

Welcome to Our Schools Curriculum

The CCSD ELL Division is grateful for the generosity of The New York State Office of Temporary and Disability Assistance for providing us the rights to share their *Welcome to Our Schools* curriculum with our teachers. This curriculum was developed for New York Teachers of Refugee students. With this in mind, there are a few lessons that we will be offering adaptation suggestions to address the needs of Newcomer students living in Clark County.

When deciding what modules to teach, keep in mind who your students are and what they need to learn about being in a U.S. school. As they state in their materials, “Instructors should review the Modules and select the materials that would be most relevant to the refugee students (CCSD Newcomers) enrolled in their school system, and most useful when designing lesson plans and classroom activities.” Also, you may have English-speaking students who do not qualify as ELLs who could benefit from the acculturation pieces of this curriculum. A student coming from England speaks a different English and can experience culture shock as they begin living in the U.S. Please use these materials, as they seem appropriate for these students as well.

Please review pages 4-8, Background for Instructors. As you read any of these materials, remember that the authors are in New York, and programs mentioned do not align to CCSD programs. Reading considerations are also attached for you to review before reading each module. We are providing these materials as a starting point for you to be able to develop lessons to meet the acculturation needs of your Newcomer students. Thank you for looking at these materials. The CCSD ELL Division welcomes your feedback on this curriculum as we are offering it to our schools for the first time this year. If you have any questions or need additional supports for your Newcomer students please reach out to our Division at (702) 799-2137. Also, please look at the materials and links specifically provided to address newcomer needs found on our website at ell.ccsd.net. Most schools have an ELL Student Success Advocate. These staff members receive additional training from the ELL Division and can also act as a resource for you.

CCSD CONSIDERATIONS

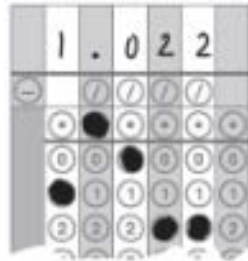
Module 10: Taking Tests

In this reading...

When it says ...	Think...
refugee	newcomer
Refugee Academy	school site
academic coach	mentor

- Other Vocabulary:
 - Assessment
 - Multiple Select Form (End of Course Exams)
 - Up to eight response options with two or more correct answers.
 - SELECT ALL that are correct.
 - Gridded Response (End of Course Exams)
 - Questions requiring calculation of the correct answer. After completing your calculations, enter your answer in the boxes provided and fill in the corresponding circles.

Example:



- Two-Part Questions (End of Course Exams)
 - Two-part questions (labeled PART 1 and PART 2) that may require you to use the information in PART 1 to answer PART 2.
- Consider a discussion on the oral requirements of WIDA, how to use speaker/headset.
- Videos are not available at this time.

WELCOME TO OUR SCHOOLS



BUREAU OF REFUGEE AND IMMIGRANT ASSISTANCE

**NEW YORK STATE OFFICE
OF TEMPORARY AND DISABILITY ASSISTANCE**

**REVISED 2011
ANDREW M. CUOMO, GOVERNOR**

The Refugee School Impact Grant (RSIG) *Welcome to our Schools*, which includes Refugee Academy and Mini-Academy Curricula, Parent and Professional Development Programs, a Guide to Academic Coaches, a Guide to the Videos, and the videos *Refugee Student Interviews*, *Refugee Parent Interviews*, *A Day in Elementary School*, *A Day in Middle School* and *A Day in High School*, was developed by the New York State Office of Temporary and Disability Assistance, Bureau of Refugee and Immigrant Assistance (OTDA/BRIA).

Funding for RSIG *Welcome to Our Schools* came from the Federal Office of Refugee Resettlement's Refugee School Impact Grant Program, funding opportunity number HHS-2010-ACF-ORR-ZE-0083.

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MODULE 10

TAKING TESTS

MODULE 10: Taking Tests

PURPOSE

The purpose of Module 10 is to prepare students for the process of test-taking in school.

