



STUDY GUIDE INTRODUCTION

PURPOSE OF THIS STUDY GUIDE

This study guide is designed to help you prepare for the Certification Examinations for Oklahoma Educators™ (CEOE™) test field that is listed on the cover. The primary purpose of the study guide is to help you become familiar with the structure, format, and content of the test you plan to take. Becoming familiar with these aspects of the test will contribute to your effective preparation for a successful test-taking experience. Teacher education faculty and program administrators at teacher preparation institutions may also find the information in this study guide useful as they help examinees prepare for the test.

KEY FEATURES OF THIS STUDY GUIDE

Information About How to Prepare for the Test

Sample Test Directions

List of Test Competencies

Practice Test Questions and Answers

Information About Writing Assignment, Performance Assignment, or Constructed-Response Assignment

Scoring (as applicable)

FOR OTHER CEOE STUDY GUIDES

Study guides for all CEOE tests are available on the Internet at www.ceoe.nesinc.com at no cost, or you may order one or more of them by using either your registration form or the Study Guide Order Form from the current version of the CEOE registration bulletin.

FOR FURTHER INFORMATION

If you have any questions about the CEOE after reading this study guide, you may wish to consult the current version of the CEOE registration bulletin, which is available on the Internet at www.ceoe.nesinc.com. If after reviewing the registration bulletin you have further questions, please contact the offices listed below.

If you have questions regarding **TESTING POLICY** or **TEST REQUIREMENTS**, contact:

Oklahoma Commission for Teacher Preparation

Landmark Towers

3545 NW 58th Street, Suite 200

Oklahoma City, OK 73112-4725

Telephone: (405) 525-2612

E-mail: octp@octp.org

Web site: www.ok.gov/octp

If you have questions about **CERTIFICATION**, contact the **Oklahoma State Department of Education** at (405) 521-3337.

If you have questions about **WHICH TEST TO TAKE** for the type of teacher license or endorsement you are seeking and/or **AT WHAT POINT IN YOUR TEACHER PREPARATION PROGRAM YOU SHOULD TAKE THE TEST**, contact your **teacher preparation program advisor** at your college or university.

If you have questions regarding **TEST REGISTRATION, ADMINISTRATION PROCEDURES, ADMISSION TICKETS, or SCORE REPORTS**, contact:

Certification Examinations for Oklahoma Educators

Evaluation Systems

Pearson

P.O. Box 660

Amherst, MA 01004-9007

Telephone: (866) 565-4893 or (413) 256-2879

8:00 a.m.–5:00 p.m. central time,

Monday–Friday, excluding holidays

(Automated Information System available
24 hours daily)

Teletypewriter (TTY): (413) 256-8032

Web site: www.ceoe.nesinc.com



GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

AN OVERVIEW OF THE TESTING PROGRAM

Oklahoma is committed to becoming a preeminent state in the nation in the preparation and professional development of educators and administrators for the purpose of increasing students' learning and well-being. In 1995 the Oklahoma state legislature passed House Bill 1549, which required the Oklahoma Commission for Teacher Preparation (OCTP) to develop and implement a new competency-based teacher preparation, assessment, and professional development system. The Evaluation Systems group of Pearson was selected as contractor for the development and administration of the new assessments, which are called the Certification Examinations for Oklahoma Educators™ (CEOE™).

The purpose of the CEOE program is to help the state meet its goal of ensuring that all candidates seeking certification in Oklahoma have the general education knowledge, professional knowledge, and subject-matter knowledge necessary to perform the job of an entry-level educator in Oklahoma schools. The CEOE program includes the following categories of tests:

- **Oklahoma General Education Test™ (OGET™).** The OGET is designed to assess the state core general education knowledge and skills, including critical thinking, computation, and communication. The explicit purpose of the examination is to help identify those examinees who have demonstrated the level of general education knowledge and skills required by the state for entry-level educators in Oklahoma.
- **Oklahoma Professional Teaching Examination™ (OPTE™).** The OPTE is designed to assess professional knowledge and skills needed by entry-level Oklahoma educators. There are two levels of the OPTE: PK–8 and 6–12. The explicit purpose of the examination is to help identify those examinees who have demonstrated the level of professional teaching knowledge necessary for entry-level educators in Oklahoma.
- **Oklahoma Subject Area Tests™ (OSAT™).** The OSATs are designed to assess subject-matter knowledge and skills in 54 test fields. The explicit purpose of each examination is to help identify those examinees who have demonstrated the level of subject-matter knowledge and skills required by the state for entry-level educators in Oklahoma.

