

**YOU HAVE A TEST! TAKE CHARGE—BE SUCCESSFUL!**

*Note: With slight modifications, each of these lessons may be used as a single activity—or the series maybe expanded for an in-depth study of test preparation/test-taking skills. They are “bundled” because of their inter-relatedness in regard to test preparation and test-taking skills. In addition, the Student Thinking Papers and PSC Resources may be used to supplement other lessons teaching the same MCGP Concept.*

*PSC Note: The series of lessons: How to Take Notes from Oral and Written Information (AD.4.B.) provides an in-depth study of note-taking; you may want to plan a series of lessons about note-taking, test preparation/taking skills. You Have a Test...and How to Take Notes...complement each other. Individually or together, the lessons may be a complement to existing test-taking and test-preparation curricula.*

**Purpose:** These two (2) (or 3) lessons provide basic, universal test-preparation and test-taking strategies; specifically, they address the non-standardized assessment of students’ knowledge/understanding of day-to-day learning in academic content areas. Students learn the importance of reading and following directions, the similarities/differences among objective, essay and performance-based assessment of their learning and understanding of academic content and how assessments/tests throughout the year prepare them for the increasing rigor of assessment in middle school/junior high (and beyond). An anticipated by-product is less anxiety and enhanced performance on the inevitable high-stakes standardized tests.

**Time:** Three (3) 50-60 minute lessons      **Group Size:** Whole Class      **Grade Level:** 4-6

**Lesson 1: You Have a Test! Are You Ready?** *The focus of Lesson 1 is informal assessment of students’ thoughts/feelings about test-taking in general and the basic skills of test-taking, e.g., reading and following directions, previewing entire test and preparation.*

**Materials:** [Pre-Test](#)

**Lesson 2: You Have a Test! Help Yourself Get Ready!** *The focus of Lesson 2 is developing an awareness of the characteristics of the major types of tests—objective, essay/short answer and performance based assessments. (Lessons 2 and 3 may be expanded to several lessons—perhaps one on each type of test, depending upon needs of the students and the other test-preparation/test-taking curriculum in your school).*

**Materials:** [Objective Assessments](#) Student Thinking Papers, *Our Tips for Taking Charge of Our Success on Tests* (student-generated list from Lesson 1)

**Lesson 3: (Continuation of Lesson 2) You Have a Test! Help Yourself Get Ready!** Lesson 3 provides information about essay/short answer and performance-based assessments.

**Materials:** [Essay/Short Answer Assessments](#), [Performance-Based Assessments](#), [Doing Your Best](#) and [Post-Test](#) Student Thinking Papers

**Note:** Student materials used in these three (3) lessons were adapted from materials originally created by: the St. Louis Public Schools Career Education Office, *Personal Exploration*, 1992.

**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept:**

**Strand:** Academic Development (AD)

**Big Idea:** AD.4. Applying Skills Needed for Educational Achievement

**Concept:** AD.4.B. Self-management for educational achievement

**American School Counselor Association (ASCA): Domain/Standard:**

**Academic Development Domain**

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Link to Sample MCGP Units/Lessons** (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Tick-Tock Goes the Clock</a>
5 <sup>th</sup> Grade	AD.4	Unit	<a href="#">Successful Students!</a>
6 <sup>th</sup> Grade	AD 4	Unit	<a href="#">The Successful Student</a> (Lessons 1 & 2)



**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
X	Social Studies
X	Science
X	Health/Physical Education
X	Fine Arts
<p><i>NOTE: These two (2) lessons support students' development of the universal skill of preparation for day-to-day assessment of their knowledge and understanding of academic content. Learning basic test-preparation and test taking strategies empowers students to advocate for their own success—in elementary school and beyond.</i></p>	

**Enduring Life Skill(s)**

X	Perseverance		Integrity		Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

See Individual Lessons
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**Lesson Preparation/Motivation**

<p><i>Essential Questions:</i> If teachers want us to be successful on tests, why don't they give us the questions and answers before the test?</p> <p><i>Engagement (Hook):</i> See Individual Lessons</p>
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**Procedures**

Professional School Counselor Procedures:	Student Involvement:
<p><b>LESSON 1: YOU HAVE A TEST!--ARE YOU READY?</b></p> <p><b>Materials:</b> <u>Pre-Test</u> Student Thinking Paper</p> <p><i>PSC Note: An important aspect of this lesson is the opportunity for students to talk about their THINKING about assessment/tests! As you listen and respond to their thinking, make note of misconceptions that may influence preparation (or lack thereof) or performance. Query ambiguous comments or broad generalizations with open-ended questions—"tell me more...".</i></p> <p><i>Throughout this lesson, systematically observe to identify persistent misconceptions about effectiveness of self-advocacy in achievement; listen systematically to gain information about how students' thinking developed</i></p>	<p><b>LESSON 1: YOU HAVE A TEST—ARE YOU READY?</b></p> <p>Students: During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p>

