

# Successful Test Taking<sup>®</sup>

## Science 5

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Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES<sup>®</sup>** Successful Test Taking<sup>®</sup> Science 5 MSP book (2004 Edition).

The actual book is 40 pages with 75 science questions:

57 multiple-choice items and 18 short-response items.

The actual book is printed on newsprint, is consumable, and is sold in a set of 30 books for \$55.00.

Also included in this sample is page 1 of the teacher's guide.

The teacher's guide identifies the specific grade level expectation(s) each question assesses.

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## Science 5

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# Successful Test Taking<sup>®</sup>

## Preface

This test taking book has been developed to help you take a science test, as well as review strategies you already use in science.

A good test:

- A. confirms what you already know,
- B. helps you to see where you can use what you know,
- C. shows you new ideas while taking the test.

Please note that this book was made to help you learn how to prepare for and take tests. This book is **not**, however, a complete model of your state's test. This book was developed to provide you with items that you might see on the science assessment you will take later this school year. You will find that some items will really challenge your thinking skills while others will be fairly easy.

Test taking is complicated. By studying tests and how they are written, you can become a better test taker. The reading, writing, and science strategies you use in the classroom and in daily life can be used here as well.

As you use this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

Don't forget:

## Use Your Common Sense

# Test Taking Tips

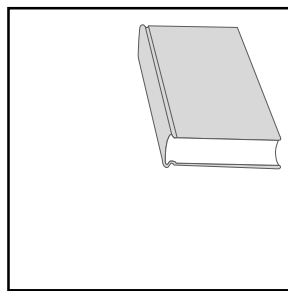
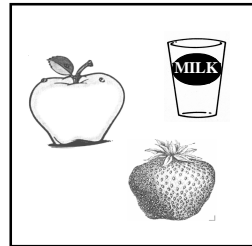
Here are some helpful hints.

## I. Before coming to school on the test days:

- A. **Get some rest.** It's not very smart to try to do your best work when you are tired.



- B. **Eat something** in advance, such as cereal, toast, or fruit, and have some milk or fruit juice. You already know that a decent breakfast will give you the energy you need to do well in school.



- C. **Come prepared.** You may be provided with a pencil that has an eraser, but bring one anyway. Also, bring a book or magazine to entertain yourself if you finish the test early.

- D. **Arrive on time.** Tests take energy. Don't spend all your energy rushing to get to school on time. Allow yourself plenty of time to get to school on the test days.



## II. When you get to school on the test days:

- A. Find a comfortable place to work. This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble or write your answer on the blank lines to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip an item and return to it later. Make finding the item you skipped easy for yourself by putting a large ✱ next to it or by circling the number of the item in the test book.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them defeat you when they do this. Keep going!
- G. For multiple-choice questions, mark the **best** answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answers even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For short-answer and extended-response items, clearly explain your thinking and show all your work.
- I. Do your own work. Copying is not right. Besides, when you copy, you run the risk of miscopying; and the person you copy from may be wrong.
- J. Review your multiple-choice answers when you are finished to be sure you chose the **best** answer. Reread your answers to short-answer and extended-response items to make sure they are clear and complete.
- K. Most tests are too long, and you will get tired. **Keep** at it, even if you need to stretch your back and arms. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

# Successful Test Taking Strategies for Answering Multiple-Choice Questions in Science

1. Read each question and any other text carefully. Try to get a “feel” for what the answer might be while you are reading the question.
2. Ask and answer, "What do I know?" "What am I being asked to do?"
3. There will be 3 answer choices for each multiple-choice question in this book. Look at each choice. Mark out all incorrect answer choices.
4. If you really don't know the answer, try using each answer choice that is given with the question. “Plugging-in” each given answer choice may help you find the best answer.
5. Then, mark the **best** answer right in this book by filling in the circle (bubble) to the left of the answer you chose. Completely fill in only one bubble. A correct answer is worth one point.

# Successful Test Taking Strategies for Answering Short-Answer and Extended-Response Items

These questions require you to think about a question, and then either write an answer or perform some task. These questions require you to explain why you chose the answer you did, show how you arrived at your answer, or draw a diagram to explain your thinking.

Short-answer questions have you write a short answer. You will use about 5 minutes to answer short-answer questions. A complete answer is worth 2 points.

Extended-response questions are more challenging and require a longer answer, such as writing a detailed explanation or solving a multi-step question. You might use about 10 minutes to answer extended-response questions. A complete answer is worth 4 points.

1. **READ:** Read the question, chart, or graph and any directions carefully. Ask yourself, "What do I know?" "What is the question asking me to do?"
2. **INQUIRE:** Use the strategies you know best to help you solve the question:
  - Brainstorm for ideas and strategies by recalling what you already know.
  - Use all the information given in the question. Decide what is important and what is not.
  - Use an idea map/graphic organizer to put your ideas in a logical order.