For information about requirements and program policies for the CEOE, see the current version of the CEOE registration bulletin. You are encouraged to read these requirements and policies carefully and to contact your teacher preparation program advisor to discuss which tests you must take and when it would be best for you to take them.

The OCTP and Evaluation Systems are also available to answer any questions you might have. See the first page of this guide for contact information.

Test Development Process

Creating tests for the CEOE program is a complex, ongoing process. During preparation of the test materials, key state and national documents and Oklahoma educators were consulted. The content of each CEOE test is based on a set of test competencies. OGET test competencies were derived from state core general education knowledge and skills, including critical thinking, communication, and computation. OPTE test competencies were derived from the Oklahoma General Competencies for Teacher Licensure and Certification. OSAT test competencies were derived from the Oklahoma Full Subject-Matter Competencies as well as national standards for subject-matter knowledge and skills of entry-level educators. All competencies were reviewed by committees of Oklahoma educators. Content validation surveys involving randomly selected Oklahoma school personnel and college and university faculty members were conducted for each test. The test questions were matched to specific competencies and were verified as valid by panels of Oklahoma educators. Field testing was conducted to ensure that the test materials were accurate and reasonable.

The committees of Oklahoma educators were convened again following the first test administration to reconfirm the validity of the test questions and recommend a minimum passing score for each test. The final minimum passing scores were established by the Oklahoma Commission for Teacher Preparation based on recommendations of panels of Oklahoma educators.

Characteristics of the CEOE Tests

The tests included in the CEOE program are criterion referenced and competency based. A criterion-referenced test is designed to measure an examinee's knowledge and skills in relation to an established standard of competency (criterion) rather than in relation to the performance of other examinees.

With the exception of OSAT Cherokee, all CEOE tests include a section of selected-response (multiple-choice) questions. Each selected-response question has four response options. For these sections, you will indicate answers on an electronically scored answer sheet. Your score on the selected-response question section is based on the total number of selected-response questions you answer correctly.

Most CEOE tests also include one or more constructed-response assignments that require an extended written response. The Elementary Education test consists of two subtests, one of which includes a constructed-response assignment. Tests of all languages other than English also include a constructed-response assignment that requires a spoken response, which is recorded onto an audiotape. All constructed-response assignments are scored by at least two educators, as described in the "Constructed-Response Assignment Scoring" section of the study guides for fields that include constructed-response assignments.

Test Descriptions

The following table summarizes the type of questions in each section and the proportion of the total test scaled score each section accounts for on the OGET, the OPTE, and the OSATs. Please note that the information in this table may change as tests undergo redevelopment.

(C)=Examinees will be provided with a scientific calculator.

(T)=The test contains an audiotaped portion.

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Scaled Score: Selected-Response Questions	Proportion of Total Test Scaled Score: Constructed-Response Assignment(s)
011 Advanced Mathematics (C)	80	1	85%	15%
042 Agricultural Education	100	—	100%	—
002 Art	80	1	85%	15%
010 Biological Sciences	80	1	85%	15%
028 Blind/Visual Impairment	100	—	100%	—
040 Business Education	80	1	85%	15%
004 Chemistry (C)	80	1	85%	15%
079 Cherokee (T)	—	8	—	14% Listening Comprehension 14% Reading Comprehension 14% Language Structures and Comparisons 14% Cultural Perspectives, Comparisons, and Connections 14% Language Acquisition and Instruction 15% Written Expression 15% Oral Expression

(continued)

