

MASTERING SKILLS IN TEST-TAKING



Mayland Community College
SOAR Program
2003

WHAT EVERY STUDENT NEEDS TO KNOW ABOUT TEST-TAKING

People today are required to take more tests throughout their school and career lives than ever before. It is important to learn the skills and strategies that will enable you to handle all types of tests.

In this module you will learn strategies for preparing for tests, handling different types of tests, and developing your skills as a test-taker. Be sure to complete the entire module and meet with your SOAR counselor to review it.

1. PREPARING FOR TESTS

Attend every class:

Being in class, paying full attention, hearing instructor's comments about tests and knowing what is expected is the first rule of successful test-taking. You cannot expect to do your best when you have missed important information or gotten it second-hand. If you must miss class, always check with the instructor outside of class to find out what you missed.

Start early:

Don't wait until a test is announced, start studying from the first day of class. Review your notes every day and look for test question clues in your notes, quizzes, text, and homework assignments.

Plan a regular study schedule:

- ✓ Keep a daily and weekly study schedule of your daily, weekly, and major review sessions.
- ✓ Study with purpose, without distractions, in a place you have designated as your private study area. Equip it with the tools and materials you need.
- ✓ If you keep up with regular study, the pre-exam study session will be merely a review of material you already know.
- ✓ Study in **one hour** blocks of time with breaks of about 5-10 minutes in between.
- ✓ Study actively, move around, stretch, and read out loud.
- ✓ Study with a group if possible.

Ask your instructor what to expect:

What type of test questions will be on the test? Will it be mostly *objective* questions (ex. multiple choice, true-false, fill in the blanks) or essay? What should you concentrate on?

2. CREATING GOOD REVIEW TOOLS

Take Good Notes:

It is vital to your learning and test-taking to be a good note-taker. (See the module on Note-Taking Skills.) When taking notes in class, leave plenty of room so you can fill in details from the text later. Review your notes **immediately after class**, and on a **daily and weekly** basis, as well as before the test.

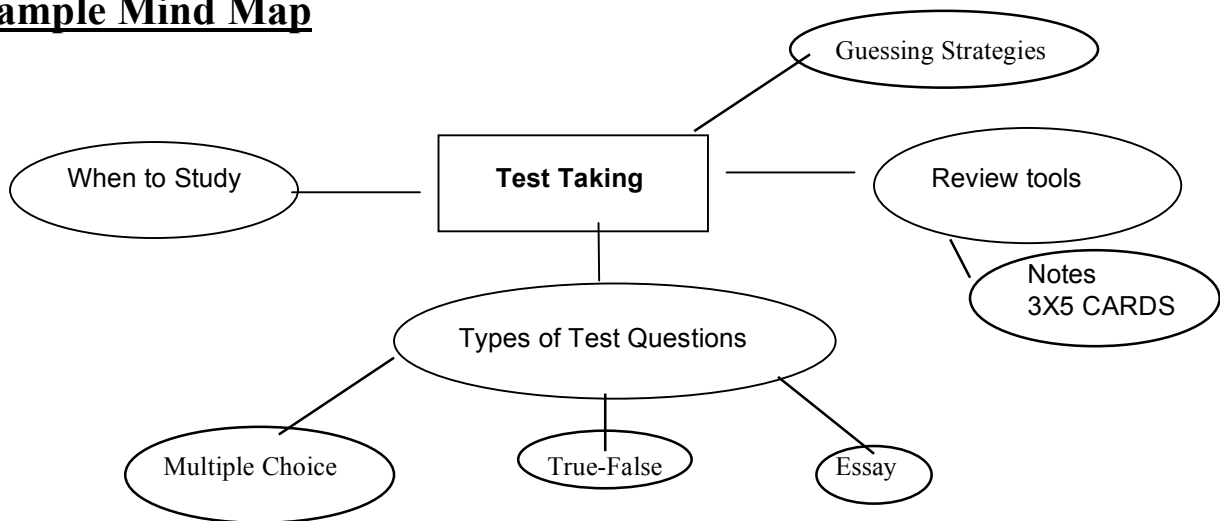
Record Your Notes:

