

**Unit 1 Title:** Learning for Life

**Lesson Title:** Strategies for Taking Standardized Timed Tests

**Lesson #** 3 of 6

**Grade Level:** 10

**Length of Lesson:** 50 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

AD.4: Applying skills needed for educational achievement.

**Grade Level Standard (GLS):**

AD.4.B.10.a.i: Assess and apply educational skills necessary to progress toward life-long learning goals.

**American School Counselor Association (ASCA) National Standard:**

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across a lifespan.

**Materials (include activity sheets and/ or supporting resources)**

Individual student reports from standardized tests

PLAN PowerPoint presentation (may be downloaded from [www.act.org/plan.index.html](http://www.act.org/plan.index.html))

PSAT/NMSQT DVD presentation (may found at [www.collegeboard.com](http://www.collegeboard.com))

Test Prep information may downloaded from either website listed above

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 4. Use technological tools and other resources to locate, select and organize information
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability and statistics

		6. Discrete mathematics (such as graph theory, counting techniques, matrices)
X	Social Studies	7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

Using standardized test score reports, the student will evaluate personal academic strengths and weaknesses. The student will list at least three ways he/she will use test information to improve academic skills and standardized test scores.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLS's.**  
**Assessment can be question answer, performance activity, etc.**  
 Students list or discuss possible ways to improve their test scores.

**Lesson Preparation****Essential Questions:**

How do study strategies lead to \$\$ (dollars) for post-secondary education?  
 What study strategies do I use in order to best prepare myself for standardized test?

**Engagement (Hook):**

Counselor leads a discussion of what programs colleges and universities use as their minimum cut off scores on standardized tests for scholarship money. Counselors can also bring in scholarship applications listing the criteria for earning those scholarships. Be sure to pay careful attention to the standardized test score requirements.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor will present the minimum cut off scores for scholarship money as well as criteria for specific scholarships available.	1. Students will observe and look over the scholarship information.
2. Students' individual score reports will be handed out.	2. Students will look over their score reports.

3. Counselor will begin a discussion about individual score reports. The use of the <i>PLAN</i> PowerPoint or <i>PSAT</i> DVD presentation may be used to enhance information.	3. Students participate in the discussion.
4. Counselor will discuss using individual test results to identify academic strengths and weaknesses. This knowledge will be used to develop a plan for improving academic skills as well as their standardized test scores.	4. Students will offer input as to ways to improve their own academic skills and standardized test scores.
5. Introduce websites (listed above in the Materials section) for students to visit.	5. If computers are available, students may access the test- prep websites. If not, test prep information from the test publisher may be given distributed to students.
6. Counselor will ask students to list at least 3 ways they will use knowledge about the importance of test scores and their individual results to help them improve their academic skills and their standardized test scores.	6. Students will list at least 3 ways they will use their test information to help themselves improve their academic scores and their standardized test scores.

### Teacher Follow-Up Activities

Teachers can post notices listing upcoming testing dates for standardized tests.  
Core area teachers may choose to put together a Prep Course in order to work with students to improve their academic skills and to improve their standardized test scores.

### Counselor reflection notes (completed after the lesson)