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Scaled Score: Selected-Response Questions	Proportion of Total Test Scaled Score: Constructed-Response Assignment(s)
080 Chinese (Mandarin) (T)	35	4	38%	16% Listening Comprehension 16% Reading Comprehension 15% Written Expression 15% Oral Expression
081 Computer Science	80	1	85%	15%
078 Dance	80	1	85%	15%
030 Deaf/Hard of Hearing	80	1	85%	15%
036 Driver/Safety Education	80	1	85%	15%
005 Early Childhood Education	80	1	85%	15%
008 Earth Science	80	1	85%	15%
050 Elementary Education Subtest 1: Reading/Language Arts/Social Studies	55	1	85%	15%
051 Elementary Education Subtest 2: Mathematics/Science/Health and Fitness/Fine Arts	55	—	100%	—
045 Elementary Principal Specialty Test	50	2	70%	15% Instructional Leadership Assignment 15% Educational Management Assignment
007 English	80	1	85%	15%
077 English as a Second Language	80	1	85%	15%
009 Family and Consumer Sciences	80	1	85%	15%
020 French (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
021 German (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
001 Instrumental/General Music (T)	80	1	85%	15%
037 Journalism	80	1	85%	15%
023 Latin (T)	65	2	80%	10% Transcription Assignment 10% Speaking Assignment
038 Library-Media Specialist	80	1	85%	15%
041 Marketing Education	100	—	100%	—
024 Middle Level English	80	1	85%	15%
025 Middle Level/Intermediate Mathematics (C)	80	1	85%	15%
046 Middle Level Principal Specialty Test	50	2	70%	15% Instructional Leadership Assignment 15% Educational Management Assignment

(continued)

Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Scaled Score: Selected-Response Questions	Proportion of Total Test Scaled Score: Constructed-Response Assignment(s)
026 Middle Level Science	80	1	85%	15%
027 Middle Level Social Studies	80	1	85%	15%
029 Mild-Moderate Disabilities	80	1	85%	15%
074 OGET	100	1	80%	20%
075 OPTE: PK–8	75	3	70%	10% Critical Analysis Module 10% Student Inquiry Module 10% Teacher Assignment Module
076 OPTE: 6–12	75	3	70%	10% Critical Analysis Module 10% Student Inquiry Module 10% Teacher Assignment Module
012 Physical Education/Health/Safety	80	1	85%	15%
013 Physical Science	80	1	85%	15%
014 Physics (C)	80	1	85%	15%
044 Principal Common Core	50	2	70%	30% Case Study requiring two written responses
032 Psychology/Sociology	80	1	85%	15%
034 Psychometrist	100	—	100%	—
015 Reading Specialist	80	1	85%	15%
022 Russian (T)	35	4	50%	10% Listening Comprehension 10% Reading and Vocabulary 15% Written Expression 15% Oral Expression
039 School Counselor	80	1	85%	15%
033 School Psychologist	80	1	85%	15%
047 Secondary Principal Specialty Test	50	2	70%	15% Instructional Leadership Assignment 15% Educational Management Assignment
031 Severe-Profound/Multiple Disabilities	80	1	85%	15%
019 Spanish (T)	65	2	70%	15% Written Expression 15% Oral Expression
016 Speech/Drama/Debate	80	1	85%	15%
035 Speech-Language Pathologist	100	—	100%	—
048 Superintendent (NOTE: This is an all-day test.)	80	4	60%	20% Case Study requiring two written responses 10% Instructional Leadership Assignment 10% Educational Management Assignment
043 Technology Engineering	80	1	85%	15%

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Test Code and Name	Number of Selected-Response Questions	Number of Constructed-Response Assignments	Proportion of Total Test Scaled Score: Selected-Response Questions	Proportion of Total Test Scaled Score: Constructed-Response Assignment(s)
017 U.S. History/Oklahoma History/ Government/Economics	80	1	85%	15%
003 Vocal/General Music (T)	80	1	85%	15%
018 World History/Geography	80	1	85%	15%

Constructed-response assignments. Constructed-response assignments are written to assess understanding of one or more test competencies within the entire test, *except* for the tests listed in the table below, in which the constructed-response assignment(s) are anchored to a particular subarea. Please note that the information in this table may change as tests undergo redevelopment.