Professional School Counselor Procedures:	Student Involvement:
<p><i>and, as appropriate, correct misconceptions.</i></p> <p><i>Hook:</i> Come into class with a college textbook and pages of notes. Flutter around, mumbling I have a test tomorrow night and I am soooooo nervous. I just don't know what I am going to do. Suddenly, greet class and say something like: "I am enrolled in a university class. Our first test is tomorrow night and I am scared I won't do well."</p> <ol style="list-style-type: none"> <li>Transition from <i>Hook</i> to lesson by saying (something like): (students need pencils for writing) I need about 4 minutes to put my notes in order, so I am going to give you this thinking paper –it'll take you exactly 4 minutes to complete it." <ul style="list-style-type: none"> <li>Tell students to keep the paper face-down until everyone has a paper.</li> <li>Distribute the <i>Pre-Test</i> thinking paper.</li> <li>Tell students you will tell them when to look at their paper and that they are to follow the instructions—no questions until 4 minutes are up; when they finish, they are to put their pencils down and remain silent until the 4 minutes are up (or everyone has finished).</li> <li><b>Set the timer for 4 minutes—tell students to turn papers over and begin.</b></li> <li>While they work sort your papers (keep one eye on students; observe their work styles)</li> <li>When timer goes off say, "Stop; pencils down".</li> </ul> </li> <li>Instruct students to re-read the first statement silently. Invite someone to read the statement aloud and another person to interpret the meaning of the statement. What did it instruct students to do? <b>SHOW-ME...PRIVATE THUMBS-UP OR DOWN</b> (so only I can see your responses)... Yes or no...did you follow the instructions in statement #1?</li> <li>Guide students to the <b>Reflection/Projection</b> section of their <i>Pre-Test</i> thinking papers. Read the open-ended statements and instruct students to write a note to you by completing the sentences (<i>repeated here FYD</i>): <i>Dear PSC: When I looked at the test, I thought __.</i> <i>While I was completing the Pre-Test, I __. I learned I __.</i> <i>When I think about taking tests, I __.</i> <i>In the future when I get a test, I will __.</i> <i>I would like help with __.</i></li> </ol> <p>Invite volunteers to read their responses to one of the sentences. Encourage others to listen/react with respect.</p>	<p><i>Hook:</i> Listen and observe with curiosity about school counselor's mutterings.</p> <ol style="list-style-type: none"> <li>Follow school counselor's instructions.</li> </ol> <p>Follow the directions on the <i>Pre-Test</i>.</p> <ol style="list-style-type: none"> <li>Re-read first item on the <i>Pre-Test</i> thinking paper. Volunteer to read or interpret the statement.</li> </ol> <p>Participate in <b>SHOW-ME...THUMBS-UP</b>. Respond honestly.</p> <ol style="list-style-type: none"> <li>Write a note to school counselor. Listen to/complete the open-ended statements; be sure to use the conventions of standard written English.</li> </ol> <p>Volunteer to read one of your sentences. If you do not volunteer, listen and think about others' responses. Are their responses similar to or different from yours?</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Collect papers to review and return during next lesson.</i></p> <p>4. Continue by pointing out there are two important lessons to learn from the <i>Pre-Test</i> thinking paper. Invite students to hypothesize about the two lessons (<i>do exactly what the directions ask you to do AND preview a test before answering any questions</i>).</p> <p>5. Clear up the truth about your supposed test...unless, of course, it is true. Explain that if you <b>were</b> enrolled in a university class, you would be anxious or nervous about your first assessment by the professor. Disclose some of the thoughts or feelings you might have about taking a test.</p> <p>SHOW- ME...WITH YOUR HANDS...1-10 how many flutters of butterflies flutter in your stomach when you know you have a test soon? (1=just a few single butterflies; 10 = 10 flutters of butterflies [lots])...participate yourself.</p> <p>6. Ask: Tests cause me anxiety; tests cause you anxiety—then why in the world do we keep having them? Invite several volunteers to provide hypotheses about the reasons we have tests.</p> <p>7. Engage students in a conversation about what they think/feel/do when they find out they have a test. Encourage their integrity and respect—answer honestly and thoughtfully and respect others and their responses.</p> <ul style="list-style-type: none"> <li>• <i>Strive for a trust level among classmates and between you and students that encourages them to talk beyond surface or socially acceptable thoughts/feeling/actions</i></li> <li>• <i>Listen for such things as their individual and collective misconceptions about tests, their ability, and the mystique of tests (never know what teacher will ask; afraid I won't know enough, teachers don't like me).</i></li> <li>• <i>Listen systematically to the language they use when talking about themselves.</i></li> </ul> <p>8. Lead into the idea that there are universal strategies that will help them do well on every test they take from now on. Discuss short-term and long-term preparation for taking tests.</p> <p><b>Long-term preparation</b></p> <ul style="list-style-type: none"> <li>• Take notes in class.</li> <li>• Write down important information given by the</li> </ul>	<p>Hand in completed <i>Pre-Test</i> and note to school counselor.