact date such as “next Tuesday in Science class”.

Assign each group a unique topic. Group assignments:

* Group 1 will write about how to write a short answer or essay question.
* Group 2 will write about how to prepare for and answer multiple-choice questions.
* Group 3 will write about how to manage time in test taking.
1. **Students present their “winning” blog post to the class.** Each group winner will read their winning post to the class. Classmates will ‘comment’ on the blog by noting any additions or omissions to the listed ideas.
2. **Students write a ‘tweet’ about what test-taking tips they will use on their next test.** Have students use a blank sheet of paper to write a ‘tweet’, (tweets are simple text messages, using no-more-than 140 characters),and post it on a wall or board in the classroom. Their tweet should tell others the best test-taking tip they learned today and when it will next be used.

Encourage students to walk around the room and read the various test-taking ‘tweets’.

**STUDENT PRODUCTS**

* **Completed *Test-Taking Acronyms* Handout**

LEARNING TECHNIQUES

LESSON 8-7 STUDENT HANDOUT

 TEST-TAKING ACRONYMS

***What do the following acronyms stand for?***

**BRAVE**

**FLEAS**

**RAINS**

**RULE-WE**

***Now make up your own helpful test-taking acronyms!***

**1)**

**2)**