



# Unit 8: Taking Tests

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## 8-1 A Strategy for Taking Short-Answer Tests



In this unit you will be learning about four types of **short-answer tests**: multiple-choice, true/false, matching, and completion. DETER is a strategy that will help you do your best when taking these tests. Each letter in DETER stands for a step in the strategy. Here are the five steps in DETER.

- D** Read the test **Directions** carefully. Ask your teacher to explain anything you do not understand.
- E** **Examine** the entire test to see how much there is to do.
- T** Decide how much **Time** to spend answering each item.
- E** Answer the items you find the **Easiest** first.
- R** **Review** your responses to be sure that they are your best responses.

**Instructions:** Answer the following.

1. Why do you think you should answer the items you find easiest first?

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2. What should you do if you do not understand something in the test directions?

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3. Why should you examine the entire test before you begin to answer the items?

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4. Why should you review your answers once you complete the test?

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## A Strategy for Taking Short-Answer Tests 8-1

(continued)

5. Here is a good way to decide how much time to spend answering each item:
  1. Decide how much time you want to leave for review.
  2. Subtract this amount of time from the number of minutes you have to take the test.
  3. Divide the time left by the number of items on the test. This will tell you how much time to spend on each item.

Suppose you are about to take a science multiple-choice test. You have 55 minutes in which to take this test. There are 25 items. You want to leave five minutes for review. How much time should you plan to spend answering each item? \_\_\_\_\_

**Instructions:** In your own words, tell what you would do for each of the following steps in DETER.

6. Easiest \_\_\_\_\_  
\_\_\_\_\_

7. Review \_\_\_\_\_  
\_\_\_\_\_

8. Examine \_\_\_\_\_  
\_\_\_\_\_

9. Determine \_\_\_\_\_  
\_\_\_\_\_

10. Time \_\_\_\_\_  
\_\_\_\_\_

## 8-2 Learning About Multiple-Choice Tests



A **multiple-choice test** consists of items in which you must choose an answer from a set of possible answers. There are two types of items you will find on multiple-choice tests.

The *first type of item* presents an incomplete statement followed by several answer choices. You are to select the answer choice that correctly completes the statement. There are usually four answer choices, but there can be more.

Look at the following example. In this example, you should select “b” because your brain weighs about three pounds.

Your brain weighs about \_\_\_\_ pounds.

- a. seven
- b. three
- c. five
- d. nine

The *second type of multiple-choice item* presents a question followed by several answer choices. You are to select the answer choice that correctly answers the question.

Look at the following example. In this example, you should select “c.”

About how many pounds does your brain weigh?

- a. five
- b. nine
- c. three
- d. seven

Sometimes an answer choice is “None of the above.” Look at the following example. In this example, “None of the above” is the correct answer choice because none of the states shown as an answer choice is in New England.



## Learning About Multiple-Choice Tests (continued) 8-2

States in New England include\_\_\_\_\_

- a. New Jersey.
- b. Wyoming.
- c. Florida.
- d. None of the above.

Sometimes an answer choice is “All of the above.” Look at the following example. In this example, “All of the above” is the correct answer choice because Vermont, Rhode Island, and Massachusetts are all in New England.

Which of the following states is in New England?

- a. Vermont
- b. Rhode Island
- c. Massachusetts
- d. All of the above

Read the following information about the marine biome.

A biome is a major type of ecological community. The marine biome consists of oceans, coral reefs, and estuaries. There are five major oceans that cover the world. These oceans are the Atlantic, Pacific, Indian, Arctic, and Southern. Coral reefs are very important because about 25% of marine species live in them. Oceans cover around 70% of the Earth’s surface. Coral reefs are much smaller in size when compared to the oceans. Estuaries are areas where rivers and streams flow into the ocean. Estuaries are home to a variety of plant and animal life.

