Test Taking Strategies

Wonderful teachers,

Though the WASSCE is difficult, many students possess the ability to do better with simple guidance. Students who know the information often miss large amounts of points on the WASSCE simply because they've never seen or done anything like it. The purpose of this curriculum is to expose students to the way the WASSCE is written so that the structure of the test does not give students a hard time. By doing *Test Taking Strategies*, students will be able to focus on finding the correct answer to the questions, not trying to understand "what am I being asked." By the end of this curriculum students will be familiar with the format. With each lesson, teachers should have students practice their answers using the attached *scantron*.

I Do: use the *I Do* sections to demonstrate how you would find the solution. Do *think-alouds* in this section. We Do: use the *We Do* sections to have students do guided interaction with the material. Use *Teach Like a Champion* techniques to buttress this section. You Do: use the *You Do* section to give your students time to practice on their own. The room should be quiet and students should be individually practicing the techniques and filling in the bubbles.

It is recommend to use these lessons as a way to teach students test taking strategies **and** to review your content material. There is much wiggle room left intentionally in the lessons to allow you to make them your own and tie in content review.

Cheers.

Prepared for 9th & 12th Grade WASSCE

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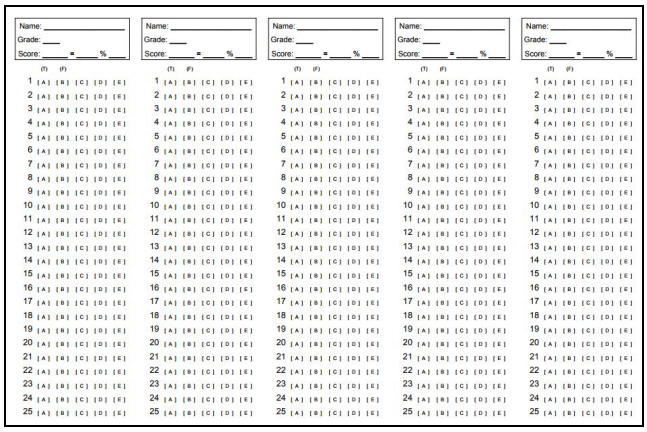
3	Do Not / Cannot	5	Students will circle key words like do not, cannot, without, false, or not true and be able to connect those words to the question; 80% success.
4	Best Explains / Most Likely	6	Students will rate answers by their accuracy in answering the question; 80% success.
5	Is Always True	7	Students will differentiate between ideas that are never, sometimes or always true; 75% success.
6	Sequencing	8	Students will be able to put concepts or events in sequential order; 80% success.
7	Understanding Diagrams	9	Students will associate roman numerals with parts of diagrams using lines to determine which part of an object is in question; 80% success.
8	Using the Image	10	Students will master *Understanding Diagrams* and apply this skill to be able to answer questions about different parts of the object; 75% success.
9	I, II and III	11	Students will read a list of ideas and be able to determine if they are valid/factual or superfluous information; 70% success.
10	Column Matching	12	Students will be able to take information from column I and find its relative in column II; 70% success.
11	Ruling Out Answers	14	Students will cross out answers which are apparently false to raise their chance in successful answering; 80% success.
12	Skipping What You Don't Know	15	Students will discern easily answerable questions from ones that may eat into their test taking time; 80% success.
13	Never Leave a Blank	16	Students will learn when the appropriate time to guess on a test is; ; 80% success.

FIlling Bubbles

Many students miss a plethora of points on the WASSCE because of incorrect bubbling. Give your students a chance to interact with bubbling on your quizzes and period exams. Be very strict on how they fill in the bubbles for your exam because they will put the same scrutiny on the WASSEC. This lesson includes how to fill in the bubbles and a template you can use for your students.

At the end of the document will be a printable page of the image for easy printing to pass out to your students. The left image is what the student will receive. The format is based off of the WASSCE tests. For this lesson you will teach students the *do's and don'ts* of bubbling.

