

Active Test Preparation



OCTELA Take Away 2017
Adapted from “Testing Never
Bothered Me Anyway” from
Mahoning County ESC

Active Test Prep

Flip the Question

Have students construct a test question based on given answer responses. See if the student can tell which Standard is being tested. This forces students to identify patterns evident in the answer responses and thus arrive at the big idea in the question.



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Build Your Own Test

Give the students a test with questions that cover several Standards in random order. Have teams of students group the questions by the Standard they believe is aligned to each question. Invite conversation concerning the groupings and which groups of questions seem “easier” or “harder” as a means to understand time management.



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Create the Correct Answer

Give the students a multiple choice question stem and three incorrect answer options. Also show them the Standard to which the question aligns. Ask them to create a correct answer option taking note of how the other answer options are worded, the language of the stem, and the language of the Standard.



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TAPE up a Prompt

Give students several **writing prompts** and ask them to write the letters T, A, P, E, next to each prompt. Ask them to TAPE up the prompt by finding the Task, Audience, Purpose, and Evidence Area asked for by each prompt. If students use this strategy during testing, it can help them read with a purpose in mind and quickly focus their writing.

T-type of writing (essay, speech, editorial)

A-audience (teacher, standardized test grader)

P-purpose(s) (argue, inform, explain, describe, etc.)

E-focus area(s) from which you will pull evidence



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Prepare a MEAL

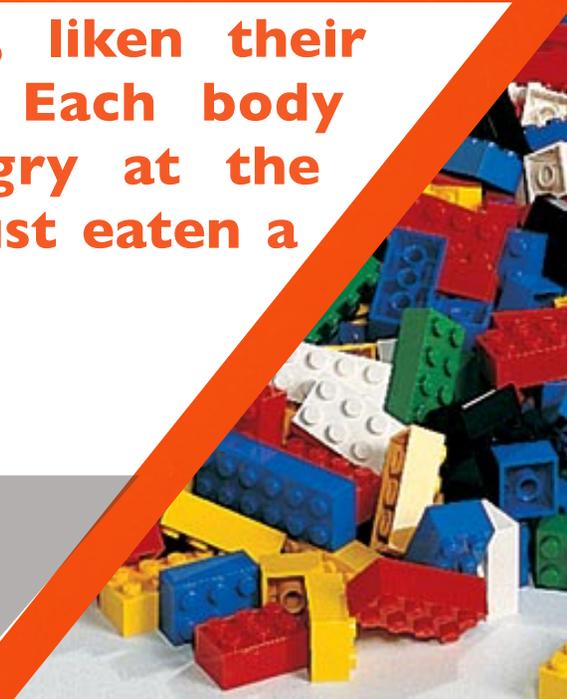
To help students compose full body paragraphs, liken their writing to preparing a MEAL for the graders. Each body paragraph should cause the readers to be hungry at the beginning and satisfied at the end, like they have just eaten a wonderful meal.

M-Main Idea

E-Evidence

A-Analysis

L-Last Thought



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Have a Thesis Throw Down

Split the class into groups and give each an excerpt and prompt. The groups will have 15 minutes to construct a solid thesis statement. Two groups will be chosen for a *Thesis Throw Down* where the class will decide which team has constructed the stronger thesis based on a rubric you have prepared. [Here](#) is a sample rubric and a [practice](#) sheet you can use to get the students acclimated to evaluating theses prior to the activity.

