



English I
North Carolina final Exam
THE WALKTHROUGH
2019

Name: _____
Class period: _____
Day of my ENG 1 Exam: _____

Contents of this packet:

Half of this packet will contain important information about testing in general, and the other half will be focused on the English I Exam. Good luck!

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INTRODUCITON

1. Cover sheet
2. Contents Sheet
3. FAQ about NCFE

GENERAL TESTING

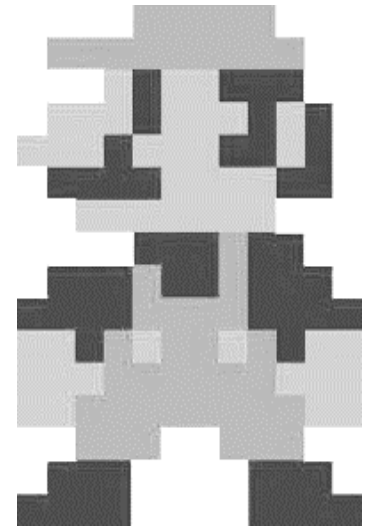
4. My exam schedule
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FAQ's about NCFE's



What day do I take my test? Review the handout/signs posted around the school. You will take one exam per day, starting 30th with 0 period.

What if I don't have a class that period? If you do not have a class for a period, you do not have to come to school that day.

Do I have to come to school on make-up exam days? No, as long as you've taken all of your exams.

Is the teacher making the English 1 exam? No, it is a North Carolina State Final Exam (NCFE).

How much is the test worth? 20% of your TOTAL grade- it is worth as much as all the work, tests, and projects you did for one quarter.

What does the test count for? The test counts for 20% of your total grade. It is not an EOC, so it will not be of major importance when looking at your growth since you were in elementary school.

If I have an A, can I be exempt? No. There are no exemptions from the English 1 NCFE.

What if I am sick and don't make it to take an exam? Come to school on the make-up exam days and go to the library to make up your exam.

What is on the exam? No easy answer here, but in short, everything we've studied so far this year from a broader perspective; meaning, Fahrenheit 451 will probably not be on the test, but being able to determine how characters develop a theme probably will be on the exam. I.E. state standards we've covered all year with our unit overview worksheets.

What is the best way to prepare for the English 1 exam? Begin studying now. Yes, a month in advance. Study 10 minutes a day to refresh your memory from the beginning of the school year. Go through old assignments. Thrown them away? Go through my website, look over powerpoints and assignments. Actually do the practice questions. There is no better way to study than to practice reading and answering questions.

Can I study for this test like I study for my other tests? No. You cannot cram for this test; cramming will not help you as there is nothing on this test that is memorization. Studying the night before or morning of will be better than studying nothing at all, but it has been scientifically proven that studying over long distances of time will help improve your long term memory. Especially when you have to take upwards of 6 tests.

I need help on a concept/ knowing how to study/ knowing what is really on the test. What can I do? ASK!!!! I cannot say it enough. I am here to help you. If you do not ask, then I don't know that you don't know! Come to tutoring. I'll be able to provide you one-on-one or small group instruction and provide more personalization in your areas of weakness. Review this info packet. It contains important information to ensure that you end the year as successful as your potential.



MY EXAM STUDY SCHEDULE:

13 Subjects to study: Time spent:_____	14 Subjects to study: Time spent:_____	15 Subjects to study: Time spent:_____	16 Subjects to study: Time spent:_____	17 Last day to make up any test/quiz Subjects to study:
20 Subjects to study: Time spent:_____	21 Subjects to study: Time spent:_____	22 Subjects to study: Time spent:_____	23 Subjects to study: Time spent:_____	24 Last day to turn in any late/missing work Subjects to study:
27 NO SCHOOL MEMORIAL DAY	28 Review for Exams Printed Hardcopy brochure due	29 1 st Period exams Subject:	30 2 nd Period exams Subject:	31 3 rd Period exams Subject:
3 4th Period exams Subject:	4 5 th period Exams Subject:	5 6 th Period exams Subject:	6 0 Period exams Subject:	7 Make up exams: If you miss an exam, come to the library on this day to make up your exam.