Lesson:

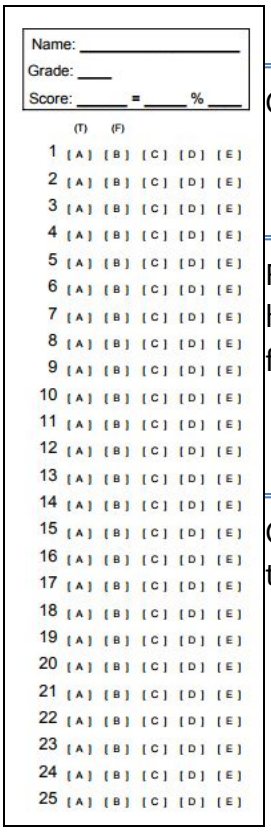


Bubbling Basics:

Example:

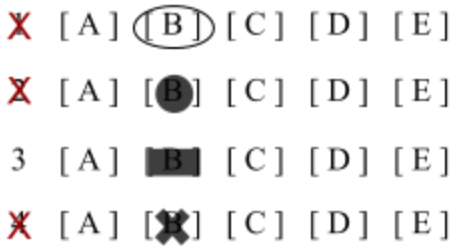
1 [A] [B] [C] [D] [E]

- shade in the bubble all the way
- do not go outside the lines
- only fill in one bubble; *take one*
- if you make a mistake, erase the incorrect mark very well
- assure the # matches what you're filling in
- A=True B=False



I Do

Give 3 questions and demonstrate how to bubble.



We Do

Fill in 4 bubbles 4 different ways on the board and have them decide which bubbles are correctly filled in.

You Do

Give the students 3 basic questions (they should know the answer easily) and go around to check their bubbling techniques.

All/None of the Above

All of the Above is a new concept for students because it raises the idea that more than one answer can be correct. Students will often miss questions that have all of the above as choice D because they read the first answer, know it is correct and do not read the rest of the answers. As you teach this lesson, remind students to read **all** of the possible answers.

Lesson

WASSEC example:

1. If $\text{Log}_x (1 / 8) = - 3 / 2$, then x is equal to
    a. between 2 and 5
    b. between 2.5 and 4.5
    c. 4
    d. all of the above

I Do

1. Which of these is a county in Liberia?
    a. Lofa
    b. Nimba
    c. Maryland
    d. all of the above
2. Which of these is a type of Liberian soup?
    a. palm butter
    b. cassava leaf
    c. potato greens
    d. all of the above
3. What things do you bring to school with you?
    a. a bed
    b. a palm tree
    c. your house
    d. none of the above

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded their scantron.

Extra

If excelling students finish quickly allow them to create their own questions using content area topics. Collect them and use the the top question(s) on the test. Students will be more inclined to study each others questions and increase understanding of how *all/none of the above* questions work.

*Note: the vast majority of students will only make questions where *d. all of the above* is the correct answer.

Do Not / Cannot

In WASSCE it is common to come across the following bolded words: **do not**, **cannot**, **without**, **false**, or **not true**. These words indicate that all but one answer is true. It is the student's job to determine which answer is false among the list. Have students circle words like this when they come across it in text so that they do not forget that they are looking for an **incorrect** answer.

Lesson

WASSEC example:

1. Which of the following is **not** a function of the Golgi apparatus
    a. storage of lipids
    b. formation of glycolipids
    c. package of secretion products
    d. synthesis of polysaccharides from simple sugars

I Do

1. Liberia is a fine country. Which of the statements about Liberia is **false?**
    a. Liberia is in Africa
    b. Liberia has 15 counties
    c. Liberia is next to the sea
    d. Liberia's president is Ma Ellen Sirleaf
2. Which of these statements about rice is **not** true?
    a. rice grows on a farm
    b. the color of rice is blue
    c. you can eat rice
    d. rice can grow in Liberia
3. Which of the following soups should be eaten **without** rice?
    a. palm butter
    b. GB
    c. red oil
    d. potato greens

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded their scantron.

Extra

If excelling students finish quickly allow them to create their own questions using content area topics. Collect them and use the the top question(s) on the test. Students will be more inclined to study each others questions and increase understanding of how *do not / cannot* questions work.