Many of the animals that live in the marine biome, such as fish, have gills that allow them to breathe in the water. Other animals are mammals that need to come to the surface to breathe, but spend much of their lives in the water. Some of the fish you will find in a marine biome are sharks, tuna, swordfish, stingrays, and eels. Marine mammals include whales, seals, walruses, and dolphins. Mollusks also live in the marine biome. A mollusk has a soft body and no backbone. They include clams, squids, oysters, and snails. Thousands of species of plants live in the marine biome. Algae, such as kelp, absorb carbon dioxide and provide much of the Earth’s oxygen. Other ocean plants include seaweed and mangroves.

## 8-2 Learning About Multiple-Choice Tests (continued)



**Instructions:** Use the information about the marine biome to write a four-item multiple-choice test. The test you create should include the following:

1. An item that consists of an incomplete statement followed by four answer choices.
2. An item that consists of a question followed by four answer choices.
3. An item that includes “all of the above” as an answer choice.
4. An item that include “none of the above” as an answer choice.
5. An item that includes five answer choices.

1. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

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## Learning About Multiple-Choice Tests (continued) 8-2

3. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

4. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

5. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

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## 8-3 Taking a Multiple-Choice Test



Here are some guidelines that will help you to do your best when taking a multiple-choice test. Read these guidelines. Use them whenever you take a multiple-choice test.

- **Circle or underline the important words in an item.** This will help you make sure that you read the statement or question carefully.
- **Read all the answer choices before selecting one.** It is just as likely for the last answer choice to be correct as it is for the first answer choice to be correct.
- **Cross out any answer choices you are certain are incorrect.** This will help you narrow down the possible correct answer choice.
- **Look for answer choices that contain absolute words such as *all*, *always*, and *never*.** An answer choice that contains an absolute word is usually *not* the correct answer choice.
- **Look for two answer choices that are the opposite of each other.** One of these answer choices is usually correct.
- **When answering an item, look for hints about the correct answer in other items on the test.** Sometimes the wording of another item may contain information that will help you choose the correct answer choice for the item that you are currently answering.
- **Look for answer choices that contain language used by your teacher or found in your textbook.** An answer choice that contains such language is usually correct.
- **Select “All of the above” as an answer choice only if you are certain that all of the other answer choices are correct.** If even just one of the other answer choices is incorrect, “All of the above” is *not* the correct answer choice.
- **Select “None of the above” as an answer choice only if you are certain that all of the other answer choices are incorrect.** If even just one of the other answer choices is correct, “None of the above” is *not* the correct answer choice.
- **Do not change your first answer unless you become certain that another answer choice is better.** Research shows that your first answer is more likely to be correct than is one that you change to.



## Taking a Multiple-Choice Test (continued) 8-3

- **Answer all items unless there is a penalty for incorrect answers.** If there is no penalty, use the guidelines above to make your best guesses.

**Instructions:** Take the following multiple-choice test about the guidelines you just read.

Directions: Circle the letter in front of the answer choice you believe is correct. There is no penalty for incorrect answers.

1. Change your answer only when you are sure a different answer choice is \_\_\_\_\_

- a. longer.
- b. better.
- c. incorrect.
- d. shorter.

2. Choose "All of the above" as the answer choice when \_\_\_\_\_

- a. some of the other answer choices are correct.
- b. most of the other answer choices are incorrect.
- c. all of the other answer choices are correct.
- d. none of the other answer choices are correct.

3. You should \_\_\_\_\_ an answer choice when you decide it is not correct.

- a. choose
- b. reread
- c. rewrite
- d. cross out

4. When is it a good idea to make guesses for items you are unsure about?

- a. When you are running out of time.
- b. When there is no penalty for incorrect answers.
- c. When there is a penalty for incorrect answers.
- d. When you do not understand some of the items.

