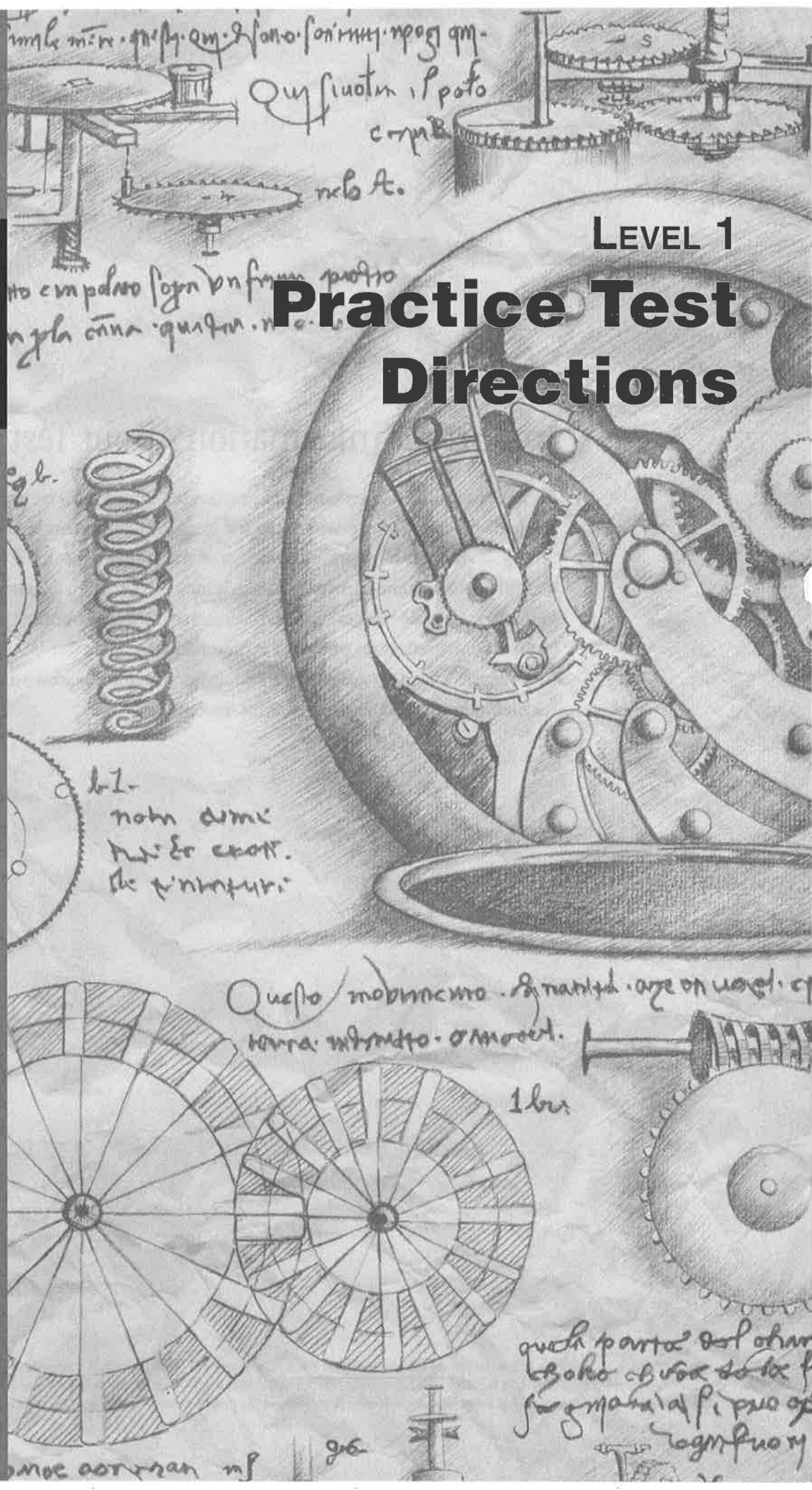


InView

LEVEL 1

Practice Test Directions



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Important Information About Test Security

InView Practice Test Directions and practice test books must be kept secure.

Students must not be exposed to the test questions or content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture, and institutional needs may be obscured. When instruction is focused on specific test content, test scores may improve, but they probably will not be an accurate reflection of overall achievement. In other words, “inflated” scores may suggest gains that are not really educational gains. Please assume responsibility for maintaining strict security of these documents.

About the Practice Test

Introduction

The Practice Test takes about 20 minutes to administer and should be given a day or two in advance of the actual testing. The Practice Test is designed to introduce your students to the mechanics of taking the test and to give them an idea of the kinds of questions they will be asked.

Materials. You will need this manual and an extra copy of the Practice Test. Your students will need a pencil and the Practice Test.