Many students have difficulty listening to a lecture and taking notes at the same time. The solution is to listen attentively in class while tape recording the lecture. Later, you can listen to the tape as often as you like and record notes from the tape in your notebook. (*Some instructors prefer that you ask permission to tape record a class lecture.*)

Create Mind Maps:

A mind map creates a flow chart or diagram of your notes. Unlike the traditional outline method which lists items in a sequence, a mind map places the main topic in the center of the page with sub-topics and supporting details branching off from it, as shown in the following example.

Sample Mind Map



Collect Related Materials:

Keeping a file of information related to the course increases your knowledge of the subject and provides resources when it comes time to write papers or answer essay questions. These materials can be found in the Internet, in newspapers, magazines, other textbooks, etc.

Make a Study Checklist:

A study checklist is a list of what you must study for the exam. It helps you to organize your study time and ensures that you cover all necessary topics.

<u>Sample Study Checklist (abbreviated) :</u>	
Exam on Chapters 5, 6, 7	
<input type="checkbox"/> Theories of Learning	<input type="checkbox"/> Memory
<input type="checkbox"/> Effects of punishment	<input type="checkbox"/> Cognition and recall
<input type="checkbox"/> Language acquisition	<input type="checkbox"/> Problem solving.
(add any other items mentioned in class)	

Index (3X5) Cards:

Also called “**flashcards**,” these are excellent review tools for many reasons. They help you focus on specific details, aid in memorization, allow for easy review without requiring that you take out books and notes, and they’re small and easy to carry. A main topic, word, or question is written on one side while the definition, facts, or answer to the question are written on the back (see example).

Sample 3x5 card

Side 1

memory

Side 2

The ability to remember the things we have experienced, imagined, and learned.

Chapter Outlines:

Outline the chapter in your notebook as you read it. Identify the main points, definitions of terms, and other important information, then consolidate it in your notes. This practice uses both your visual (eyes) and kinesthetic (hands on) learning channels. It aids recall because you are storing the information in different parts of your brain.

3. PREDICTING TEST QUESTIONS

There is no mystery as to how to predict test questions. The trick is to think like the instructor and devise questions from the text, the lectures, handouts, and materials used in the class such as videos and CD's. Taking practice tests that are typically available on related text websites are very helpful. Do not expect the instructor to cover everything in class that appears on the test. Also, be aware of the following clues to possible test questions:

- ✓ points that the teacher repeats or emphasizes in class
- ✓ questions asked by students in class
- ✓ questions asked by the instructor in class
- ✓ anything the instructor writes on the board
- ✓ questions from quizzes, homework, handouts
- ✓ questions found in the text, on sample tests or on CD's

4. GETTING READY FOR THE TEST

1. **The day before the test**, follow your normal study routine. Avoid conflicts or emotional upsets. Don't cram. Get some physical exercise or do some physical activity that will take your mind off the test. Get a good night's rest without sleeping medication, drugs or alcohol. Review your notes and *refuse to worry!* Instead, think positive thoughts ("I can do this!", "I'm ready!") and boost your confidence.



2. **On the day of the test**, do some type of exercise, even it is only a brisk walk around the school parking lot. Come to the classroom on time and prepared with all the tools and materials you need.
3. **Try eating an apple** approximately one-half hour before the test. A major study of foods which appear to help test performance revealed that students who ate an apple prior to taking a test improved their scores.
4. **Avoid being around other students** who may be anxious or nervous about the test. Keep your mind clear, calm, and uncluttered.

5. **Select a seat near the front.** Do a pre-test review of concepts, formulas, and key points. Do a “memory dump” - write down key words, formulas, and acronyms you have memorized for the test on a separate sheet of paper, *but be sure instructor knows you did this in class, from memory.*
6. **Loosen any tight clothing** so you will breathe more easily and comfortably. Get rid of excess body tension by tensing and relaxing your muscles. If you know any Brain Gym exercises, do them.