</p> <p>4. Think about the <i>Pre-Test</i> thinking paper; hypothesize about the two lessons to be learned as a result. Contribute your hypothesis to discussion. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours?</p> <p>5. Listen with curiosity to school counselor's confession about the test he or she does NOT have. Think about the similarities between his or her thoughts/feelings and your own thoughts and feelings about tests.</p> <p>Participate in SHOW-ME...WITH YOUR HANDS: How many butterflies flutter for you when you know you have a test soon?</p> <p>6. Think about school counselor's question: Why do we have tests? Develop a hypothesis; test it out by telling the class. If you choose not to volunteer, listen and think about others' hypotheses. Are their hypotheses similar to or different from yours?</p> <p>7. Help your classmates learn that other people have some of the same thoughts, feeling and actions when thinking about tests. Bravely tell classmates about some of your thoughts/feeling/actions about tests.</p> <p>8. Listen and imagine the possibilities—fewer butterflies and more correct answers on tests.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>teacher.</p> <ul style="list-style-type: none"> <li>• Underline the key words in their notes.</li> <li>• Do homework carefully.</li> <li>• Ask questions about anything that is not clear BEFORE YOU KNOW A TEST IS COMING.</li> <li>• Always correct errors on your homework; understand why your answer was incorrect.</li> <li>• Complete all reading assignments</li> </ul> <p>(See the series of lessons: <i>How to Take Notes from Oral and Written Information</i> [AD.4.B.] for in-depth study of note-taking):</p> <p><b>Short-term preparation:</b> Emphasize/remind students that they know more than they might think!</p> <p>9. Continue the conversation by asking students to share their tips with their classmates; develop a list on the board: “OUR TIPS FOR TAKING CHARGE OF OUR SUCCESS ON TESTS”; tell students to copy the list as suggestions are added; they will then have a ready-reference to use before their next test. <i>Let the list be “theirs” ...so they feel a sense of ownership of the ideas; however, monitor the list to assure it includes critical actions.</i></p> <p><i>Use the following list as a guide; if a major idea is overlooked, suggest it be added to the list.</i></p> <ul style="list-style-type: none"> <li>• Believe in yourself and the study you have done all along (e.g., homework assignments, reading assignments ASKING QUESTIONS WHEN UNCERTAIN ABOUT SOMETHING IN TEXT OR CLASS DISCUSSION).</li> <li>• Know what type of test it will be—be familiar with the type of test: objective, essay or performance-based assessment (see Lesson 2 for a description of each type).</li> <li>• Try to predict the questions that will be asked.</li> <li>• Plan ahead for the best results: <b>each</b> day, schedule a time to review notes, clarify questions, re-read text, and talk about the subject with other students.</li> <li>• Review notes on the day before the test</li> <li>• Get plenty of rest the night before the test.</li> <li>• Eat a good breakfast the day of the test.</li> </ul> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p>Tell students to keep their lists in a safe place; they’ll need them in the next lesson(s). <i>**Ask a volunteer to let you borrow his or her list so you can make a copy for yourself and return student’s list during the next lesson.</i></p> <p><b>ASSESSMENT: Content:</b> Throughout lesson, students:</p>	<p>9. Contribute at least one of your great ideas to the list of tips. On a fresh piece of notebook paper, write the tips as they are listed. Save it as a future reference.</p> <p><b>ASSESSMENT: Content:</b> Demonstrate</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ul style="list-style-type: none"> <li>• Actively participate in classroom discussions and conversations,</li> <li>• Make eye contact and talk with classmates (rather than you),</li> <li>• Contribute ideas and ask questions when appropriate,</li> <li>• Contribute to and copy the “Tips” list (Step 8).</li> </ul> <p><b>ASSESSMENT: Personalization of Content:</b> Soft-Toss: Toss a foam ball or other soft object to a student who begins the Soft Toss cycle: <i>For me, the best part of the lesson was ___</i> and tosses the ball to someone else, saying, I invite ___ to tell us the best part of the lesson for (him or her). Soft-Toss continues until all (or a pre-designated number) of students contributes. (Remind students of Pass with Responsibility option—ok to pass—student must take responsibility and say with confidence [something like]: “I choose to pass for now.”)</p> <p><b>CLOSURE:</b> Remind students to: <b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p><i>Before next lesson, copy student-generated list of test-preparation hints; review Pre-Test Student Thinking papers, especially students’ notes to you for students’ (age appropriate) level of self-assessment regarding test-taking and the ability to articulate thoughts and feelings in 1<sup>st</sup> person language. Be aware of misconceptions in their thinking about tests. Plan to comment on the collective ideas presented.</i></p> <p><b>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</b></p> <p><i>Take the Pre-Test thinking papers and the student’s list of hints you borrowed and copied. Return to students during Step 1.