After distributing the Practice Test, have each student write his or her name on the back cover. Then give the students an appropriate introduction to this testing session. Let them know that the Practice Test will acquaint them with the types of questions they will encounter and the ways they will mark their answers.

The following are used throughout the Practice Test.

Information that is only for you and is not to be read aloud is printed in italic type.

SAY

The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol indicates places where you may want to use a test book to show sample questions or to make sure students have turned to the correct page.

SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I always point to the first question in each section of the test book so students know where to begin."

"After I read each question, I mark it to keep my place."

Read oral items at a steady, moderate pace.

Be sure students use a No. 2 pencil.

Administering the Practice Test

Be sure that each student has his or her own Practice Test test booklet and a pencil with an eraser.

- SAY** Today we are going to practice taking a test. This work will help you learn to think through problems and to mark your answers on the test page. Open your test booklet to Page 1.

QUESTIONS 1 THROUGH 3

Questions 1 through 3 in the Practice Test are examples of the types of questions used in Test 1 Sequences in the InView Level 1 Test Book.

- SAY** This part of your work will show how well you can recognize a pattern in a series of figures. Now find Number 1 in the first column at the top of the page. Look at the top row of pictures.



Demonstrate. Check to see that all students have found Number 1. Point to the top row of figures in the test booklet.

- SAY** These pictures are arranged in a certain order, forming a pattern. The first two pictures, the two puppies, go together in a certain way. Try to see how these two pictures go together.

Now, look next to the puppies in the top row. There is one more picture and then a blank space where the last picture is missing. The picture that is missing goes with the picture next to it in the same way that the two puppies go together.



Demonstrate. Hold up the test booklet and point to the top row of figures.

- SAY** Now look at the four answer choices in the bottom row. Find the missing picture, the one that would come next in the pattern. If you cannot find a picture that fits the pattern, look at the top row again and try to think of another pattern.

Mark your answer by filling in the circle under the answer you choose.

Give students time to do Number 1.

- SAY** You will be marking your answers to all of the test questions in circles like these. Make sure that you fill in the circle completely and make your mark dark. If you want to change your answer, completely erase the mark you made and make a new mark. Do not make any other marks in your test booklet because other marks may be counted as wrong answers.

You should have filled in the circle that goes with the third answer choice. This picture completes the pattern because it is dark on the inside and has white spots.



Demonstrate by holding up the test booklet and pointing to the correct response.

SAY Are there any questions about Number 1?

Pause to answer questions. Throughout the Practice Test, you can offer further explanation whenever it seems necessary.

When you are sure that the students understand Number 1, continue.

SAY Now find Number 2. Look at the top row of figures. These figures belong together for a certain reason. They form a pattern.



Demonstrate. Hold up the test booklet and point to the top row of figures.

SAY Try to see what the pattern is in this row of figures. Then look at the four answer choices in the bottom row. Find the one that would come next in the pattern. If you cannot find an answer choice that fits the pattern, look at the top row again and try to think of another pattern. Mark your answer.

Give students time to do Number 2.

SAY Be sure to mark only in the circle. Remember, fill in the circle completely and make your mark dark. If you decide to change your answer, erase the mark you made and make a new mark.

You should have filled in the circle that goes with the fourth answer choice. This figure completes the pattern because it has a black dot in the center. All of the figures in the top row have a black dot in the center.



Demonstrate by holding up the test booklet and pointing to the correct response.

SAY Are there any questions about Number 2?

Pause to answer questions. When you are sure that the students understand Number 2, continue.

SAY Find Number 3 at the top of the second column. Look at the top row of figures. These figures are arranged in a certain order, a pattern.



Demonstrate. Hold up the test booklet and point to the top row of figures.

SAY Try to see what the pattern is in this row of figures. Then look at the four answer choices in the bottom row. Find the one that would come next in the pattern. If you cannot find an answer choice that fits the pattern, look at the top row again and try to think of another pattern. Mark your answer.

Give students time to do Number 3.

- SAY** You should have filled in the circle that goes with the second answer choice. This figure completes the pattern because the triangle has no dots. The pattern is: a triangle with three dots, a triangle with two dots, a triangle with one dot, and a triangle with no dots.



Demonstrate by holding up the test booklet and pointing to the correct response.

- SAY** Are there any questions about Number 3?

Pause to answer questions. When you are sure that the students understand Number 3, continue.

- SAY** Look at the arrow at the bottom of the page. The arrow tells you that you may go on to the next page.



Demonstrate. Hold up the test booklet and point to the arrow at the bottom of the page.

- SAY** Now turn to Page 3 and find Number 4 at the top of the page.



Demonstrate. Check to see that all students are on Page 3.

QUESTIONS 4 AND 5

Questions 4 and 5 are examples of the types of questions used in Test 2 Analogies in the InView Level 1 Test Book.

- SAY** The next part of your work will show how well you can find pictures that go together in a certain way. Look at the pictures in the top two boxes.



