



Answers to

QUESTIONS YOU'VE ASKED!

- Q:** *Should I use the Weekly Selection Tests as a grade?*
No, it is a formative assessment that will inform your instructional decisions.
- Q:** *How can I cut down on the time it takes to administer this test?*
- Use just one of the reading selections on the test to model or evaluate your students' understanding and skills
 - Administer only those parts or questions of the test that will provide you with the data you need about your students
- Q:** *Does everyone have to take the Weekly Selection Test?*
If student data shows that there is need for additional modeling, those students (and it may continue to be most of the whole class) who demonstrate the need for additional practice should take the test.
- Q:** *The Weekly Selection Test is not authentic. Why are we using it?*
No, it is not authentic as it is tied too closely to the reading of the weekly selection. However, it can be a powerful teaching tool if used with on-going teacher modeling.
- Q:** *How can I use these weekly tests to teach test-taking strategies?*
Linda Howard has developed some introductory lessons to show how to use the *Weekly Selection Tests* to teach the test-taking strategies such as 1) Rereading; 2) Understanding what the question asks of the reader; 3) Using the text, including the glossary; and 4) Choosing the better or worse answer choices

Have more questions? Email Linda Howard or Moira Rodgers!



Using the Weekly Selection Test

as a Teaching Tool & Formative Assessment A Guide for Teachers

Falmouth Public Schools
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What is the Weekly Selection Test?

- An assessment to be used as a teaching tool
- Consists of *multiple-choice* and multiple *constructed-response* (aka: *open response*) questions used to:
 - Strengthen students' understanding of how to answer different types of comprehension questions (literal, inferential, and critical analysis)
 - Model test-taking strategies such as rereading, using the text, and choosing the best answer

What are constructed- response questions?

Questions where the student is required to develop and write out an answer versus selecting from a number of choices. Includes:

- **Short-answer** questions require students to compose concise responses that directly address the demands of the question (e.g. *What was the first thing Alexander invented?*)
- **Open-response** questions require much more time and thought on the part of the test taker (e.g. *What kind of person was Alexander?*)

How should I use the Weekly Selection Test?

- *Note: You do not have to use all questions every week*
- Designed to be used as an “open book” test
- As a weekly teaching tool throughout the school year
- Use it mid-week to allow for re-teaching during the week
- On a weekly basis, use selected questions to model the construction of answers to different types of comprehension questions (literal, inferential, and critical analysis)
- Use it with the whole class and with differentiated small group instruction

Which students take the Weekly Selection Test?

- *Note: Not all students have to answer every question every week*
- Sometimes, everyone should take the test, particularly when you are modeling how to respond to the different types of comprehension questions
- At other times, it is your decision based on the on-going needs of individual students
- You may just want to use one of the reading selections on the test and not the entire test depending on the needs of your students

How do I use the data to inform instruction?

- Use the data you collect to evaluate how your students are responding to higher level comprehension questions
- Use “*dip sticking*” to see if readers are using the strategies you are teaching