How to Use This Program

The Appraisal Institute's *Practice Examination Questions for Real Estate Appraisers* has been developed to help students and trainees prepare for various examinations presented by educational providers, state appraisal boards, or other administrators of qualification examinations. This program is not a collection of questions that will appear on specific examinations. Instead, it is a training manual to help examinees develop a background for subjects that may be encountered on the various exams. This program is intended to provide examinees with practice before entering a testing center or taking the final exam at the end of an appraisal course.

Each state uses its own testing materials. The Appraisal Foundation's material is dynamic, and there is no way to know what is on a particular real estate appraisal examination today or in the future. Neither the Appraisal Institute nor the author of this program claim to have inside knowledge as to what is on a particular examination. However, this program can help appraisers take examinations with a greater understanding of the important appraisal concepts, which will lead to a greater potential for success. Practicing this program will not magically transform a student with no understanding of the concepts into an expert and guarantee success, but it should help students reach the level of understanding required to pass appraisal exams. Taking the practice exam questions will also highlight specific areas of weakness for examinees so that they can focus their study time on strengthening their skills in those areas.

Students can learn by answering questions about a subject and then figuring out why the different answer options are correct or incorrect. Answering test questions—or practice questions—is one way to gain and retain knowledge. More than 1,000 practice questions and detailed answers are provided in this program, and students should learn from the process of answering the questions. Because the contents of the various real estate appraisal tests are unknown, the author of this program is not "teaching to the test," but has instead developed a series of practice questions based on the body of appraisal knowledge.

Modern real estate exams are focused on application rather than theoretical knowledge. The testing procedures in place today are designed to discourage rote learning and testing and replace them with application-based learning and testing. Most test questions are designed to replace the simple memorization of concepts, phrases, and definitions with challenging scenarios and application-based problems. Application questions require a greater understanding of the concepts. While not all exam questions require application, it is important to remember that the emphasis in recent years has been moving away from questions that can be answered by memorizing words or phrases. This new emphasis also makes last-minute cramming for exams less successful.

Content Areas of the Examination

The 2015 Appraiser Qualifications Board National Uniform Licensing and Certification Examinations Content Outline is the basis for the content of the National Uniform Licensing and Certification Examinations. The most recent version of the content outline became effective as of January 1, 2015. The National Uniform Licensing and Certification Examinations Content Outline is shown in the following chart.

It is important to review this content outline because much of the testing material is organized around these topic headings. If a student fails a state licensing

National Uniform Licensing and Certification Examinations Content Outline (Effective January 1, 2015)			
	% of Items		
Content Area Description	**LR**	**CR**	**CG**
Real Estate Market	20%	20%	20%
Types of Influences on Real Estate Value			
Types of Government Power			
Types of Real Estate Value			
Date of Value Premise			
Market Analysis			
Investment Analysis			
Tests of Highest and Best Use			
Analysis of Highest and Best Use			
Property Description	12%	12%	11%
Description of Land or Site			
Description of Improvements and Building Components			
Legal Interest			
Rights to Use			
Property Taxation			
Land or Site Valuation	4%	4%	4%
Land or Site Valuation Methods			
Sales Comparison Approach	22%	22%	14%
Identification of Comparable Sales			
Units of Comparison			
Elements of Comparison			
Quantitative Adjustments			
Qualitative Adjustments			
Reconciliation to Indicated Value by Sales Comparison Approach			
Cost Approach	15%	14%	13%
Sources of Cost Information			
Cost Components			
Depreciation			
Methods of Estimating Depreciation			
Reconciliation to Indicated Value by the Cost Approach			
Income Approach	9%	10%	20%
Sources of Cost Generation			
Occupancy / Vacancy Analysis			
Expense Analysis			
Capitalization Analysis			
Estimation of Value Using Income Approach			
Reconciliation to Indicated Value by the Income Approach			
Reconciliation of Value Indications	2%	2%	2%
Uniform Standards of Professional Appraisal Practice	16%	16%	16%

Source: The Appraisal Foundation, www.appraisalfoundation.org

examination, it is likely that he or she will receive a list of strengths and weaknesses that references these sections and topics.