## 8-3 Taking a Multiple-Choice Test (continued)



5. When two answer choices are \_\_\_\_\_, one of them is usually correct.
- difficult
  - easy
  - opposites
  - short
6. When should you select an answer choice?
- After you have read all of the answer choices.
  - As soon as you come to what you think is the correct answer choice.
  - After you have reread the statement or question.
  - After you have crossed out one answer choice.
7. Sometimes you can find a hint about the correct answer to an item by
- looking for long words.
  - counting the number of words in an item.
  - counting the number of words in each answer choice.
  - looking at other items on the test.
8. Circle or underline \_\_\_\_\_ words in the statement or question.
- technical
  - unknown
  - important
  - long
9. Choose “None of the above” as the answer choice when \_\_\_\_\_
- some of the other answer choices are correct.
  - most of the other answer choices are incorrect.
  - all of the other answer choices are correct.
  - none of the other answer choices are correct.



## Taking a Multiple-Choice Test (continued) 8-3

10. An answer choice is likely to be correct if it contains \_\_\_\_\_
- information from a newspaper.
  - words found in popular magazines.
  - language used in your textbook.
  - words you do not understand.

11. Which type of term in an answer choice usually means that the answer choice is incorrect?

- A scientific term
- A mathematical term
- A long term
- An absolute term

**Instructions:** Score your test as your teacher goes over the answers. Your score for the test is the number of items that you answered correctly. Enter your score in the box below to see how you did.

### My Score

10–11 = Excellent

8–9 = Good

0–7 = Review the guidelines.

## 8-4 Learning About True/False Tests



A **true/false test** requires you to read statements and decide whether each statement is *true* or *false*. Here are some guidelines that will help you to do your best when you take a true/false test. Read these guidelines. Use them whenever you take a true/false test.

- **Choose *true* for an item unless you can prove that the statement is *false*.**

For a statement to be *true*, everything in the statement must be *true*.

For example, the following statement is *true* because all three of the cities are in Texas.

*Austin, Dallas, and Houston are cities in Texas.*

The following statement is *false* because while rabbits and bears are mammals, turtles are reptiles.

*Rabbits, turtles, and bears are mammals.*

- **Carefully reread statements that contain a negative word such as not or that contain a word that begins with a negative prefix such as un, as in unfriendly.**

Negative words or prefixes completely change the meaning of a statement.

For example, the following two statements look very similar, yet the first statement is *true*, while the second statement is *false* because of the word not.

*The rattlesnake is a poisonous snake.*

*The rattlesnake is not a poisonous snake.*

In the following statements, the first statement is *true*, while the second statement is *false* because of the prefix dis that begins the word “dishonest.”

The prefix dis means not.

*Our society should reward a politician who is honest.*

*Our society should reward a politician who is dishonest.*



## Learning About True/False Tests (continued) 8-4

- **If a statement has two negatives, cross out both negatives.** Two negatives make a positive, but in a confusing way. Crossing out the two negatives will make it easier for you to understand the meaning of the statement. Read the two statements that follow. Both are *true*. The second statement is easier to understand because the two negatives have been crossed out.

*You will not get good grades if you do not study.*

*You will ~~not~~ get good grades if you do ~~not~~ study.*

- **Absolute statements are usually false. Qualified statements are usually true.** Absolute statements include words such as the following: *all*, *none*, *always*, and *every*. Qualified statements include words such as *some*, *many*, *usually*, and *most*.

Read the following two statements. The absolute word all in the first statement makes this statement *false*. Replacing all with the qualified word some in the second statement makes the statement *true*.

*All of the planets in our solar system have one or more moons.*

*Some of the planets in our solar system have one or more moons.*

- **If you are uncertain whether a statement is *true* or *false*, take your best guess unless there is a penalty for incorrect answers.** In most true/false tests, there are usually more *true* statements than *false* statements. If you are completely undecided between *true* and *false*, choose *true* as the answer.

## 8-4 Learning About True/False Tests (continued)



Read the following information about Earth.