Best Explains / Most Likely

Best Explains requires students to step back and consider which answers could be correct, and then which is the most accurate. This requires students master the technique of discerning good from best. A good way to broach this is using food quantities. *Is 1 piece of fish good? Yes. Is two pieces of fish better? Yes; therefore 1 piece is good but two is better, so 2 pieced of fish best explains what I want even though 1 would not be bad.*

Lesson

WASSEC example:

2. What is the **best** estimate of the fraction

$$\frac{68.4 \times 123 \times 0.45}{7.19 \times 11.82}$$

   a. 500
   b. 300
   c. 50
   d. 30

I Do

1. Select the best description of a motorbike's wheels.
   a. it has one wheel
   b. it has some wheels
   c. it has two wheels
   d. it has four wheel

Think aloud: *I know that a motorbike has 2 wheels, one in front and one in back. When I read the answers I have to pick the answer that is most true. It is not true that the motorbike has one wheel, or that it has four wheels so I know those are not true. A motorbike has some wheels is true, but a better way to describe the wheels is to say it has two wheels. So, b. and c. are both true, but c is the best answer. I will shade in **c** on my scantron.*

2. I walk outside early in the morning and my whole area around my house is wet. What is the best explanation for this?
   a. someone wasted small water
   b. it rained
   c. a dog peed outside
   d. the grass grew

Think aloud: *I know from the question that my whole area is wet. I know that takes plenty water to make my whole area wet. If someone wasted small water, it would not make my whole area wet. The rain makes my area around my house very wet. I think this is a good answer, but I want to read the other two answers in case one is better. If a dog went pee outside it would not make my whole area wet. Grass growing does not make water, so I know that cannot be the answer. The best answer is **b**.*

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded in their scantron.

Is Always True

There are things we know to be temporarily true, and there are those things which we hold as a constant. Understanding “always ture” forces students to observe things which are ephemeral or inconsistent. Teaching students to as if something is always true has them think about past, present and future and can help them have a better grasp on the construct of time. Take time with the students to explain that even though something may be true for a moment, it doesn't mean that it is always true.

Lesson

WASSEC example:

3. Which is always true?
    a. -2 > 5
    b. |2| > 7
    c. |7| > 7
    d. |6| > -6

I Do

1. Which of the following is **always** true?
    a. it never rains in dry season
    b. it is okra season
    c. people live in Liberia
    d. palm butter soup is eaten with GB

2. It is raining outside. Which if the following will **always** be true if it is raining outside?
    a. there is a rainbow
    b. I will get wet if I walk outside
    c. I can collect plenty of rain
    d. I will see rain frogs

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded in their scantron.

Sequencing

Sequence: *a particular order in which things follow each other.*

Make sure that students understand what a sequence is. Students should use sequence and ordering to put events or ideas in order. the area before the arrow denotes what happens first and the area after the arrow denotes what comes next in a sequence. A sequence always has a correct and incorrect order. When reading sequence questions it is important for students to read what the question is asking them. For example, when sequencing numbers, is the question asking for smallest to largest, or largest to smallest; are you looking for first to last, or last to first, etc…

Lesson

WASSEC example:

1. *The correct sequences between genes and their phenotypic expression is*
    a. RNA → DNA → protein → trait
    b. **DNA → RNA → protein → trait**
    c. protein → DNA → RNA → trait
    d. trait → DNA → protein → RNA

I Do

Explain to students the definition of sequence/order, what an arrow represents and how to accurately read what the question is asking you.

1. The correct sequence of the alphabet is
    a. A → B → D → C
    b. **A → B → C → D**
    c. B → C → D → A
    d. C → D → A → B

2. Put the numbers in the correct sequence from largest to smallest: 24, 53, 9, 99
    a. 9 → 24 → 53 → 99
    b. 24 → 53 → 9 → 99
    c. 99 → 53 → 24 → 9
    d. 9 → 10 → 11 → 12

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded in their scantron.

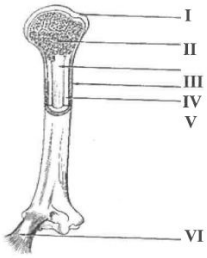
Extra

If excelling students finish quickly allow them to create their own questions using content area topics. Collect them and use the the top question(s) on the test. Students will be more inclined to study each others questions and increase understanding of how *all/none of the above* questions work.

Understanding Diagrams

Teachers rarely have students label diagrams. It seems apparent to us that the line follows all the way to the structure; however this is not something most students have seen. This is an important skill to have primarily for biology, physics, chemistry & occasionally for angles or shapes in mathematics. To teach diagrams we must have students grasp **a)** what is the main picture **b)** where is the line actually pointing and **c)** what is the name of that specific structure. Remember to have students practice this skill using their scantrons. If you have limited time, rather that writing the answer possibilities (a-d) you can just read them aloud.

