## TEST TAKING STRATEGIES

| Kindergarten | First | Second | Third | Fourth |
| :---: | :---: | :---: | :---: | :---: |
|  | highlighting/underli ning evidence | highlighting/underlin ing evidence | highlighting/unde rlining evidence | highlighting/underli ning evidence |
|  | Looking for plural words that indicate need for more than one answer | Looking for plural words that indicate need for more than one answer | Looking for plural words that indicate need for more than one answer | Looking for plural words that indicate need for more than one answer |
|  |  | Looking at all of the information from the reading and the graphics and the questions, etc. <br> (BACK AND FORTH) | Looking at all of the information from the reading and the graphics and the questions, etc. (BACK AND FORTH) | Looking at all of the information from the reading and the graphics and the questions, etc. (BACK AND FORTH) |
| Transferring work correctly from paper to computer (as simple as copying from one to the other i.e. sight words, numbers, etc.) | Transferring work correctly from paper to computer (as simple as copying from one to the other i.e. sight words, numbers, etc.) | Transferring work correctly from paper to computer (testing) | Use a grid and number the scrap paper to align to the questions on the computer | Use a grid and number the scrap paper to align to the questions on the computer |
|  | Double-check: Reread/rework | Double-check: <br> Reread/rework <br> Work it backwards in math (4th Q) | Double-check: <br> Reread/rework Work it backwards in math <br> MAP: When the check your work screen comes up, STOP, STRETCH, SIP, SMILE, <br> Double-CHECK | Double-check: <br> Reread/rework Work it backwards in math MAP: When the check your work screen comes up, STOP, STRETCH, SIP, SMILE, Double-CHECK |
|  | Process of elimination | Process of elimination | Process of elimination | Process of elimination |


| Read the question <br> first | Read the question <br> first | Read the question <br> first | Read the <br> question first | Read the question <br> first |
| :--- | :--- | :--- | :--- | :--- |
|  | Underline <br> numbers/question <br> s/important <br> information | Underline <br> numbers/questions/ <br> important <br> information | Underline <br> numbers/questio <br> ns/important <br> information | Underline <br> numbers/questions <br> limportant <br> information |
|  |  | Substitute answers <br> to see what makes <br> sense/Does your <br> answer make <br> sense? | Substitute <br> answers to see <br> what makes <br> sense/Does your <br> answer make <br> sense? | Substitute answers <br> to see what makes <br> sense/Does your <br> answer make <br> sense? |
|  |  | RAP: Restate, <br> answer, Prove | RAP: Restate, <br> answer, Prove | RAP: Restate, <br> answer, Prove |
| C circle the numbers <br> U underline the questions <br> B ox the action words <br> S solve | C circle the numbers <br> U underline the questions <br> B ox the action <br> s solve | C circle the numbers <br> U underline the questions <br> B ox the action words <br> E valuate and predict what <br> you should do <br> S solve | R read it <br> R reread it <br> U underline <br> D draw <br> S solve <br> W write it <br> E explain it | R read it <br> R reread it <br> U underline <br> D draw |

## POWERFUL WORDS

| Trace |
| :--- |
| Analyze |
| Infer |
| Evaluate |
| Formulate |
| Describe |
| Support/Explain |
| Summarize/Predict |

Compare/Contrast