Earth is our home planet. It is the fifth largest planet in our solar system. Its diameter is about 8,000 miles. At a distance of about 93 million miles from the sun, Earth is the third-closest planet to the sun. Only Mercury and Venus are closer. Earth orbits the sun once every 365 days, which constitutes one year. It makes a full spin around its axis every 24 hours, which makes one day. At all times, half of the Earth is lighted by the sun while the other half is in darkness. Areas facing away from the sun experience nighttime.

Earth consists of land, air, water, and life. This is not true of the other planets in our solar system. The land on Earth contains mountains, valleys, and flat areas. The air is made up of different gases, mainly oxygen and nitrogen. The water includes oceans, lakes, rivers, streams, rain, snow, and ice. Life consists of people, animals, and plants. There are millions of species, or kinds of life, on Earth. Below Earth's surface are layers of rock and metal. The deeper under the surface, the higher the temperature. It is about 12,000 degrees Fahrenheit at the inner core of Earth.

**Instructions:** Based on the information about Earth you just read, write true/false items as follows.

1. Write an item that is a qualified statement.

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2. Write an item that contains a specific number or amount.

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3. Write an item that is an absolute statement.

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## Learning About True/False Tests (continued) 8-4

4. Write an item that contains two negatives.

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5. Write an item in which at least one part of the statement is not true.

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6. Write an item in which everything in the statement is true.

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7. Write an item that contains a negative.

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8. Write an item that contains a negative prefix.

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## 8-5 Taking a True/False Test



**Instructions:** Take the following true/false test. This test is about the guidelines for taking true/false tests that you read in Activity 8-4.

Directions: Circle TRUE or FALSE for each statement. There is a one-point deduction for each incorrect answer.

TRUE    FALSE    **1.** A negative word can completely change the meaning of a statement.

TRUE    FALSE    **2.** Absolute statements are usually false.

TRUE    FALSE    **3.** Most parts of a statement must be true for a statement to be true.

TRUE    FALSE    **4.** If you are not certain that a statement is false, consider it true.

TRUE    FALSE    **5.** Qualified statements are usually true.

TRUE    FALSE    **6.** If a statement has two negatives, you should cross out one of the negatives.

TRUE    FALSE    **7.** If there is no penalty for incorrect answers, you should make your best guess.

TRUE    FALSE    **8.** You will most likely not do well on a true/false test if you cannot understand the statements.

**Instructions:** Score your test as your teacher goes over the answers. Subtract your number incorrect from your number correct to get your score for the test. Enter your score in the box below to see how you did.

### My Score

7–8 = Excellent

5–6 = Good

0–4 = Review the guidelines.



## Learning About Matching Tests 8-6

A **matching test** requires you to match words or terms in one column with words or terms in a second column. Usually, you have to match the words or terms in the right-hand column with those in the left-hand column. In the following matching test, the answers have been provided.

Directions: On the line to the left of each name of a science, write the letter that is next to what is studied in that science.

Science	What Is Studied
1. <u>b</u> Zoology	a. plants
2. <u>c</u> Mineralogy	b. animals
3. <u>d</u> Genetics	c. minerals
4. <u>a</u> Botany	d. heredity

Sometimes, there may be more words or terms in the right-hand column than in the left-hand column. This means that not every word or term in the right-hand column can be used as a match. Here is an example of this type of matching test with the answers provided.

Directions: On the line to the left of the name of each state, write the letter that is next to a city that is in that state.

State	City
1. <u>e</u> Florida	a. Philadelphia
2. <u>b</u> Michigan	b. Detroit
3. <u>a</u> Pennsylvania	c. Los Angeles
4. <u>c</u> California	d. Chicago
	e. Miami





## Taking a Matching Test 8-7

Here are some guidelines that will help you to do your best when taking a matching test. Read these guidelines and use them whenever you take a matching test.

