

## CHAPTER 6 - SECTION 6

### TEST TAKING SKILLS

#### **Objective:**

Students will use music to demonstrate an understanding of strategies taught.

#### **Material:**

Study Sheet (6-12)

*Instructions for Group Work with Songs.*

Tape Recorders

Tapes of music without lyrics  
(Look in karaoke section of music stores - very inexpensive.)

Chart paper

Markers

Colored strips of paper

#### **Teacher Tips:**

You may wish to video tape the final products!

#### **INTRODUCTION**

**Today you will be working in groups to develop a final product which will show that you understand the general test taking tips.**

#### **TEACHING STRATEGIES**

- A. Evaluate students' learning through an alternative assessment.
1. Divide class into groups. Give to students colored slips of paper which coordinate with the group to which they are assigned.
  2. Give each student a copy of Study Sheet (6-12).
  3. Make sure each group has a tape player, cassette tape, chart paper, and markers.
  4. Go over the assignment with the students using Study Sheet (6-12).
  5. Tell students how much time they have to develop their final product.
  6. Have groups present their final product to the entire class.

#### **CONCLUSION/REVIEW**

The teacher will ask class members what the central "idea" was in each of the other groups' presentations.

## INSTRUCTIONS FOR GROUP WORK WITH SONGS

1. Be sure your group has a tape recorder, cassette tape, chart paper, and a marker.
2. Assign a recorder for your group.
3. Using your notes from this test taking chapter, choose one or more tips the group determines is important or helpful.
4. Your group will choose a song without words. You will be writing the lyrics (words) for your song, and your words will include the test taking tips that you have selected.
5. Your group will write a song using the tip(s) chosen. You can change the words around if needed and you can add additional words, but don't change the meaning of the tip. Write at least two verses to go with your music.
6. Your recorder will write the words to your song on the chart paper provided. Write large enough so it can be seen from a distance.
7. Your group should practice singing the song. You may add dance steps to your song. If you can't sing, dance. If you can't dance, sing. Everyone should participate.
8. The chart paper can be used as a guide during your presentation.
9. Each group will present to the entire class.

## CHAPTER 6 - SECTION 7

### TEST TAKING SKILLS

#### **Objective:**

Students will identify tips for true/false test items and correctly answer true/false statements.

#### **Materials:**

Study Sheet (6-13)

*Guided Notes/Tips for  
True/False Test Items*

Teacher Notes (6-14)

*Tips for True/False Test Items*

Study Sheet (6-15)

*True/False Controlled Practice*

#### **INTRODUCTION**

**Today we begin discussing test taking tips for specific test items. We are going to start with true/false tips. How many of you have difficulty with true/false questions? There are many tips you can use when you are unsure of the answer.**

#### **TEACHING STRATEGIES**

- A. Discuss true/false test taking tips.
  - 1. Distribute Study Sheet (6-13).
  - 2. Direct students to complete the Study Sheet as you use Teacher Notes (6-14) to discuss T/F test tips.
- B. Provide an opportunity to apply tips.
  - 1. Distribute Study Sheet (6-15). Have students complete independently.
  - 2. Ask the class to check their papers as you go over the correct answers. (Point out the importance of reading all directions, as discussed in Study Sheet (6-9).
  - 3. Provide time for volunteers to explain the reason for their correct answers.

#### **CONCLUSION/REVIEW**

**Today we have discussed tips for true/false test items. When you guess, you have a 50% chance of getting a correct answer. With these additional tips, you have helped yourself even more.**

**Homework: A short quiz on T/F items will be given during the next class session.**

Name \_\_\_\_\_

Date \_\_\_\_\_

**GUIDED NOTES**  
**TIPS FOR TRUE/FALSE TEST ITEMS**

1. Read \_\_\_\_\_. Ask yourself: “\_\_\_\_\_?”  
(ex. T/F, true or false, yes or no, y or n, etc.) “Do I have to correct false statements?” If you are unclear about what to do \_\_\_\_\_.

2. Answer \_\_\_\_\_ questions first. \_\_\_\_\_ any statements that you are unsure of. Go back to these after you have answered the easier ones. Be sure to \_\_\_\_\_ that you need to return to using a \*, O, or ✓ to indicate you left an answer blank.

3. If you are unsure of an answer, look for \_\_\_\_\_.  
These are \_\_\_\_\_ upon which the question depends.

4. \_\_\_\_\_ are words which leave \_\_\_\_\_ room for exception. Statements containing an absolute qualifier are usually **false**.

Examples of *absolute qualifiers*:

no	always	every
never	all	exactly
only	none	best

Example statements of *absolute qualifier*:

A. Chairs always have four legs. (False, there’s no room for an exception here. There are some chairs with three legs.)

B. Everyone I know is going to the game tomorrow night. (False, it is doubtful that every person I know will be going to the same event at the same time.)

5. Other qualifiers usually indicate a \_\_\_\_\_ answer. They \_\_\_\_\_  
room for exception.

Examples of other *qualifiers*:

sometimes	probably	frequently	most
usually	seldom	few	some
many	generally	less	more often

Example statements of other *qualifiers*:

A. Most chairs have four legs. (True, there's room here for some exceptions.)

B. Some of my friends are going to the game tomorrow night. (True, there is  
room for exception.)

6. It is important you know the subject matter well so you can notice  
the \_\_\_\_\_ without being misled by them. If you have \_\_\_\_\_  
idea if a statement is true or false, \_\_\_\_\_ when you see a  
\_\_\_\_\_.

