GRADES 3-8 · VISUAL SUPPORTS COLLECTION

EDITABLE

Test Taking Strategies



30 PAGES | 6 STRATEGY MOMENTS | 8 STRATEGY CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

1

Print the worksheets and the cards

Print the worksheets (pages 6–15): what makes tests hard, what my body does, a worry meter, calm steps, 6 strategy moments, two after-the-test pages, a plan and a check-in.

Print the strategy cards (page 17, or ink-saver on page 18) and cut them apart: 4 across, 2 rows.

2

Work it, then pick a card

Start with worries, body signals and the meter (pages 6–8), the calm steps (page 9), then Which Strategy Helps? (pages 10–11). Do the after-the-test pages (pages 12–13) once the test is over.

On My Test-Day Plan (page 14) the student makes a plan; on My Strategy Check-In (page 15) they color a circle each time they use a strategy.

3

Log it, roll it up, send it home

One row on the log (page 23) for each time the student picks a card: when, the card, and whether the student used it.

Total the week on the roll-up (page 24). Send the family page (page 26) home; the hand-off page (page 27) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 9 pictured test worries, 9 pictured body signals, a 4-level worry meter, 4 calm steps, 6 strategy moments, two after-the-test pages, a plan, a check-in, 8 strategy cards in color and ink-saver, 8 blank cards and the data pages, with type-in fields. It works offline with no account.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a counseling program, a testing accommodation or a clinical procedure. It follows no named method and promises no outcome.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the student to name what makes tests hard	Pages 6–8
I want a worksheet where the student picks a strategy	Pages 10–11
I want the student to think back on the test	Pages 12–13
I need the answers to the strategy moments	Answer key, page 22
The student wants a strategy card of their own	Blank cards, page 19
A paraprofessional or another room takes over	Hand-off, page 27
A family conference or a check-in	Roll-up, page 24; filled example, page 25

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

PRACTICE

What Makes Tests Hard?

My name _____ **Today** _____

Circle what makes tests hard for me.



Running out of time



Hard words

My mind goes blank



A big test



A very quiet room



A long test



Not sure of an answer



Others finish first



Tricky questions

Something else that is hard

_____

PRACTICE

My Test Worry Meter

My name _____ **Today** _____

Write how my body feels and what I can do at each level.



My body feels

A strategy I can use



My body feels

A strategy I can use



My body feels

A strategy I can use



My body feels

A strategy I can use

PRACTICE

Which Strategy Helps? Reading Test

My name _____ Today _____

Read the moment. Circle the strategy that helps.

1 

The directions have a lot of words.

-  Skip the directions
-  Underline the key words
-  Close my eyes

2 

I read the question one time and it is not clear.

-  Guess right away
-  Quit the test
-  Read it two more times

3 

There is a question I do not know yet.

-  Skip it and come back
-  Stare at it a long time
-  Leave it blank forever

CARDS Cue Cards (Color)

Cut the cards. Read one out loud.



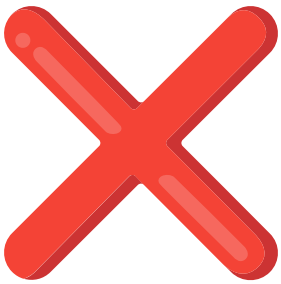
read it twice

I can read it two times.



underline key words

I can underline the key words.



cross out wrong

I can cross out wrong answers.



skip and come back

I can skip it and come back.



watch the clock

I can check the time.



check my work

I can check my work.



take a breath

I can take a slow breath.



do my best

I can do my best and try.

LOG

Strategy Card Log

STUDENT

WEEK OF

WORKSHEETS OR CARDS IN USE

#	DATE	QUIZ OR TEST (YOUR WORDS)	CARD PICKED	USED IT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A CARD

Write which quiz or test in the same short words each time, and the card word the student picked.

USED IT

Y if the student used the card, N if not. Count the Y rows on the roll-up (page 24).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS PICKED	USED IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STRATEGY CARDS THE STUDENT USED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 23): cards picked is the number of rows that week; used it is the number of Y rows. Used it divided by cards picked, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Devon is invented, and so is every mark on this page. One week on the log (page 23), then three weeks on the roll-up (page 24).

The log, week of 10/5 (5 rows)

#	DATE	QUIZ OR TEST	CARD PICKED	USED IT?	INITIALS
1	10/5	spelling quiz	read it twice	Y	DM
2	10/6	math quiz	take a breath	Y	DM
3	10/7	science test	skip and come back	N	DM
4	10/8	reading quiz	underline key words	Y	DM
5	10/9	social studies	cross out wrong	N	DM

The roll-up, three weeks

#	WEEK OF	CARDS PICKED	USED IT (Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	5	4	80%	–
3	10/19	4	4	100%	–

READING THE NUMBERS

Week one: 5 cards picked, 3 used, 60 percent. Then 4 of 5 (80 percent) and 4 of 4 (100 percent). In all, 11 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the worksheets and strategy cards in place, Devon used the card 11 of 14 times over 3 weeks; cards picked: read it twice 3, underline key words 2, cross out wrong 1, skip and come back 3, watch the clock 1, check my work 1, take a breath 3."

Cards picked, all three weeks

STRATEGY CARD	TIMES PICKED
read it twice	3
underline key words	2
cross out wrong	1
skip and come back	3
watch the clock	1
check my work	1
take a breath	3

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 cards picked; the Y rows are the 11.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student. A real filled-in copy is a student record: initials only on anything that leaves your hands.