- **Read the test directions carefully.** Most matching tests allow a word or term in the right-hand column to be used just once to make a match. However, some matching tests allow a word or term to be used more than once.
- **Start by making matches for the information about which you are certain.** This will reduce the number of choices for the words or terms about which you are not certain.
- **Cross out words or terms in both columns as you make matches.** This will reduce the number of choices you will have to consider for the remaining matches.
- **Carefully review your matches when you have completed the test.** Reviewing the matches you made is important because one incorrect match may result in another match being incorrect.
- **Make your best guess for any remaining matches only when there is no penalty for incorrect matches.** Penalties can lower your score for the test.
- **Try to predict the correct response before you look at the words or terms in the right-hand column.** If you find your predicted correct response, it is probably correct.

## 8-7 Taking a Matching Test (continued)



**Instructions:** Take the following matching test. This test is about the guidelines you just read.

Directions: On the line to the left of each beginning of a guideline for taking matching tests, write the letter found next to the ending that completes that guideline. There is no penalty for incorrect answers.

### Beginning

1. \_\_\_\_\_ Make your best guess at any remaining matches
2. \_\_\_\_\_ Carefully review your matches
3. \_\_\_\_\_ Read all the words or terms in both columns
4. \_\_\_\_\_ Cross out items in both columns
5. \_\_\_\_\_ Start by making matches

### Ending

- a. for the information about which you are certain.
- b. when you have completed the test.
- c. as you make matches.
- d. before looking at the words or terms in the right-hand column.
- e. only when there is no penalty for incorrect matches.

**Instructions:** Score your test as your teacher goes over the answers. Your score for the test is the number of correct matches you made. Enter your score in the box below to see how you did.

#### My Score

5 = Excellent

4 = Good

0–3 = Review the guidelines.



## Learning About Completion Tests 8-8

A **completion test** consists of items in which part of a statement is missing. The missing part of the statement is indicated by a blank line that can be anywhere in the statement. You are required to complete the statement by writing the correct word or words on the blank line. Sometimes, there is more than one part missing in an item. In this case, you must correctly complete all missing parts to receive credit for the item.

Here are examples of completion test items in which the blank line or lines are in different parts of the statement. The answers are shown in ( ).

1. The two most widely spoken languages in the world are (Mandarin and Spanish).
2. (London) is the capital of England.
3. Nitrogen is a (gas) while iron is a (metal).

Read the following information about the Titanic, a luxury steamship that sank in 1912.

On the night of April 14th, the Titanic carried more than 2,200 passengers through the North Atlantic as it sailed from Southampton, England to New York City. Suddenly, it struck an iceberg that tore a 300-foot gash in the ship's hull. The ship sank in three hours. There were only about 700 survivors.

No one expected this disaster to happen. At the time, the Titanic was the largest man-made moving object in the world. It was almost as long as three football fields. It was as tall as a 17-story building and had four smoke stacks. The Titanic could go as fast as 24 knots, which is equivalent to 27 miles an hour. Its engines used more than 800 tons of coal a day. But it had some design flaws. For one thing, many of the bolts that held the ship together were far too weak. For another, the bottom of the ship could not withstand flooding, as happened when it struck the iceberg. There might have been more survivors, but the Titanic carried just 20 lifeboats. This was only enough for half the number of passengers it carried.

## 8-8 Learning About Completion Tests (continued)



**Instructions:** Write a six-item completion test based on the information about the Titanic you just read. Place the blank lines in different parts of the statement. At least one of the items should have blank lines in two places. Use the space below to write your completion test.

1.

2.

3.

4.

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5.

6.



## Taking a Completion Test 8-9

Here are some guidelines that will help you to do your best when taking a completion test. Read these guidelines and use them whenever you take a completion test.

- **Read the statement and think about what information could be missing.**

Write possible answers on a piece of scrap paper or on the corner of the test.

- **Write the answer that best completes the statement.** Look at each of the possible answers you wrote on scrap paper or on a corner of the test. Select and write the answer that you think best completes the statement.

- **Reread the completed statement to be sure it is grammatically correct.** If the completed statement is not grammatically correct, your answer is probably incorrect and needs to be changed.

- **Reread the completed statement to be sure it makes sense.** If the completed statement does not make sense with the information you wrote, replace it with what you wrote on scrap paper or on the test paper.

