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PREPARING FOR THE TEST

This section of the Oregon Educator Licensure Assessments® (ORELA®) Multiple Subjects Examination Study Guide provides information to help you prepare to take the Multiple Subjects Examination and develop a study plan for the test.

PLAN YOUR COURSE OF STUDY

Follow the steps outlined below to prepare to take the Multiple Subjects Examination.

To . . .

Do the Following

Assess your content knowledge

Read the test framework.

The test framework is the only source identifying the information covered by the subtest(s) you are taking.

1. **Read through the entire framework to get a general picture of the material the test covers.**
2. The objectives included in the framework form the foundation and focus for the test items. The descriptive statements that follow each objective (indicated by bullets) are included to provide examples of possible content covered by the objective. **Read each objective and its descriptive statements carefully to get a more specific idea of the knowledge and skills you will be required to demonstrate on the test.**
3. Once you have become familiar with the objectives, **make a list of the objectives about which you feel you know the least.**



Practice your test-taking skills

Answer the sample test items.

After you have become familiar with the test objectives, review the test directions and try to answer the sample test items for the subtest(s) you are taking. Set aside several hours for this exercise. If possible, take the sample test items in a quiet room that simulates the testing environment. As you answer the sample test items, time yourself to get an estimation of how long it may take you to complete the actual test.



Develop a study plan

Focus your studies.

1. **Identify the most appropriate resources.** These may be textbooks from courses you have taken. You may also wish to consult your class notes and other assignments; textbooks currently in use in Oregon public elementary and secondary schools; and publications from local, state, and national professional organizations.
2. **Develop a study schedule.** You may wish to review a book on study skills development, or consider studying with other people who will be taking the test by forming or joining a study group.

PREPARING FOR THE TEST ADMINISTRATION

The following are tips to help you prepare for the day of the test.

Start early

Make sure you leave plenty of time to get to the test center. Report to your assigned test site no later than 8:00 A.M. Testing is scheduled to begin approximately one half-hour after reporting time.

Arrive on time so that you are relaxed and ready to begin the test when instructed to do so.



Dress comfortably

Wear layers of clothing that you can easily remove or add on (for example, a sweater or sweatshirt). This will allow you to make personal adjustments for fluctuations in room or body temperature.

Wear soft-soled shoes so that you will not disturb other examinees when you leave your seat.

TEST-TAKING TIPS

The following tips for taking standardized tests are offered as suggestions that may contribute to your success and confidence during the test session.

Be prepared to test

Bring your admission ticket with you to the test site on the day of the test. Your admission will be delayed if you do not have a ticket.

Make sure you have two pieces of identification — one must be current, government-issued identification (such as a driver's license), in the name in which you are registered, bearing your photograph and signature (copies will not be accepted).

Be sure to have several sharpened No. 2 pencils with erasers (no pens). Pencils will not be supplied at the test site.



Follow directions

At the beginning of the test and throughout the test session, follow all directions carefully, including oral directions read by the test administrator and written directions in the test booklet.

The test booklet contains directions for responding to the multiple-choice and constructed-response items. If you do not understand something about the directions, raise your hand and ask a test administrator.

**Pace your work**

Each test session is four hours long. The test schedule is designed to allow sufficient time for examinees to complete two subtests.

Before starting the test, flip through the booklet to review the number of test items and to set a pace for answering them.

Do not make any other commitments for this time period that may cause you to work more quickly than you should.

Do not spend a lot of time on a test item that you cannot answer promptly; skip that item and move on. **If you skip a test item, mark it in your test booklet so that you can return to it later.**

If you skip a multiple-choice item, be sure to skip the corresponding row of answer choices on your answer sheet.

**Read carefully**

Read the directions and the test items carefully.

Read all response options.

Remember that the test items call for the "best answer." Read and evaluate all choices to find the best answer.

Read the test items closely to understand what they ask.

Do not skim the test items in an effort to save time; you may misread key words and select the wrong answer or spend more time than needed on a test item.

Read the test items, but don't read *into* them. The test items are designed to be straightforward, not tricky.



Section 2: Preparing for the Test

Mark your answers carefully

Mark your answers on the separate answer document provided. **DO NOT MARK YOUR ANSWERS IN THE TEST BOOKLET.**

Your answers to the multiple-choice items will be scored by a machine; therefore, the answer you select for each question must be clearly marked and the only answer marked.

If you change your mind about an answer, erase the old answer completely.

Do not make any stray marks on the answer sheet.

You may use any available space in the test booklet for notes, but your answers must be clearly marked on your answer sheet.

NOTE: If you skip a multiple-choice item, be sure to skip the corresponding row of answer choices on your answer sheet.

Your answers to the constructed-response items must be recorded in the appropriate section of the answer document.

NOTE: If you write your responses to the constructed-response items in the test booklet, they will not be scored.



Choose wisely

As you read through the multiple-choice item response options, try to find the best answer. If you cannot quickly determine the best answer, try to eliminate as many of the options as possible. Then, select from among the remaining answer choices.

Your score on each test will be based on the number of multiple-choice items you have answered correctly, in combination with your scores on the constructed-response items.

There is no penalty for incorrect multiple-choice item answers; therefore, it is better to select an answer than not to respond at all.



Check your accuracy

Use any remaining time at the end of the test session to check your work.

Go back to the test items that gave you difficulty and verify your work on them.

Check the answer sheet to be sure that you have marked your answers accurately and have completely erased changed answers.



Follow the rules

Review the Rules of Test Participation contained on the current ORELA Web site.

Cellular phones, personal digital assistants, and all other types of electronic information or communication devices are strictly prohibited in the testing facility.

Examinees are not permitted to take any test materials or handwritten or printed notes from the testing room, or to disassemble, copy, or reproduce the test materials in whole or in part, by hand or with the use of any device of any nature.

Violation of these rules, or those stated in the Rules of Test Participation on the ORELA Web site, may result in the voiding of your test results.