Lesson



WASSEC example:

1. The portion of the bone labeled II is the
   a. articular cartilage
   b. spongy bone
   c. compact bone
   d. articular ligament

I Do

In order to label image A, students must be able to demonstrate this 3-step think-aloud:

a) what is the main picture?

This is a human.

b) what is the name of structure **I**?

The head

c) what is the function of structure **I**?

The function of the head is to eat food, to think, it's where my face is.

Exa: 1) The structure that is labeled **I** is responsible for

a) running
b) shaking hands
c) thinking
d) holding things

We Do

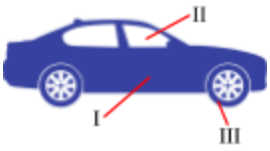
Give 2 more easy examples like this so students can understand that the line denotes a specific region, not the entire image.

I Do (2)

Make a diagram with 3 arrows labeled *I, II & III.* Ask students to label one specific item. It is important that students are able to label the correct item in question.

Exa: 1) The part labeled **III** functions only when

a) the sky is blue
b) the car is on the ground
c) the car is empty
d) someone is singing



1 [A] [B] [C] [D] [E]

We Do (2)

Give 1 more example like this so students can understand how to differentiate the different labels. You can use arbitrary examples or content examples for review.

You Do

Create 2 other questions using basic diagrams that are easy to draw on the board. Do these as a *You Do.* Go around and make sure students have correctly shaded their scantron.

Quick draw diagram ideas

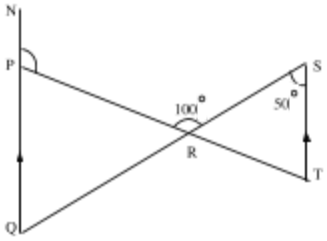
pencil, banana, palm tree, coal pot

Using the Image

After students are able to interact with diagrams, they may be asked to use a single diagram to answer a subset of questions. Students are not familiar with referring back to a single source to glean a multitude of answers. As long as your students are familiar with *Understanding Diagrams*, this lesson will be fairly easy for students to grasp. WASSCE uses instruction such as "*Use the diagram below to answer questions **16** to **18,**" "The diagram below represents a plant cell. Use it to answer questions **56** to **58,**" or "Use the diagrams of triangles to answer questions **23** to **24.**"* Using the same or similar working in your lesson will help students to become familiar with the terminology for the test.

WASSEC example: *Use the diagram below to answer questions **1** to **2.***

1. In the diagram, NQ/TS, <RTS = 50° and <PRT = 100°. Find the value of <NPR.
   a. 110 °
   b. 130°
   c. 140°
   d. 150°

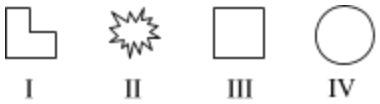


2. The two arrows on lines PQ and ST tell us they are
   a. equal b. parallel
   c. diagonal d. supplementary

Lesson

I Do

*Use the diagrams of shapes for questions **32** to **34.***



32. Which of the following diagrams is a square?
    a. I b. II
    c. **III** d. IV

33. The diagram that has a 6 sided shape is
    a. **I** b. II
    c. III d. IV

34. A circle is illustrated by the diagram labeled
    a. I b. II
    c. III **d. IV**

*The diagram to the right represents a bowl of rice. Use it to answer questions **10** to **11.***

10. To get the rice to your mouth, you need to use item II, which is the
    a. mother b. soup
    c. bowl **d. spoon**

11. When you are finished eating, what part of the diagram will be gone?
    a. **I** b. II
    c. III d. IV

We Do

Create 2 other questions using basic diagrams that are easy to draw on the board. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using diagrams that are easy to draw on the board. Do these as a *You Do.* Go around and make sure students have correctly shaded in their scantron.

Quick draw diagram ideas

cells, neurons, human body systems, angles, vectors, graphed plots

I, II and III

On the WASSCE Roman numerals are used to denote ideas. Students then must determine the validity of the ideas by choosing those which answer the question. While this does require critical thinking skills, the aim of this lesson is to teach students how to approach these questions. You should cover: what is a roman numeral, what is a fact vs not true, and can more than 1 thing be true at a time.