- **Use the length of the blank line as a clue to the length of the answer.** Short blank lines may mean that only one word is needed to complete the statement. Longer blank lines may mean that more than one word is needed to complete the statement. This guideline does not work when the length of the blank lines is the same for every test item.

- **Do not guess at an answer when there is a penalty for incorrect answers.**

This is especially important for a completion test because you must *produce* the correct answer rather than just *recognize* it. Having to produce an answer increases the possibility that your guess will be incorrect.

## 8-9 Taking a Completion Test (continued)



**Instructions:** Take the following completion test. This test is about the guidelines you just read.

Directions: Complete each statement by writing the missing word or words on the blank line or lines. There is no penalty for incorrect answers.

1. The completed statement should be \_\_\_\_\_ correct.
2. Sometimes the answer is one word; sometimes it is \_\_\_\_\_ .
3. Read the statement and \_\_\_\_\_ about what information could be missing.
4. Guessing at the answer to a completion test item is risky because you must \_\_\_\_\_ the correct answer rather than just \_\_\_\_\_ it.
5. Where appropriate, use the length of the \_\_\_\_\_ as a clue to the length of the answer.
6. \_\_\_\_\_ the entire statement, including your written answer, to be sure it makes sense.
7. Write the answer that best completes the \_\_\_\_\_ .

**Instructions:** Score your test as your teacher goes over the answers. Your score is your number correct. Enter your score in the box below to see how you did.

### My Score

7 = Excellent

5–6 = Good

0–4 = Review the guidelines.



## Learning About Essay Tests 8-10

An **Essay test** requires you to use extended writing to respond to the items. You must recall and organize information in order to do this well. Here are the steps to follow when answering an essay test item.

**Step 1. Read the item carefully to learn what you must do to answer it.**

Some essay test items are presented as a *question* that you must answer. Here is an example of an item that is presented as a question.

*Why did the Civil War take place?*

To answer this item, you would have to discuss the reasons why the Civil War occurred.

Most essay test items contain a *direction word* that tells you what you must do to answer the item. Here is an example of an item that contains the direction word describe.

*Describe how a bill becomes a law.*

To answer this item, you would have to give a detailed account of the process by which a bill becomes a law.

**Step 2. Think about the information you want to include in your answer.** Write this information on a sheet of scrap paper if allowed, or on the back of the test page.

**Step 3. Organize this information into an outline that contains main ideas and their supporting details.** Number the main ideas in the order in which you plan to include them in your answer. For each main idea, number the supporting details in the order in which you plan to present them. Once again, you can use a sheet of scrap paper or the back of the test page to do this.

**Step 4. Write your answer.** Use your outline as a guide as you write your answer. Write legibly so that your teacher will have no difficulty understanding what you have to say.

**Step 5. Reread your answer to make sure you have included all of the information you planned to include.** Add additional information to your answer if needed.

**Step 6. Check your spelling, punctuation, and grammar.** Many teachers will deduct points for errors in these writing mechanics.

## 8-10 Learning About Essay Tests (continued)



**Instructions:** Answer the following.

1. Why should you reread your answer?

---

2. Why should you write your answer legibly?

---

3. What is a direction word?

---

4. Does every essay test contain a direction word?

---

5. Why should you check for possible errors in writing mechanics?

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6. If you are not allowed to use scrap paper, where should you write notes?

---

7. What should you include in your outline?

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## Direction Words in Essay Test Items 8-11

As you learned in Activity 8-10, most essay test items include a **direction word**. A direction word tells you what you must do to answer the item. Here are some direction words that are often found in essay test items. Read to learn what each direction word tells you to do.