</i></p> <p><b>Materials:</b> <a href="#">Objective Assessments</a> Student Thinking Paper, <i>Our Tips for Taking Charge of Our Success on Tests</i> (students generated list from Lesson 1 [students have their copy of the list])</p> <p><i>Continue to systematically observe students as they participate in the activities and make note of misconceptions that may influence preparation (or lack thereof) or performance.</i></p> <p><b>Hook:</b> Begin class by saying something like: When we finish these lessons, I’m going to give you a test over everything we’ve discussed about test-preparation and test-taking. Will you be ready?</p>	<p>knowledge/understanding of types of tests by being active contributors to discussions and other activities. Support classmates as they participate—especially those who are hesitant to express ideas during public sharing of ideas.</p> <p><b>ASSESSMENT: Personalization of Content:</b> Participate in Soft-Toss sharing of ideas. Remember: Pass-With-Responsibility option (ok to pass—must confidently say [something like] “I choose to pass for now”).</p> <p><b>CLOSURE:</b> When getting ready to take a test, say to self: <b>I BELIEVE IN ME AND THE STUDY OF THE SUBJECT I HAVE DONE ALL ALONG!</b></p> <p><b>LESSON 2: YOU HAVE A TEST! HELP YOURSELF GET READY!</b></p> <p>Student Reminder: Volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><b>Hook:</b> Respond to school counselor’s announcement that you will have a test Friday. What are your first thoughts? Are butterflies aflutter? How do you answer the question “Will you be ready?”</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Transition from <i>Hook</i> to this lesson, by distributing the <i>Pre-Test</i> thinking papers. Comment on the notes they wrote to you and their collective responses; as appropriate, correct misconceptions students expressed about tests. Invite students to comment about what their notes remind them to do and other thoughts they may have about taking tests.</p> <p>2. Ask students to get out and look over their “Tips” list from the last lesson. Review the list together.</p> <p>3. Introduce today’s lesson by talking about the importance of knowing and understanding the kinds of questions that will be on tests. Today’s lesson will help you know more about what to expect on different kinds of assessments.</p> <p>SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts): What kinds of assessments or tests have you taken? Make list on board. Use their responses to transition to the next step...</p> <p>4. Write: Objective, Essay/Short Answer and Performance on the board. Explain that there are three types of written assessments used in the majority of classrooms: objective, essay/short answer and performance-based assessments.</p> <p>Briefly talk about the kinds of question that are usually on each type of test—this will familiarize students with the vocabulary so that when they get their thinking papers, the words will not be new.</p> <ul style="list-style-type: none"> <li>• Questions on an <b>objective test/assessment</b> are answered with facts. Questions may be: <ul style="list-style-type: none"> <li>○ True or False</li> <li>○ Fill-in-the-blank</li> <li>○ Multiple-choice</li> <li>○ Matching</li> </ul> </li> <li>• Questions on <b>essay/short answer tests/assessments</b> are answered with more detail about information and may include your opinion. Question may require answers to be written as: <ul style="list-style-type: none"> <li>○ A sentence</li> <li>○ A paragraph</li> <li>○ An essay/composition of specified length</li> </ul> </li> <li>• Questions on <b>performance-based</b> assessments require the application of knowledge and understanding to real-world problems. You may be required to perform such tasks as: <ul style="list-style-type: none"> <li>○ Create a solution to a new problem using information from a unit your class has just</li> </ul> </li> </ul>	<p>1. Look over the note you wrote to school counselor.</p> <p>2. Get out your copy of the list of tips you and your classmates generated during the last lesson. Review the tips; ask clarifying questions.</p> <p>3. Listen thoughtfully to school counselor’s words about the kinds of questions to expect on tests. What do you know? What do you learn?</p> <p>Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...state one kind of test you have taken.</p> <p>4. Listen thoughtfully as school counselor talks about the categories of written assessments (tests)—ask clarifying questions as appropriate.</p> <p>Think about: objective-type questions that are the trickiest for you.</p> <p>Do you dread or look forward to essay/short answer questions? Why?</p> <p>What do you like/not like about demonstrating knowledge in a way that is different from the other two types of tests?</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>completed.</p> <ul style="list-style-type: none"> <li>○ Write a play or short story about how to use information you gained.</li> <li>○ Engage in a debate about a controversial topic you have studied</li> </ul> <p><i>Encourage students to take notes as the following thinking papers are discussed.</i></p> <p>5. Distribute <a href="#"><i>Objective Assessments</i></a> Student Thinking Paper.</p> <ul style="list-style-type: none"> <li>● Discuss the examples of objective questions; give hints about choosing correct answers.</li> <li>● Call students’ attention to the <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> <li>○ Invite several students to state a question they have about doing well on an objective test.</li> <li>○ Each student writes at least one of his or her own questions.