GET THE STUDY HABIT



Did you ever stop to wonder what sets apart the really successful students from the average ones? Why do some students who appear to study all the time just get by, while others who don't appear to put in as much time and effort do well? Is it all related to IQ and genetics or are some other factors involved? The truth is that success in school is not so much determined by sheer intelligence as knowing how to study.

Studying is a skill. Being successful in school requires a high level of study skills. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Very often the study habits and practices developed and used in high school do not work for students in college.

Good study habits include many different skills: time management, self-discipline, concentration, memorization, organization, and effort. Desire to succeed is important, too.



In this packet, you will discover your areas of strength and identify your weaknesses pertaining to studying. You will learn about your preferred learning channel, tips to organize your studies, and ways to help you remember what you study. The skills you will learn about in this module can be applied in other areas of your life as well: your job, your career, or any activity that requires thought, planning, information processing, and self-discipline.

You'll find that once you develop effective study habits, the job of studying and learning will become easier. Instead of working harder, you'll be working smarter.



Exercise: Discover your approach to studying.



Circle the responses that apply to you.

- | | | | | |
|--|----------|-------|--------|------------------|
| 1. My study habits are... | | good | fair | poor |
| 2. For every hour in class, I study... | a little | 1 hr. | 2 hrs. | more than 2 hrs. |
| 3. I have an organized plan and schedule for study... | | true | false | |
| 4. I have a quiet place in which I study... | | true | false | |
| 5. I usually approach studying with a positive attitude. | | true | false | |

In what ways could you improve your study habits? _____

Your Learning Preference



Knowing how you learn best is the first step in developing effective study habits. Every student approaches the task of learning differently. Every student has a unique and personal learning style or a preferred channel through which learning comes more easily.

Ask yourself the following: Am I more inclined to remember something better when I see it, when I hear it, or when I experience it or do something active with it?

Depending on how you learned the activity or game, you will have a fair idea of what learning channel – visual (by sight), auditory (by hearing), or hands on (by doing)—you prefer to use.

We all use all three learning channels. In fact, we use all our senses in learning about the world around us, but each of us has a tendency to lean more heavily on one of the three learning channels – visual, auditory, or hands on. You can improve your study habits by developing all three learning channels.

TO IMPROVE AS A VISUAL LEARNER...

- visualize what you are studying
- use color in your notes (colored pens, highlighters, etc.)
- visualize what the instructor is lecturing about
- draw pictures and diagrams
- use mind maps in your notes
- use picture and graphics to reinforce learning
- learn from videos

TO IMPROVE AS A HANDS ON LEARNER...

- stand up and move around while you are studying
- take frequent breaks while studying
- make use of your hands and write things down as you study
- use the computer to reinforce learning
- be physically active; experiment with objects
- memorize or drill while walking or exercising

TO IMPROVE AS AN AUDITORY LEARNER...

- listen to tapes of recorded assignments
- tape record your own textbook reading
- read out loud
- talk over ideas from class and what you are studying with other students



When to Study

Daily reviews: Study begins on the first day of class. Successful students read and review notes before each class to recall information from the previous class and to warm up for learning. Review your notes immediately after each class to reinforce learning or within a 24-hour period for best recall. Repeated exposure to the material will store it in your long-term memory.



Studying one hour immediately after a class will do more good in developing an understanding of the material as several hours a few days later. Studies show that as much as 80 % of material learned in class is forgotten within 24 hours if there is no review.

Weekly reviews: At the end of the week go over your notes for the week. This refreshes your memory and promotes better recall of the material. Repetition is the key to remembering. The more times you look at the material, the stronger you make the neural (brain) pathways that lead to the material. This makes recall much easier.

Pre-exam reviews: These reviews are longer, from 3 - 5 hours. Break your study sessions into one-hour blocks with ten-minute breaks in between. Get up, stretch, get a drink, and move around during your break. The more active you are, the more effective your study time will be. A tired body only makes a tired mind.