Lesson

WASSEC example:

Which of the following processes are associated with photosynthesis?

I. Energy from sunlight is absorbed
II. Carbon dioxide is evolved
III. Oxygen is given off
IV. Glucose is synthesized

a. I and II
b. I, II and IV
c. I, III and IV
d. I, II, III and IV

I Do

1. Which of the following are in palm butter?

I. palm nuts
II. vita
III. cassava leaf
IV. salt

a. I and II
b. I, II and IV
c. I, III and IV
d. I, II, III and IV

Think aloud: *When I am reading I - IV, I can put a check mark (✓) next to ones that I know go in palm butter. If I am sure one does not belong, I can put a cross (✗) to denote that I will not carry that choice to my answer. If I am not sure, I can put a question mark (?) next to it. I only carry ✓ to my answer.*

Exa: ✓ I. palm nuts
✓ II. vita
? or ✗ III. cassava leaf
✓ IV. salt

2. Which of the following are Liberian counties?

I. Sinoe
II. Grand Kru
III. Lofa
IV. Grebo

a. I and II
b. I, II and IV
c. I, III and IV
d. I, II and III

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.*

You Do

Create 2 other questions using this structure. Do these as a *You Do.* Go around and make sure students have correctly shaded in their scantron.

Column Matching

WASSCE tests contain a skill called *Column Matching*. These questions require students to know multiple answers, but they can use this to narrow down choices. They don't have to know all of the answers to get the question correct, only one or two answers. Encourage students to draw a line or match **column I** and **column II** prior to selecting an answer for a better visual reference. Students can use the skill *Ruling Out Answers* (pg. 14) to determine the best answer for them.

Lesson

WASSEC example: *Use the information below to answer question 50.*

	Column I		**Column II**
I.	Capsule	a.	paddy
II.	Berry	b.	mango
III.	Drupe	c.	sunflower
IV.	Cypsela	d.	tomato
		e.	ladies fingers

50. Match the fruit in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. I=e, II=d, III=b, IV=c
    b. I=e, II=c, III=a, IV=b
    c. I=d, II=e, III=b, IV=c
    d. **I=a, II=b, III=c, IV=e**

I Do

Use the information to answer question 51.

	Column I		**Column II**
I.	Cold drink	a.	tea
II.	Hot drink	b.	cucumber
III.	Cold food	c.	banana leaf
IV.	Hot food	d.	soup
		e.	vimto

51. Match the types of foods and drinks in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. I=e, II=b, III=c, IV=d
    b. **I=e, II=a, III=b, IV=d**
    c. I=d, II=e, III=b, IV=c
    d. I=a, II=b, III=c, IV=e

Think-aloud: *I look at I. in **Column I** and then I search for the answer in **Column II**. I know that* a. tea *is a hot drink, so I≠a. I know that* b. cucumber *is not a cold drink, so I≠b. I know that* c. banana leaf *is not a cold drink so I≠c. I know* d. soup *is not a cold drink so I≠d.* E. vimto *is a cold drink, so I=e. I can look at the answers below and i see that both a. and b. have the first answer is I=e, so I know either a. or b. must be the correct answer. Now I look at II in **Column I**. A. tea is a hot drink so i know that II=b. I now look at the answers below and see that only answer b. says that I=e **and** II=a, so only answer b can be correct. I will fill in answer **b** for 51 on my scantron.*

Use the information below to answer question 52.

	Column I		**Column II**
I.	happy	a.	laugh
II.	sad	b.	cry
III.	vex	c.	sleep
		d.	yell

52. Match the types of feeling in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. I=e, II=a, III=b
    b. I=a, II=e, III=b
    c. I=d, II=e, III=b
    d. **I=a, II=b, III=d**

Do your think-aloud with the students.

We Do

Use question 53, 54 and create your own content question for a *we do*. Make sure students are double-checking their answers. Ask students for their answers. Have them do their own think-aloud.

Use the information below to answer question 53.

	Column I		Column II
I.	home	a.	market woman
II.	school	b.	desk
III.	market	c.	trees
IV.	bush	d.	bed
		e.	airplane

53. Match the location in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. I=d, II=a, III=b, IV=c
    b. I=e, II=a, III=b, IV=d
    c. **I=d, II=b, III=a, IV=c**
    d. I=a, II=b, III=c, IV=e

Use the information below to answer question 54.