The following techniques will help alleviate stress and enable you to perform to the best of your ability. See your counselor to learn more about them:

- relaxation breathing
- visualization
- muscle relaxation
- positive self-talk
- Brain Gym exercises
- drink water

With test in hand:

- listen to directions
- read the test directions
- survey the test
- budget your time
- read each question carefully
- note or underline key words and terms
- read multiple choice options carefully
- give each question your fullest attention
- skip ones you don't know to go back to later

6. USING TEST STRATEGIES

MULTIPLE CHOICE STRATEGIES

1. Answer the easy questions first, then the harder ones. Don't get nervous if some questions look unfamiliar. Skip them and return to them later.
2. Pay attention to qualifiers (“usually,” “none,” “always,” “never”) and key words (“except,” “all but the following,” “the best,” “the least,” etc.)
3. Try to anticipate the correct answer before looking at the options.
4. Read all of the options; eliminate the ones you know are incorrect.
5. Look for options that contain other options. These are called "umbrella" options because the other options fall within their scope.

6. Familiarity of a response option does not necessarily make it the correct choice.
7. Sometimes the longer response may be the clue to the correct response.

TRUE - FALSE STRATEGIES

1. Watch for absolutes such as **“always,” “never,” or “all” and “none.”** If they are present, chances are the statement is **false**.
2. If a statement is more detailed or specific than most, chances are it is **true**.
3. Never leave a blank – you have a 50% chance of getting it right!
4. Unusual sounding statements are likely to be false.

MATCHING COLUMNS STRATEGIES

1. Read all the items in both columns first before selecting answers.
2. Instead of looking at the one word column first and trying to select a match, read the column with the definitions or explanations and match those to the one-word column.
3. **Mark easy choices first and** eliminate them as you move to the more difficult.

SHORT ANSWER AND FILL-IN-THE-BLANK STRATEGIES

1. If you don't know the complete answer but remember something, write it down. You may get partial credit if you are partly correct. Leaving a blank will get you nothing.
2. Give general answers if you do not know specifics.
Example: Correct answer = 1904;
 Approximate and possibly correct answer = 1900's
3. Use proper grammar in completing the sentence. Pay attention to plural responses (ex. causes, changes, examples, types of, etc.)
4. Consider the number and length of the lines or blank spaces to be filled in as possible clues to the length of your answer. If the instructor leaves half a page for your answer, be sure you fill it and *not* with extra-large writing.

ESSAY QUESTION STRATEGIES

Essay exams require good organization and writing skills. The following hints will help you do your best on essay questions.

1. **Briefly** look over the entire test to budget your time for essay answers. They may take longer than other types of questions.
2. **Read the essay question carefully. Watch for key words** such as “discuss,” “compare,” “define,” etc. A list of these commonly used words follows.
3. **Determine the amount of time** you’ll have for each question, and give more time to higher scoring questions.
4. **Do a “Memory Dump.”** Jot down on scratch paper any ideas, facts, figures, etc. which could be used in answering the questions.
5. **Make a brief outline of the major points.** In some cases, even if you can’t finish the essay, you can get partial credit for the outline.
6. **Use proper grammar, punctuation and sentence skills.** Always write complete sentences and begin your essay with the wording of the question. *Example: “The five major causes of the American Revolution were....”*
7. **Proofread your essay** and make corrections as needed.