</li> <li>○ Invite volunteers to identify the most important things to remember about being successful on objective tests.</li> </ul> </li> <li>● Explain the <b>Reflection/Projection</b> section; students complete independently.</li> </ul> <p>Invite volunteers to read one of their sentences.</p> <p><b>ASSESSMENT: Content:</b> See <b>Notes and Questions</b> section of <i>Objective Assessments</i> Thinking Paper.</p> <p><b>ASSESSMENT: Personalization of Content:</b> See the <b>Reflection/Projection</b> section of <i>Objective Assessments</i> Thinking Paper.</p> <p><b>CLOSURE:</b> Preview next lesson (essay/short answer and performance-based assessments). Remind students they will have a test at the end of the next lesson. Without saying anything more, pause long enough for students to ask questions. Respond to questions they ask; <b>HOWEVER</b>, do not invite questions. (Use their response or lack of response during the next lesson when talking about self-advocacy—taking responsibility for their success.</p> <p>Collect thinking papers.</p> <p><i>Before the next lesson, review responses to thinking paper, Objective Assessments. Make note of misconceptions and questions students ask.</i></p>	<p>Practice your note-taking skills. Not good at note-taking? Tell school counselor about the note-taking lessons (<i>How to Take Notes from Oral/Written Information</i> [AD.4.B.]</p> <p>5. Look over the thinking paper; listen with curiosity and take notes; participate in discussion.</p> <p>Find the <b>Notes and Questions</b> section of thinking paper. Listen and participate.</p> <p>What questions do you have about objective tests? Ask one of your questions publicly; write at least one of your questions in the Notes and Questions section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p><b>ASSESSMENT: Content:</b> <i>Objective Assessment: Notes and Questions</i> section.</p> <p><b>ASSESSMENT: Personalization of Content:</b> <b>Reflection/Projection</b> section of <i>Objective Assessments</i> Thinking Paper</p> <p><b>CLOSURE:</b> Listen as school counselor previews the next lesson. What must you do to prepare for the test?</p> <p>Hand in thinking paper.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</b>  <i>Take students' completed Objective Assessments thinking paper to class with you; distribute during Hook.</i>  <b>Materials:</b> <a href="#">Essay/Short Answer Assessments</a>, <a href="#">Performance-Based Assessments</a>, <a href="#">Doing Your Best</a> and <a href="#">Post-Test</a> Student Thinking Papers  <i>Continue systematic observations of students' thinking about test preparation, test-taking and self-advocacy/self-management.</i></p> <p><i>Hook:</i> SHOW-ME...SHOUT-OUT...ONE-AT-TIME (inside shouts): Tell us one idea you remember from the last lesson. Distribute <i>Objective Assessments</i> thinking paper. Comment in general about responses; answer specific questions and correct (as appropriate) patterns of misconceptions</p> <ol style="list-style-type: none"> <li>Distribute <a href="#">Essay/Short Answer Assessments</a> Student Thinking Paper. <ul style="list-style-type: none"> <li>Define essay/short answer assessments; provide examples of clue words.</li> <li>Read and discuss the <b>Practice Situation</b>; invite volunteers to hypothesize about the score the student's response (outline) would receive and why.</li> <li>Discuss the examples of essay/short answer questions; identify and underline clue words;</li> <li>Invite volunteers to identify the clue words and explain what their answer might include. As needed, give hints about responding to the prompts successfully.</li> <li>Compare similarities and differences between objective tests and essay/short answer tests.</li> <li>Call students' attention to <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together: <ul style="list-style-type: none"> <li>Invite several students to state a question they have about doing well on an essay/short answer test.</li> <li>Each student writes at least one of his or her own questions.</li> <li>Invite volunteers to identify the most important things to remember about being successful on essay/short answer tests.</li> </ul> </li> <li>Explain the Reflection/Projection section; students complete independently.</li> </ul> <p>Process responses by inviting volunteers to read one of their sentences.</p> </li> <li>Distribute <a href="#">Performance-Based Assessments</a> Student Thinking Paper.</li> </ol>	<p><b>LESSON 3: YOU HAVE A TEST! HELP YOURSELF GET READY! (Cont'd)</b>  A Student Reminder: Courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Participate in SHOW-ME...SHOUT-OUT. Review your thinking paper responses; contribute topic-relevant comments and ask clarifying questions.</p> <ol style="list-style-type: none"> <li>Look over the thinking paper; listen with curiosity and take notes; participate in discussion. <p>Volunteer a hypothesis about student's score; explain response.</p> <p>Underline clue words in each example; volunteer to tell class the clue words in one example; explain response.</p> <p>What questions do you have about essay/short answer assessments? Ask one of your questions publicly; write at least one of your questions in the <b>Notes and Questions</b> section of thinking paper.</p> <p>What do YOU think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Thoughtfully complete the Reflection/Projection section on your own.</p> <p>Volunteer to read one of your sentences.</p> </li> <li>Look over the thinking paper; listen with curiosity and take notes; participate in discussion.</li> </ol>

