

Test Bank

For

College Reading and Study Skills

Fourteenth Edition

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Pearson



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ISBN-10: 0135227046

ISBN-13: 9780135227046



CONTENTS

CHAPTER REVIEW QUIZZES –TEST BANK 1

Chapter 1	1
Chapter 2	3
Chapter 3	5
Chapter 4	7
Chapter 5	9
Chapter 6	11
Chapter 7	13
Chapter 8	15
Chapter 9	17
Chapter 10	19
Chapter 11	21
Chapter 12	23
Chapter 13	25
Chapter 14	27
Answer Key to Chapter Review Quizzes—Test Bank 1	29

CHAPTER REVIEW QUIZZES –TEST BANK 2

Chapter 1	33
Chapter 2	35
Chapter 3	37
Chapter 4	39
Chapter 5	41
Chapter 6	43
Chapter 7	45
Chapter 8	47
Chapter 9	49
Chapter 10	51

Chapter 11	53
Chapter 12	55
Chapter 13	57
Chapter 14	59
Answer Key to Chapter Review Quizzes—Test Bank 2	61

MASTERY TESTS

Chapter 1	65
Chapter 2	71
Chapter 3	73
Chapter 4	75
Chapter 5	79
Chapter 6	81
Chapter 7	85
Chapter 8	88
Chapter 9	91
Chapter 10	95
Chapter 11	98
Chapter 12	101
Chapter 13	104
Chapter 14	107
Answer Key to Mastery Tests	110

INTRODUCTION

This assessment package contains two types of assessment for each chapter in *College Reading and Study Skills*, fourteenth edition: chapter review quizzes and mastery tests. These alternative measurements provide the instructor with a variety of opportunities to assess students' ability to learn and apply the techniques and strategies presented in the text.

CHAPTER REVIEW QUIZZES

The chapter review quizzes are primarily intended to provide an assessment of students' knowledge and comprehension of chapter content.

There are two sets of chapter review quizzes. Each set includes a ten-item multiple-choice quiz for each chapter. Although the concepts tested in each set are similar, the test questions are different.

An answer key is provided for each chapter review quiz.

Coverage

It is the purpose of the chapter review quizzes to assess whether students have acquired foundational knowledge of each chapter's content to enable them to apply the skill. Although the focus of each quiz is knowledge and comprehension of chapter content, quizzes do include application questions that provide hypothetical situations for evaluating students' ability to apply the skill.

Instructional Uses

Although the quizzes are intended as assessment tools, they can be used instructionally in several different ways:

1. Treat the quiz as an open-book exam, allowing students to locate the answers in the text. This activity will provide students with the opportunity to review chapter content and realize what skills are emphasized.
2. Ask students to predict or write questions they think will be on the quiz and then compare their predictions with the actual quiz. This activity will help students to determine what is important in each chapter, as well as to develop an important test-taking strategy.
3. Treat each quiz as a collaborative learning activity. Students can discuss each item and identify sections in the chapter that establish their choices as correct.
4. Use the quiz as a chapter preview. Allow students to skim or read the quiz questions before reading the chapter. The questions will establish an intent to remember chapter content.

MASTERY TESTS

The mastery tests are designed to measure students' ability to apply the skills learned in each chapter. These objective tests are intended to be practical, realistic simulations of reading and study situations that college students face.

For the instructor's convenience, these tests were written to be self-scored, although instructors may elect to score these tests themselves. An answer key is provided for each mastery test.

Coverage

Not all skills covered in a given chapter have been tested on the mastery test. Instead, the tests focus on the essential skills taught in each chapter. It was not possible to include skills that are too complex or time-consuming to measure within a testing situation.

Some mastery tests contain more than one part, each measuring a different skill. Each part can be administered separately or given as a separate mastery test.

Instructional Uses

Although the mastery tests are intended as assessment tools, they can be used as instructional tools as well:

1. Use the mastery tests as collaborative learning activities in which students work together to complete the task(s) in each mastery test.
2. Use the mastery tests as additional practice exercises. Some students may require additional guided practice in learning and applying particular skills taught. The tests are also appropriate for students who are not co-registered for other academic courses and, thus, are unable to complete the academic application exercises in the text.

PART ONE

CHAPTER REVIEW QUIZZES

TEST BANK 1

NAME: _____ DATE: _____ SECTION: _____

CHAPTER 1

FIRST STEPS TO ACADEMIC SUCCESS

Directions: Write the letter of the choice that best completes each statement in the space provided.

- _____ 1. If Paula takes 15 hours of classes next semester, she should expect to study each week for about
- 7½ hours.
 - 10 hours.
 - 15 hours.
 - 30 hours.
- _____ 2. The online study tool that lets students practice what they are learning using flash cards, self-testing games, and interactive diagrams is called
- Quizlet.
 - Evernote.
 - Schooltraq.
 - GoConqr.
- _____ 3. A term plan lists all of your
- unchanging commitments.
 - specific study times.
 - homework assignments.
 - leisure activities.
- _____ 4. The first step in creating your weekly schedule should be to
- assess the upcoming week's workload.
 - block out time for having fun and relaxing.
 - write in appointments and commitments.
 - set aside time for breaks before studying new subjects.
- _____ 5. The best time to study for a Thursday morning class is
- Tuesday morning.
 - Wednesday evening.
 - Friday evening.
 - over the weekend.

