

TEACHING HOW TO BE A GOOD TEST TAKER

During WW II, Winston Churchill said, "He who fails to plan is planning to fail." If teachers and students do not plan to be successful in preparing for annual state tests, they are planning to fail. The necessity to gear up for the test is the first step to planning a successful assessment experience.

Plan 100 Days to Mastery from Labor Day to Spring Break.

Map your curriculum or follow the Alpha Plus Pacing Calendar from August through March to teach objectives in the *Oklahoma Academic Standards (OAS)* that will be tested by the state in April. Content should be taught and assessed according to Oklahoma's latest *Test Blueprint and Item Specifications*.

- Schedule the fall summative assessment (Alpha Plus A1) within the first two weeks of school for the baseline benchmark.
- Schedule the midyear summative (Alpha Plus B) the week before Thanksgiving or the week before Winter Break for best results to evaluate growth and adjust pacing when needed.
- Schedule the spring benchmark (Alpha Plus A2) to allow a month before the state test to coordinate remediation of non-mastered objectives. The fall and spring tests have the same questions providing a true growth model: same teacher, same students, same simulated state test.

Teach students to be test wise.

Use the *Alpha Plus Test Procedures - Best Answer Worksheets for Reading and Math* in this packet. These worksheets will help students analyze each answer choice on any multiple-choice assessments they ever take.

- Students will eliminate wrong answers, then determine probable answers and finally select the correct answer.
- Students should never answer blindly; they need to prove their answer is the BEST. The fact that a question is being answered online does not mean students should not be required to show their work on paper.
- Taking notes about reading passage content and working out math problems can be on scratch paper for the state test but use the worksheets during Alpha Plus assessments to teach students how to assess. Once students learn the process for using the worksheet, they should then be required to do so on a blank piece of paper.

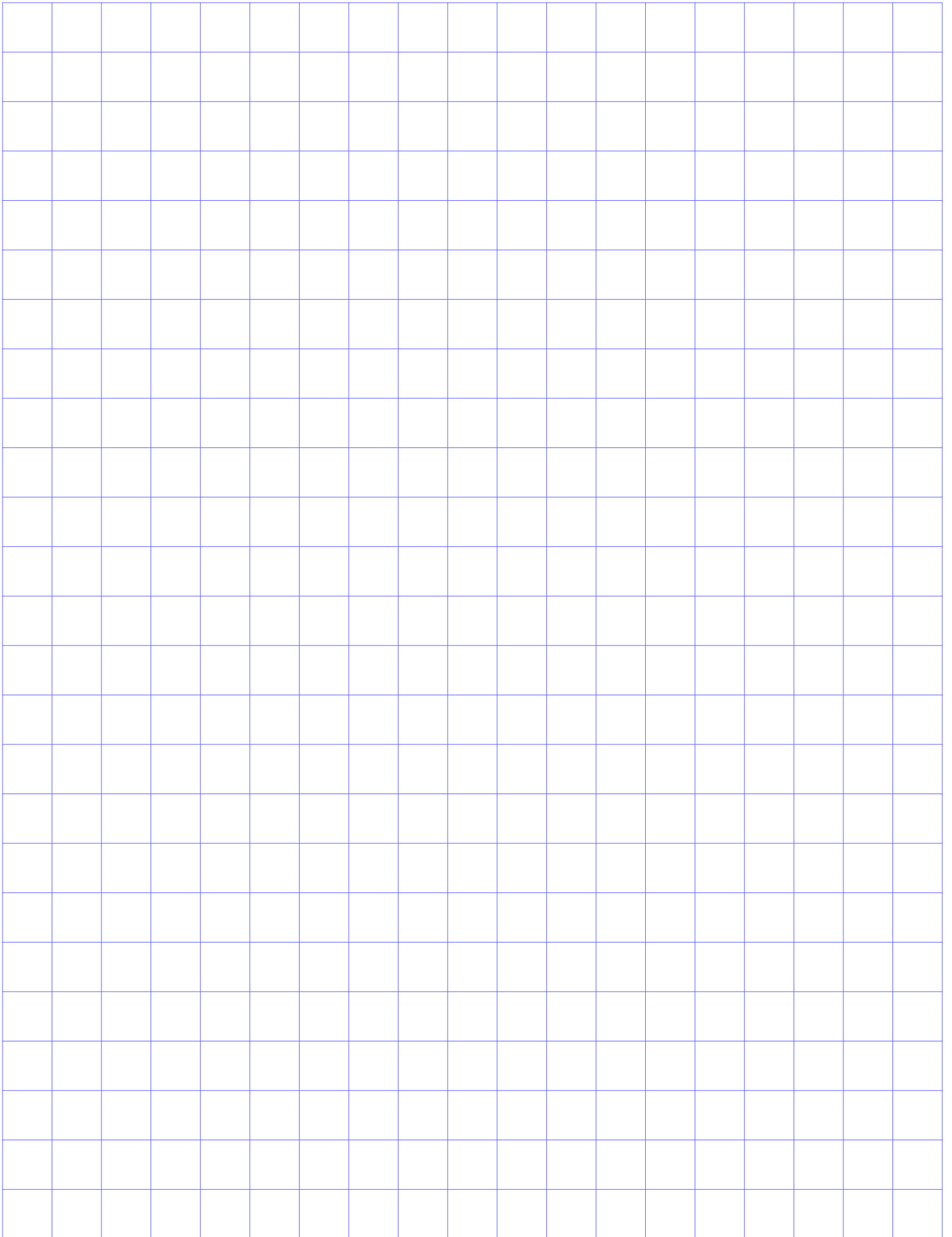
Use Alpha Plus common formative quizzes to teach testing procedures and strategies.