	Column I		Column II
I.	rest	a.	brush
II.	exercise	b.	sleep
III.	jolly-jolly	c.	dance
		d.	eat

54. Match the needs in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. **I=b, II=a, III=c**
    b. I=b, II=a, III=d
    c. I=d, II=e, III=b
    d. I=a, II=b, III=c

You Do

Use question 56 and create your own content question for a *you do*. Make sure students are double-checking their answers. Go around and make sure students have filled in their bubbles appropriately.

Use the information below to answer question 56.

	Column I		Column II
I.	red	a.	banana
II.	blue	b.	sky
III.	yellow	c.	palm nuts
		d.	vimto

56. Match colors in **Column I** with its example in **Column II** and choose the answer which gives correct combination of the two columns.
    a. I=b, II=a, III=c
    b. I=e, II=a, III=b
    c. I=c, II=e, III=b
    d. **I=c, II=b, III=a**

Ruling Out Answers

Often times we can look at a question and immediately rule out an incorrect answer. When we do this we move from a ¼ chance of success to a ⅓ chance. Teaching students to rule out incorrect answers helps build foundational critical thinking skills while also raising their chance of success. When the answer to a question is not immediately known it is a good tactic to mark off the answers you know are incorrect and denote the ones that are possibilities. Teach students that there is often an answer that we know cannot be true. By marking out this answer, we can help keep ourselves organized and make the right choices. In mathematics this skill is often paired with the skill of approximation (exa 3.21 + 4.11 = ? we know 3+4=7 so we can guess an answer that says 100 is incorrect). You can encourage students to cross out the incorrect answer or put a small X by it as a reminder.

Lesson

I Do

4. Which is the biggest animal?

a. a mouse	a. a mouse
b. a spoon	~~b. a spoon~~
c. a dog	c. a dog
d. **an elephant**	**d. an elephant**

Explain your answer as a think-aloud. *The question is asking me about animals. I know that a spoon is not an animal so I know this is a bad choice for an answer.*

5. What county in Liberia shares the largest border with Guinea?

a. Bong	a. Bong
b. Sinoe	~~b. Sinoe~~
c. **Lofa**	**c. Lofa**
d. Grand Kru	~~d. Grand Kru~~

Explain your answer as a think-aloud. *The question is asking me about counties touching Guinea. I know that Guinea is North of Liberia and I know that Grand Kru and Sinoe are in the South East and on the coast, so it is not possible for them to share a border with Guinea. That is how* b. Sinoe *and* d. Grand Kru *cannot be answers and I should cross them out.*

We Do

Create 2 other questions using this structure. One should be simple and the other should be content area for review. Do these as a *We Do.* Have students explain their think-aloud. The purpose here is to rule out incorrect answers, not necessarily find the best one. Students do not necessarily **have** to know the answer to the question, as long as there is one answer they can be confident in knowing is incorrect.

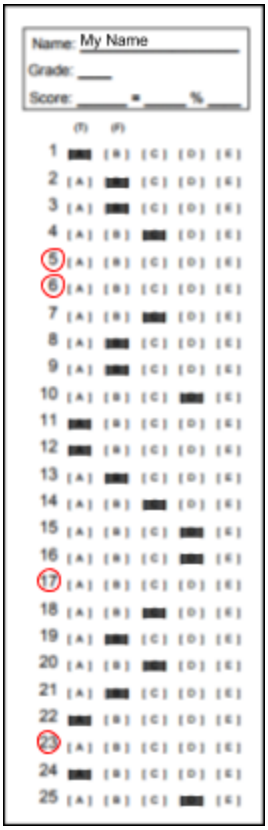
You Do

Create 2 other questions using this structure. Do these as a *You Do.* Have students write the questions down. Go around and make sure students have crossed out incorrect answers and then have bubbled in the correct ones on their scantron.

Skipping What You Don't Know

There will be numerous answers on every test that students are not able to answer due to knowledge, or reading level. Reassure students that it is not possible for 1 person to know everything, but it is important for everyone to do their best. If a student does not know an answer to a question it is okay to skip it and come back to it at the end. First spend your time reading and answering questions you think you know the answer to. Make sure that students know that if they skip a question they must leave that row blank. Students will often skip question #5 and then accidentally put the answer for #6 in #5's row and then the rest of their answers are in the wrong row.