OBJECTIVES

Students will:

- Understand the purpose of school assessments
- Understand the methods of assessments in school
- Learn techniques for test preparation and test-taking



SUPPLIES

***Handout 10 – 1:
Test Taking***

***Handout 10 – 2:
Practice Test***

**Flash cards or
photographs** for
True-False class
quiz

Sample tests

**Bubble sheet
answer keys** for
all students

Samples of district
**mid-term reports
and report cards**

**Gold stars and
stickers**



MODULE 10: Taking Tests

VOCABULARY

Elementary Vocabulary

Test
Quiz
Questions
Multiple Choice
Bubble Sheet Answer Key
Grade
Score
Placement

*Letters *a, b, c, d* (for multiple choice test)

Secondary Vocabulary

Test
Quiz
Pop Quiz
Grade
Score
Multiple Choice
True-False
Bubble Sheet Answer Key
Essay
Questions
Placement
Midterm
Final
Report Card

*Letters *a, b, c, d* (for multiple choice test)



Key Points – Taking Tests



1. **Teachers give tests to determine student level of understanding of knowledge and skills.**

Before discussing tests with the students in the Refugee Academy, it is going to be necessary to explain the different types of tests that are given in American schools. All of these tests, or *assessments*, have similar formats such as multiple choice, essay, and true-false questions, but the number of tests that occur may be overwhelming to the students.

In addition to *standardized tests* and *classroom tests*, there are *quizzes*, *pop quizzes*, *exams*, *Regents exams*, *midterms*, *unit* and *chapter tests*, and *finals*. There are also *Advanced Placement tests*, *Preliminary Scholastic Aptitude Tests (PSATs)*, *Scholastic Aptitude Tests (SATs)* and other tests that students can take if they are planning on going to college. More than likely, the refugee students will also experience placement tests to determine grade and academic levels, and other forms of assessment to determine progress and academic gaps.

It is not necessary to define every type of test, but it is important to inform students about the purpose of the tests. Explain that teachers administer tests to determine what the students have learned and what else needs to be taught. Reassure students that test results will not only identify topics that the students need to learn, but they will also reveal what the students already know.



The students should be aware that during all types of tests they should refrain from talking to other students, never copy answers from other students, and come prepared with the supplies that are required, such as pencils, pens, and calculators. They should also know that some tests are timed and they may not be finished when the teacher instructs them to stop and put down their pencils.

The Activities in Module 10 will assist the students in becoming familiar with the format of tests such as multiple choice, essay, or true-false questions, and will give them a chance to practice taking tests.



2. **Teachers give some tests to determine placement.**

Most refugee students will have to take a series of tests to assess their knowledge and skills. Inform students that the tests will help the teachers discover what the students have learned prior to enrolling in American schools. The tests will also help the teachers plan for the educational program of the students. For example, a



student who is learning English may be skilled in mathematics or may have excelled in science in their school in their native country. Placement testing will help teachers determine their skill level and where to place them.

Some of the students in the Refugee Academy will not be pleased with their placement. Academic Coaches can talk to the students, parents, and teachers to determine if the student has been placed properly, and can explain the rationale for the placement.



3. *Start early to prepare for tests.*



Although there will be the occasional surprise test, students will usually be informed in advance that they are going to be tested on class material. Encourage students to prepare for tests by studying well before the date of the test. They should make notes in their assignment notebooks and calendars about upcoming tests, and should review sections of the study materials in advance. They may need assistance from a teacher in the English as a Second Language (ESL) program to prepare for tests.

Explain to students that if they miss a test they will be able to take a “makeup test,” and if they do poorly on the test, some teachers will allow them to study more and then take the test again.

Emphasize that tests can be stressful, but students will feel less anxious if they are prepared. If they keep up on their studies, ask for help when they start to get behind or confused, and work with teachers, tutors, and ESL teachers to prepare for tests, they will feel more confident and will increase their chances of doing well on the test.

ACTIVITIES

ACTIVITY #1: TAKING TESTS

Grades K-5 (90 minutes)

In this activity:

Students will learn about the different types of tests and the many aspects of taking tests.

While reviewing the handout, discuss the difference between standardized tests and tests assigned by teachers. Explain that students will be required to take placement tests because they are new students and teachers need to assess skills and determine where to place the students.

It may seem obvious, but the phrase “Do your best” cannot be said enough.



Distribute *Handout 10-1: Taking Tests* and discuss each illustration, asking students if they have experienced taking a test. Explain the test-taking process to students:

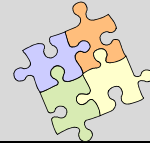
- Students will sit at a desk or table and should not talk to anyone while taking the test.