Professional School Counselor Procedures:	Student Involvement:
<ul style="list-style-type: none"> <li>• Define performance-based assessments.</li> <li>• Discuss the example of a performance-based assessment.</li> <li>• Invite volunteers to identify clue words and describe what their response would include for each example; as needed give hints about successfully demonstrating knowledge and understanding on performance-based assessments.</li> <li>• (Suggest that students practice performance-based assessments by conducting the cookie research study at home with their at-home-adults.)</li> <li>• Compare and contrast the similarities and differences among objective, essay/short answer and performance-based assessments.</li> <li>• Call students attention to <b>Notes and Questions</b> section of thinking paper. Explain the directions and complete the first two probes together:               <ul style="list-style-type: none"> <li>○ Invite several students to state a question they have about doing well on a performance-based assessment.</li> <li>○ Each student writes at least one of his or her own questions.</li> <li>○ Invite volunteers to identify the most important things to remember about being successful on performance-based assessments.</li> </ul> </li> <li>• Explain the Reflection/Projection section; invite clarifying questions; students complete independently.</li> </ul> <p>Process responses by inviting volunteers to read one of their sentences.</p> <p>3. Impress upon the students:</p> <ul style="list-style-type: none"> <li>• Preparation for a test begins long before the date of the test.</li> <li>• When they are prepared for a test, they will do better because they think, act and feel more confident.</li> <li>• The list of “Tips” they generated during the first lesson is a reminder of how they can become self-managers of their achievement--refer to it often.</li> </ul> <p>4. Distribute the <i>Doing Your Best</i>-Student Thinking Paper. (If time is limited, tell students to complete the thinking paper with their at-home-adults). Explain the directions and read the statements as students decide and mark statements as True or False. When they have completed Student Thinking Paper, discuss results. Together, rewrite the false statements so they are true statements.</p> <p><b>ASSESSMENT: Content:</b> (see first two prompts on <b>Notes and Question</b> sections of thinking papers.)</p>	<p>Volunteer to identify the clue words and explain/describe your response to one of the examples.</p> <p>Find the <b>Notes and Questions</b> section of thinking paper. Listen and participate:</p> <p>What questions do you have about performance-based assessments? Ask one of your questions publicly; write at least one of your questions in the <b>Notes and Questions</b> section of thinking paper.</p> <p>What do <b>YOU</b> think is the most important thing to remember? Share it publicly with the rest of the class.</p> <p>Listen to school counselor’s directions, ask clarifying questions and thoughtfully complete the <b>Reflection/Projection</b> section on your own.</p> <p>Volunteer to read one of your sentences.</p> <p>3. Listen thoughtfully as school counselor reviews important things to remember; keep your list of test-taking tips in a “handy” place—refer to it often.</p> <p>4. Listen to directions for <i>Doing Your Best</i> thinking paper; as school counselor reads a statement, circle True or False.</p> <p>Contribute to discussion and help rewrite False statements as True statements.</p> <p><b>ASSESSMENT: Content:</b> (first two prompts on <b>Notes and Questions</b> section of thinking papers)</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>ASSESSMENT: Personalization of Content:</b> See Notes and Questions: Reflection/Projection sections of each page of thinking paper re: types of assessment.</p> <p>Before collecting their assessment thinking papers, tell students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher <b>might</b> read the papers. Is that OK?</p> <p>If NOT ok... write “PLEASE DO NOT SHARE” at top of paper first page.</p> <p>Tell students to put the 3 pages in order (<i>Essay/Short Answer Assessments</i> on top, then <i>Performance-Based Assessments</i> and <i>Doing Your Best</i> last); staple together (upper left-hand corner); collect thinking papers.</p> <p><b>CLOSURE:</b> Refer to <i>Hook</i> (You have a Test!). Invite students to ask questions about the test. (Use this as an opportunity to assess their willingness to advocate for themselves in anticipation of an assessment/test. Make note of questions they ask as well as questions they do not ask.). If they do not ask the most important question “Are you REALLY going to give us a test?” tease them into asking the question. Answer: Yes—Here it is.</p> <p>Distribute the <i>Post-Test</i> Student Thinking Paper. Ask students to follow the directions carefully; if they ask a question, repeat: Read carefully. Adhere to the 5 minute time limit. Observe students as they are working. Mid-way through, you may want to say “Are you reading carefully?”</p> <p>Invite volunteers to talk about their thoughts as they began the <i>Post-Test</i> and their thoughts when they realized the directions were to <b>READ</b> with no mention of “do....”</p> <p>Explore assumptions and how they can avoid making assumptions that contradict instructions. Draw students’ attention to the message of the notes below the test. Close with:</p> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p> <p><i>After class, review first two prompts in the Notes and Questions section of students’ thinking papers. Assess students’ accuracy of content regarding the three types of assessments.</i></p>	<p><b>ASSESSMENT: Personalization of Content:</b> (Reflection/Projection sections each thinking paper re: types of assessments)</p> <p>If you want your responses to the thinking papers to be private between you and school counselor, write “PLEASE DO NOT SHARE” at the top of first page.</p> <p>The 3 thinking papers in order and staple together (upper left-hand corner). Give papers to school counselor.</p> <p><b>CLOSURE:</b> Recall <i>Hook</i> and school counselor’s announcement of a test. What questions do you have about the test? Ask them!</p> <p>Read and follow the <i>Post-Test</i> directions carefully. Stop at the end of 5 minutes.</p> <p>Did YOU follow instructions? Participate with courage and integrity (be brave-volunteer; answer thoughtfully and honestly) in conversation with classmates and school counselor.</p> <p><b>BELIEVE IN YOURSELF AND THE STUDY OF THE SUBJECT YOU HAVE DONE ALL ALONG!</b></p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Review <b>Reflections/Projections</b> section for students' (age appropriate) level of self-assessment regarding application and plans for improving their test-taking and preparation skills AND assess 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1<sup>st</sup> person language.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write "PLEASE DO NOT SHARE" on papers. Personally deliver papers to those students after your review.</i></p>	