Finally, grade students on procedures used for summative assessments at midyear and in spring since these simulate the state test. Students will then assume they may be graded on procedures anytime they test. Here is one way to prepare:

- From the Pacing Calendar (in Teacher PD Resources binder) or your **Objective Accountability Graph (OAG)** online, identify OAS objectives taught prior to midyear or spring benchmarks.
- Use Alpha Plus Summative "Objective List" to identify questions on B or A2 that were taught and on which students will receive a grade.
- When administering the midyear or spring tests, have students list each identified question on their scratch paper or highlight/circle on worksheet.
 - Inform students that these questions will count as a grade.
 - Inform students they will receive extra credit if they answer the other questions correctly.

A blank answer is a wrong answer. Teach the students to go back and make certain they have answered all questions. In Alpha Plus Online student portal, the questions are in numbered boxes at the top of the window that turn gray as questions are answered. Students can also bookmark questions for review before submitting test. When students click to submit, they are notified if there are unanswered questions.

Oklahoma educators with questions should contact their Alpha Plus Facilitator or call (405) 842-8408.



Many struggling readers dread taking a state test. The reason for this is because they have difficulty concentrating and comprehending what they have read. The Alpha Plus method can help ensure – when practiced and used correctly – that students will receive proficient scores on state reading tests. [Example on back.]

1. Students should first **read for fun.**
 - a. The student simply reads through the story or passage once to see what it is about.
2. Students then **read for information.**
 - a. After reading each paragraph, students will **make notes** to summarize the paragraph.
3. Students should then **read** over their **notes**, or summary.
4. Then, students should **read the question.**
5. Students should **find the answer to the question in the story or passage.**
 - a. Students should **circle/underline/highlight the answer to the question** and write the number of question next to it.
6. Next, students **read the possible answer choices.**
7. Using a Test Procedures/ Best Answer Worksheet, the student will **eliminate the wrong answers.**
 - a. When the students read the answer choices, they will **determine the two distractors**, and write the distractor answers in the non-plausible box.
 - b. Then, the students will be left with **two plausible answers**, and should write the two plausible answer choices in the plausible box.
8. Based on what they have marked in the passage, students will then pick the best answer that fits the question and mark it under “Best” and then record that answer on the test or test answer sheet.

Would You Believe?

by Jan Stratton

Two boys watched a TV show about a scary monster.

1 The two boys scream when they see the monster on their favorite TV show. It is gray with brown spots on its face. Its ears are covered with fur. **Big teeth protrude out of its mouth, sticking out of its mouth like pencil points.** It moans a strange, weird sound as it walks closer to the corner where the little girl is hiding.

