

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 testing, they are planning to fail. The necessity to gear up for the test is the first step to planning a successful assessment experience.

**Know your state test window dates.** Map your curriculum and follow your Pacing Calendar from August to March teach objectives in the *Oklahoma Academic Standards (OAS)* that will be tested by the state according to Oklahoma's latest *Test Blueprint and Item Specifications*. Schedule the last Alpha Plus Summative Assessment benchmark to allow a month before the state test to remediate non-mastered objectives. Use the Alpha Plus *Formative Assessment Tests*, the *Success with OAS* textbooks, and previous Alpha Plus Summative Assessment and OSTP test data to evaluate progress of students.

**Teach students to be test wise:**

- Use the *Alpha Plus Test Procedures - Best Answer Worksheets for Reading and Math*.
  - Using these worksheets will help students analyze each answer choice for any multiple choice assessments they take.
    - Students will eliminate wrong answers.
    - Students will select probable answers and finally select the correct answer.
    - Students should never answer blindly; they need to prove their answer is the BEST.
    - Take a grade on the student's test-taking procedures.

Use Alpha Plus formative quizzes to teach best-answer strategies and testing procedures; then, grade students on procedures used for summative assessments (at midyear and in spring) since these simulate the state test. Students will then assume they are being graded on procedures when taking the state tests.

- From the Pacing Calendar, identify OAS curriculum objectives that have been taught (prior to midyear and spring benchmark).
- Use Alpha Plus "Objective List" or online benchmarked "Classroom List Report" to identify questions on the assessment that were taught.
- Instruct the students to circle each identified question.
  - Inform students that the circled questions will count as a grade.
  - Inform the students that non-circled questions answered correctly will receive extra credit.

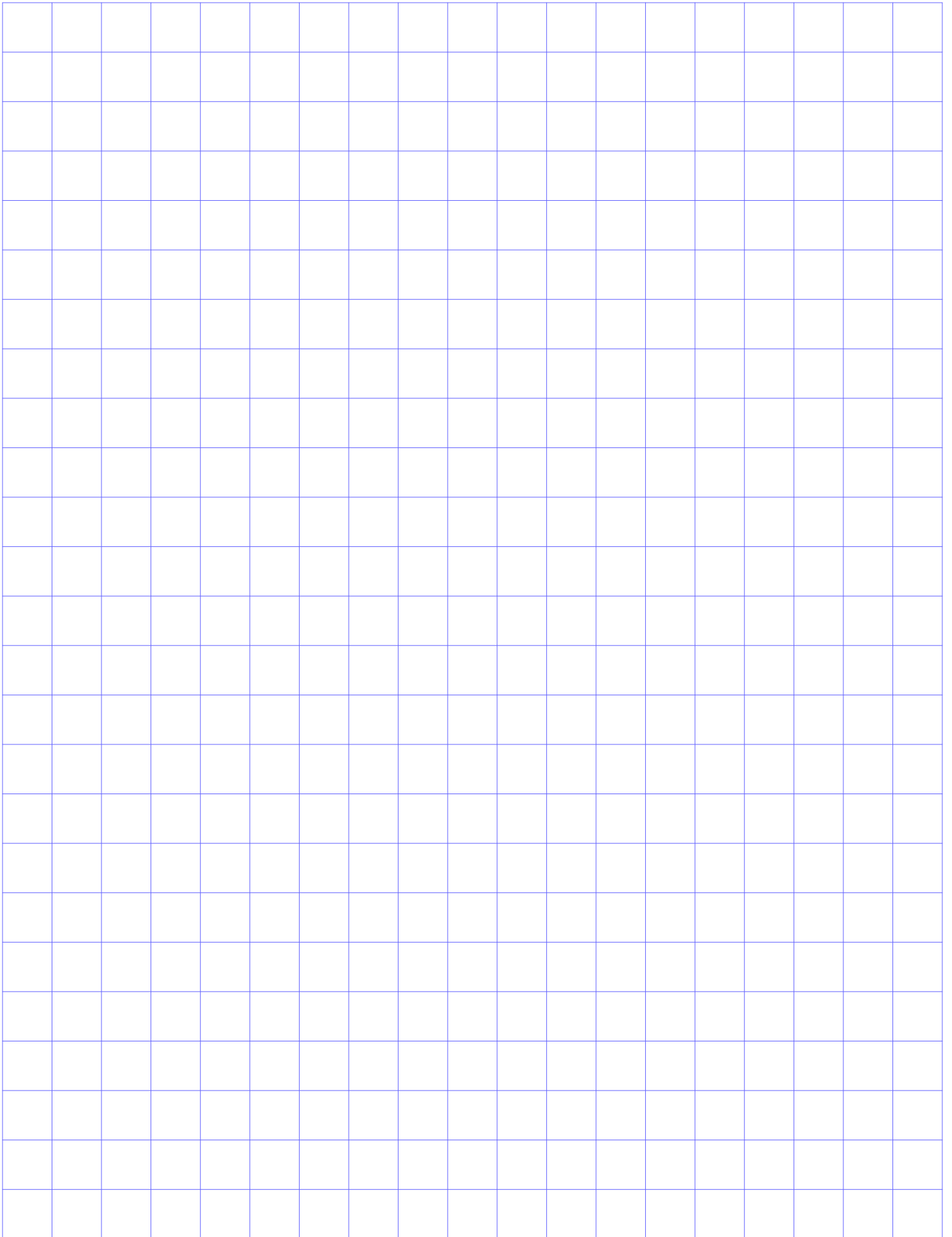
**Encourage students to use the entire time allotted to complete the test.** Give students a separate grade on test-taking procedures.

- Every student starts with a grade of "F" at the start of the test.
- Students finishing the test in the first quarter of the period receive a "D."
- Students finishing the test before half of the period receive a "C."
- Students finishing the test after half but at less than three fourths of the period receive a "B."
- Students finishing the test after three fourths of the period having reviewed their test, checked their answer sheet for accuracy, showed all math work, and underlined reading passages to validate their answers receive an "A."

Caution students to avoid common bubble-sheet marking mistakes that will cause scoring errors:

- Scribbled bubbles
- Connected dots
- Unanswered questions

**A blank answer is a wrong answer.** Teach the students to use *Touch and Check*. After finishing the test, the students physically touch each question and check to see if the answer has been entered on the answer sheet.



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>
<del>B</del>	A	C
<del>1</del>	B	D

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>
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**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>
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**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?**

Ⓐ  $500 + 400 + 500$

Ⓑ  $5,000 + 40 + 5$

Ⓒ  $500 + 40 + 5$

Ⓓ  $5,000 + 400 + 5$

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

<b>S</b>	<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>
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**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.