### **Classroom Teacher Follow-Up Activities**

**Provide classroom teacher** with a brief summary of the lesson(s) and copies of the student thinking papers: *Pre-Test, Objective Assessments, Essay/Short Answer Assessments, Performance-Based Assessments, Doing Your Best and Objective Assessments.*

**Summarize Systematic Observations:** Identify persistent misconceptions about self-advocacy and self-management that may influence all students' preparation (or lack thereof) or performance. Identify students who:

- Appeared unable to accept that self-management of test preparation/test-taking skills can help his or her academic achievement;
- Had difficulty talking about their THINKING about assessment/tests;
- Consistently had difficulty participating in specific aspects of lessons, for example:
- students who were unable to differentiate among the different types of assessments;
- Were not able to re-state false statements as true statements (Doing Your Best Student Thinking Paper)
- Were hesitant to express ideas during whole class conversations;
- Appeared to lack confidence in their own thoughts;
- Consistently attempted to take over class discussions;
- Repeatedly engaged in distracting behaviors
- Rarely (if ever) voluntarily contributed to class conversations;
- Responses to thinking papers were inappropriate or lacked depth/sincerity.

**Consult with Classroom Teacher:** Discuss your systematic observations. Does he or she validate your observations as being classroom behaviors as well? If so, collaborate with the classroom teacher to further identify the extent of challenge: How is it evidenced in the classroom? Determine if the challenge is a "will" or a "skill" issue.

Does the student know HOW to prepare for tests but lacks the confidence to take the risk to express ideas in group setting (will)? Or does the student lack the skill to take responsibility for self-management

**Collaborate with Classroom Teacher** to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about test preparation and test-taking. Responsive Services involvement might be indicated for individual students (e.g., individual/group counseling about test preparation and test-taking or developing academic self-confidence). More extensive parental involvement may be indicated.

If the student behaviors are limited to classroom guidance lessons, consider reasons, for example: What are the unique factors that might be influencing these students' responses during classroom guidance lessons? Have the behaviors occurred during other classroom guidance lessons? All lessons? Topic-specific lessons? Motivated by peers?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**PRE-TEST**

1. FOLLOW THE DIRECTIONS CAREFULLY: Time limit: four (4) minutes
2. Read this entire sheet before doing anything on it or to it.
3. Write your name, class and date in the blanks above.
4. Circle the word "name" in instruction number two.
5. Draw four small squares in the upper right corner of this paper.
6. Put an "'/:' in each square.
7. Write your first name under the title of this paper.
8. Put a circle around each square above.
9. After the title of this paper, write "YES, YES, YES."
10. Draw a circle around instruction number eight.
11. Put an "'/:' in the lower left corner of this paper.
12. Draw a triangle around the "'/:' you just wrote.
13. On the reverse side of this paper, multiply 904 by 777.
14. Draw a rectangle around the word "paper" in instruction number four.
15. On the reverse side of this paper add 7980 and 8604.
16. Put a circle around your answer.
17. Draw a sketch of school counselor on the back of this paper.
18. Punch a hole in the top of this paper with your pencil point.
19. Do not follow any instructions except for numbers one and two.
20. STOP!! PLEASE REMAIN SILENT!!

**REFLECTION/PROJECTION: Write a note to your school counselor by completing the following sentences** (be sure to use the conventions of standard written English).

Dear PSC:

When I first looked at this test, I thought \_\_\_\_\_  
 \_\_\_\_\_ . While I was completing the *Pre-Test*, I \_\_\_\_\_

I learned I \_\_\_\_\_

When I think about taking tests, I \_\_\_\_\_  
 \_\_\_\_\_ . In the future when I  
 get a test, I will \_\_\_\_\_

I would like to have help with \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**OBJECTIVE ASSESSMENTS**

Most objective tests are based on facts and are composed of the following types of items.

**True or False:**

T F Abraham Lincoln was the first President of the United States of America.

**Matching: Draw a line from the state (of matter) to the form of water that it matches:**

- |                    |                 |
|--------------------|-----------------|
| 1. Liquid State    | (a) ice         |
| 2. Solid State     | (b) water vapor |
| 3. Gas(eous) State | (c) water       |

**Multiple-choice:**

The capital of Missouri is:

- a. St. Louis
- b. Columbia
- c. Jefferson City
- d. Kansas City

**Completion (fill-in-the-blank):**

Water is composed of hydrogen and \_\_\_\_\_

**NOTES AND QUESTIONS ABOUT OBJECTIVE TESTS (Use back of paper for more space):**

Questions I have about objective tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will have objective questions, I will \_\_\_\_\_

When I am answering objective questions on a test, I will \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**ESSAY/SHORT ANSWER ASSESSMENTS**

Essay/short answer test questions begin with or include **clue words**. **Clue words** are BIG hints about how you are supposed to answer a question. Pay close attention! For example:

**Practice situation:** *You did a great job of **outlining** a paragraph; **HOWEVER**, the question/prompt told you to **compare and contrast** the families of two characters in the paragraph? How would your teacher score your response?*

Practice answering essay questions by answering the questions below. Respond fully and accurately to the questions and the clue word. (In this case it is ok to make up answers as long as you do what the clue word tells you; however, this would be a fun family research project.)