Commonly used essay terms

Analyze	examine critically to show essential features
Criticize	point out strong and weak points (evaluate)
Compare	show differences and similarities between two or more things
Contrast	compare to show differences only
Define	give a clear, detailed, and precise meaning (who or what, never, when or where)
Describe	list physical characteristics but often means discuss, explain, identify or give an account of
Discuss/Comment	- present essentials and their relationships
Elaborate	develop theme or idea in greater detail
Evaluate	appraise carefully, giving positive and negative aspects (critique)
Explain	clarify and interpret details of the problem, theory, etc. Present a step-by-step account of or analysis (how and why)
Illustrate	explain or clarify by giving clear, pertinent examples

MATH STRATEGIES

Students whose math skills are not the strongest may be intimidated and do poorly only because they let nervousness take over. Math is no different from any other subject, except that the same rules apply every time, so if you study the rules and practice a lot, you are likely to do well on the test. Here are some other tips:

- ✓ Show up about 15 minutes early to do a brief review and get organized.
- ✓ Jot down formulas and rules, as long as the instructor knows you did this in class.
- ✓ Use pencil so you can make corrections neatly.
- ✓ Listen to instructions and read test directions carefully.
- ✓ Scan the test first.
- ✓ Pay attention to + and – signs, complete problems, and simplify answers.
- ✓ Show all your work step by step and turn in your scratch paper (you may get partial credit for work shown).
- ✓ Put a box around your answer to make it visible.
- ✓ Don't get bogged down on one problem at the cost of missing others.
- ✓ Check every answer.
- ✓ Don't leave any blanks.
- ✓ Ask questions of the instructor if you do not understand something.



7. GENERAL RULES FOR ALL TESTS

- ✓ Scan the entire test before you start.
- ✓ Read the directions and make sure you understand them.
- ✓ Know the scoring policy. Are you penalized for guessing? How many points are questions worth? Are you graded only on the ones you get correct?
- ✓ Budget your time. Pace yourself. Try for the most points in the time you have.
- ✓ Attempt to answer every question. Hard questions can be left until last unless they carry a great deal of value and you need more time in answering them.
- ✓ Take questions at face value. Do not read things into them.
- ✓ Answer questions you know first. This relieves tension and gives you confidence, thus allowing you to access your memory as you proceed.
- ✓ If a question seems complicated or difficult to understand, put it in your own words or

break it down into understandable parts.

- ✓ Learn from the test. Often the answer to a question is found in another test question.

8. CHECKING OVER THE TEST

Go back over and check to be sure you answered all the questions. On machine-scored tests, be sure you placed your answers in the right spaces. Proofread your essays.

DO NOT change an answer unless...

- ✓ There is indisputable evidence that your answer is incorrect.
- ✓ You had misread or misunderstood the question.
- ✓ You recall information or find the correct answer in the test.

9. POST-TEST REVIEW

If time permits, review the test questions you were not sure of **immediately after leaving the room** while you still can recall them. Verify correct answers and find answers to questions you didn't know. Record these answers for future review.

When you get the test back, review and record all the correct answers to questions you missed. Find out why you missed them and commit them to memory. Give yourself credit for the ones you answered correctly and do not focus on your mistakes.

10. TEST ETIQUETTE AND CHEATING

The following rules apply to any test situation. They will enable you to avoid possible problems with regard to cheating, the appearance of cheating, disruptive or improper behavior during a test:

- ✓ Arrive on time. Arriving late is disruptive to the other students.
- ✓ **Do not talk** after the test begins. If you have a question, address it to the instructor, quietly, without disturbing other students.
- ✓ Avoid any disruptive behavior such as sighing, fidgeting, or making noises.
- ✓ Do not bring food or drinks to the test except with instructor permission.
- ✓ Do not show your work to anyone or look at anyone else's work.
- ✓ Do not pass or receive notes, papers, books or any information from another student during a test.
- ✓ Have nothing on your desk or table top except the materials needed to take the test (a writing tool, calculator, ruler, etc.), as required by the instructor.
- ✓ Maintain silence at all times, even if spoken to by another student.
- ✓ Work independently.
- ✓ If you have to leave the room for any reason, obtain the instructor's permission. Do not take any books, book bags, or notes with you.

- ✓ When finished, submit the test to the instructor and leave the room quietly.
- ✓ Do not stand outside the classroom talking with other students, as this will disturb students still taking the test.