Many people have the intellectual ability to pass examinations like the tests used by state appraisal boards for licensed or certified appraisers. The difference between passing and failing an exam is often not intelligence but the amount of focused effort the student devotes to preparing for the exam. Students who spend a great deal of time preparing for questions that will not appear on the exam are wasting their time and energy. This is why the National Uniform Licensing and Certification Examinations Content Outline is so important. One of the best strategies for preparing for an exam is to realize that not all topics will be tested in equal amounts and focus on studying those topics that will form the bulk of the exam.

Tips for Using This Program

Each chapter of this program includes a set of practice questions that focus on a different appraisal topic. The chapters of this program have been organized to correspond to the

National Uniform Licensing and Certification Examinations Content Outline. Answers to the questions and detailed discussions of the solutions appear at the end of each chapter.

Keep in mind that the focus of this program spans both residential and nonresidential topics, with a heavy emphasis on appraisal basics. As a result, Chapter 1 (Real Estate Markets) contains the most practice questions because these questions apply to both residential and non-residential appraisers. However, Chapter 6 (The Income Capitalization Approach) includes more questions for the non-residential appraiser. While residential test-takers will see questions on the income capitalization approach, these questions will be different from those found on general exams in terms of focus and difficulty. Residential appraisers are likely to see more of their exam focused on the sales comparison approach.

The questions in each chapter of this program have also been roughly ordered from least difficult to most difficult. It is important to make sure you eventually work on the practice questions at the end of each chapter. For example, if you only complete the first 10 questions in a chapter, you will miss the most difficult questions and may get a false impression of your abilities. However, if you tend to have more difficulty with the questions at the end of the chapters, do not be discouraged or intimidated, as these questions are supposed to be more difficult.

Some of the practice questions in this program use proper names (such as Susan, George, etc.) to help the reader keep track of the different players in each scenario (such as the buyer, seller, etc.). However, keep in mind that most testing services do not use proper names in exam questions, so you will need to make an effort to keep track of the roles of the different players (who did what, who owns what, etc.) on exam day.

Study Tips

When answering these practice questions, try to replicate the testing environment as much as possible. Do not refer to course material when you are taking a practice test. It is unlikely that your examination will be open program, so don't practice with assistance that won't be available on exam day. Turn off the television or radio and get rid of any other distractions that may prevent you from focusing on the test. If you have to, go to the basement, the garage, the local public library, or wherever it is quiet. Use a stopwatch or kitchen timer and give yourself the same amount of time to complete the practice questions as you will have to complete the actual exam.

Questions with financial applications will be prevalent on some exams, especially the certified general examinations. Many exam questions require the use of a financial calculator. The material in this program has been written with the Hewlett Packard 12C (HP-12C) financial calculator in mind, but many students are familiar with other calculators. In most cases, students cannot use calculators with "alpha" keys or any laptop computers or tablets when taking exams. Use whatever financial calculator is most familiar to you, and know your calculator well before you go into the testing center. However, it is also important to know which calculators the testing company will allow. If you go into the test center with the wrong type of calculator, you may not be able to use it. It is likely that HP-12C simulators installed on computers or tablets will not be allowed. It is important to know what is allowed before exam day.

Test-Taking Strategies

In many situations, the difference between passing and failing an exam is the amount of time invested by the student in test preparations. It is very important for an examinee to set aside a specific block of time for test preparation. If the exam is at the end of a course, the time periods available for study are usually in the evenings after class, so be sure to plan ahead and use that time for study. Don't be lured by other

students into spending your free time on entertainment; there will be enough time for fun after you pass the examination and become a licensed or certified appraiser.

If the test you are taking is the comprehensive examination prior to licensing, setting aside time in your schedule is especially important. Many examinees procrastinate until the day before the examination and then have invested too little time in preparation. Plan to study for the examination on a specific day and time; for example, you may want to set aside a block of time every Tuesday and Thursday between 6:00 p.m. and 9:00 p.m. until test day. Tell your family and friends that you are setting aside this time so that they do not over program your schedule. Investing time in study for the examination is a matter of priorities. Don't let others control your schedule and take away from your study time.