- They will need pencils, and may need a pen or a calculator.
- Explain that “cheating” consists of sharing answers, copying from other students, bringing notes into the classroom, or stealing copies of the tests or answers before the exam.
- Some tests are timed. Discuss how to manage time when taking a test.
- Explain how tests are graded. This discussion may get complicated because some teachers have very elaborate grading systems. Provide the general background on percentage or letter grades. Scores on standardized tests will be discussed with the students and parents, and will be accompanied by written materials.



Discussion Questions



Because you are new to our school, we need to find out what you have learned before. Has anyone taken a test at this school? What was it like?

Can teachers help you when you take a test?

What if you do not know the answers to the questions on the test?

What if you are tired when you take the test?

What if you have to go to the rest room during a test?

What if the student next to you knows the answers and you don't?

What will the teacher do with the test when you are done?

How can you prepare for a test so that you are not nervous when you take it?

Discuss the **true-false test**. Explain the difference between something that is true and something that is false.

- Hold up photos and ask a question about something in the photo that is clearly *true* or *false*. For example, show a picture of a bus and state, "This bus has windows."
- Ask the class to answer the question, saying *TRUE* or *FALSE* out loud.
- Ask the students to each make a statement that is either true or false about something in the room. The answer should be obvious, although students may have difficulty at first.
- Ask the class to answer the question, saying *true* or *false* out loud.



Introduce the concept of **multiple choice**, including the letters *a*, *b*, and *c*. Using the same photos that were used in the true-false activity, ask questions with three possible answers, labeling the answers with *a*, *b*, and *c*. (A lesson on letter identification may be necessary, depending upon the age level of the students and their familiarity with the alphabet.)

For example:

This bus has:

- (a) A cow on top of it
- (b) A roof on top of it
- (c) A banana on top of it

- Repeat each choice. Ask the students to select the correct answer.
- This process will take time because it will require language comprehension (or waiting for a translator to rephrase the question) and listening skills. Most tests are not given orally, so the purpose of the activity is to understand the concept of multiple choice, not to get the answer correct.
- Continue the exercise until the class is comfortable with the concept of choosing an answer.

Distribute ***bubble sheets*** and explain how they are filled out. Distribute pencils and practice filling out the bubble answer keys. Do one step at a time, calling out lines to fill in and bubbles to color.

Grades 6-8, 9-12 (90 minutes)

Distribute *Handout 10-1: Taking Tests* and discuss each illustration, asking students if they have experienced taking a test. Explain the test-taking process to students:

- Students will sit at a desk or table and should not talk to anyone while taking the test.



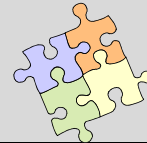
- They will need pencils, and may need a pen or a calculator.
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- Explain how tests are graded. This discussion may get complicated because some teachers have very elaborate grading systems. Provide the general background on percentage or letter grades. Scores on standardized tests will be discussed with the students and parents, and will be accompanied by written materials.



Discussion Questions



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What if you are tired when you take the test?

What if you have to go to the rest room during a test?

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- Hold up photos and ask a question about something in the photo that is clearly *true* or *false*. For example, show a picture of a bus and state, "This bus has windows."
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- Continue the exercise until the class is comfortable with the concept of choosing an answer.

*Distribute **bubble sheets** and explain how they are filled out.* Distribute pencils and practice filling out the bubble answer keys. Do one step at a time, calling out lines to fill in and bubbles to color.



Review calendars for dates of midterms and exams, reviewing the terms.

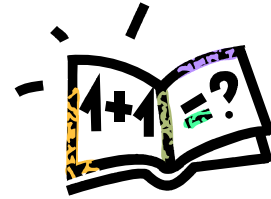
- Discuss examples of midterm reports and report cards.
- Discuss studying for tests at home.

ACTIVITY #2: TAKING A TEST

Grades K-5, 6-8, 9-12 (30 minutes)

In this activity:

Students will have a chance to take a test, using the different formats discussed in Activity 1. *Handout 10-2: Practice Test* consists of multiple choice, true-false, and fill-in-the-blank questions.