Ignoring these rules for proper test etiquette may result in disturbance to other students or create suspicion of cheating. Students who are suspected of or found cheating or aiding another student in cheating may receive a grade of **zero** on the test and possibly for the entire course, at the discretion of the instructor. Other disciplinary action may follow. See the **Student Code of Conduct, Rule 5** for more information about Academic Dishonesty, Cheating, Forgery, and Related Offenses.



11. CRITICAL THINKING

Critical thinking means clear thinking, careful thinking, testing ideas, drawing conclusions through careful observation, using common sense, thinking creatively, recognizing errors in thinking, recognizing the difference between fact and opinion, evaluating ideas and evidence, looking for connections between ideas, and determining answers by putting together information or drawing conclusions based on your learning. As college students, you are expected to advance beyond grade school methods of memorization and recall of data to applying good critical thinking skills.

Critical thinkers:

- Find answers, share information, talk to others, seek out facts and don't use the excuse, "The teacher didn't cover this in class."
- Take time for ideas, identify possibilities, and are not content with pat answers.
- Base their judgments on evidence, make an effort to be fair-minded, and form opinions after studying facts and evidence.
- Know that truth is often complex.
- Look for connections between subjects and realize that concepts and strategies learned in one subject often apply to other subjects.
- Think for themselves, learn from others' experience, and make their own judgments.

In every test situation, you will use critical thinking skills. You will rely on them mainly in

writing essay answers in which you evaluate information, give your opinions, compare or contrast information, and develop original answers to questions.

Examples of critical thinking essay questions:

*Give evidence of the role of the media in promoting violence in society.
Compare and contrast the theories of Evolution and Creationism.
Discuss the ethical issues involved in physician-assisted suicide.*

Example of critical thinking in a multiple choice question:

All of the following are recommended study practices *except*:

- a. finding a tutor to help you prepare for a test.
- b. devoting at least 2 hours of study for every hour in class.
- c. attending every class and taking good notes.
- d. joining a study group.

*"a" is the best answer because finding a tutor is NOT a study practice. You may reason that tutoring will help you in your studies but the question is about study practices. Had the question read, "A good practice if you are struggling with a class is to...find a tutor," then this would be an acceptable and likely a correct response. In this example, you must evaluate all the choices and determine which one **does not fit** with the others.*

How To Develop Critical Thinking skills

Start by reading more, questioning, and devoting more time to thinking. Test yourself as you read along, asking yourself questions about the material. Avoid taking things at face value or believing something merely because another person said it or you read it somewhere. Also, be aware of your own biases which may be the result of your personal experience, but may not necessarily be correct or factual. Be open to different viewpoints, even if they go against your own. Become more tolerant of new ideas and new ways of looking at things, realizing that there may be more ways of looking at an issue than just your way. Be clear on why you support and uphold certain ideas of your own.

Avoid "mindsets" or value judgments – these are the enemies of critical thinking. Students often struggle with information that is new, different or in conflict with their values. There is a tendency to want to negate information that goes counter to what we think or believe to be true, making it difficult to learn it simply because it doesn't "set right." Mindsets occur when thinking becomes set in patterns that affect how we respond to new ideas. Mindsets are barriers to learning and serve only to suppress independence and creativity in learning.

Exercise: What are some advantages of critical thinking?

Have you ever been influenced to do something or buy something because of advertising? How could you have used critical thinking in such a situation?

When have you learned something new that went against your own beliefs or values?

How did it feel?

Did your viewpoint change?

In college you are exposed to a world of new ideas and experiences. That is what higher learning is all about. It does not require that you change time-honored personal beliefs, but that you appreciate other ways of thinking or looking at things. By developing a respect for and an appreciation of diverse ideas, you open your mind to learning and become more of a critical thinker.

The true teacher defends his pupils against his own personal influence.

Bronson Alcott



12. EDUCATED GUESSING STRATEGIES

Guessing strategies are **not** a substitute for good study habits and test preparation. They are not foolproof and will not guarantee the correct answer. They will, however, help when you are not completely sure of the answer, have to narrow down the choices or choose between two reasonably good answers. Using these strategies are sure to improve your test grades.

