Test-Taker Personalities

Do you know what type of test-taker you are? Knowing what type of test-taker you are can help you to become more successful!

<table>
<thead>
<tr>
<th>The Rusher</th>
<th>The Turtle</th>
</tr>
</thead>
<tbody>
<tr>
<td>High risk for misreading, misinterpreting, and mistaking due to focus on just getting through the test!</td>
<td>Suffers from a lack of time and inability to complete all the items rather than a lack of knowledge or poor preparation.</td>
</tr>
</tbody>
</table>

**Characteristics:**
- Hurries through the test in a desperate rush to finish the exam before facts are forgotten
- Arrives early, anxiously mumbling bits of information
- Tightened body
- While most students are completing the initial items, the rusher is one-third through the exam

**Suggestions:**
- Practice relaxation exercises
- Lessen cramming with a plan of study allowing for time to review
- Practice test-taking strategies

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<th>The Turtle</th>
<th>The Second Guesser</th>
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<tr>
<td>Suffers from a lack of time and inability to complete all the items rather than a lack of knowledge or poor preparation.</td>
<td>Observes that I had it right, but then I changed it!</td>
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**Characteristics:**
- Moves through each question slowly, methodically, and deliberately
- Last one to finish or does not finish
- Scores better in the first part of the exam compared to the end of the exam

**Suggestions:**
- Take practice tests
- Focus in increasing reading speed and comprehension
- Use a clock or timer during exams
- Calculate the amount of time allotted for each question
- Check pace at various points of the exam, then increase speed if necessary
- Determine questions that are answerable. For extremely difficult questions, make a best guess and then mark for later review.

<table>
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<th>The Personalizer</th>
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<td>Gives answers relying upon what one has learned from observation and experience only.</td>
<td>Observes that I had it right, but then I changed it!</td>
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</table>

**Characteristics:**
- Usually older, more mature students
- Knowledge/insight gained through life experience

**Characteristics:**
- Plays roles of both the examinee and the examiner
- Changes answers because they seem wrong
<table>
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<th>Reliance on experience causes incorrect answers</th>
<th>Proceeds through the test as if correcting it</th>
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<td><strong>Suggestions:</strong></td>
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<tr>
<td>• Focus on broad principles that support actions</td>
<td>• Only go back and check marked items</td>
</tr>
<tr>
<td>• Avoid making mental connections between test scenarios and personal experience</td>
<td>• Avoid changing responses unless you can state exactly why an answer is wrong</td>
</tr>
<tr>
<td>• Focus on generalities about the content</td>
<td>• move thought he test carefully</td>
</tr>
<tr>
<td>• Formulate decisions in testing situations based on professional standards</td>
<td>• Avoid using extra time to grade the exam</td>
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### The Philosopher

Answers questions with own additional information instead of the intent of the original question was written.

**Characteristics:**

- Places high value on understanding the complexities of the situation
- Doesn't believe he/she knows enough about the topic
- Pours over selected questions with great intensity
- Overanalyzes and reads into test questions looking for an unstated intent or trick
- Has great difficulty reading items as they are
- Tends to select responses that only provide his/her own view of the truth

**Suggestions:**

- Develop self-confidence
- Focus on items as they are written
- Avoid overreading test questions
- Use practice tests and questions

### The Squisher

Emphasis in planning avoidance of the exam vs. preparing for the actual test.

**Characteristics:**

- Views exams as a hurdle to jump
- Preoccupied with grades; fears failure
- Avoids responsibility associated with the testing experience
- Develops mental lists for test preparation that are never fully actualized
- Attempts to squish information into the mind just before a test, a time when the mind's ability to learn new knowledge is at its lowest

**Suggestions:**

- Determine a plan for progressive, discipline study
- View test preparation as a step-by-step process
- Devise time frames for completion of study tasks
- Develop a consistent study plan