**List** Present information as a series of numbered facts.

**Summarize** State the major points about something in a brief manner.

**Relate** Show how two or more things are related.

**Explain** Provide information to show how to do something, how something works, or how to use something.

**Evaluate** Judge the merits of something using certain criteria.

**Outline** Present the most important information about something in a carefully organized manner.

**Trace** State a series of events in the order in which they happened.

**Contrast** Tell how two or more things are different.

**Diagram** Create a visual representation to show something.

**Justify** Provide reasons and facts in support of something.

**Analyze** Break into separate parts and discuss, examine, or interpret each part.

**Compare** Examine two or more things to identify both how they are alike and how they are different.

**Define** Explain the meaning of something in a brief, specific manner.

**Describe** Give a detailed account of something including its characteristics, qualities, and parts.

**Support** Using facts and logic, provide an argument to back something up.

**Discuss** Consider and debate the pros and cons of an issue.

## 8-11 Direction Words in Essay Tests (continued)



**Instructions:** Each of the following essay test items is missing a direction word. Write the most appropriate direction word from the previous page to complete each item. You can use a direction word more than once.

1. \_\_\_\_\_ middle school and high school to show the differences between them.
2. Franklin D. Roosevelt was the only President of the United States to serve more than two terms. \_\_\_\_\_ his performance as a president.
3. The Civil War was a difficult period in American history. Fully \_\_\_\_\_ the events that led to this war.
4. In order, \_\_\_\_\_ the steps to follow when writing a book report.
5. \_\_\_\_\_ the parts of the human circulatory system.
6. The Internet is a valuable resource. \_\_\_\_\_ how you can use it to help you complete school assignments.
7. Birds and fish are two types of animals. \_\_\_\_\_ these animals to show their similarities and differences.
8. \_\_\_\_\_ five major possible reasons why dinosaurs became extinct.
9. \_\_\_\_\_ how pollution can affect the world's supply of drinking water.
10. Completely \_\_\_\_\_ the inner workings of a computer.



## Planning Time When Taking an Essay Test 8-12

When taking an essay test, it is important to plan how much *time* to spend answering the required items. Here is what you should do when planning your use of time.

- Determine the total time you have to complete the test.
- Determine how many items you need to answer.
- Consider how many points each item is worth. Plan to spend the most time on items that count for the most points.
- Plan to spend more time on items you find difficult than on items you find easy.
- Write in front of each item the amount of time you plan to use answering the item.
- Decide how much time you want to leave to review your answers.
- Check to be sure that the time you plan for answering the items plus the time for review is not greater than the total time you have to take the test. If the time you planned is greater than the total time, revise your plan.

**Instructions:** Answer the following.

1. Emily is about to take an essay test in her history class. The class meets for 50 minutes. The test will begin ten minutes after the start of class and run to the end of class. There are four items. The first item counts for 40 points and each of the others for 20 points. Emily plans to leave five minutes for review. Because the first item counts for the most points, she plans to spend 30 minutes answering it. She plans to spend ten minutes answering each of the other questions.

Did Emily plan well? \_\_\_\_\_

If not, why? \_\_\_\_\_

\_\_\_\_\_

## 8-12 Planning Time When Taking an Essay Test (continued)



**Instructions:** Suppose you are about to take an essay test that has three items. You have 50 minutes to take the test. You want to leave some time to review your answers. You must answer all items. The test counts for 100 points. The first item is worth 40 points. Each of the other two items is worth 30 points. Item 2 looks easy to you, while item 3 looks difficult.

2. Write the number of minutes you plan to leave to review your answers. \_\_\_\_\_

3. Write the number of minutes you plan to use to answer each item:

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

4. Add the minutes you plan to answer the items plus the minutes for review. Write the total here. \_\_\_\_\_

5. Is your total planned time greater than the total time you have to take the test? \_\_\_\_\_

6. What should you do if your planned time is greater than the time allowed to take the test?

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7. What should you do if your planned time is less than the time allowed to take the test?

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## What I Have Learned 8-13

Read the following passage about money.

*Money* is some type of paper bill or metal coin that people use to exchange for things they want to purchase or accept for a job they do. Most modern money consists of paper bills and coins made of copper, nickel, and other metals. Bills and coins from different countries have various appearances and a variety of names.