#1

The monster broke everything in its path.

2 The monster breaks a table that is in its path. It hurls the doll on the floor as though it was throwing a ball, and then it looks around. It is dark in the house, but the monster keeps going. It walks past the bookshelf that is in the path.

The lights went off. The boys were scared. Their mom had a flashlight so they could go back to bed.

3 Just then, the lights go off; the boys are sitting in a dark house. The TV went off when the lights went off. The two boys scream again and run toward the kitchen. They cannot see where they are going. Ouch! They run into the stove. They bump into each other. The kitchen door squeaks, and a small beam of light comes through the door. Slowly the boys begin to back away from the light. A voice says, "Are you two boys all right?" Mom is carrying a flashlight, "The power went off so I got the flashlight to help you find your way to bed."

The boys went back to bed thinking of the monster on the TV show.

4 "Thanks, Mom," the boys say gratefully as they take the flashlight. They walk slowly to the bedroom, trying not to look at the creepy shadows on the wall. Every shadow looks like a furry monster. How are they going to ever get to sleep tonight?

1. In paragraph 1, the word protrude means

- (A) grows in.
- (B) sticks out.
- (C) breaks off.
- (D) moves about.

<u>Best</u>	<u>Plausible</u>	<u>Non-plausible</u>
<u>B</u>	A	C
	B	D
<u>1</u>		

Complete this Page and Earn an A!

<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
B	B D	A C	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
S											
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

Directions: Place the letters of the test-item answer choices into the columns that appear to match the best. Look at the **Sample** given. Write the question number inside of each small box. Transfer best answer to answer sheet or into online assessment.

Complete this Page and Earn an A!

<u>Best</u> B	<u>Plausible</u> B D	<u>Non-Plausible</u> A C	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
S			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

Directions: Place the letters of the test-item answer choices into the columns that appear to match the best. Look at the **Sample** given. Write the question number inside of each small box. Transfer best answer to answer sheet or into online assessment.

Many students think they already know a math answer. Yet, they are tricked with the distractor domains. If a student works every problem out and shows how they found the answer, they will more than likely get a proficient score on the state test.

1. Students must always have a scrap sheet of paper or math worksheet with as many boxes as there are questions.
2. For each question, they must write the question number in the box.
3. Inside the box, they must show their work.
4. After they show their work, they need to eliminate the incorrect answer choices and narrow them down to two likely answer choices.
 - The incorrect answer choices will go in the non-plausible answer box.
 - The plausible answer choices will go in the plausible answer box.
5. The student will then look at the remaining answers, and mark the correct answer based on the work they did for the problem.
6. Transfer the “Best” answer to the test or test answer sheet.

10

Which is equal to 5,405 in expanded form?

(A) $500 + 400 + 500$

(B) $5,000 + 40 + 5$

(C) $500 + 40 + 5$

(D) $5,000 + 400 + 5$

<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<p>D</p> <div style="text-align: right; margin-top: 20px;"> $\begin{array}{r} 5000 \\ 400 \\ + \quad 5 \\ \hline 5405 \end{array}$ </div> <p style="text-align: center; margin-top: 20px;">10</p>	<p>B</p> <p>D</p>	<p>A</p> <p>C</p>

S	<u>Best</u> B $\begin{array}{r} 234 \\ +375 \\ \hline 609 \end{array}$	<u>Plausible</u> B D	<u>Non-Plausible</u> A C	<input style="width: 100%; height: 100%;" type="text"/>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input style="width: 100%; height: 100%;" type="text"/>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<input style="width: 100%; height: 100%;" type="text"/>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>
<input style="width: 100%; height: 100%;" type="text"/>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>	<input style="width: 100%; height: 100%;" type="text"/>	<u>Best</u>	<u>Plausible</u>	<u>Non-Plausible</u>

Directions: Work math problems in the large box. Place the letters of the test-item answer choices into the columns that appear to match the best. Look at the **Sample** given. Write the question number inside of each small box. Write the best answer choice under "best" then transfer to answer sheet or into online assessment.