7. If a statement contains \_\_\_\_\_ get rid of the \_\_\_\_\_ to  
make the statement easier to read and understand.

Examples:

A. If you do not make passing grades, you will not be promoted to the next  
grade.

B. If you do make passing grades, you will be promoted to the next grade.

8. If \_\_\_\_\_ part of the statement is false, the answer is \_\_\_\_\_.

9. \_\_\_\_\_ statements usually indicate a false answer.

10. Statements that are \_\_\_\_\_ are usually true.

11. Teacher-made tests usually have more \_\_\_\_\_ statements than \_\_\_\_\_ . It's easier for a teacher to copy exact statements from a book than to change a statement to make it false.
12. If you're penalized for incorrect answers, \_\_\_\_\_ using all the test taking tips you have learned. You have a \_\_\_\_\_ chance of getting the answer correct.

### TIPS FOR TRUE/FALSE TEST ITEMS

1. Read directions. Ask yourself: "How do I indicate the answer?" (ex: T/F, true or false, yes or no, Y or N, etc.) "Do I have to correct false statements?" If you don't know what to do, ASK!
2. Answer easy questions first. Skip any statements that you are unsure of. Go back to these after you have answered the easier ones. Be sure to mark a question that you need to return to using a \*, O, or ✓ to indicate you left an answer blank.
3. If you are unsure of an answer, look for **qualifiers**. These are word clues upon which the question depends.
4. **Absolute qualifiers** are words which leave **no** room for exception. Statements containing an absolute qualifier are usually *false*.

Examples of absolute qualifiers:

no	always	every
never	all	exactly
only	none	best

Example statements:

Chairs always have four legs. (*False*, there is not room for an exception here. There are some chairs with 3 legs.)

Everyone I know is going to the game tomorrow night. (*False*, it is doubtful that every person I know will be going to the same event at the same time.)

5. Other qualifiers usually indicate a *true* answer. They leave room for exception.

Examples of qualifiers:

sometimes	probably	frequently	most
usually	seldom	few	same
many	generally	more often	less

Example statements: Most chairs have four legs. (*True*, there is room here for some exceptions.)

Some of my friends are going to the game tomorrow night. (*True*, there is room for exception.)

\*Note: This is a good place to practice memory devices from Chapter 5 for recalling qualifiers and absolute qualifiers.

## Teacher Notes (6-14)

6. It is important you know the subject matter well so you can notice the word clues without being misled by them. If you have no idea if a statement is true or false, guess logically when you see a qualifier.
7. If a statement contains two negatives, get rid of the negatives to make the statement easier to read and understand.  
Example: If you do not make passing grades, you will not be promoted to the next grade.  
*I think this is true.*  
Drop the negatives: If you do make passing grades, you will be promoted to the next grade.  
*Now, it is easier to see that it is true.*
8. If any part of the statement is *false*, the answer is *false*.
9. Short statements usually indicate a *false* answer.
10. Statements that are definitions are usually *true*.
11. Teacher-made tests usually have more *true* statements than *false*. It is easier for a teacher to copy exact statements from a book than to change a statement to make it false.
12. If you are penalized for incorrect answers, guess using all the test taking tips that you have learned. You have a 50% chance of getting the answer correct.

Name \_\_\_\_\_

Date \_\_\_\_\_

## TRUE/FALSE CONTROLLED PRACTICE

**Directions:** Use your test taking tips when you are unsure of the answer.

**Section 1:** Draw a line through the number next to the **true** statements.

1. Fords and Chevrolets are both cars.
2. Most skin moles are approximately one centimeter long.
3. Every rose bush blooms in the first week of April.
4. All persons bitten by a fox spider will die.
5. Scarecrows are used as decorations on Valentines Day.
6. A red traffic light tells a driver to proceed.

**Section 2:** In the blank, write “**True**” if the answer is correct, and write “**False**” if it is wrong.

7. \_\_\_\_\_ Rosin is often used to keep dancers from slipping on the floor.
8. \_\_\_\_\_ If every member of the team plays his best, the team will never lose.
9. \_\_\_\_\_ Adding ant killer to your lawn will always make your lawn ant free.
10. \_\_\_\_\_ Carrots, cucumbers, oranges and apples are all vegetables.
11. \_\_\_\_\_ NFL football players never sign autographs for their fans.
12. \_\_\_\_\_ Walmart, Target and Best Buy are all stores.
13. \_\_\_\_\_ Residents of Ficundria never use the computer.

**Section 3:** Circle the number in front of the statements that are **false**.

14. Snow falls often in Colorado but never in Georgia.
15. Seniors in high school are also called twelfth graders.
16. Juniors in high school are also called ninth graders.
17. Many of the amendments to the PTO bylaws dealt with the budget.
18. The tropical bitterns at the zoo are always red.
19. Hurricanes always hit North Dakota in the summer.
20. Nails can be bought in a hardware store.