Test Code and Name	Constructed-Response Assignment Title	Subarea to Which Constructed-Response Assignment Is Anchored
011 Advanced Mathematics	No Title	Subarea II
010 Biological Sciences	No Title	Subarea I
040 Business Education	No Title	Subarea I
004 Chemistry	No Title	Subarea I
079 Cherokee	Listening Comprehension Reading Comprehension Language Structures and Comparisons Cultural Perspectives, Comparisons, and Connections Language Acquisition and Instruction Written Expression Oral Expression	Subarea I Subarea II Subarea III Subarea IV Subarea V Subarea VI Subarea VII
080 Chinese (Mandarin)	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea VI Subarea VII
081 Computer Science	No Title	Subarea III
078 Dance	No Title	Subarea II
030 Deaf/Hard of Hearing	No Title	Subarea III
036 Driver/Safety Education	No Title	Subarea III
005 Early Childhood Education	No Title	Subarea I
008 Earth Science	No Title	Subarea I
050 Elementary Education Subtest I: Reading/Language Arts/Social Studies	No Title	Subarea I
045 Elementary Principal Specialty Test	Instructional Leadership Assignment Educational Management Assignment	Subarea II Subarea III
007 English	No Title	Subarea IV
077 English as a Second Language	No Title	Subarea III
009 Family and Consumer Sciences	No Title	Subarea II
020 French	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea V Subarea VI

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Test Code and Name	Constructed-Response Assignment Title	Subarea to Which Constructed-Response Assignment Is Anchored
021 German	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea V Subarea VI
037 Journalism	No Title	Subarea II
023 Latin	Transcription Assignment Speaking Assignment	Subarea IV Subarea IV
038 Library-Media Specialist	No Title	Subarea II
024 Middle Level English	No Title	Subarea IV
025 Middle Level/Intermediate Mathematics	No Title	Subarea II
046 Middle Level Principal Specialty Test	Instructional Leadership Assignment Educational Management Assignment	Subarea II Subarea III
026 Middle Level Science	No Title	Subarea I
027 Middle Level Social Studies	No Title	Subarea I
029 Mild-Moderate Disabilities	No Title	Subarea III
074 OGET	Writing Assignment	Subarea VI
075 OPTE: PK–8	Critical Analysis Module Student Inquiry Module Teacher Assignment Module	Subarea I Subarea II Subarea III
076 OPTE: 6–12	Critical Analysis Module Student Inquiry Module Teacher Assignment Module	Subarea I Subarea II Subarea III
012 Physical Education/Health/Safety	No Title	Subarea IV
014 Physics	No Title	Subarea I
044 Principal Common Core	Case Study Assignments 1 and 2	Subarea I
032 Psychology/Sociology	No Title	Subarea II
015 Reading Specialist	No Title	Subarea II
022 Russian	Listening Comprehension Reading and Vocabulary Written Expression Oral Expression	Subarea I Subarea II Subarea V Subarea VI
033 School Psychologist	No Title	Subarea II
047 Secondary Principal Specialty Test	Instructional Leadership Assignment Educational Management Assignment	Subarea II Subarea III
031 Severe-Profound/Multiple Disabilities	No Title	Subarea III
019 Spanish	Written Expression Oral Expression	Subarea VI Subarea VII
016 Speech/Drama/Debate	No Title	Subarea II
048 Superintendent	Case Study Assignments 1 and 2 Instructional Leadership Assignment Educational Management Assignment	Subarea I Subarea II Subarea III
043 Technology Engineering	No Title	Subarea I
017 U.S. History/Oklahoma History/Government/ Economics	No Title	Subarea I
018 World History/Geography	No Title	Subarea I

Your scores on any constructed-response assignments will be based on an evaluation of the assignment as a whole. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Test Administration

Test administrations for all the CEOE tests consist of two sessions: a morning session beginning at 7:15 a.m. and ending at approximately 12:00 p.m. and an afternoon session beginning at 12:30 p.m. and ending at approximately 5:15 p.m. For information about the scheduling of the CEOE tests, see the current version of the CEOE registration bulletin. Examinees will receive information on their admission tickets about the test session(s) to which they have been assigned and the test they have been scheduled to take at each session.

Each test session includes four hours of actual testing time. Examinees are permitted to work at their own pace. Each CEOE test has been developed to allow sufficient time for examinees to complete it, and some examinees may finish well before the end of the test session. Examinees are free to leave at any time during the test session once their materials have been collected and they have been released by their test administrators. However, you should make no other commitments during the test session to which you are assigned. You should plan to commit the entire test session to completing the test.

The CEOE tests are administered several times a year at selected sites in Oklahoma. See the current version of the registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

Score Reports

You will receive a score report for each CEOE test that you take. Unofficial scores will be available for online access at 5:00 p.m. central time on the score report date for each test administration. Official CEOE score report(s) will be sent on the score report date. Unofficial scores posted on the Internet are not an acceptable substitute for an official CEOE score report.