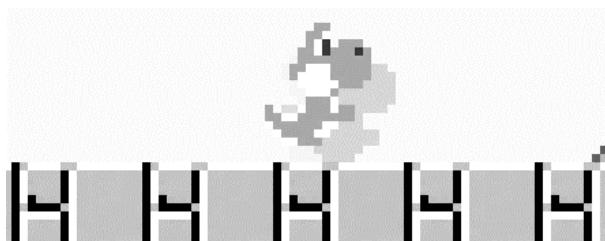
Peak Study Times: Study when you are at your peak, when you are more awake and alert and able to absorb new information. If you are a morning person, your best study time is in the morning. If you are an evening person, study at night. If you cannot find time to study at your peak time, try to study when you are feeling relatively awake and alert.

Bonus Study Time: Whenever you have extra time, study. Write notes on 3x5 cards and have them with you. Whenever you have free time, such as when waiting for appointments, study your notes. Study in your car by tape recording your notes and listening to them while driving to school. Study whenever you find yourself having an unexpected break, a free hour, a canceled class, etc. Don't forget that weekend evenings can also be used for studying.

Exercise: Fill in the blanks with the first thought that comes to mind.



1. I find it easiest to study when _____.
2. If a subject is really hard, I tend to _____.
3. The subject I most like to study is _____.
4. The subject I least like to study is _____.



STATE YOUR INTENTION...

Why are you studying and what do you intend to gain from it? Ask yourself this question every time you sit down to study. Half-hearted or distracted studying is a waste of time. Relate studying to your life goals. If your life and future depended on how well or how much you studied, would it make sense to do it well? If you cannot see the point in studying, it will only make it boring and tedious.

Think about your goals. Ask yourself, "Is this what I really want to be doing?" "What do I hope to gain from this?" You have to put meaning into your studies in order for them to be meaningful to you.

Organize Your Time...

Plan your study time. Leave enough time for each of your subjects and more time for difficult subjects. Most college classes require about six hours of study per week or two hours of study for every hour in class. If you are a slow reader or have other study problems, you may need to plan more time.

Prioritize your time and put off other activities to allow for adequate study time. You may find it necessary to postpone or eliminate certain activities in order to fulfill your goals as a student.

Keep a weekly and monthly schedule planner in which to record due dates of assignments, tests, papers, field trips, etc. Transfer important dates from your syllabus to your weekly/monthly planner.

Schedule study times daily in your planner. Be sure to plan extra time for long study sessions before tests. Schedule time for weekly reviews of all your notes the beginning of class to the present.

Organize Your Study Area... Keep notes and handouts from class in a 3-ring binder. This is useful because you can add pages to it, copy notes that were missed from other students, and add handouts from class in the proper sections. You can also put index tabs marking different topics in your note binder.

Study in an area that is set up for serious study. Have your tools for study: notebooks, textbooks, pens, pencils, computer, dictionary, thesaurus, etc. Be sure the area is well-lit, free from noise and distractions, and not too comfortable. Control for interruptions like phones ringing, doors opening and closing, and people coming and going. Try to study in the same place everyday.

Exercise: Answer the following questions.

What is a good area for you to study?



What are areas that might provide too many distractions?

What things would most likely distract you the most? Rate each 1 being very distraction 5 being not distracting at all.

Friends	1	2	3	4	5	family/siblings	1	2	3	4	5
Phone	1	2	3	4	5	pets	1	2	3	4	5
Social Media	1	2	3	4	5	video games	1	2	3	4	5

HOW TO STUDY



Reading and Studying Textbooks: As soon as you buy your textbook for a class, give yourself a head start before going to class. Read the Table of Contents, prefaces, introduction, and any other up-front material in the book. Leaf through the book and see what it contains. Read the captions, read chapter titles, and go to the back of the book to see if there is a glossary, an index, answers to quizzes given throughout the text, etc. Get familiar with your book. Treat it like a tool you want to use with proficiency.