Lesson



I Do

Show students your scantron. think-aloud: *On my scantron I could not answer all of the questions. I did not know the answer to 5, 6, 17 or 23. If I would have stayed on question 5 I would not have had time to do all the other questions because I did not know the answer. Now that I have answered all of the questions I can, I can go back to the questions that were giving me a hard time and I can know that I already answered all of the easy questions. I do not guess on questions I don't understand until the very end.*

You Do

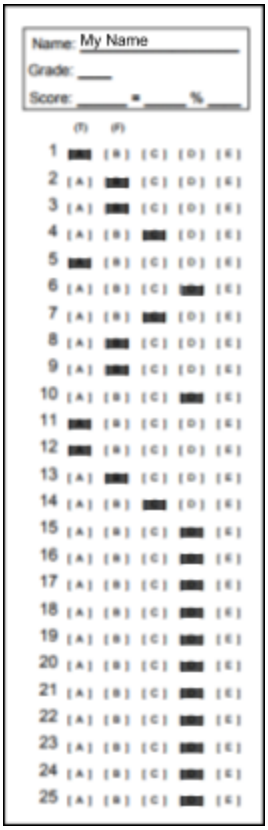
Give students 6 questions and have them answer the questions they can. The purpose of this lesson is not to guess, but to skip over questions you don't know and come back to them. Students should not be able to answer question #2. They should skip it.

1) What is the name of Liberia's last president?
    a) Ma Ellen Nagbe
    b) Ma Regina Sirleaf
    c) **Ma Ellen Sirleaf**
2) Which pH indicator should be used in a titration to indicate an acid turning neutral?
    a) Benzene
    b) **Phenolphthalein**
    c) Thymolphthalein
3) Where are you now?
    a) **Liberia**
    b) Ivory Coast
    c) Guinea
4) You are a
    a) dog
    b) cat
    c) **person**
5) I need gas in my bike to
    a) fly
    b) **drive**
    c) jump
6) I can get water from the
    a) **water pump**
    b) bird
    c) let

Never Leave a Blank

There will be numerous answers on every test that students are not able to answer due to time, knowledge, or reading level. **ONLY AT THE END OF THE TEST**, encourage students to use the last few minutes of the test to fill in all of the blank answers they have left. It is better for students to have a small chance (¼) of getting the answer right with a guess than no chance. It is very important to explain to students that they should **only** do this at the end of the test when there are 1 to 2 minutes remaining.

Lesson



I Do

Show students your scantron. think-aloud: *I was only able to finish question 1-14 while I was taking my test. Because I was not able to finish questions 15-25 I filled in all the bubbles after that as D so that I would not leave any answers blank. I want as many points as I can get and taking a guess is better than nothing. I tried very hard on all the questions I could.*

You Do

Give students 6 questions and give them 2 minutes to complete it. They should not be able to finish. Tell them the last 30 seconds should be used for filling out questions they have not had time to answer. At the end of the 2 min go around and check to see that bubbles 1-5 are filled out.

1) What is the name of Liberia's last president?
    a) Ma Ellen Nagbe
    b) Ma Regina Sirleaf
    c) Ma Ellen Sirleaf
2) Where are you now?
    a) Liberia
    b) Ivory Coast
    c) Guinea
3) You are a
    a) dog
    b) cat
    c) person
4) I need gas in my bike to
    a) fly
    b) drive
    c) jump
5) I can get water from the
    a) water pump
    b) bird
    c) leg
6) What is the capital of Colorado?
    a) Boston
    b) Richmond
    c) Denver
    d) Orlando

Name: ____________________
Grade: ____
Score: ______ = _____ % ____

	(T)	(F)			
Exa	[A]	[B]	[C]	[D]	[E]
1	[A]	[B]	[C]	[D]	[E]
2	[A]	[B]	[C]	[D]	[E]
3	[A]	[B]	[C]	[D]	[E]
4	[A]	[B]	[C]	[D]	[E]
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25	[A]	[B]	[C]	[D]	[E]

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Score: ______ = _____ % ____

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