

3. REACHING IN

IDENTIFYING CHARACTERISTICS AND IMPLEMENTING STRATEGIES

CLASSROOM TESTING: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

Student _____ Teacher _____

Date _____ Grade _____

	Tried/ Duration	Effective Y/N	Remarks
Encourage students to stop for a moment, rest, and take a few deep breaths if s/he panics during test taking			
Teach student not to change answers on tests unless s/he is positive that they are wrong			
Double-space and type handouts and tests			
Give many smaller assessments, rather than one large test			
Allow for alternate testing (oral, dictated, and written by another)			
Program worksheets, quizzes, and major assessments into a computer for students to use			
Provide extended time			
Have the student take his/her test in a quiet, undisturbed room			
With multiple-choice questions, use capital letters (ABCD) for answer choices to avoid confusion between "b" and "d"			
List definitions on the left, and the shorter names or terms on the right			
For essay questions, ask students to list the main points then let them explain their answers privately to the teacher			
If handwriting, spelling, or syntax of the answer is unclear, have the student read their answers privately to the teacher			
In open-book tests, write the text page number as a reference by the questions			
Use alternative methods of assessment (i.e., demonstrations, projects, drama, music, art)			
Ease the memory load—group test questions into sets of five rather than in a list of 20 or 30 questions			
+Reduce the number of questions students are held responsible for so they may finish at the same time as their classmates			
+Give open-book, open-note tests			
+Provide a word bank to use for fill in the blank sections			

+Modification