When you are ready to begin reading a chapter, don't just plunge into your reading. Here is a sure-fire way to get the most out of your reading:



1. preview the chapter. Look at headings, subheadings, topic sentences, boldfaced and italicized words, pictures, diagrams, graphs, summaries, and review questions at the end.



2. ask yourself questions about the subheadings.



3. read a section of the chapter (one subheading at a time). Put the book down and ask yourself what you just read. Did you understand what it was about? Could you answer questions about it? Could you explain it to someone else? Continue reading and stopping to think about what you just read. Ask yourself questions.



4. don't skip any part of the chapter. Read the sidelines, the captions under photos, definitions, and any additional information the author has included. It's all there to help you learn.



5. don't be afraid to mark your text – use different colored highlighters for particularly important parts, but don't defeat the purpose of highlighting by overdoing it.



6. outline the chapter: When you have read the chapter through, go back and take notes. Define terms, draw diagrams, and explain things in your own words. Make up memory tricks to help you remember new terms. For example, if you are studying the part of the brain called the "hippocampus" you may use a memory trick of association, picturing a "hippo" with a good memory, since the hippocampus deals with memory formation.



7. draw arrows or other symbols to direct you to important details or definitions. If a word appears that you do not know, look it up and write the definition in the margin. Underline key points.

The following method of reading, called the SQ3R Method, was developed to help people read faster and study better. It is similar to the information you just read, with some added details.

SQ3R Method of Reading

**SURVEY ----- QUESTION ----- READ ----- RECITE -----
REVIEW**



Survey:

This step takes only a few minutes. Go through the chapter quickly. Glance at the chapter title, the introduction, headings, and summary paragraphs, if any. Notice any pictures, diagrams, graphs, tables, etc. Read any bold print.

Previewing your text gives you some background about topics you may have never encountered before. You pick up general information. You know where to find information. You gain a better idea of how the information is organized and presented. It opens up a place in your brain where the new information will be stored. It saves time by reducing the amount of time it takes to read the chapter.

Another advantage is that it creates an interest in what is coming up. It motivates you to read less interesting material to get to the “good stuff.”

**Question:**

Before you begin reading a section, turn the heading into a question. For example, if the heading is Basic Causes of Stress, your question would be "What are the basic causes of stress?" This arouses your curiosity and increases your comprehension. It also brings to mind information you already know. The questions you ask help make important points stand out as you read. This forces you to think about what you are reading.

Read:

Read the material under the heading with the purpose of getting the answer to your question. Read with concentration. Identify the main ideas and highlight or underline them. Read sections at a time and stop to ask questions. Jot down notes and ask yourself what you just read. If you can answer your question, read on. If not, look it over again.

A good practice for more difficult reading is to do an outline of chapter in your notes. By leaving extra space you can fill in details during the class lecture. Make note of new vocabulary and write definitions in your notes.

Recite: This step requires that you recite out loud the answer to the question you asked prior to reading a section of the text. Say it in your own words. If you find you cannot answer your question, go back and look for the answer, then try again. This way you will know if you have understood the material.

Besides answering your questions, look away from the book and try to state in your own words what the reading is about.

You may jot down brief notes about what you read. When you are done, go back and make an outline of the chapter.



Review: After you have read the entire chapter, look over the notes you made to familiarize yourself with the important information. Check your memory by reciting the main points out loud. Then review the main points in your notes, making sure you understand them. Add to your notes from the text, if necessary. Always do a review of the chapter after completing your reading. Then do quick reviews before and after each class. Do longer, more in-depth reviews before exams.

Don't wait until exam time to review your textbook. Review once a week all the readings from that week. Be sure you can summarize the key points. Write them down to further reinforce learning.

Finally, make up test questions from what you have read. Be sure to write them 12 down and answer them.



MOVING FROM SHORT-TERM TO LONG-TERM MEMORY

The key to remembering what you study is to move information from the temporary short-term memory to the long-term memory. These next tips will help you do this. They are simple and fun to use and the results you will get will be amazing.



