When the test is like led of old tests—
look up stuffing to discover that pre- sors X? Do every- we test game. then, y and reasonably ingle. The result, if prenticeship pro-
hese brief appren-
educational sys-
trained her dis-
began the test. Stu-
Wings. "I'll,
short answer, multiple choice, fill-
in-the-blanks, true-false or "machine grade" any type of essay testing 
tically arranged lists of the bi-
and pieces of the subject on which such tests depend. If the test will consist of problem-solving questions, devise representative hypothetical problems and prepare model solu-
tions. If the test is an essay in form, will you be graded on your ability to see the subject matter from the instructor's perspective.

What you will be graded on is your ability to see the subject matter from the instructor's perspective. Prepare sample essays on an appro-
riety of topics to be tested and drill yourself on the important points and illustrations for each. The key to these exercises is prac-
tice, practice, practice. You want to take aim on a test the way the football team prepares for a game: run the plays you think will work until they become almost automatic. Then, when the time comes, use what you’ve practiced if at all possible. Particu-
larly in the case of essay tests, it is frequently possible to revise or re-
direct the question to fit the answer you have prepared. If you have prepared an adequate sample of answers, you may be a variable num-
ber of intermediate paragraphs de-
pending on the time allotted and your own particular writing speed. Again, a little practice with sample essays will tell you a lot. Once the test itself has begun, most of the rules of the test game are common sense.

Rule Five: Read the directions and test questions very carefully. Make sure you understand the kinds of answers expected, and how they will be graded. Ask the examiner for help when you do not understand the directions.

Rule Six: Budget your time. Al-
takes a very long time to match the test to your own particular style. If you can periodically check to make sure you are working rapidly enough, it will not be too late to answer all the questions. Try to save a few minutes for review answers at the end of the test—so you can make corrections and add details. Remem-
ner that most tests attempt to test not only your knowledge of the subject matter, but also your ability to organize that knowledge quickly and efficiently.

Rule Seven: Answer the "easy" questions first. If you go through the entire test answering those questions for which you are best prepared, you may be able to budget more time for the questions which will require more reflection and labor.

Rule Eight: Answer every question. You should attempt at least a partial answer even to those questions which you do not know. The opportunity to discuss and criticize your work is an excellent way to assess your grasp of the subject matter.

Rule Number Four is a corollary to Number Three: Know what you can and cannot say about a subject in a given period of time. Obviously this rule applies primarily to essay and discussion tests.) How many para-
graphs can you write? (Minutes, 15 minutes, and 60 minutes? Essay an-
swers consist of an opening para-
graph to state the problem (as you think it ought to be stated), a con-
cluding paragraph to restate how you have dealt with the problem in a significant way, and a variable num-
ber of intermediate paragraphs de-
pending on the time allotted and your own particular writing speed. Again, a little practice with sample essays will tell you a lot. Once the test itself has begun, most of the rules of the test game are common sense.

Rule Nine: There is a difference between a correct answer and a test answer. It is on this difference that many multiple choice questions de-
pend (e.g., D. H. Lawrence was (a) a poet (b) a novelist (c) a sex fiend. The British author of Sons and Lovers, Women in Love and Lady Lovel's Lover). But essay tests also exploit this trait to discrimi-
ate between varying levels of com-
prehension (e.g., "What were Money's primary contributions to impres-
sionism?")—take care to select the best answer from those which are available.

Rule Ten: Write legibly and clearly. There is no truth to the widespread rumor that graders give the student the benefit of the doubt on answers they cannot read. Answers should be double-spaced, with wide margins, and should employ the most concise, straightforward syntax possible. The last two rules are less obvious than the others, but no less important.

Rule Eleven: The proper response to a test is not a mechanical regurgitation of information, but a performance. Many students regard tests as cruel and unusual punishment to be en-
gendered as stoically and passively as possible, or as a kind of machine-like exercise in which they are required to regurgitate the image which illustrates the attitude is to try to learn as much as possible. Then, and only then, play the game—remember, the test is not a mechanical reissuing of the subject matter, but an exercise in which they are required to learn as much as possible. Then, and only then, play the game—remember, the test is not a mechanical reissuing of the subject matter, but an exercise in which they are required to regurgitate the image which illustrates the subject matter. Test yourself as a performer who is ready and willing to display your wares, to argue vehemently and pas-
sively, to match wits with the test.

Take a lesson from the football team: practice the plays you think will work until they become automatic.