Refer to the test registration schedule in the current version of the CEOE registration bulletin for information regarding score report availability.

Your score report will indicate whether you have passed the test and will include your total test score and a description of your performance on the major content subareas of the test. These scores will provide you with valuable information for identifying the strengths and weaknesses in your content preparation and may be used for further study or for preparing to retake the test. Information will also be included on the report to help you interpret your results.

HOW TO PREPARE FOR THE TEST

Study the Competencies

The first step in preparing for a CEOE test is to identify the information the test will cover by reviewing the test competencies for your field. The CEOE study guides and Web site are the **only** sources for this information.

Test competencies are organized into groups known as subareas. The subareas define the major content areas of the test. You will find a list of subareas at the beginning of each test competency list. The number of competencies within each subarea typically reflects the emphasis given to that subarea on the test. In general, subareas with greater numbers of competencies will receive more coverage on the test.

Once you have gained a broad picture of what the test includes by reviewing the subareas, read each competency and its descriptive statements carefully to get a more specific idea of the knowledge you will be required to demonstrate on the test.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Identify Resources

After you have reviewed the test competencies, consider the resources you may use in studying the content of those competencies. The most appropriate resources may well be textbooks from courses you have taken in the subject area. You may also wish to consult your class notes.

Study Techniques

Develop a sound study plan and schedule. There are many books available on study skills, and you may wish to review one. Some people find it helpful to study with other people who will be taking the same test. If you are comfortable with this approach, consider forming or joining a study group.

Review the Practice Test Questions

After you have become familiar with the competencies, review the sample test directions and then try to answer the practice test questions. If your test includes one or more constructed-response assignments, you should try to respond to the sample assignment(s) as well.

Next, review the correct responses and explanations for the practice selected-response questions. If your test includes one or more constructed-response assignments, you should review the sample response(s) provided.

SAMPLE TEST DIRECTIONS

This section of the study guide includes sample test directions for OSAT test fields that include both selected-response questions and one written constructed-response assignment. You may want to familiarize yourself with the directions, as similar versions will be used for the actual test administration for your field. If a test uses directions other than these, the directions will be found in the field-specific section of the study guide.

Sample General Test Directions

You should have in front of you:

- (1) a test booklet for the test for which you registered (check the field name on the front cover);
- (2) an answer sheet and a written response booklet (be sure you have filled in the required information); and
- (3) a No. 2 lead pencil.

IF YOU ARE MISSING ANY OF THESE MATERIALS, NOTIFY YOUR TEST ADMINISTRATOR. REMOVE ALL OTHER MATERIALS FROM YOUR DESK.

TEST DIRECTIONS

This test consists of two sections: 1) a section with selected-response questions and 2) a constructed-response section.

Each question in the first section of this booklet is a selected-response question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the circle having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of Oklahoma?
 - A. Tulsa
 - B. Muskogee
 - C. Oklahoma City
 - D. Lawton

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. A B C D

Try to answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You will NOT be penalized for guessing.

The second section of this booklet consists of one constructed-response assignment. You will be asked to provide a written response to the assignment. Directions for completing your written response to the constructed-response assignment appear immediately before the assignment.

You may use the margins of the test booklet for scratch paper, but all of your responses must be recorded on your answer sheet and in the written response booklet. Answers that are in the test booklet will **NOT** be scored.

The words "End of Test" indicate that you have completed the test. You may go back and review your work, but be sure you have answered all questions before raising your hand for dismissal. Your test materials must be returned to a test administrator when you finish the test.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM.

This testing session will last four hours. You may work at your own pace. If you have any questions, please ask them now before you begin the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

Sample Constructed-Response Assignment Directions

DIRECTIONS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENT

This section of the test consists of one constructed-response assignment. **The assignment can be found on the following page.** You are to prepare a written response of up to four pages on the assigned topic. You should use your time to plan, write, review, and edit your response to the assignment.

Read the assignment carefully before you begin to write. Think about how you will organize your response. You may use any blank space provided following the assignment to make notes, write an outline, or otherwise prepare your response. **However, your final response must be written in your written response booklet.**

As a whole, your response must demonstrate an understanding of the knowledge and skills of the field. In your response to the assignment, you are expected to demonstrate the depth of your understanding of the content area through your ability to apply your knowledge and skills rather than merely to recite factual information.