Visualize

Try to see what you are reading. Get a feel for the subject. Make it come alive for you. If you read about insects, try to feel them wiggle in your hand and imagine sounds they might make. The more senses you use, the stronger you make the neural pathways in your brain and the better you remember the information.

Highlight

Highlight, mark, underline, and deface your text! Make it a tool to work with. Write questions and comments in the margins. Even though you may not be able to resell it, consider the benefits you'll get using your text as a study tool.

Talk About It

Talk about what you're reading. Share the information with others. This helps to reinforce learning and proves whether or not you understand the information. Talk about what you are studying. The best place to do this is in a study group where you can discuss the material, quiz each other, and share information.

Review

Review, review and review again! Go over notes, outlines and the text. Read the highlighted parts out loud. Develop a habit of regular review to move information from your short-term to your long-term memory.

CREATE REVIEW TOOLS



Review tools will help make studying more interesting and effective. Design your own tools or work with a group or study partner to develop them. Following are some suggestions for study tools:

Concept maps - create a visual diagram of your notes with the central topic at the top middle of the paper and the remaining concepts branching off from the central point.



Study checklists - make a list of all the topics you are going to study and check off as you go along.

3X5 CARDS- These are excellent review tools for many reasons. They consolidate information in a format that is easy to read, they are small and easy to carry, and they allow for review during free times without requiring that you take out books and notes. A main topic or question is written on one side, the details, facts, or answer to the question are written on the back.

USE MEMORY TRICKS



Mnemonic devices or memory tricks help you remember factual information like names, dates, formulas, or other information that requires rote memorization. Some sample mnemonic devices are:



Rhymes: "In 1492 Columbus sailed the ocean blue." "Thirty days hath September, April, June, and November..."

Creative Sentences: "My very eager mother just served us nine potatoes." (the planets in order from the sun)

Acronyms: IPMAT (stages of cell division: interphase, prophase, metaphase, anaphase and telephase) EGBDF - every good boy does fine (lines of the treble clef)

Strategies for Taking Multiple Choice Tests

General Test Taking Strategies

1. Read each question carefully and thoroughly. 
2. Before answering, look at all of the answer choices.
3. Pace yourself if the test is timed. At the start, glance through to determine the number of questions on the test.
4. Take your time if the test is un-timed. It is not a race to the finish! 

Answering Options

1. Employ a “cover-up” strategy by trying to answer a question before looking at the choices.
2. Treat each answer choice as a true or false response. Select the “most true” answer.
3. Rephrase a question as a statement using each answer in the sentence. Which seems most true?
4. Mark question numbers that you can’t answer and continue working through the test. Save time to return to the skipped questions at the end, even if it is simply to mark a guess.



Eliminating Choices on Difficult Questions

1. When you are unsure of an answer, try to eliminate as many answers as possible.


Eliminating one or more choices increases your odds!

2. Use prior knowledge of word prefixes, suffixes, and roots to make intelligent guesses about unknown terms.
3. Beware of the use of negative terms used in answers, such as *none*, *not*, and *never*.
4. Be aware of superlatives in answer choices, such as *all*, *more*, *always*, and *only*. Superlatives usually indicate an undisputed fact.

Guessing Strategies

- Try to make an educated guess.  
- Always use the process of elimination as a first step.
- Use the wording of the question or answer as a clue to eliminate possibilities.
- Choose the most precise answer.
- Avoid answers that seem out of context.
- Choose a numerical answer from the middle of the range, not from either extreme.

Final Test-Taking Advice

1. Be prepared! Study ahead of time and review in advance to avoid last-minute cramming.
2. Keep your mind open as you read test items. A question or answer can trigger your knowledge about another test item.
3. Eat breakfast the day of the test.
4. Get a good night’s sleep the night before the test. 
5. Be confident to do your best.

adopted from The McGraw-Hill Companies for use of educational purposes.



NC TEST INFORMATION



Purpose of the Assessments

NC Final Exams were developed to replace locally developed assessments, providing teachers and principals with a common measure for all students state-wide during a given testing window.

This means that every student takes the same test, so you are compared across the state with other students!