Demonstrate. Hold up the test booklet and point to the top row in Number 4.

- SAY** These two pictures go together in a certain way. Now look at the door in the first box of the bottom row. Think about what would go in the empty box.

Think of what would go with the door in the same way that the top two pictures go together. Find the picture that goes in the empty box. If you cannot find a picture that belongs in the empty box, look again at the first two pictures and try to think of another way that they could be related. Mark your answer.

Give students time to do Number 4.

- SAY** You should have filled in the circle that goes with the first answer choice, the opened door. The opened door goes with the closed door in the same way that the opened lock goes with the closed lock.

Are there any questions about Number 4?

Pause to answer questions. When you are sure that the students understand Number 4, continue.

SAY Find Number 5. Look at the pictures in the top two boxes. These two pictures go together in a certain way. Now look at the crayon in the first box of the bottom row. Think about what would go in the empty box.

Think of what would go with the crayon in the same way that the top two pictures go together. Find the picture that goes in the empty box. If you cannot find a picture that belongs in the empty box, look again at the first two pictures and try to think of another way that they could be related. Mark your answer.

Give students time to do Number 5.

SAY You should have filled in the circle that goes with the third answer choice, the box of crayons. The box of crayons goes with one crayon in the same way that the carton of eggs goes with one egg.

Are there any questions about Number 5?

Pause to answer questions. When you are sure that the students understand Number 5, continue.

SAY Look at the stop sign at the bottom of the page. The stop sign tells you to stop working and to wait until you hear more directions. When you see a stop sign, you should wait quietly. You should not go on to the next part of the test.



Demonstrate. Hold up the booklet and point to the stop sign at the bottom of the page.

QUESTIONS 6 THROUGH 11

Questions 6 through 11 are examples of the types of questions used in Test 3 Quantitative Reasoning in the InView Level 1 Test Book.

QUESTIONS 6 AND 7

SAY The next part of your work will show how well you think through problems. Turn to Page 5. Find Number 6 at the top of the page.



Demonstrate. Check to see that all students are on Page 5. Hold up the test booklet and point to number 6 at the top of the page.

SAY Look at the four grids that are made up of smaller squares. Each grid has some black on it. You must decide which is the grid with the most black area. Fill in the circle that goes with the grid with the most black area.

Give students time to do Number 6.

SAY You should have filled in the circle that goes with the last answer choice, because this grid has the most black on it.

Are there any questions about Number 6?

Pause to answer questions. When you are sure that the students understand Number 6, continue.

SAY Find Number 7. Look at the four grids that are made up of smaller squares. You must decide which is the grid with the most black area. Fill in the circle that goes with the grid with the most black area.

Give students time to do Number 7.

SAY You should have filled in the circle that goes with the second answer choice, because this grid has the most black on it.

Are there any questions about Number 7?

Pause to answer questions. When you are sure that the students understand Number 7, continue.

SAY Look at the stop sign at the bottom of the page. Remember, the stop sign tells you to stop working and to wait until you hear more directions. When you see a stop sign, you should wait quietly. You should not go on to the next part of the test.

QUESTIONS 8 AND 9

SAY Turn to Page 6. Find Number 8 at the top of the page.



Check to see that all students are on Page 6.

SAY Look at the rectangle with the numbers 5, 1, and 9 in it. In this kind of problem, you must figure out which answer can be made by adding or subtracting any two of the numbers in the rectangle. Fill in the circle that goes with the answer choice that can be made by adding or subtracting any two of the numbers in the rectangle.

Give students time to do Number 8.

SAY You should have filled in the circle that goes with the 6. If you add five and one, you get six.

Are there any questions about Number 8?

Pause to answer questions. When you are sure that the students understand Number 8, continue.

SAY Find Number 9. Look at the rectangle with the numbers 3, 4, and 8 in it. In this kind of problem, you must figure out which answer choice can be made by adding or subtracting any two of the numbers in the rectangle. Fill in the circle under the answer choice that can be made by adding or subtracting any two of the numbers in the rectangle.

Give students time to do Number 9.

SAY You should have filled in the circle that goes with the 5. If you subtract three from eight, you get five.

Are there any questions about Number 9?

Pause to answer questions. When you are sure that the students understand Number 9, continue.

QUESTIONS 10 AND 11

SAY Look at Page 7. Find Number 10 at the top of the page.



Check to see that all students are on Page 7.

SAY Look at the first number sentence. It tells you that a circle minus three equals four. You have to figure out what a circle stands for if a circle minus three equals four. Fill in the circle that goes with the answer you choose.

Give the students time to do Number 10.

SAY You should have filled in the circle that goes with the number 7. The circle stands for seven, because seven minus three equals four.

Are there any questions about Number 10?

Pause to answer questions. When you are sure that the students understand Number 10, continue.