- _____ 6. The learning strategy that is appropriate for both visual and spatial learners is
- drawing diagrams and charts.
 - recording lectures.
 - writing summaries.
 - talking aloud when studying.
- _____ 7. The spatial/verbal section of the Learning Style Questionnaire reveals
- your ability to visualize how things work or how they are positioned in space.
 - whether practical applications are necessary for your understanding of ideas.
 - your preferred level of interaction with other people in the learning process.
 - whether you prefer to learn by taking risks or following rules.
- _____ 8. An example of an active learning strategy is
- writing down everything the instructor says.
 - rereading textbook assignments.
 - considering the purpose behind assignments.
 - doing only what is expected to get a good grade.
- _____ 9. According to the progression of thinking skills first developed by Benjamin Bloom, the highest level of thinking is
- remembering.
 - understanding.
 - analyzing.
 - creating.
- _____ 10. An English instructor who wanted to give an assignment at the applying level of thinking might ask students to
- compare two poems by the same author.
 - edit a poorly punctuated paragraph.
 - evaluate the effectiveness of an essay about writing.
 - define a list of grammatical terms.

NAME: _____ DATE: _____ SECTION: _____

CHAPTER 2

TAKING NOTES IN CLASS

Directions: *Write the letter of the choice that best completes each statement in the space provided.*

- _____ 1. In each waking hour, the average adult is likely to spend the most time
- listening.
 - writing.
 - reading.
 - speaking.
- _____ 2. One difference between listening and hearing is that hearing
- is an intellectual, purposeful activity.
 - involves the processing and interpretation of incoming information.
 - is a passive, biological process.
 - is intentional and deliberate.
- _____ 3. One way to improve your listening skills during a lecture is to
- focus on delivery rather than content.
 - concentrate on remembering separate, unconnected facts.
 - disregard the speaker's opening comments.
 - try to understand the speaker's purpose.
- _____ 4. Compared to the average rate of speech, the rate of thinking is about
- the same.
 - half as fast.
 - twice as fast.
 - four times as fast.
- _____ 5. A good set of lecture notes does *not* have to
- serve as a record of the lecture's main points.
 - include enough details so that the information can be recalled later.
 - show the organization of the lecture.
 - include everything the lecturer said.

- _____ 6. Speakers typically do *not* indicate that information is important by
- speaking more loudly.
 - speaking more quickly.
 - listing or numbering points.
 - using PowerPoint slides.
- _____ 7. If you are using indentation to show a lecture's organization, the item that should be indented the most is
- a major topic.
 - a main idea.
 - a detail.
 - an example.
- _____ 8. The most effective way to review your notes after a lecture is to
- edit your notes as soon as possible.
 - wait a few days and then reread your notes aloud.
 - recopy your notes to make them more legible.
 - transcribe your notes from an audio recording.
- _____ 9. Julie is trying a new system to improve how she reviews and studies her lecture notes. After she has edited her notes, she fills in the left margin with words and phrases that summarize her notes and help trigger her memory. This information indicates that Julie is using
- enumeration.
 - pragmatic editing.
 - mnemonic devices.
 - the recall clue system.
- _____ 10. While editing his notes after a lecture, Lee asked himself how his notes fit in with other lectures and with the textbook assignment. Lee's questions are at the level of thinking known as
- remembering.
 - understanding.
 - analyzing.
 - creating.

NAME: _____ DATE: _____ SECTION: _____

CHAPTER 3

COMMUNICATING IN THE CLASSROOM

Directions: Write the letter of the choice that best completes each statement in the space provided.

- _____ 1. Listening critically involves
- focusing on the speaker rather than the message.
 - keeping an open mind toward a speaker or a topic.
 - ignoring any ideas with which you disagree.
 - forming an immediate reaction toward a speaker or topic.
- _____ 2. An effective way to improve your questioning skills is to
- wait until another student asks the question you were thinking of.
 - make excuses for asking a question.
 - pose questions for the sake of asking a question.
 - form questions as you read an assignment and bring them to class.
- _____ 3. When you are asking a question in class, an example of a question at the creating level of thinking is:
- In what situations can this information be used?
 - How do these ideas fit together?
 - Of what value is this information?
 - How can this idea be combined with related ideas in new ways?
- _____ 4. A strategy that will *not* help you prepare for a class discussion is
- reading the assignment and any background material.
 - marking and highlighting important information as you read.
 - skimming the assignment for basic, factual information.
 - asking critical thinking questions as you read.
- _____ 5. The best tip for posting messages in an online discussion is to
- assume you are already familiar with the software.
 - repeat comments that someone else has said.
 - let people figure out the context of your comments.
 - make your comments clear and easy to read.