

Test Taking



UNIVERSITY OF TENNESSEE
STUDENT ACADEMIC SUPPORT SERVICES

1) Be an **ACTIVE** Test Taker



- Identify what the question is really asking
- Read the question (usually the stem) first!
- Treat each answer as a T/F
- Rewrite the question in your own words if it is overly wordy or confusing
- Make a drawing, chart, or graph to help you visualize the question and answer

2) Look for **INNER TEST CUES**



- ◉ Look for grammatical clues
- ◉ While all of the above is frequently the correct answer, none of the above is very rarely the correct answer
- ◉ Look for clues found in other questions
- ◉ Use the inner test clues in the strategic test-taking handout

3) Use COMMON SENSE



- Use what you already know – how can your own experiences help answer a question?
 - Previous experiences, jobs, etc.
 - General Science background
 - Previous tests or internal cues and emphasis from professor

Testing DON'Ts

1. Don't read too much into a question!
2. Unless penalized for guessing, NEVER leave a blank answer
** (in a blind guess, go with "all of the above" or B or C)
3. Don't change your answer unless you have a justifiable reason!

Justifiable Reasons Include...



- The question was misread the first time
- New information comes to mind that you couldn't recall earlier
- New information is found in a subsequent item that clearly answers the question or triggers your memory

The Entire Period **Before** the Exam



- Keep a study schedule
- Set time and content goals for each study session
- Study one topic at a time.
 - Whenever possible, condense the material into as few words as possible (diagrams are helpful here).
 - Learn one chunk of material at a time. **DON'T PUT SOMETHING ASIDE FOR LATER- YOU WON'T DO IT!!**

A Couple of Days Prior to Exam



- Don't begin new material
- Review the notes you've created while preparing for the exam
- Engage in positive self-talk about examination
- Develop a specific strategy for dealing with stress during the exam
- Relax as much as possible

Before the test



1. Keep materials organized
2. Create a practice test
3. Get plenty of rest
4. Distribute studying rather than cram
5. Develop mnemonic devices to aid in memorization
6. Engage in positive self-talk



Strategies for Taking Multiple Choice Tests

1. Be Mindful of “Specific Determiners”



● Probably False

- All
- Always
- Invariably
- Inevitably
- Never
- No or none
- Only
- Certainly
- Absolutely
- Necessarily
- Entirely
- Without exception
- Not at all
- No time
- Must

Cont. "Specific Determiners"



- Probably True

- Can
- May
- Often
- Possibly
- Sometimes
- Usually
- Seldom

- Some
- Perhaps
- Probably
- Generally
- Ordinarily
- Frequently
- Many
- Few
- Likely

2. Look for answers with “wobble” clauses. (Many times the longest answer)
3. Eliminate options that have virtually the same meaning.
4. In number options, consider most similar numbers and/or the mean or average of the numbers
5. Use deductive thinking (“statistical” reasoning)

4. Use stem option cues:

- a. Repetition of one or more words from the stem to the option
- b. Repetition of part of a word from the stem to the option
- c. Repetition of meaning from the stem question
- d. Look for similarities in options
- e. Look for etymologic cues
- f. Consider options with qualifiers or explanations
- g. Consider longer option cues/more detailed answers
- h. Look for antonyms



Test Taking Hints

Test-Taking Hints



- **If possible, list everything memorized on your scratch paper:** mnemonics, characteristics, etc...
- **Read the directions.**
- **Read all of the test questions; not the answer choices.**
- **If you can, mark key words and qualifiers.**
- **Answer all questions,** but if possible, mark those not confident about and come back to later

Test-Taking Hints



- **Be ACTIVE:**
 - Put question in your own words.
 - Writing, mapping, drawing what you know.
 - Eliminate wrong options.
 - Look for parallel choices.
 - Watch out for distracters.

Strategies for Answering Test Questions



- Cover options/choices
- Read last sentence
FIRST
- Look for “doctors” - words that would change the meaning if deleted, often opposites (i.e. gain/loss; early/late; ab-/ad-, etc.)

- Predict answer as though the question were a short answer question rather than multiple choice
- Brainstorm what you DO know based on what is in the stem; what it makes you think of or is related to, etc.

“Doctors”



- Example Question:

Michael, age 3 years, was admitted to the emergency room after being rescued from a fire in his home. He is having difficulty breathing. An early sign of respiratory distress that you might observe in Michael is

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- A. Increased pulse rate
- B. Cyanosis
- C. Decreased pulse rate
- D. Clammy skin

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“Doctors”



Which one is *MORE OF* an “early” sign of respiratory distress?

A. Increased pulse rate

Test Question Analysis



WHY was a question/s missed????

- 1. **Misreading** (i.e., reading efferent as afferent, independent as dependent...) Skipped over something important by reading too fast and/or making assumptions.
- 2. **Misinterpreted** (thought about “what ifs” and other extraneous matter NOT in the question).
- 3. **Missed a “doctor”** that changed the meaning that would have changed the answer chosen.
- 4. **Gave up too quickly.**
- 5. **Type of question that is historically more challenging** (negatively phrased, case based, illustrated, math-related).
- 6. **Did not know the information** needed to problem-solve for the answer.

ARE YOU TEST WISE?



You are test-wise if you can select the answer to the following items based on clues given in the item without knowing the content..

Class



What is the primary purpose of the class in frumpaling?

- A. remove class-prangs
- B. catch tremails
- C. loosen cloughs
- D. repair plumots

Class



What is the primary purpose of the class in frumpaling?



- A. remove class-prangs
- B. patch tremails
- C. loosen cloughs
- D. repair plumots

**Someone who knows nothing about the content can still pick A because it's the only option to include a word (class) found in the stem.

Fribbled breg



The fribbled breg will ninter best with an

- A. mors.
- B. ignu.
- C. derst.
- D. sortar.

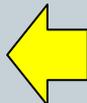
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You would select **B because it is the only option that grammatically flows from the stem.

Sigla



Why does the sigla frequently overfesk the trelsum?

- A. All siglas are mellious.
- B. Siglas are always votial.
- C. The trelsum is usually tarious.
- D. No trelsa are directly feskable.

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****The answer would be C because all the other options contain words (i.e. all, always, no) associated with false statements.**

Trassign



Trassign normally occurs under which of the following conditions?

- A. when dissles frull
- B. when lusp trasses the vom
- C. when the belgo lisks tarious
- D. when the viskal flans, if the viskal is zortil and the hackshe is plaffed

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**D would be the answer because it is the only option to specify a condition and the stem directs candidates to look for a condition. It is also the longest.

Doss



What probable causes are indicated when doss occurs in a compots?

- A. The sabs foped and the doths tinzed.
- B. The kredgs roted with the rots.
- C. The rakogs were not accepted in the sluth.
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**This one is relatively tricky, yet you may be able to deduce that A is the only option with multiple causes (sabs and doths).

Ignu



The nintering function of the ignu is most effectively performed in connection with the

- A. arazma tol.
- B. fribbled breg.
- C. groshing statol.
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**This one is also tricky, but remember that ignus and fribbled bregs were linked in the second item and thus select B here. This is called cueing. It can be difficult to detect, but you should always check for it.