NC Final Exam scores (along with any other relevant end-of-course or end-of-grade assessment scores) will be used in the Educational Value Added Assessment System (EVAAS) to produce student growth measures.

EVAAS helps create data for teachers- it helps us see how much progress we were able to make with you during one school year.

English Language Arts (ELA) will measure students' academic progress in the NC Standard Course of Study, adopted by the North Carolina State Board of Education in June 2010.

The standard course of study is all the standards we've talked about all year!

NC State Board of Education policy GCS-A-016 directs schools to use the results from all course-specific NC Final Exams as a minimum of 20% of the student's final course grade.

As determined by the state, our test is 20% of your final grade.



Test break-down

Table 1. Test Specification Weights for the English I NC Final Exam

<u>Domain (2010 NC Standard Course of Study)</u>	<u>Standards</u>	<u>Range of Total Items</u>
Language	L.4, L.5	10% to 15%
Reading for Informational Text	RI.1–RI.6	35% to 40%
Reading for Literature	RL.1–RL.6	45% to 50%
Total		100%

Cognitive Rigor

NC Final Exams items for English 1 are aligned to Webb's Depth of Knowledge (DOK). Webb's alignment model was used to classify items based on cognitive complexity.

Multiple-choice items will require students to read, comprehend, and analyze information. Also, students will be expected to analyze the reading passages; identify points of view, claims, and evidence; apply concepts and skills; and make inferences.

Types of Items and Supplemental Materials

NC Final Exams for English I will consist of four-response-option multiple choice items. Each form will consist of selections drawn from works of literature, which includes short story and poetry, or informational texts, drawn from the domains of History/Social Studies or Science/Technology.

Taking the Test

Exam Name	# of Questions	Type	Number of field test items*	Total # of questions	Regular amount of time to take test
NCFE Eng 1	40	Multiple choice	10	50	120 minutes

(What's on the Test) Number of Operational Items by Standard

The following table shows the number of operational items (aka questions) for each standard. Some standards not designated with tested items (i.e., “-”) may be a prerequisite standard, may be tested within the context of another standard or may be included as an embedded field test item. This is from a year ago, before the change of standards, so it might not be identical to what will happen this year. However, it can give you a pretty clear picture of which standards they find the most important.

Just because it has a (-) doesn't mean it won't be tested.

English I Standard (Grades 9–10)	Number of Operational Items by Standard
Reading Standards for Literature	
RL.1	5
RL.2	2
RL.3	2
RL.4	3
RL.5	5
RL.6	1
RL.7	–
RL.9	–
RL.10	–
Language Standards	
L.1	–
L.2	–
L.3	–
L.4.a	4
L.4.b	–
L.4.c	–
L.4.d	–
L.5.a	2
L.5.b	–
L.6	–
Reading Standards for Informational Text	
RI.1	2
RI.2	4
RI.3	3
RI.4	3
RI.5	2
RI.6	2
RI.7	–
RI.8	–
RI.9	–
RI.10	–



State Standards

RL 1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL 2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL 3	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme
RL 4	Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
RL 5	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise
RL 6	Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
L.4.a	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
L.5.a	Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. b. Analyze nuances in the meaning of words with similar denotations.
RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI 2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
RI 3	Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI 4	Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
RI 5	Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
RI 6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Topics Covered This Year

Unit 1- RL. 1, 2, 6- **The Art of Story Telling (Genres and Fictional texts)**

Unit 2- RL. 2, 3, 5 **A Dystopian Future (novels)**

Unit 3- RL. 3, L 4a, 5a **All that Drama- Falling in Love (Shakespeare)**

Unit 4- L. 5, **Do I Dare? (poetry)**

Unit 5- RI. 1, 3, 5, 6 **Different shades of Green (Argumentation/ research)**



Key Vocabulary

Reading Literature Terms

Theme
Conflict: Man vs. Man, Man vs. Self, Man vs. Nature, Man vs. Society, Internal/external
Symbolism
Setting
Style
Tone
PLOT STRUCTURE
 Introduction/Exposition
 Rising action/Complication
 Climax/Crisis
 Resolution/denouncement
POINT OF VIEW
 First Person
 Third Person Omniscient
 Third Person Limited Omniscient
 Third Person Dramatic/Objective
 Unreliable Narrator

