Test 1: Verbal Analogies

SAY

Turn to Test 1: Verbal Analogies on page 5 in your test booklet. This is a practice page.

Make sure all students have the correct page.

Read the directions for this test silently while I read them aloud.

To answer the questions in this test, figure out how the first pair of words goes together. Then find the word that makes the next pair go together in the same way.

Look at the first sample question below.

S1 right → left : over →

A finished B out C above D around E under

SAY

The first two words are **right** and **left**. Right is the opposite of left. **(Pause.)** Now look at the third word, **over**. The answer must be the opposite of over. **(Pause.)** **Under** is the opposite of over.

Hold up your copy of the answer sheet and point to the area for Test 1: Verbal Analogies.

Find the area for **Test 1: Verbal Analogies** on your answer sheet.

Make sure all students have the correct place.

Now find row **S1**. Fill in circle **E** in row **S1** to show that **under** is the correct answer to sample question 1.

Check that all students correctly answered the sample question in row *S1*, *not* in the row for test question *1*.

Now try to answer the second sample question by yourself.

S2 TV → watch : book →

J deliver K comics L read M magazine N listen

Pause while students attempt the question.

SAY

The correct answer is choice **L**, **read**. You **watch TV**, and you **read** a **book**. Fill in circle **L** in row **S2** to show that **read** is the correct answer.

Check that all students correctly answered the sample question in row S2. If any students chose *N*, *listen*, explain that *most* books are designed to be read.

SAY

To answer the questions in this test, figure out how the first pair of words goes together. Then find the word that makes the next pair go together in the same way.

Mark all of your answers on your answer sheet in the area for **Test 1: Verbal Analogies**. For each numbered question, fill in the circle for your answer.

You will have ten minutes for this test. Try to answer every question. If you cannot answer a question, try the next one. Then, if there is time, go back to the questions you skipped. If you finish early, check your work on this test, but do not go on to the next test.

Are there any questions?

You may begin.

Observe the time and write it down.	Start Time	
	Test Time	+ 10 minutes
	Stop Time	

Make sure all students are working on the appropriate questions and are marking their answers properly on the answer sheet. Do not give help on specific test questions. Encourage any students who finish early to go back and check their work.

After exactly ten minutes, say:

SAY

Stop. Please put down your pencil.

Allow a brief rest period before beginning Test 2.

Test 4: Number Analogies

Distribute the test booklets, the answer sheets, and a few sheets of scratch paper to each student. Make sure each student receives the answer sheet with his or her name on it.

SAY

Open your test booklet to Test 4: Number Analogies on page 17. This is a practice page.

Check that all students have the correct page.

Read the directions silently while I read them aloud.

Look at the numbers in the first row of Sample 1 below. What rule links the number pairs?

Pause while students attempt the question.

S1	[1 → 2]	[3 → 4]	[5 → ?]		
	A 2	**B** 4	**C** 6	**D** 8	**E** 12

SAY

In the first pair, 1 + 1 = 2. In the second pair, 3 + 1 = 4. The rule is to **add 1 to the first number to get the second number in the pair**.

All three pairs must follow the same rule. What number should be paired with 5? **(Pause.)**

The rule is to add 1 to the first number: 5 + 1 = 6. The missing number is **6**.

Hold up your copy of the answer sheet and point to the area for Test 4: Number Analogies.

Find the area for **Test 4: Number Analogies** on your answer sheet. Look for row **S1**. Fill in circle **C** in row **S1** to show that **6** completes the third pair.

Check that all students correctly answered the sample question in row *S1*, *not* in the row for test question *1*.

Now try Sample 2 by yourself.

S2	[2 → 5]	[4 → 9]	[3 → ?]		
	J 4	**K** 5	**L** 6	**M** 7	**N** 8

Pause while students attempt the question.

SAY

The rule that links each number pair requires two changes. The rule is to **multiply the first number by 2 and then add 1 to get the second number**. For the first pair, 2 × 2 = 4. Then 4 + 1 = 5.

A rule that works for the first pair must also work for the second pair. For the second pair, 4 × 2 = 8. Then 8 + 1 = 9.

What number must be paired with 3? **(Pause.)** For this pair, 3 × 2 = 6. Then 6 + 1 = **7**. Look for row **S2** on your answer sheet. Fill in circle **M** in row **S2** to show that **7** is the correct answer.

Check that all students correctly answered the sample question in row S2. *Make sure they understand what they are supposed to do*. If necessary, go over Sample 2 again to be sure all students understand the two-step rule.

SAY

To answer the questions on this test, look for a rule that links the first two pairs of numbers. If you can't find a one-step rule, look for a rule with two steps. When you find a rule that works for both pairs, use it to complete the third pair of numbers. You may use your scratch paper to help you find the correct answer.

You will have ten minutes for this test. Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped.

Are there any questions?

You may begin.

Observe the time and write it down.	Start Time	
	Test Time	+ 10 minutes
	Stop Time	

Make sure all students are working on the appropriate questions and are marking their answers properly on the answer sheet. Do not give help on specific test questions. Encourage any students who finish early to go back and check their work.

After exactly ten minutes, say:

SAY

Stop. Please put down your pencil.