**NOTE** - Two common types of questions require you to write.

They are: **a)** *why* questions and **b)** *list* questions:

**a)** *Why* questions: When a question asks *why*, the writer must include reasons. Restate the question and add reasons: state what happens, use the words because or since, and then add the reasons.

**b)** *List* questions: When the question asks for a *list*, make sure you include one.

3. **EXPLAIN:** Remember, someone will be reading your answers. Clearly and completely explain your thinking so that the person who reads your answer understands your thinking.
4. Check your work to make sure you have answered each part of the question and have given all the information asked for by the question. Read what you have written to revise and edit.

## General Information for the Student

In this test you will demonstrate your understanding of science.

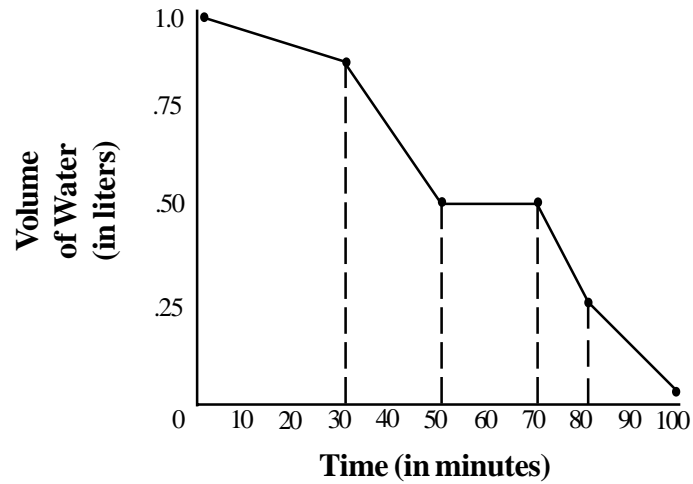
The test has multiple-choice questions worth 1 point, short-answer questions worth 2 points, and extended-response questions worth 4 points.

### **Here are some important things to remember as you use this book:**

1. Write and mark your answers right in this book.
2. For multiple-choice questions, choose the **best** answer by completely filling in the circle (bubble) to the left of the answer you chose. If you need to erase an answer, be sure to erase it completely.
3. For short-answer and extended-response questions, think carefully before you write. Remember, someone will be reading your answers. Clearly and completely explain why or show how you chose the answer you did.
4. If you do not know the answer to a question, go on to the next question. You can return to that question later.
5. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN. THEN STOP.**
6. If you finish a session early, you may check your work in that test session **only**. Do not turn to another session of the test.

Go On →

29 The graph below shows the results from a science investigation.



Look at these four questions:

1. At what temperature does water most quickly evaporate?
2. How does time affect evaporation?
3. When water evaporates, do its molecules move further apart?
4. How much energy is needed to evaporate water?

The graph provides the answer to which question? Explain your thinking.


Use the information below to answer questions 43 through 46.

Planet	Diameter (km)	Rotation in Earth Days	Average Distance from Sun (km)	Length of Revolution in Earth Years	Number of Moons
Mercury	4,878	59	58,000,000	0.24	0
Venus	12,104	243	108,000,000	0.62	0
Earth	12,756	1	150,000,000	1.00	1
Mars	6,794	1.03	228,000,000	1.90	2

43 Which planet is **closest** in size to Earth?

- A. Venus
- B. Mars
- C. Mercury

44 Which planet has the **longest** period of day and night? Explain your answer.


45 Why is Mercury's revolution the **shortest**?

- A. It is one of the smallest planets.
- B. It is closest to the sun.
- C. It does not have moons.

Use the information below to answer questions 70 through 75.

### MATTER AND ENERGY INVESTIGATION

The 20 students in Mrs. Garcia's physical science class were studying energy and changes in matter. The students and Mrs. Garcia designed an experiment to learn more about such changes.

Mrs. Garcia divided the 20 students into five groups. She gave each group three effervescent tablets (similar to Alka-Seltzer) and a small plastic film canister. Each group received a cup of water. The water in each cup was a different temperature: (5°C, 10°C, 20°C, 30°C, 40°C).