Language Terms

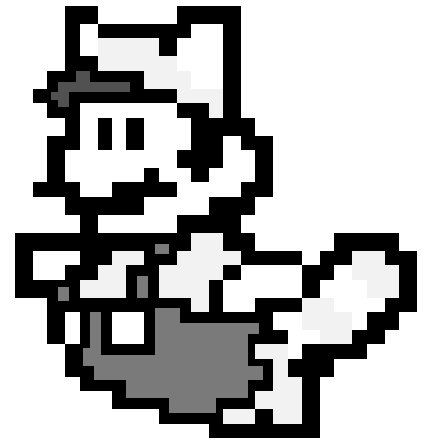
Alliteration
Assonance
Connotation/Denotation
Metaphor
Onomatopoeia
Figurative Language
simile
Allusion
Synonym

Reading Informational Terms

Credibility
Context clues
Deductive reasoning
Fallacy
Invalid argument
Unsound argument
Logos
Pathos
Ethos
Evidence



Characterization:
Comedy/Tragedy
Diction
Imagery
Irony: Verbal, Dramatic, Situational
Author's purpose
Antagonist/protagonist
Flashback
Foil
Foreshadowing
Imagery
Mood
Archetype
Aside
Connotation
denotation



Antonym
Hyperbole
Idiom
Pun
Paradox
Parallelism
Parody
Satire
Symbolism

Bias
Conclusion
Thesis
Inference
Informative text
Main idea
Paraphrasing
Summarizing
quoting



RELAX!!!

Testing is the means all ends all. It's just what we use to gage your learning. Use the following article techniques to practice good relaxation habits. YOU GOT THIS. I believe in you.

Test Anxiety Relaxation Techniques by Mary Gormandy White M.A., SHRM-SCP, SPHR - Corporate Trainer & Consultant

[...]Differential Relaxation

Loma Linda University recommends differential relaxation:

- Sit up straight in your chair.
- Place both feet on the floor, making sure they are flat.
- Grasp the bottom sides of your chair with your hands.
- At the same time, use your hands to pull up on the chair and push your feet firmly down onto the floor.
- Hold this position while counting slowly to five (approximately five seconds).
- Release the tension in your hands and feet and let your body relax while counting slowly to five.
- Repeat the process several times before the test begins.

Deep Breathing

Metropolitan Community College recommends deep breathing:

- Inhale, taking a deep breath that fills your diaphragm as you push it down and outward. By moving your diaphragm your lungs can fully inflate.
- Hold your breath as you slowly count to three.
- Slowly release the air as you exhale.
- Focus on the feeling of your diaphragm moving back inward.
- Repeat the cycle five times.
- Repeat if needed.

How many coins did you collect?



Test taking Visualization

[...]The University of California at Berkeley recommends visualization as a strategy to reduce overall stress levels.

This visualization method is easy to perform while sitting at your desk before taking a test.

- Close your eyes.
- Use the palms of your hands to gently cover your eyes, being careful not to touch your eyes with your hands. To do this, place your fingers on your forehead and your lower palms on your cheekbones.
- Imagine a relaxing scene or a quiet place you love to go. The place you choose can be real or imaginary.
- Imagine yourself at the relaxing, quiet place.
- Begin practicing the palming method of visualization several days before the test date. The more you practice this technique, or any relaxation method, the easier it becomes.

Positive Self-Talk

[...]When you find yourself feeling stressed as an exam approaches, try these positive self-talk techniques:

- Remind yourself of the work you put into preparing for the test.
- Think about times you were able to answer questions in class.
- Tell yourself that you know the information.
- Remind yourself that you are ready to succeed.
- Put the test situation into perspective, reminding yourself that it is only one exam.
- Before exam day, you can engage in self-talk out loud or silently. Naturally, during the test, you should think positive thoughts rather than actually talking out loud.