



Purpose:

From placement tests, to quizzes, and on to standardized, national tests, we recognize that assessments play a large role in our society and that students need to learn how to take them. We want students to learn how to study differently for different kinds of assessments. We want them to reflect on what they are learning to make educated decisions about what will be assessed. We want them to learn to use their limited time efficiently as they prepare for tests.

Description of Activity:

Overall considerations:

- Students have a limited amount of time to complete homework, study/review/practice and reflect on new material each night.
- Students need to know the format of each test/quiz to study effectively. There are different strategies/techniques used to study for different kinds of assessments. (To this end, teachers need to prepare their lessons/units of study with test objectives in mind, ensuring that students have the necessary “building blocks” to successfully complete each assessment.)
- Many students need to learn *how to study* for different kinds of assessments.
- Many students need to learn *how to be organized*. Teachers should model “organization” in the development and pacing of each lesson/unit of study, as well as type and amount of homework assigned.

Questions that teachers should consider when preparing lessons/units of study:

- What types of activities can I create to allow students to manipulate, apply and synthesize the new material?
- What types of activities can I create to allow students to review the learned material?
- Which strategies can I share with students to help them learn this new material?
- How can I best teach them to organize the new material?
- How can I help students view daily review as an integral part of learning and test preparation?

Strategies teachers and staff can use to help students become organized and independent learners:

- Encourage students to write down date, type of test, and topics included on test in their assignment notebooks.
- Use Blackboard or a calendar program to post online upcoming test dates, practice tests, etc.
- Explain/Demonstrate resources available to students (textbook, library, Internet, teacher, etc.) and encourage them to use the resources at their disposal.

Checking for Understanding:

Teachers will move from highly guided preparation to more independent preparation, based on the needs of the class and the individual students. Teachers will model and check

- Notebooks
- Annotations

- Study guides
- Practice tests
- Thinking routines

Teachers will also help students compare the preparation to the outcome. Did the student select an appropriate study tool? Why was the student as successful (or not as successful) as expected? What modifications should the student make before the future assessments?

Reflection:

Our goal is to lead students toward more successful and less stressful test-taking. For students to become independent learners, we want them to make accurate predictions about topics, to use their time wisely, and to adapt their technique to their assessment. We think these tools will serve them well in future test environments.

Adaptation for Different Levels:

Teachers in 2-, 3-, and 9-level classes will spend more time on how to prepare for assessments than teachers in 4-level classes. More time will also be spent on discussing how to review in 2-, 3-, and 9- level classes than in 4-level classes where the students will prepare more independently.