Then Mrs. Garcia wrote this investigation question on the chalkboard:

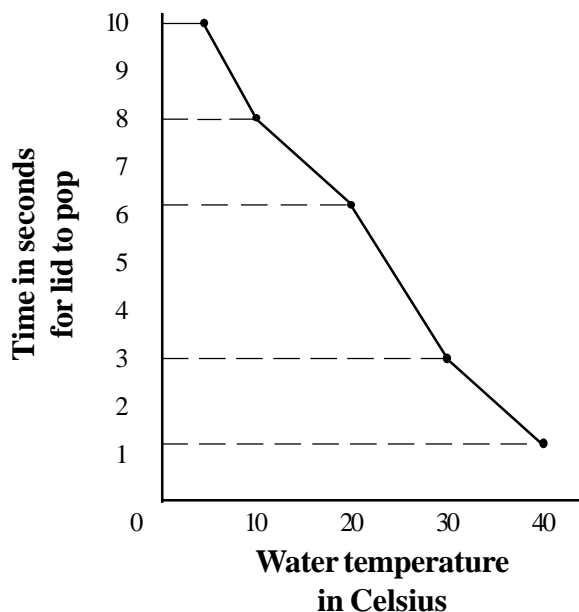
**What happens to the lid of a film canister when an effervescent tablet and different temperatures of water are combined within the closed canister?**

**70** Write a possible hypothesis for the students' experiment.


**71** Mrs. Garcia told the students to put one effervescent tablet into the film canister, fill the canister with some of the water from their cup, and then put the lid securely on the canister. The students then timed any results using the second hand on the clock on the classroom wall. Students then recorded their observations.

Explain why the students were given **three** effervescent tablets rather than just one.


72 After the experiment, each group made a graph of their observations. Mrs. Garcia then combined the data from each graph into one graph. The following is her graph.

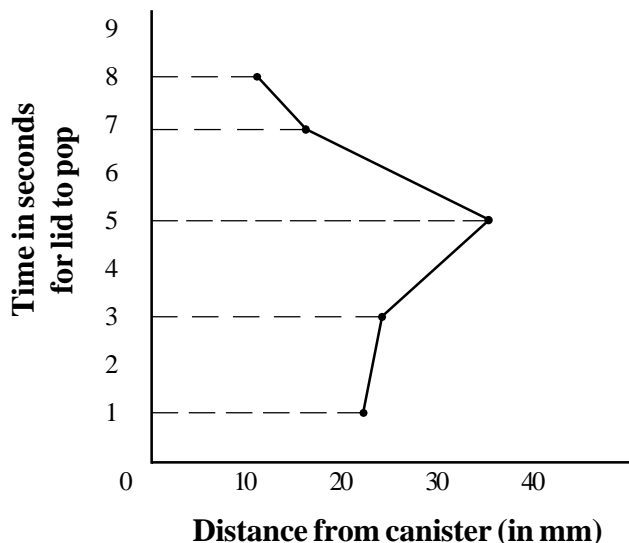


What conclusion can be made from Mrs. Garcia's graph? Explain your answer.


73 If you were to do this experiment again, what might you measure to make it more **accurate**?

- A. the temperature of the water
- B. the volume of the water in the canister
- C. both A. and B.

- 74 While conducting the investigation, one student, Shawn, measured and recorded the distance the lid of her canister traveled. She made the graph shown below. Shawn claims that her graph shows that after the lid popped off, it traveled the greatest distance from the canister at 8 seconds.



Did Shawn interpret her graph correctly? Explain your thinking.


- 75 As the effervescent tablet dissolves in the water in the canister, a gas forms inside the canister. Describe the motion and arrangement of the molecules in the effervescent tablet and in the gas. How are the molecules in the tablet and the molecules in the gas **alike** and how are they **different**?


# Answer Key & Teacher's Guide

## Successful Test Taking®

# SCIENCE 5

2004 Edition

LEADERSHIP RESOURCES®


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## Successful Test Taking®

This *Successful Test Taking*® Science 5 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the EALRs and the Grade Level Expectations into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the MSP. Students will see the book as a helpful **learning tool** to master important science skills.

## Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® Science 5 book, let them know they can write and mark their answers in the book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On pages 6 and 7, review with your students the strategies for answering the different types of science items on the MSP.
4. You may wish to spend more time and/or days using this book than is actually spent on the MSP.
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking® Science 5 books is somewhat different from the MSP. For example, there are more total items as well as more short-answer items to provide students with much more practice. This book provides more items to give students much thinking/analyzing/writing practice to build their confidence while preparing for the assessment.
6. Review the General Information for the Student on page 8.
7. Next, have students begin the science items for the Session 1 beginning on page 9. Students will continue working until they reach page 19 (item 25).
8. Session 2 testing (page 20) and Session 3 testing (page 32) will be carried out in a similar fashion as Session 1, with students working on items 26 - 75.
9. **Remind students to continue working on the science items until they reach a stop sign  in their book, at which point students stop.**
10. There are a total of 75 items and 93 possible points in the Science 5 book.