Allow a brief rest period before beginning Test 5.

General Directions for Test 7: Figure Matrices

Test 7: Figure Matrices contains three different sets of directions.

- **Use the directions below if you are administering Level 10 or 11.**
- **Use the directions on page 36 if you are administering Level 12.**
- **Use the directions on page 39 if you are administering Level 13/14, 15/16, or 17/18.**

Directions for Levels 10 and 11

Distribute the test booklets and the answer sheets. Make sure each student receives the answer sheet with his or her name on it.

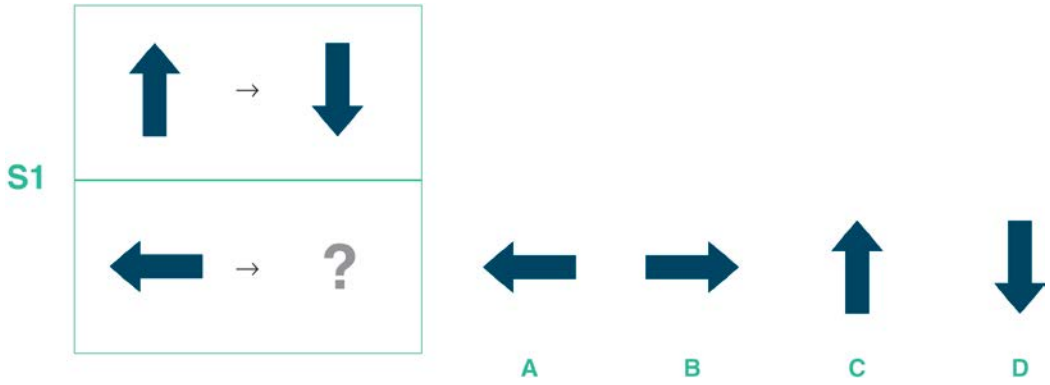
SAY

Open your booklet to Test 7: Figure Matrices on pages 32 and 33. These are practice pages.

Check that all students have the correct pages.

Read the directions for this test silently while I read them aloud.

Look at the figures in the top row of the first sample question.



SAY

The arrow pointing up goes with the arrow pointing down. They point in opposite directions.

Now look at the bottom row of the puzzle. **(Pause.)** The arrow points to the left. The missing arrow must point in the opposite direction. Which answer choice shows this? **(Pause.)**

Find the area on your answer sheet for **Test 7: Figure Matrices**. Now find row **S1** for the first sample question. Fill in circle **B** in row **S1** to show that **the arrow pointing to the right** is the correct answer.

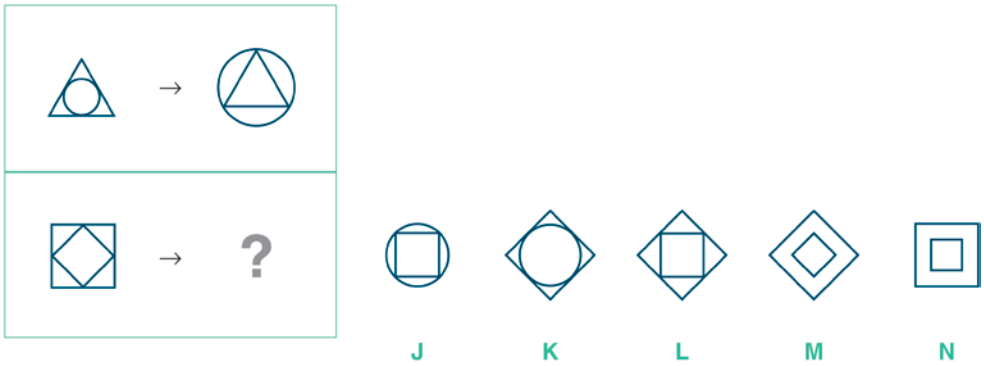
Check that all students correctly answered the sample question in row *S1*, *not* in the row for test question *1*.

SAY

Now try the second sample question on your own.

Pause while students attempt the question.

S2



SAY

How do the pictures in the top row go together? **(Pause.)** Both pictures have a triangle and a circle. In the first picture, the circle is inside the triangle. In the second picture the circle is outside the triangle.

Now look at the picture in the bottom row of the puzzle. It shows a diamond inside a square. What should the missing picture look like? **(Pause.)**

The answer should have a diamond outside a square. Find row **S2** on your answer sheet. Fill in circle **L** to show that **the diamond outside of the square** is the correct answer.

Check that all students correctly answered the sample question in row S2. *Make sure they understand what they are supposed to do*.

To answer the questions in this test, first decide how the figures in the top row go together. Then make the figures in the bottom row of the puzzle go together in the same way.

Mark your answers on your answer sheet.

You will have ten minutes to work on this test. Try to answer every question. If you cannot answer a question, try the next one. If there is time, go back to the questions you skipped.

Are there any questions?

You may begin.

Observe the time and write it down.	Start Time	
	Test Time	+ 10 minutes
	Stop Time	

Make sure all students are working on the appropriate questions and are marking their answers properly on the answer sheet. After exactly ten minutes, say:

SAY

Stop. Please put down your pencil.

Allow a brief rest period before beginning Test 8.