Distribute *Handout 10-2: Practice Test*.

- The instructors should determine whether the students should practice taking the test as a group, or whether they are ready to try it on their own.
- Discuss how it feels to take a test, and review the importance of test preparation in reducing test anxiety.

ACTIVITY #3: TEST PRACTICE

Grades K-5 (30 minutes)

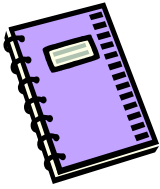
In this activity:

Students will practice taking a test by reviewing vocabulary that has been introduced during the Refugee Academy.



Since the purpose of the Activity is to assist students in understanding how to take tests, the tests used in the Activity should not be graded. The students may want to talk about how they did on the tests, but do not point out the grades of individual students, and do not compare students.

- Review vocabulary from previous Modules. Tell the students that you will be “testing” them after the review. (The number of words will depend upon the class level of English comprehension and indications of test anxiety.)
- Ask each student to answer a vocabulary question. For example, hold up a book and say, “What is this?”
- Choose words and definitions that are easy to remember, used often, and very familiar to the students. The goal is to have every student get “100” on the test.
- An alternative would be to ask students questions about study skills, or about preparing for the upcoming school year. For example:
 - What are some of the supplies that you need for school?
 - Who is your Academic Coach?
 - Where will you store your papers and books?
- Demonstrate test-preparation techniques (e.g., clues for remembering, reducing stress, quizzing by friends).
- Divide the students into pairs to quiz each other.
- Distribute stars, stickers, or other awards for getting answers correct.



JOURNAL TOPIC

Grades K-5

Draw a picture of what you will do when you have a test to take in school.

Grades 6-8

Draw or write about your plans for preparing for tests in school.

Grades 9-12

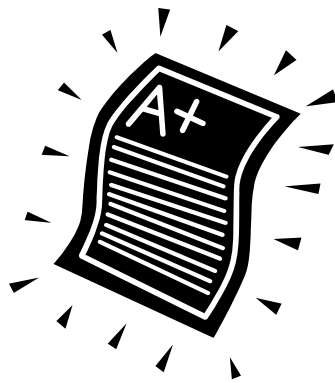
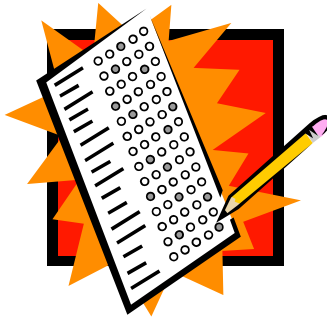
Draw or write about your plans for preparing for tests in school. How will tests help you learn?



SUGGESTED ADDITIONAL ACTIVITIES

- Analyze completed report cards from other students (names should be blocked out).
- Invite ESL teachers/guidance counselors to discuss test-taking, including protocols, placement, and cheating.
- Give students the chance to correct tests that have been completed by the instructors. Discuss the process of grading tests and how scores are determined.
- Provide students with the opportunity to take tests online.
- Review samples of different types of tests that students may experience once they are taking their classes. Gather tests from classroom teachers and show the students how the formats are generally the same. Explain to students that during the Academy they concentrate on the *format* of tests so that if they study *content* they will be prepared to answer test questions in any format.
- Invite ESL teachers to discuss essay questions with the students.

- Explain to students about the role of the New York State Regents examinations in high school graduation. Students who are enrolled in Regents-level courses may be required to purchase a Regents review book. They should be aware of the expectations of teachers in Regents classes, and the schedule of the exams.
- Invite a specialist in study skills and test preparation to talk to the class about preparing for tests and overcoming test anxiety.
- In the video ***Refugee Student Interviews*** refugee students talk about taking tests. Use the ***Guide to the Videos***.



NAME _____

1. Candy and cookies are sweet and delicious. True False

2. Television is fun to watch. True False

3. There are many different kinds of music. True False

4. A ball is something that you:

- (a) eat for lunch
- (b) keep in your shoe
- (c) throw and catch
- (d) use for writing

5. A pencil is used for:

- (a) eating soup
- (b) climbing a tree
- (c) blowing your nose
- (d) writing on paper

6. Circle the right answer.

An apple is a: book cow fruit sock

A hat is put on your: hand foot head shoe