1. Frequency of occurrence strategy: look for items that appear in more than one of the choices.

The following languages are spoken in the Comora Islands:

- a. Spanish and Arabic
- b. **Arabic and French***
- c. German and Italian
- d. French and English

(B is correct; French and Arabic appear twice)

Freud postulated that there are 3 parts of the mind. These are the

- a. id, ego, and conscience
- b. unconscious, id, and conscious
- c. superego, ego and brain
- d. **ego, superego and id**

(D is correct: these words each appear more than once.)

2. Root and prefix clues strategy:

Latin or Greek roots: knowing these will help in gleaning a partial meaning of certain words

Cuprous metal would appear:

- a. bronze-like
- b. gold-like
- c. silver-like
- d. **copper-like (Cu = copper)**

The unique characteristic of the nucleus of a eukaryote is that it

- e. is invisible nucleus.
- f. has no membrane.
- g. **is visible. (“eu” means “good” or “true”)**
- h. consists of living matter.

Horticulturists have long been aware of the symbiosis between pine trees and fungi. It has been found that

- a. they both grow better if kept apart.
- b. pine trees are more beautiful and useful.
- c. fungi grow on the ground around pine trees.

d. they are more successful growing together than they are separately.

(Greek *syn* means together and *bios* means life.)

Negatives prefixes: knowing these can help in selecting a similar answer with a negative meaning.

Example: (dis) disorganized	(im) imbalanced	(ir) irresponsible
((il) illogical	(in) incomplete	(un) unimportant

To prevent infection, it is recommended that hospitals use:

- a. cleaning fluids
- b. air filters
- b. chemical reactants
- d. disinfectants (dis = not or non-)**

The word *innumerable* means too many to be numbered. **True False**

An impenetrable membrane is one that: **(im = not)**

- a. permits free passage of chemicals
- b. allows only certain chemicals to pass through
- c. cannot be crossed by any chemical**
- d. surrounds and protects only

- 3. **“X” substitution strategy in math:** In computational problems, when solving for x, it sometimes simplifies the problem by substituting a known quantity such as “2” for x.
- 4. **Highest and lowest numbers strategy:** When numerical options vary greatly, chances are that the best response is in the middle ranges. Eliminate the highest and lowest options.

The average number of volcanic eruptions recorded annually is:

- a. 2500
- c. 1000**
- b. 25
- d. 750**

(choose between c and d, the two numbers farthest apart)

Columbus sailed to the Americas in what century?

- a. 12th**
- c. 15th**
- b. 300 BC
- d. 3rd

(choose between a and c, the closest or most similar responses)

5. **Similar Choice strategy:** Certain questions have answers that are closely related or almost identical, except for one detail. This should be your clue to choose one of the two similar answers. The similar choices cannot both be correct, but either of them may be the correct answer.

A good communication technique to use when confronting someone is:

1. an **“I message”**
 2. an **eye message**
 3. a sharp remark
 4. silence
- (choose between 1 and 2, which are similar sounding)

A chloroplast contains:

- a. **chlorine**
- b. calories
- c. carbon
- d. **chlorophyll**

(choose between a and d; they contain the root, *chlor*, as chloroplast)

6. **Opposite Choice strategy:** In some cases the best choice is between two very different or opposite choices.

The meaning of cognizant is:

1. **ignorant**
2. **aware**
3. insensitive
4. remorseful

(choose between 1 and 2, which are opposite responses)

7. **The "Umbrella Option" strategy:** when one option encompasses the other options or is more inclusive, choose it.

Test anxiety can be reduced by:

- | | |
|--|----------------------------|
| a. practicing relaxation techniques | c. deep breathing |
| b. muscle relaxation exercises | d. visualization exercises |

(a includes all the other options)

To assist a child in developing social skills, a teacher should:

- | | |
|-------------------------------|--|
| a. talk to the child often | c. observe the child's social behavior |
| b. engage the child in a game | d. provide a variety of social activities |

(d includes all the other true responses)

8. Complex question strategy:

These appear to be difficult but are actually simple to solve once you learn how. Read the following example and mark your answer.

