

# TEExES Test Study Plan

Name: \_\_\_\_\_

Contact: \_\_\_\_\_

TEExES: \_\_\_\_\_

## Step 1: Analyze Your Readiness to Test

### Analyze Your Overall Test Score

What was your most recent score on a TEExES test? \_\_\_\_\_ What percent correct does that represent? \_\_\_\_\_ %

How reliable to you think this score is? \_\_\_\_\_

*example: a real test = highly reliable; a qualifier from UNT Dallas = reliable; CertifyTeacher or Tutoring 240 = less reliable*

### Analyze Your Performance by Competency

Calculate your percentage correct by each competency and list our which competences fall where. This will help you know where to focus your study efforts and resource collection.

<b>Strengths</b> (Competencies in 80%-100% range)	
<b>Solids</b> (Competencies in 70%-79% range)	
<b>Almost There</b> (Competencies in 50-60% range)	
<b>Need Attention</b> (Competencies in 0%-49% range)	

## Step 3: Set Study and Testing Goals

I will successfully pass my exam on \_\_\_\_\_. I will need to submit my request for approval to test with this study documentation on \_\_\_\_\_ (at least 7 days in advance of testing date).

To know I am ready to pass, I will need to see the following in my study efforts:

(Examples: an overall score goal; % mastery goals by competency area; goals for accuracy on a set number of questions under timed conditions)

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### Step 3: Create a Plan

This is a place for you to record both your intentions to study and your actual study efforts. First, add the date you plan to take the real exam. Then, work backwards. Include time with tutors, study groups, or taking practice tests in this plan. Add or delete rows as needed.

Date	Start Time	End Time	Focus Area (list by competency or topic)	Goal for Study (what do you want to see as a result of your efforts?)	Resources (what will you use to study?)	Study Goal met?	Notes for Next Time

### Step 4: Identify Resources

Knowing the resources we have to support our study efforts is important. Use the following questions to map out where you are clear on which resources exist and where you may need to seek some clarity.

Which resources will you use to learn content you don't know? \_\_\_\_\_

Which resources will you use to practice questions by competency? \_\_\_\_\_

Which resources will you use to take practice exams? \_\_\_\_\_

Who can you go to if you need better resources or help understanding content? \_\_\_\_\_

Who can study with you or encourage you in this process? \_\_\_\_\_

Who will check in with you on your study plan progress? \_\_\_\_\_

Visit [teach.untdallas.edu/certification-testing](http://teach.untdallas.edu/certification-testing) for a comprehensive list of resources for practice questions and tests

How strong is your study plan? Use this rubric as a quick check.

<b>Component</b>	<b>Level 1 – Not Okay</b>	<b>Level 2 – Almost There</b>	<b>Level 3 - Ready</b>
<b>Clear starting and end points</b>	<i>Plan does not include diagnostic testing scores or a date for the actual exam.</i>	<i>Plan includes either a diagnostic test score or a date to date the actual exam, but not both.</i>	<i>Plan includes both diagnostic testing data <u>and</u> a date to take the actual TExES content exam.</i>
<b>Study Time Allotted</b>	<i>Study time does not seem sufficient to learn and review all of the areas needed to pass.</i>	<i>Study time is inconsistent or may not be sufficient to learn and review all of the areas needed to pass.</i>	<i>Study times are consistent and seem frequent enough to allow for review of all areas of weakness.</i>
<b>Resources</b>	<i>The plan does not identify resources for 75% or more of the study times or relies too heavily on a singular resource.</i>	<i>The plan identifies resources for 100% of focus areas, but may be in need of more resources to adequately prepare.</i>	<i>The plan identifies multiple resources for 100% of focus areas.</i>
<b>Goals</b>	<i>The plan does not have clear study time goals.</i>	<i>The plan includes some goals, but they are broad – like “review solar system” or “learn algebra.”</i>	<i>The plan includes goals for study time that include learning content, reviewing content, taking practice questions, and reviewing answers in all areas of focus.</i>
<b>Checkpoints</b>	<i>The plan does not include any check-points with a faculty member or Emerging Teacher Educator on progress.</i>	<i>The plan includes checkpoints, but is not specific about who the Emerging Teacher will check in with.</i>	<i>The plan includes checkpoints with dates and a person identified to assess progress.</i>
<b>Feasibility</b>	<i>This plan would be hard to impossible to implement given the Emerging Teacher’s other commitments or the Emerging Teacher doubts its feasibility outright.</i>	<i>This plan is ambitious to implement, but the Emerging Teacher may express doubts about its feasibility or feel more stressed when looking at the plan.</i>	<i>The plan seem feasible when mapped onto the Emerging Teacher’s calendar and other responsibilities. The plan leaves the Emerging Teacher more confident, rather than more stressed.</i>

A score of 15 out of 18 means the plan is reasonable and the candidate is ready to proceed.

This plan scores: \_\_\_\_ out of \_\_\_\_.

Faculty or Emerging Teacher Educator Signature: \_\_\_\_\_

Date: \_\_\_\_\_