

- c. Illustrate means
Illustrate the difference between a triangle and a circle.
- d. Evaluate means
Evaluate the importance of reading.

Other words which may be covered include discuss, list, justify, outline, diagram, trace, match, define, and elaborate.

3. Present the SCORER system (Carman & Adams, 1972) as a strategy for helping students take tests. Each letter represents an important rule in test taking.

S = Schedule your time. The student reviews the entire test and plans time according to the number of items, point value per item, and easy and difficult items.

C = Look for clue words. The student searches for clue words on each item. For example, on true-false items, words such as always and never usually indicate the statement is incorrect. Words such as usually and sometimes frequently indicate the statement is correct.

O = Omit difficult questions. Postponing hard questions until later in the testing session can greatly improve a student's score. Specially, Carman and Adams (1972) suggest that the student use the following procedure:

- (a) Move rapidly through the test.
- (b) When you find an easy question or one you are certain of, answer it.
- (c) Omit the difficult ones on the first pass.
- (d) When you skip a question, make a mark in the margin (- or ✓). Do not use a red pencil or pen. Your marks could get confused with grader's marks.)
- (e) Keep moving. Never erase. Don't dawdle. Jot brief notes in the margin for later use if you need to.
- (f) When you have finished the easy ones, return to those with marks (- or ✓), and try again.
- (g) Mark again those answers you are still not sure of. Change the - to + or ✓ to ✓✓.

(h) In your review (that's the last R in SCORER), you will go over all the questions time permits, first the ✓✓, then the ✓, then the unmarked. (p. 217)

R = Read carefully. A careful reading of test directions and each item can significantly improve test performance. Careless reading can lead to confusion on essay items and careless errors on objective items.

E = Estimate your answer. On test items requiring calculations or problem solving the student should roughly estimate the answer. This helps correct careless errors. Moreover, if guessing is not penalized it is important to answer all questions. After eliminating alternatives that are obviously incorrect, the student should take a best guess.

R = Review your work. The student should be encouraged to use every minute available. After he/she has answered all items, have her review the test, Carman & Adams (1972) suggest the student use the following checklist:

- (a) Return to the double-checked (✓✓) difficult questions. Reread them. Look for clue words. Look for new hints. Then go to the ✓ questions, and finally to the unmarked ones if there is still time.
- (b) Don't be too eager to change answer. Change only if you have a good reason for changing.
- (c) Be certain you have considered all questions.
- (d) PRINT your name on the test. If there are separate sheets, print your name on each sheet. (p. 222)

4. Present the following activities and guidelines to help the student answering true-false test items:

- a. Note the following rule to remember with true-false items: A statement must be completely true to be true. If any part of the statement is false, the whole statement is false.
- b. Instruct the student to be careful about tricky words. Some of these words include some, many, most, everyone, no one, never, and always. Demonstrate how these words cue true and false statements.