Multiple Choice Testing

Student Engagement & Academic Success (SEAS) Center
OVERVIEW

Do you have difficulty scoring well on multiple choice tests? In this workshop, we will introduce you to methods that will help you before, during, and after testing:

- **Decode** questions to find what they really ask!
- **Manage time** while you take your test!
- **Practice techniques** by taking sample tests!
ACTIVITY

Test Wisdom Quiz Answers

1. A Only “overture” works to complete the sentence, which ends with an.

2. B The “inkle” in the question repeats in answer B.

3. B All other answers mean “defeated,” eliminating all but victorious.

4. D Added detail often indicates a correct answer.

5. A Nepal stands out as the only non-industrialized country.

6. C Select C when no other answers make sense.

7. B Misspellings may give you a clue to the correct answer.
HOW DID YOU DO?

Ultimately, understanding the material gives you the best chance of performing well on a test.

However, there are strategies that can help you make your best educated guess when necessary.
DECODING

**Absolute** words and phrases often indicate a false statement.

- Absolutely
- All
- Always
- Best
- Entirely
- Every
- Invariably
- Must
- Never
- None
- Only
- No One

**Qualifying** words and phrases often indicate a true statement.

- Can
- Few
- Frequently
- Generally
- May
- Might
- Most
- Much
- Often
- Probably
- Seldom
- Some
- Sometimes
- Usually

Confused by **negatives** or **double negatives**? Cross them out!

Original statement: Coffee is not a non-alcoholic beverage.

Edited statement: Coffee is not a non-alcoholic beverage.

False statement: Coffee is a(n) alcoholic beverage.
DECODING

Generally, you can use these common sense methods to determine correct answers:

- **All/none of the above**: Entirely true/false statement
- **Odd selections out**: Language or content provide clues
- **Added details**: Often indicate the correct answer
- **Grammar**: Errors may indicate incorrect answers
- **Reverse order**: Read from E to A instead of A to E
- **C**: If uncertain, choose C
- **Go with your gut**
GAME PLAN

Pay close attention to directions, both spoken and written.

Get organized.

* Look over the test before starting.
* Search for the point value of each section and plan your time accordingly.
GAME PLAN

You prepare to take a test lasting 50 minutes.

How can you spend your test time if the points break down like this?

- 50 ?s × 1 point = 50 points
- 4 ?s × 5 points = 20 points
- 2 ?s × 15 points = 30 points

Total: 100 points

50 points
50% of time
25 minutes

30 points
30% of time
15 minutes

20 points
20% of time
10 minutes

50-minute Test
GAME PLAN

Complete the questions you know first.

Read the questions carefully.
- Circle key words which help you determine what the questions really ask.

Resist panic!
- Try to think positively.

Avoid second-guessing and last-minute changes.

Review your returned test.

As with a game of Chess, remain calm, think strategically, and act deliberately when testing.
ACTIVITY

Inventions of ZIP and LOC

Time to apply what we learned.

Make your best guesses, and do not worry about failing!
In his famous study of infant baboons, Bourth showed the effect of SAB was:

A. They inevitably displayed a submission posture.
B. All infants reacted with instant aggression.
C. Afterwards, they never showed affection for their mothers.
D. They tended to isolate themselves from the group.
E. They retreated in every case.
QUESTION #1

In his famous study of infant baboons, Bourth showed the effect of SAB was:

A. They inevitably displayed a submission posture.
B. All infants reacted with instant aggression.
C. Afterwards, they never showed affection for their mothers.
D. They tended to isolate themselves from the group.
E. They retreated in every case.

Avoid absolutes (e.g., inevitably, all, never, every case)
QUESTION #2

When comparing ZIP and LOC, Hobson's experiments found:

A. ZIP is easier.
B. LOC is easier.
C. LOC is more difficult.
D. Both A & B
E. Both B & C
QUESTION #2

When comparing ZIP and LOC, Hobson's experiments found:

A. ZIP is easier.
B. LOC is easier.
C. LOC is more difficult.
D. Both A & B
E. Both B & C

A & B and B & C cannot both be true. A and C say the same thing.
QUESTION #3

Which of the following is best known for his classic study of memory in children?

A. S. Bourth
B. R. Smith
C. Q. Bevem
D. H. Lawson
E. P. Jones
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D. H. Lawson

E. P. Jones

Reading ahead, Question #6 refers to R. Smith’s study of memory.
QUESTION #4

The western state with the highest number of KUGS in 1951 was:

A. Oregon
B. New York
C. Denver
D. Pennsylvania
E. Los Angeles
QUESTION #4

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A. Oregon
B. New York
C. Denver
D. Pennsylvania
E. Los Angeles

The question asks which *western state*, eliminating all but Oregon.
QUESTION #5

One difficulty in trying to teach DAK to children under twelve is:

A. Most students forget it easily.
B. It includes advanced mathematics.
C. It tends to be hard to remember.
D. Advanced mathematics is involved.
E. None of the above
QUESTION #5

One difficulty in trying to teach DAK to children under twelve is:

A. Most students forget it easily.
B. It includes advanced mathematics.
C. It tends to be hard to remember.
D. Advanced mathematics is involved.
E. None of the above

Since A & C and B & D say the same thing, cancel both.
QUESTION #6

The research of R. Smith shows the effect of GIK on human memory was:

A. People become more active in their everyday movements.
B. Relaxation increases up to a point.
C. The children's recall is made more difficult.
D. Appetites generally improve.
E. In most cases, sex drive diminishes.
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A. People become more active in their everyday movements.
B. Relaxation increases up to a point.
C. **The children's recall is made more difficult.**
D. Appetites generally improve.
E. In most cases, sex drive diminishes.

Only C addresses the question.
QUESTION #7

The effect of HIG on performance tests in college is:

A. Eye movements are associated with dreaming 80% of the time.
B. HIG reduces average performance.
C. Following HIG, scores tend to increase.
D. HIG results in much lower scores in every case.
E. Most scores are higher after HIG.
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C. Following HIG, scores tend to increase.
D. HIG results in much lower scores in every case.
E. Most scores are higher after HIG.

A is off-topic, C & E say the same thing, and D uses absolutes.
AFTER TESTING

When you get the test back, analyze your errors to find any pattern you can avoid in future tests.

* Did you rush through multiple choice questions?
* Were you confused by questions with negatives?
* Did you simply not know the terminology?
* Did you overlook any non-technical words?

Finally, old exams make valuable study guides!
CONCLUSION

Thank you for attending this workshop!

We welcome your questions and feedback.