

ISAT Integration Activities

Activities to Integrate Test Preparation in Ongoing Learning

Choose the activities you will use and the week(s) to integrate them in conjunction with your ongoing instructional program. Add your own integration activities

| WEEK(S) | Recommended Activities |
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| | <ul style="list-style-type: none"> Students write their own math books/guides . |
| | <ul style="list-style-type: none"> Students create science synthesis—what we’ve learned. |
| | <ul style="list-style-type: none"> Students write their own math problems. |
| | <ul style="list-style-type: none"> Students illustrate the theme or lesson of a story. . |
| | <ul style="list-style-type: none"> Students construct questions—analytic, inferential, evaluative. |
| | <ul style="list-style-type: none"> Simulate reading test and debrief—<i>What was difficult? Why? How do you figure out the best answer to a question? How do you write an extended response?</i> |
| | <ul style="list-style-type: none"> Simulate math test and debrief—<i>What was difficult? Why? How do you figure out the answer to a math question? How do you write an extended response?</i> |
| | <ul style="list-style-type: none"> Simulate science test and debrief <i>What was difficult—and how did you figure out the best answer? How do you figure out the answer to a question about a graph?</i> |
| | <ul style="list-style-type: none"> Have students “rank” the answers to the hardest question they find on the sample test and analyze what makes the question difficult—and how to answer it. |
| | <ul style="list-style-type: none"> Students write their own test-taking guide |
| | <ul style="list-style-type: none"> Students identify levels of reading questions and clarify how to answer them |
| | <ul style="list-style-type: none"> Students write reading guides, such as: how do you read nonfiction; how do you read a poem? |
| | <ul style="list-style-type: none"> Students write and read poems |
| | <ul style="list-style-type: none"> Students make and display posters of hope |
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ISAT Science Connections

Science Literacy—Raise Rigor, Reinforce Core Skills and Knowledge

Activities to Complement Ongoing Instruction

- Diagram cause-effect.*
- Diagram main idea and supporting information about science topic*
- Independent reading summaries*
- Pictorial Word wall—science words with drawings that show what they mean*
- Simulate science test and debrief—What was difficult? Why?*
- Students analyze and classify questions—“What is it asking me? What skills will I use? What information do I need?”*
- Students make sequence charts of science process*
- Students make their own science glossaries*
- Students make up their own questions (and answers)—analytic, inferential—about science topic*
- Students outline science passage*
- Students prepare summary for class of what they learned*
- Students write guide—how to do an experiment*
- Students write science experiment guides*
- Use chart to classify information*
- Students analyze and classify questions—“What is it asking me? What skills will I use? What information do I need?”*
- Students evaluate: how do you choose the best answer to a question?*
- Students make up their own questions (and answers)—analytic, inferential—about science topic*
- Students “rank” the answers to the hardest question they find on the sample test and analyze what makes the question difficult—and how to answer it.*
- Science “Mixer”—students answer questions from different areas of science and grade levels.*
- Students write their own test-taking guide*

EXPLORE *requires more thinking:*

Students analyze experiments.

Students evaluate two different scientists positions

Students interpret graphs—identify patterns, write analysis