SAY Now find Number 11. Look at the first number sentence. It tells you that a diamond plus a circle equals five. Now look at the second number sentence. It tells you that a diamond is equal to one. You must figure out what a circle stands for if a diamond equals one, and a diamond plus a circle equals five. Fill in the circle that goes with the answer you choose.

Give students time to do Number 11.

SAY You should have filled in the circle that goes with the number 4. A diamond plus a circle equals five, and a diamond equals one. This means that a diamond, or one, plus a circle equals five, so a circle must equal four. One plus four equals five.

Are there any questions about Number 11?

Pause to answer questions. When you are sure that the students understand Number 11, continue.

QUESTIONS 12 THROUGH 15

Questions 12 through 15 are examples of the types of questions used in Test 4 Verbal Reasoning—Words in the InView Level 1 Test Book.

SAY The next part of your work will show how well you can do different kinds of word problems. Turn to page 9. Find Number 12 at the top of the page.



Check to see that all students are on Page 9.

SAY Look at the underlined word, house. Now look at the words below it: rug, walls, stairs, doorbell. Find the word that names a necessary part of a house, something that must be part of a house. Mark your answer.

Give students time to do Number 12.

SAY You should have filled in the circle that goes with the second answer choice, "walls," because you cannot have a house without walls. Walls are a necessary part of a house. Many houses do have rugs, stairs, and doorbells, but these things are not necessary parts of a house.

Are there any questions about Number 12?

Pause to answer questions. When you are sure that the students understand Number 12, continue.

SAY Find Number 13. Look at the underlined words: airplane, car, boat. These three things go together in some way. Now look at the words below the underlined words: sea, bus, land, bird. Find the word that fits best with the three underlined words. Mark your answer.

Give students time to do Number 13.

SAY You should have filled in the circle that goes with the second answer choice, "bus," because a bus is something you can ride in, just as an airplane, a car, and a boat are things you can ride in.

Are there any questions about Number 13?

Pause to answer questions. When you are sure that the students understand Number 13, continue.

SAY Find Number 14. Look at the row of words: ice, snow, rain, wind. Three of the words in this group belong together. Find the word that does not belong. Mark your answer.

Give students time to do Number 14.

SAY You should have filled in the circle that goes with the fourth answer choice, "wind," because wind does not come from water. Ice, snow, and rain belong together because they all come from water.

Are there any questions about Number 14?

Pause to answer questions. When you are sure that the students understand Number 14, continue.

SAY Find Number 15. The three words in the top row—drink, milk, cup—go together in a certain way. The words in the bottom row go together in the same way. Decide how the words go together, and then find the word that completes the bottom row of words. Mark your answer.

Give students time to do Number 15.

SAY You should have filled in the circle that goes with the first answer choice, "plate," because you eat potatoes from a plate just as you drink milk from a cup.

Are there any questions about Number 15?

Pause to answer questions. When you are sure that the students understand Number 15, continue.

QUESTIONS 16 AND 17

Questions 16 and 17 are examples of the types of questions used in Test 5 Verbal Reasoning—Context in the InView Level 1 Test Book.

SAY This next part of your work will show how well you can draw a logical conclusion from information given in a short passage. Turn to Page 11. Find Number 16 at the top of the page.



Check to see that all students are on Page 11.

SAY Read the two sentences above the answer choices: "Alice likes all of her teachers. Mrs. Lee is Alice's teacher." Knowing these facts, find the sentence that must be true. Be sure to read all four of the answer choices. Mark your answer.

Give students time to do Number 16.

SAY You should have filled in the circle that goes with the third answer choice, "Alice likes Mrs. Lee." This is the only sentence that you know is true because of the facts given in the first two sentences. The other sentences tell about things that may or may not be true.

Are there any questions about Number 16?

Pause to answer questions. When you are sure that the students understand Number 16, continue.

SAY Find Number 17. Read the two sentences above the answer choices: "Bob throws a ball to Mary. Mary catches the ball." Knowing these facts, find the sentence that must be true. Be sure to read all four of the answer choices. Mark your answer.

Give students time to do Number 17.

SAY You should have filled in the circle that goes with the fourth answer choice, "Bob can throw a ball." This is the only sentence that you know is true because of the facts given in the first two sentences. The other sentences tell about things that may or may not be true.

Are there any questions about Number 17?

Pause to answer questions. When you are sure that the students understand Number 17, continue.

SAY This is the end of our practice work. Make sure that all your marks are dark and that you have completely erased any marks that you do not want.

Give students time to check their Practice Test.

SAY Please put down your pencils. Did everyone understand what to do? Does anyone have any questions about how to mark an answer?

Pause for discussion and then collect all test booklets. Be sure to check each student's copy of the Practice Test before administering any of the actual tests in the InView Level 1 Test Book. Any student who marked items incorrectly should be given additional practice.



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