It will be beneficial to find out as much as you can about the specifics of the test you will be taking well in advance of exam day. If possible, find out whether any formulas will be included on the exam. If you know ahead of time that formulas will not be provided on the test, you will have enough time to memorize them. You may also want to find out if you will need to show identification at the testing location as well as any supplies you will be expected to bring (pen, pencil, calculator, etc.).

If you have access to the directions and rules of the examination prior to taking the test, it is a good idea to become familiar will these before exam day. This way, you can avoid spending unnecessary time during the exam becoming acquainted with the instructions, allowing you to instead devote precious exam time to answering the questions and solving the problems. It is also a good idea to find out how much time you will have to complete the exam and how many questions will be on it so that you can estimate how much time to spend on each question and how much time to spend on review. This information is also useful to know when creating your custom-made practice tests.

It is usually advisable to skip over the questions that you find difficult and focus on the easier or less complicated questions first. You can come back to the more difficult questions once you have answered the less complicated ones. This prevents you from getting bogged down while working on a few questions and running out of time before you can finish the entire exam. This strategy is obviously useful on paper exams, but it may not be possible when taking electronic tests. If you will be taking an electronic test, be sure to read the directions carefully to find out in advance if you will be able to come back to any skipped questions at the end. If the directions don't address this issue, ask the proctor.

It is also a good idea to find out ahead of time how the test will be graded. Tests are sometimes graded based only on the number of questions answered correctly, and incorrect answers may have no effect on the score. If incorrect answers do not reduce the score, it is better to guess when you are not sure rather than skip a question altogether. You can increase your odds of guessing correctly by eliminating one or more answer options before making your guess. In some cases, however, incorrect answers reduce the score and guessing an answer incorrectly reduces your score more than not answering the question at all. You will have to decide if you are confident enough to answer a question or leave it blank. You will also want to review your exam carefully to keep track of the number of questions you have answered to make sure that you haven't been overly cautious and skipped so many questions that you haven't answered enough to pass even if the ones you've answered are all correct.

For most examinations, you only need to answer a percentage of the questions correctly in order to pass. There is usually no difference in the licensing, certification, or classification of an examinee who answers all the test questions correctly and the examinee who only correctly answers the minimum number of questions required to pass. No one but you will know how many answers you were sure of and how many you guessed correctly.

Test developers often write the stem of the question first, the correct answer next, and the incorrect answer options (also known as *distracters*) last. The distracters are

included to lower examinees' chances of guessing the correct answer. This means that if there are four answer options for an exam question, an examinee with no knowledge of the subject who guesses at the answer has a 25% chance of being correct. Examinees can further improve their chances of guessing correctly by eliminating some distracters that are obviously wrong before making their guesses.

Test administrators require a score much higher than 25% to pass. Find out the minimum required passing score for the test you will be taking to help you schedule your study time accordingly. For example, a student should invest much more time in preparing for a test that requires a score of 80% to pass than for a test that requires a score of 65% to pass.

Some test developers have an inflated view of what a student must know in order to show mastery of the material, while others set the bar very low. It is impossible to know how hard the examination will be ahead of time. For most professionally developed examinations, pass/fail statistics are closely scrutinized on an ongoing basis. If an unacceptably low percentage of examinees pass a particular exam, that test will be rewritten to increase the number of people who pass. Conversely, an exam that everyone passes will be rewritten to increase the difficulty level until the expected number of failures is achieved. Most professional test developers do not use a small number of examination scores as a basis for manipulation. Instead, they wait until they have hundreds or thousands of examination scores and then re-evaluate the test and the passing level.

Professional test developers often keep track of statistics for each exam question and each distracter. For example, a developer may have data to show that Question 34 on an exam has a 58% correct answer rate, meaning that 58% of all examinees answered that question correctly. Additionally, they may have data to show that for that same Question 34, answer option *a* has a 14% selection rate (meaning that 14% of all examinees chose this option), option *b* has a 17% selection rate, option *c* has a 58% selection rate, and option *d* has an 11% selection rate. They may also know that, of the students who passed the exam, 79% chose option *c*. Of the students who failed the exam, 33% chose option *b*. Just because a question has a high rate of failure does not mean that there is a problem with the question; it may just be a difficult question. However, some questions may be badly written. If this is the case, the statistics will show it and the question will eventually be revised.

