TRANSITION SKILLS

LESSON 9-28 ▲ ENTRY EXAMS

**LEARNING GOALS/OUTCOMES**

* Outline state-specific testing requirements for each grade in high school.
* Outline the testing requirements for the four-year college, two-year college, CTE, and military paths
* List common obstacles to test-taking success.

**MATERIALS NEEDED**

* **Student Handouts:**
* High School Exams by Path
* 9th Grade Exam Plan
* Journal Page
* **Information about Washington state’s requirements** for high school proficiency or graduation exams

**CLASSROOM ACTIVITIES**

1. **Students identify strategies for successful testing.** Ask each student to take out a piece of paper. Tell them you are going to give them a pop quiz about testing. Tell students they will have 60 seconds to write down as many strategies as they can think of that will help them do well on a test. (“Cheating” or “copying” are not acceptable strategies.) After their brainstorming, count to see who has the most strategies! Ask for volunteers to read from their lists and write their strategies on the board, checking off common strategies (such as “studying”) that are listed by more than one student. Discuss how students’ strategies help them succeed on their tests.
2. **Students compile their top five strategies for test-taking success.** Remind students that there are many good strategies to succeed on a test. Ask students to go back to their paper and create a new list numbered from one to five of the top five strategies they believe they should use to succeed on a test. They can take those strategies from their own 60-second list, from your lists on the board, or from your discussion. Ask for volunteers to share their top five strategies.
3. **Students** **outline state-specific testing requirements for high school.** Using information provided by your school administration, explain to students what your state requires them to do in terms of proficiency testing to graduate from high school. Review the details of any required graduation or proficiency exam, and explain when students will take the exam(s). Distribute information about your state’s requirements if possible. Call on students to reiterate this information so that you are clear they understand.
4. **Students outline the testing requirements for the four-year college, two-year college, CTE, and military paths.** Distribute *High School Exams by Path*. Explain that students will need to take different exams during high school depending on their choice of path after graduation.
* Ask students to gather in different parts of the room by the path they are presently considering. (Put students planning on going straight to the workplace into the military or two-year/CTE exam groups.) If necessary, subdivide the path groups so that students are in groups of four to five.
* Distribute the *9th Grade Exam Plan* and ask each student to use the *High School Exams by Path* handout to complete a personal plan with the help of the others in their group. Their plan should be based on their preferred post-secondary path. After students complete their work, discuss the exam plans they’ve outlined for themselves. Discuss how students can share this information with their families and plan ahead for these exams.
1. **Students list common obstacles to test-taking success.** Earlier in the lesson, students identified strategies for test-taking success. Now they will focus on what can go wrong. Ask each student to find a partner within their small group. Have the pairs create a list of potential obstacles to test-taking success (such as “not studying” or “panicking.”). Ask for volunteers to share their ideas and list some of these obstacles on the board. Discuss how students can use the strategies for success they identified earlier to overcome some of these obstacles. Remind students that they can use the same strategies for success – and will have to overcome the same obstacles – when they take their high school graduation exams and post-secondary entrance exams.
2. **Students reflect on strategies for test-taking success.** During the first step of this activity, each student developed a list of their top five strategies for success in testing. Distribute the *Journal Page* and ask students to answer these questions:
* What are my top five test-taking strategies?
* Why are these strategies effective for me?
* What obstacles will each strategy overcome?

**STUDENT PRODUCTS**

* **Completed *9th Grade Exam Plan***
* **Completed *Journal Page***

TRANSITION SKILLS

LESSON 9-28 STUDENT HANDOUT

HIGH SCHOOL EXAMS BY PATH

Whether you are planning to attend a four-year college, a two-year college, a technical college, join the military, or start working right after high school, you will need to take at least one exam before you graduate from high school… and possibly many more.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TEST NAME** | **WHAT IS IT?** | **WHO SHOULD TAKE IT?** | **WHEN TO TAKE IT?** | **HOW DO I REGISTER?** | **HOW CAN I PREPARE?** |
| **TO GRADUATE FROM HIGH SCHOOL** |
| **High School Graduation Exam(s)**  | State-required exam *(these differ by state – your advisor will have more information).* | All students must pass the exam(s) to graduate from high school. | Depends on the state, usually between sophomore and senior year. | Registration usually occurs through the high school. | Do well in your classes at school. |
| **TO ATTEND A FOUR-YEAR COLLEGE (All WA 4-year universities require either ACT or SAT for admission)** |
| **PSAT/NMQST + PSAT10**[Web info](https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10) | Test to help students prepare for the SAT and qualify for the National Merit Scholarship program. | Students who want to attend a four-year college. | Fall of junior year (many students practice for the PSAT by taking PSAT10 in the fall of soph year). | Your high school will organize registration – get information from your school counselor. | Many students take the PSAT in the fall of sophomore year to practice. There are many workbooks and test prep classes. |
| **SAT** [Web info](http://sat.collegeboard.com/why-sat) | College entrance exam in critical reading, math and writing. Max score of 800 points / section. | Most four-year colleges require either the SAT or the ACT. Check with your college choices. | Either spring of junior year or fall of senior year. | Register online at [www.collegeboard.com](http://www.collegeboard.com)  | There are many workbooks and test prep classes. College Board provides free Khan Academy resources <https://collegereadiness.collegeboard.org/sat/practice/khan-academy>  |
| **ACT**[Web info](http://www.actstudent.org/) | College entrance exam in English, math, reading, and science (optional writing exam). Max score is 36. | Most four-year colleges require either the SAT or the ACT. Check with your college choices to find out. | Either spring of junior year or fall of senior year; tests are scheduled on Saturdays. | Register online at [www.actstudent.org](http://www.actstudent.org)  | There are many workbooks and test prep classes. ACT provides info here: <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html> |