Your response to the assignment will be evaluated on the basis of the following criteria:

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** accuracy and appropriateness in the application of subject matter knowledge
- **SUPPORT:** quality and relevance of supporting details
- **RATIONALE:** soundness of argument and degree of understanding of the subject matter

The constructed-response assignment is intended to assess subject matter knowledge and skills, not writing ability. However, your response must be communicated clearly enough to permit valid judgment of the scoring criteria. Your response should be written for an audience of educators in this field. The final version of your response should conform to the conventions of edited American English. Your written response must be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review what you have written and make any changes you think will improve your response.

THE DAY OF THE TEST

Preparation

Arrive on time. Make sure you allow plenty of time to travel to the test site. You should arrive at the test site on time, relaxed, and ready to begin the test when instructed to do so.

Dress comfortably. Wearing layers of clothing will allow you to adjust to fluctuations in room or body temperature. Wearing soft-soled shoes will permit you to leave your seat without disturbing other examinees.

At the Test Site

Follow directions. At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions read by test administrators and written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for the various test sections. If you do not understand something about the directions, please do not hesitate to raise your hand and ask your test administrator to answer your question.

Pace yourself. The test session is four hours in length, and you will have the entire session to complete the test. As you begin the test, skim the questions quickly to get an idea of how much time you need to devote to each section of the test. The test schedule is designed to provide sufficient time to complete the test, but be sure to allocate enough time to complete all sections during the test session.

The test is designed to allow you to allocate your time. You determine how much time you need to spend on each section of the test. However, you will be required to turn in all your testing materials at the end of the four-hour test session.

Since the allocation of the available testing time is your own responsibility, pacing yourself over the course of the test is very important. Although you may complete the test in the order you choose, it is suggested that you complete the selected-response questions first and carefully check your answers to that section of the test before beginning any constructed-response assignments.

You may find that you need less time than is allotted in a test session, but you should be prepared to stay for the entire time. Do not make other commitments for this time period that may cause you to rush through the test or leave without answering all the test questions.

Read carefully. First you should read all the test directions carefully so that you will have an understanding of what the test requires.

Read each selected-response question and the response options carefully. Many selected-response questions call for the best answer. Do not choose the first option that seems reasonable; evaluate all choices to identify the best answer. Do not skim the questions in an effort to save time; you may misread key words and select the wrong answer.

If the test that you are taking has one or more constructed-response assignments, read the instructions for responding to the assignment(s) carefully so that you have an understanding of what is being asked.

The test directions and test questions are designed to be straightforward, not tricky, so do not read meaning into them.

Mark selected-response answers carefully. Your answer sheet for the selected-response questions is scored electronically. Each answer you select must be clearly marked, and only one answer should be marked for each question. If you change your mind, erase the old answer *completely*. Do not make any stray marks on the answer sheet; these may be misinterpreted by the scoring machine. If you wish to make notes on selected-response questions, use any available space in the test *booklet*.

IF YOU SKIP A TEST QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER SHEET.

Guess wisely. If you cannot quickly find the best answer to a selected-response question, try to eliminate as many of the possible responses as you can. Then choose from the remaining choices. Your score on the selected-response section of the test will be based on the number of questions you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Do not spend a great deal of time on a selected-response question that you cannot answer right away; mark that question in your test booklet to return to later, and move on.

Prepare your response(s) to the constructed-response assignment(s) carefully. Read each constructed-response assignment carefully before you begin to respond. Think about how you will organize your response. You may use any blank space or extra pages provided in the test booklet to make notes, write an outline, or otherwise prepare your response, but make sure you record your final response in the appropriate answer document. Any notes, outlines, or other preparation of your written response will not be scored. Only the final response written in the answer document will be evaluated. Be sure to follow the specific instructions for each constructed-response assignment carefully and write legibly. Review what you have written and make any changes that you think will improve your response.

Check accuracy. Use any time remaining at the end of the test session to check the accuracy of your work. Go back to the selected-response questions that gave you difficulty and review your work on them. Check the answer sheet, too; be sure that you have marked your answers accurately and have completely erased changed answers. Reread your responses to any written constructed-response assignments and make sure that you have communicated your ideas legibly and clearly. Make sure that you have recorded your written response to the constructed-response assignment in the appropriate answer document.