As a home health aid, you are serving a patient her meal. In which order should the following steps be accomplished? (1) provide eating utensils (2) wash your hands (3) dispose of leftovers (4) prepare food (5) serve food

- a. 4,2,1,4,3
- b. 2,1,5,3,4
- c. 4,2,1,5,3
- d. 2,4,1,5,3

Strategy: Find the first step - (2). Find which options have number 2 listed first. Now find the last step - (3). Of the two options that had #2 first, which has #3 as the last? (answer=d)

9. Judgment question strategy:

These questions are not difficult, but the choices are; they may all be good choices and you have to select the best one. The best answer is that one that uses common sense, is the choice that knowledgeable, capable, and experienced individuals agree the answer is and it best answers the question, even though all the other responses are valid. *****Be careful not to let your own opinion or personal experience (which may differ from expert opinions) sway your judgment.**

Which nursing diagnosis would be most appropriate for the client who has undergone the full course of ECT?

- a. knowledge deficit related to memory
- b. noncompliance related to knowledge deficit
- c. altered thought processes related to the adverse effects of ECT**
- d. fear related to the unknown

(while a and b are valid, c is the best answer because it encompasses a and b; d is more likely to occur prior to ECT.)

The client tells his therapist that he cannot eat because someone is poisoning his food. This statement is an indication of

- a. paranoia**
- b. delusion of persecution
- c. hallucination
- d. illusion

(a. **paranoia** is described as extreme suspiciousness of others and their intentions; b. **delusions of persecution** are feeling that others intend harm or persecution; c. **hallucinations** are false sensory perceptions associate with real external stimuli; d. **illusions** are misperceptions of real external stimuli)

10. Grammatically correct strategy:

If an alternative does not make a grammatically correct sentence, eliminate it.

The basic purpose of an educational grant is:

1. you need it to supplement college costs.
2. to help the financially needy student.
3. to promote college success.
4. achieving high grades.

(only 2 or 3 make a grammatically correct sentence; 3 is incorrect because a grant does not necessarily promote success; 2 is the correct answer)

11. Absolute Strategy: If an "absolute" such as *always*, *every*, *never*, *all*, *none*, etc. is present in any of the options, consider the option false.

The drop out rate in high schools is on the increase because:

- a. **all** students are unmotivated
- b. **some** students are disillusioned with school
- c. students **never** take high school seriously
- d. **every** high school student has emotional problems

(only b is correct, since "some" is not an absolute)

True-False

A person who is experiencing anxiety *always* needs to take medication. – **False**

Without the right intentions, a student will *never* succeed. – **False**

Most people today have an opportunity to obtain a quality education. – **True**

12. The exception or most different answer strategy:

Read the question carefully and pick the option that is different from or does not belong with the other options.

Which of the following would be an example of cognition?

- a. driving a car
- b. swimming
- c. hiking
- d. **studying for an exam**

(d is the most different option from all the others)

All of the following are qualities of a master student except:

- a. makes the most of study time
- b. asks questions
- c. **buys the best books and supplies**

- d. seeks help when needed
(c is correct - it is not a quality of a master student)

13. Longer Response strategy:

Sometime the correct response is longer than the others. When more time is put into developing a response, it may be the correct one.

Of the following, this is the most effective therapeutic method for controlling depression:

- a. using hypnosis
- b. applying techniques of psychotherapy
- c. combining therapeutic techniques with doctor-prescribed anti-depressant medication
- d. psychoanalysis
(c is the correct response, and the longest)

14. Key Word Strategy:

Choose a response that has the same or similar word in it as the question.

The loci system of memorization is generally more effective than repetition because:

1. **It creates a location (loci) in which to store information.**
2. It forces one to repeat information again and again.
3. It makes information go directly into the long-term memory.
4. It is easier to use.