**Outline:** Outline the procedure for making chocolate chip cookies.

**Describe:** Describe the results of the experiment you and your family conducted: baking chocolate chip cookies on a coated (non-stick) cookie sheet versus baking chocolate chip cookies on an **un**-coated cooking sheet.

**Compare and Contrast:** Compare and contrast the color, flavor and texture of chocolate chip cookies and peanut butter cookies.

**Define:** Define the term "Toll House Cookies."

**Explain:** Explain what is meant by the old saying, "I've never met a chocolate chip cookie I didn't like."

**NOTES AND QUESTIONS: ESSAY/SHORT ANSWER TESTS (Use back for more space):**

Questions I have about essay/short answer tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will include essay/short answer questions, I will \_\_\_\_\_

When I am answering essay/short answer questions, I will \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**PERFORMANCE-BASED ASSESSMENTS**

Performance-based tests assess your ability to apply what you have learned about a topic to a new situation. Following is an example:

Answer the following questions about Neil’s neighborhood. Show all of your work and write your answers directly on this page.

Neil’s friend Ryan lives at the end of Cottonwood Street. Neil can't remember the house number.

Neil knows it is a 3-digit number. He also knows it starts with a 5 and has a 2 and a 9 in it.

Write the largest number it could be: \_\_\_\_\_

Write the smallest number it could be: \_\_\_\_\_

How much greater is the largest possible number for Ryan’s house than the smallest possible number for Ryan’s house? \_\_\_\_\_

Neil knows: first house on the block is 500; the last is 595. Ryan’s house # is \_\_\_\_\_

**NOTES AND QUESTIONS ABOUT PERFORMANCE-BASED TESTS (Use back if needed):**

Questions I have about performance-based tests: \_\_\_\_\_

Facts to remember: \_\_\_\_\_

**Reflections/Projections (Use the back of your paper if you need more space):**

The most helpful part of this part of the lesson for me: \_\_\_\_\_

When I am preparing for a test that I know will have performance-based questions, I will \_\_\_\_\_

When I am answering performance-based questions on a test, I will \_\_\_\_\_

## DOING YOUR BEST

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read each statement about test-preparation and test-taking below. If the statement is true, circle the "T." If the statement is false, circle the "F." On the back of this Student Thinking Paper, rewrite all the "false" statements to make them "true" statements.

T	F	1. Take notes on what your teacher says weeks before the test.
T	F	2. In your notes, include and highlight key words used in textbooks.
T	F	3. Do homework only if you feel like it.
T	F	4. Save all of your studying for the day before the test. Then, it will all be fresh in your mind.
T	F	5. Try to think of which questions will be asked on the test.
T	F	6. Do not eat on the day of the test.
T	F	7. Stay up late the night before; anxiety will keep you awake during the test.
T	F	8. Prior to the test, ask your teacher for help if you need it.
T	F	9. Be calm and tell yourself "I'm prepared! I do the best that I can."
T	F	10. Don't bother to listen to directions given by your teacher.
T	F	11. Look over the entire test first.
T	F	12. Always spend the same amount of time on each question.
T	F	13. Answer every question unless wrong answers count against you.
T	F	14. Look for clue words.
T	F	15. Review-the test and your responses before handing it in.

## POST-TEST

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** This is a timed test. You have exactly 5 minutes to read the entire test. Read everything very carefully to be sure you do not miss anything. You may begin reading now. Remember to read carefully! GOOD LUCK!

1. Write your name in the upper right corner of this test.
2. Circle the word "name" in sentence #1 above.
3. Sign your name under the title.
4. Put an "X" in the lower left corner of this test.
5. Draw a triangle around the "X" you just made in the lower left corner.
6. Cross out the vowels in the title.
7. Circle the consonants in the title.
8. Draw a rectangle around the title of this paper.
9. Put your pencil down briefly and take a quick stretch at your desk.
10. Out loud, say your first name aloud, but DO NOT SHOUT.
11. In your normal talking voice count backwards from 1 to 10.
12. IF YOU ARE THE FIRST PERSON TO THIS POINT, without shouting, say aloud, "I am the first person to this point, and I am following directions."
13. Underline all the even numbers on the left side of this test.
14. Say aloud, "I am nearly finished! I have followed directions."
15. At this point of the test, because you have worked hard, stand up and stretch for a quick moment.
16. Quickly but quietly go to the back of the room and touch the wall and then return to your seat.
17. Circle all the odd numbers on the left side of this test.
18. Go up to school counselor and shake his or her hand.
19. Continue to read the remainder of this test.
20. When you have finished, relax and watch to see if others are following directions.

Did you really follow school counselor's directions?

Always listen very carefully and do exactly what the teacher or school counselor says.

FOLLOWING DIRECTIONS IS A VERY SIMPLE THING TO DO; YET, MANY STUDENTS DO NOT LISTEN OR READ CAREFULLY AND DO NOT DO WELL ON ASSIGNMENTS OR TESTS. FOLLOWING DIRECTIONS IS VERY IMPORTANT. IT SAVES TIME AND ALLOWS YOU TO TAKE CHARGE OF YOUR SUCCESS AND MAKE TERRIFIC GRADE.