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| --- | --- | --- | --- | --- | --- |
| **TEST NAME** | **WHAT IS IT?** | **WHO SHOULD TAKE IT?** | **WHEN TO TAKE IT?** | **HOW DO I REGISTER?** | **HOW CAN I PREPARE?** |
| **TO ATTEND A FOUR-YEAR COLLEGE** |
| **SAT Subject Tests**[Web info](http://sat.collegeboard.com/why-sat/topic/subjectTest/why-take-sat-subject-tests) | Tests to show knowledge of specific subjects; choose from 20  | Students who want to attend a four-year college. | Usually in the spring of junior year; tests are scheduled on Saturdays. | Register online at [www.collegeboard.com](http://www.collegeboard.com)  | Do well in your classes at school. In addition, there are many workbooks and test prep classes. Students can take an AP test without being enrolled in an AP class. |
| **Advanced Placement (AP)** [Web info](http://www.collegeboard.com/student/testing/ap/about.html) | Tests to allow students to earn college credit for their work in AP classes. | Students who are enrolled in an AP class at school. | In May of the year of your AP class; tests are scheduled during the school day. | Your AP teacher will tell you how to register; registration happens in March and April. | Do well in your classes. There are many AP workbooks. |
| **International Baccalaureate (IB)**[Web info](http://www.ibo.org/) | Tests to allow students to demonstrate their mastery of IB. | Students who are enrolled in an IB program at school. | At the end of your IB program. | Your school will give your information about how to register. | Do well in your classes. |
| **TO ATTEND A TWO-YEAR OR TECHNICAL (CTE) COLLEGE (Each college selects which test to use for admissions)** |
| **Smarter Balance Scores** | Placement scores | Any student | <http://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx> <http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/pubdocs/CTC-SBAplacementagreement.pdf> |
| **ASSET Placement Exam**[Web info](http://www.act.org/asset/) | Tests in writing, reading, and math.  | Students enrolling in community college. | During junior or senior year. | Usually administered by the college. | Do well in your classes. |
| **COMPASS Exam**[Web info](http://www.act.org/compass/student/index.html) | Tests in writing, reading, and math. | Students enrolling in community college. | During senior year or freshman orientation. | Usually administered by the college. | Do well in your classes. |
| **ACCUPLACER Exam**[Web info](http://www.collegeboard.com/student/testing/accuplacer/index.html) | Computerized tests in English, math, and ESL. | Students enrolling in community college. | During senior year or freshman orientation. | Usually administered by the college. | Do well in your classes. |
| **TO JOIN THE MILITARY** |
| **Armed Services Vocational Aptitude Battery (ASVAB)**[Web info](http://www.asvabprogram.com/) | Department of Defense test to assess new recruits’ abilities. | Students who plan to enlist in the military. | Prior to enlistment. | Administered by recruiting officers.  | Do well in your classes. |

TRANSITION SKILLS

LESSON 9-28 STUDENT HANDOUT

 9TH GRADE EXAM PLAN

What exams will you take to follow your post-secondary path? Write your own exam plan in the space below.

**HIGH SCHOOL GRADUATION EXAM**

The name of your state’s high school graduation exam:

When you will take it:

The subjects it covers and how you can prepare:

**YOUR CHOSEN POST-SECONDARY PATH**

Circle your top choice of path

4-year college 2-year college Technical (CTE) Military Workforce Apprenticeship

**EXAMS NEEDED FOR POST-SECONDARY**

Complete the grid below with the exams you will need to take for post-secondary.

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME OF EXAM** | **WHEN TO TAKE IT** | **WHAT IT COVERS** | **HOW TO PREPARE** |
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TRANSITION SKILLS

LESSON 9-28 STUDENT HANDOUT

 JOURNAL PAGE

**DATE:**

**Lesson 9-28 | *ENTRY EXAMS***

***Q1:*** What are my top five test-taking strategies?

***Q2:*** Why are these strategies effective for me?

***Q3:*** What obstacles will each strategy overcome?

***Answers:***