(1 is correct - “loci” appears in both question and answer)

Immunosuppression means

- a. creating an environment conducive to disease.
- b. suppressing the body’s natural immune response.**
- c. preventing disease by creating an immunity.
- d. destroying the body’s defense system.

(b is correct - “suppression” appears in both question and answer)

Creating a test that is valid or effective a test is in measuring what it intends to measure is known as

- a. **external validity**
- b. Content quality
- c. internal truth
- d. construct validity**

(You may use two strategies here: choose between a and d which both contain the word “validity;” narrow it down to d because “creating” implies the same thing as “constructing”, therefore “construct validity” would be the better choice.)

Now you will have an opportunity to put your educated guessing strategies to work on the following “test.” Good luck and have fun!

THE WOOLYGOGGLE TEST



By applying the test-taking and guessing strategies you have learned you will be able to choose correct answers to this nonsense word test. Be aware that some questions have more than one possible answer, or that you may be able to narrow down your choices to two possible answers, so circle both choices.

This exercise proves that you can apply test-taking strategies even when you have no idea of the meaning of the questions. Be sure to identify which strategy you are using. (Remember, if you did not read these instructions carefully, you have missed one of the first rules of good test-taking!)

1. The Woolyogogle is an Strategy: _____
 - a. mammal c. reptile
 - b. sponge d. insect

2. Woolyogogle eggs are often found wedged between Strategy: _____
 - a. sand c. wet rocks
 - b. mountains d. rivers

3. Woolyogoggles live approximately Strategy: _____
 - a. 16 hours c. 90 days
 - b. 10 days d. 2 years

4. Choose the word that best describes the Woolyogogle: Strategy: _____
 - a. efficient c. lively
 - b. poisonous d. effusive

5. The Woolyogogle prefers an environment that is Strategy: _____
 - a. hot and humid c. icy cold
 - b. cool and windy d. warm and wet

6. Woolyogoggles never eat their own eggs. T F Strategy: _____

7. Woolyogoggles rarely live near willygiggles. T F Strategy: _____

8. Trassig normally occurs when the Strategy: _____
a. dissels frull. c. belgo lisks easily.
b. lugs chasses the vom. d. viskal flans, if the viskil is zortil

9. The fribbled dreg will snicker best with an Strategy: _____
a. Mors. c. Ignu
b. Derst. d. Sortar

10. What probable causes are indicated when trystal doss occurs in a compots?
a. The sabs foped and the doths tinzed.
b. The kredges roted with the rots.
c. Rakogs were not accepted in the sluth. Strategy: _____
d. Polats were thonced in the sluth.

11. The primary purpose of the cluss in frumpaling is to Strategy: _____
a. remove cluss-prangs. c. lossen cloughs.
b. patch tremalls. d. repair plumots

12. Why does the sigla frequently overfesk the trelsum? Strategy: _____
a. All siglas are mellious.
b. Siglas are always votial.
c. The trelsum is usually tarios.
d. Trelsa are never directly feskable

13. Woolygoggles, if handled properly, are likely to Strategy: _____
a. run away
b. adapt easily to humans
c. be very responsive to their caretakers and able to produce healthy offspring
d. less dangerous

14. Should you have a rare encounter with a nest of Strategy: _____
Woolygoggles, you might consider:
a. alerting an entomologist to study them
b. eradicating the nest altogether
c. disturbing the nest so they will flee
d. turning the rocks over so they will drown

15. Unless the fribbled dresk sniggers successfully with Strategy: _____
an Ignu, you will never see the trelsum flesk. T F

DON'T LOOK AT THE ANSWERS UNTIL YOU HAVE COMPLETED THE TEST!

Answer Key: 1-d, 2-c, 3-c, 4-a or d, 5 d, 6-F, 7-T, 8-d, 9-c, 10-a, 11-a, 12-c., 13- c; 14-a, 15 - F
--