Money is used in several ways. The most important function of money is as a medium of exchange. This means that people will accept money in exchange for their goods and services. If money was not available as a medium of exchange, people would have to use the barter system. For example, if you wanted a new jacket, you would have to barter or trade for it by finding something the store owner would accept in exchange, perhaps some vegetables or fruit grown in your garden. Bartering can be inconvenient and time consuming.

Money also serves as a unit of account. People relate the value of goods and services to a sum of money. The dollar is the unit of currency in the United States. *Dollars* are used to indicate price in the same way that gallons are used to measure volume of liquid and miles are used to measure distance. Some other countries and units of currency are: Japan–yen; India–rupee; South Africa–rand; Honduras–lempira; and China–yuan.

Money should be convenient to use. It should be available in pieces of standard value so that the pieces do not have to be weighed or measured individually each time they are needed. It should be carried easily so that people can transport it to purchase what they need. Money should be easily divided into units so that people can make small purchases and receive change if needed. The beads, cocoa beans, shells, and tobacco used in the past for money do not meet the criteria of convenience when applied to modern uses of money.

The barter system of trading was used by most primitive people because they learned by experience that almost everyone was willing to accept certain goods in exchange for products or services. The goods they exchanged included salt, animal hides, cattle, cloth, and articles of gold and silver. These early people used the merchandise they bartered as a medium of exchange in a manner similar to our use of money today.

The Lydians, a people who lived in what is now western Turkey, are credited with the invention of the first metal coins, sometime around 600 B.C. The bean-shaped coins they used were a natural mixture of gold and silver, called electrum. The electrum were stamped with a design to show that the King of Lydia guaranteed them to be of uniform size. These coins became a medium of exchange accepted by traders instead of cattle, cloth, or gold dust. When other countries recognized the convenience of the Lydian coins, they devised metal money of their own. Today's coins are modeled after the early

## 8-13 What I Have Learned (continued)



Lydian prototypes. Modern coins, not unlike the coins of ancient Lydia, have a government-approved design and a value stamped on their face.

Paper money originated in China during the seventh century. Even though the Italian trader, Marco Polo, exposed Europeans to this Chinese innovation, Europeans could not understand how a piece of paper could be valuable. They did not use paper money until the 1600s, when banks began to issue paper bills called *bank notes* to depositors and borrowers.

The American colonists did not use paper currency. They had to buy products from the English traders with *bills of exchange*. These were documents received from English traders in exchange for goods. It was not until the Revolutionary War that the American Continental Congress issued paper money to help finance the war. From that time forward, the United States used paper money.

Today, it would be very difficult to buy and sell products available in stores without money. Paper and coin money make it easy and quick to purchase a variety of consumer goods. Imagine what your day would be like if you had to barter for lunch, gasoline, or a ticket to see a movie or sports event.

**Instructions:** Based on the passage about money, write each of the following test items.

1. A multiple-choice item in the form of an incomplete statement followed by four answer choices.

Statement: \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_



## What I Have Learned (continued) 8-13

2. A multiple-choice item in the form of a question followed by five answer choices.

Question: \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. A true/false item.

\_\_\_\_\_

4. A matching test with four items in the left-hand column and five in the right-hand column.

**Directions:**

Heading \_\_\_\_\_

Heading \_\_\_\_\_

1. \_\_\_\_\_

a. \_\_\_\_\_

2. \_\_\_\_\_

b. \_\_\_\_\_

3. \_\_\_\_\_

c. \_\_\_\_\_

4. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## 8-13 What I Have Learned (continued)



5. A completion test item with the missing part at the end.

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6. A completion test item with two missing parts anywhere in the item.

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7. An essay test item that contains a question to be answered.

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8. An essay test item that contains the direction word *describe*.

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9. An essay test item that contains the direction word *evaluate*.

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10. An essay test item that contains a direction word you provide.

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