ESSAY ONE

The first thing you should do is read the directions. Mark the words, keep to the idea you have being sure your writing it carefully so teacher knows your writing style. Stay on the topic. Divide it into paragraphs. Check your work to be sure its written write.

It is important to be sure the teacher can understand your work so she knows what you are talking about. It is also important to stay on the topic so you don’t include things off the topic. If you do these two things, you should have an excellent essay answer. It’s good to answer everything on the test, so do this by writing out your answer in a blue book.

I think that taking essay tests is harder then doing multiple choice. Its important to do both right if you want to pass a class. You can’t just do it by doing the right multiple choices, you have to do good both places.

Finally, you should check your essay for errors. When you proofread it, find the things that are wrong. Mark the things that are wrong and fix them because you need to show that you can do this work for the teacher. This should
take about 5 minutes, so always allow time to correct the mistakes you made in the essay. You can fix the stuff that is wrong and that’s the best way to make a good grade on an essay test.

If you don’t know it, guess. Never leave an essay question blank. Try to figure it out using your mind. Keep an open mind while you’re writing an essay, and you can’t go wrong. Its important to answer everything correct, so write out your answer in the blue book.

ESSAY TWO

When responding to an essay question, it is important to complete the following steps before beginning: read the instructions carefully, circle the direction words (or keywords), make a jot chart as an outline, write the essay using good essay practices, and save time to proofread your essay before turning it in.

First, it is important to read the instructions and the essay carefully to be sure you have provided the instructor with the information requested. Mark the direction words so that you will be sure to answer the question completely and
not skip a portion of the question. Before you begin to write, jot down a list of the main points you want to make in your response to be sure you don’t leave out important information. Number this list before you being writing, which will help you organize your answer.

When you begin the writing stage, be sure to use good essay skills. For example, write legibly so your instructor can read it. If your instructor can’t read your writing, you may lose points even though you wrote down all the information requested. In a blue book, write on one side of the page only and use double-spacing so that you can record corrections neatly during editing; also, double-spacing the essay leaves your instructor room to write comments or corrections. Write in complete sentences and avoid using fragments or lists. In an essay response, the instructor is testing to see if you can organize your thoughts in complete sentences on paper. Include examples and specific details in your response to show your instructor that you comprehend the material and can apply it to specific real-world situations. Also, including examples may clarify your explanation if it was too vague or poorly articulated.

As a final step in the essay process, be sure to revise and proofread. First, check your response against all the direction words listed in the question. By doing this, you can be sure you completely answered all parts of the
question. Second, make sure you’ve included specific examples for each major point in the essay. If you forgot to include a detail, add it to show you completely comprehend the material. Next, go through the writing and correct errors in spelling, punctuation, and grammar. Even though the teacher may not count these kinds of errors against you, a clean essay will make a better impression. It will also make you proud of your response.

If you don’t know the information requested on the essay exam and you have to guess, look back through the objective portion of the exam for information you can use. Sometimes the essay question is so broad, the teacher has inadvertently included part of the essay response in another portion of the test. If that fails, use your common sense. Try to reason out the meaning of the question and think about all the items covered in your class lectures that relate at least partially to the answer. Above all, don’t leave the question blank; a professor cannot give partial credit to a blank page, and by guessing, you may accidentally choose some of the correct material for your response. Be confident and trust your instincts when taking an essay exam, and you will do better than you realize.

Comments:
**ESSAY THREE**

On an essay test a student should do 5 things. These things are to circle the keywords, make a chart on the cover, write the essay, grade the essay, and reread it to check the keywords.

First I should circle keywords such as explain and describe. This is so I won’t forget part of the question and not answer it. Also, I should describe not just list and provide detail. Next, I should write down what I’m going to say on the cover before I write it out. I should do this to organize my answer and not just write down everything I know without any order. This will show the teacher I know the information and I can write it in essay form.

Next I should write it. Using one side of the paper and writing on every other line making room for me to write down corrections. It also gives room for the teacher to write things, too. After I write it I should check it. I should look for mistakes and missing words and fix them. I should check to be sure I answered it all, too. Finally, I should revise it. Revising it shows that I care enough about the
class to take the time to revise my answer. It shows the teacher I used her process.

If I don’t know the answer and I have to guess, I can look back through the test. There may be parts of the test that could help me by giving me the answers.

Using this writing process is a tool for taking essay exams that work.

*Discuss this exercise with other students to compare results.*