Most professional exam developers do not use specific questions without testing them first. They may include a few new questions on the exam for the sole purpose of gauging examinees' reactions. They may then develop statistics on the new question before it is actually used for scoring. For example, in a test with 120 questions, only 110 questions may count toward the student's score. The other 10 questions are "placebo questions" that have only been included for new question development purposes. If you see a question that has obvious mistakes, it may be on the test for the purpose of gathering statistics. Either way, answer the question as best as you can, just in case it isn't a placebo.

After statistics are gathered on examination questions, most professional test developers ask people with expertise in the subject matter to review the exam questions before and after they are used. A team of experts is often assembled to prevent or eliminate misleading questions or regional biases commonly found on tests that are developed by only one person. For example, depending on the geographic area of the country, a house with the same design may be known as a "bi-level," a "split foyer," or a "raised ranch." This means that an examinee in one area of the country may not know what a bi-level home is, while an examinee in another area will be familiar with this term. Exam developers know that they need experts to assist in the development process because people who are experts in developing exams are usually not also experts in real estate appraisal.

Sometimes test developers design questions with a question statement or stem, the correct answer, a nearly correct answer, and two incorrect distracters. The "nearly correct" answer is designed to make a question more difficult to answer correctly

by simple guessing. All four answers may look equally correct to a person who has no knowledge of the subject matter, but including a nearly correct answer ensures that the examinee must really know the material in order to differentiate between the two seemingly correct answers. That is, the nearly correct answer and the correct answer will both look correct to all but the best students. In this way, a test can reveal who really has mastery of the material and who only has a basic understanding. However, not all exams include nearly correct answers, so you may not see this technique used on the test you are taking.

Because this program is a teaching tool rather than a testing tool, some common testing issues have been disregarded. For example, many students have been told that the longest answer option is usually the correct one. You will find this to be true for many of the practice questions in this program. Many of the longest answers in this program are in fact the correct ones, but only for the purposes of clearly articulating the point or concept that is being illustrated. However, do not assume that this will be the case on any actual exams. It is more likely that the test developers and reviewers are aware of this issue and will work to avoid having the length of the answer options being used as a clue to reveal the correct answer. In professionally developed tests, the longest answer will most likely only be correct about 25% of the time if there are four answer options. Test developers are also aware of other common, but often misguided, test-taking strategies—such as always choosing option *c* when the correct answer is unknown—and will make an effort to ensure that an examinee who does not know the material but relies only on such strategies will not pass the test.

When taking a test, it is important to first read the question (stem), then read all the possible answers, and then re-read the stem to make sure you know exactly what is being asked. Look for "switchers," or words that reverse the meaning of a question. Some possible switchers appear in italics in the following examples:

- Which of the following is *not* a locational attribute?
- Which of the following statements is *not* true?
- Which of the following is *not* a right included in the fee simple interest?
- Which of the following statements is *false*?
- …all of the following *except*…
- When does A ≠ B? (In this case, the symbol is the switcher.)

Many exam questions also include key words that should be highlighted, circled, or otherwise noted. The inclusion of these words affects the meaning of the question significantly or may allow the examinee to eliminate an answer option. Many exam developers use these words to make a particular distracter incorrect. These key words are different from switchers because they do not reverse meaning. Instead, they expand or limit the meaning and therefore the number of possible correct answers. Some examples of these key words include:

- all
  When the word *all* is part of a question, it means there can be no exceptions. This can help you eliminate some answers because of these exceptions. For example, "All buildings with metal siding are used for industrial purposes" could be eliminated as a possible correct statement because there are obviously many buildings with metal siding that are not used for industrial purposes.
- none
  The word *none* also indicates no exceptions. For example, the statement "None of the rights in realty can be excluded when sold" cannot be true because many properties are sold with mineral rights held by others.
- always
  The word *always* also eliminates exceptions. For example, the statement "Commercial property is *always* appraised by certified general appraisers" is incorrect because assessors and real estate brokers may also appraise commercial property.

- never
  The word *never* also eliminates exceptions. For example, the statement, "Appraisers may *never* appraise property that belongs to a relative" is not necessarily true. USPAP does not make such a statement. Furthermore, not all appraisers would be biased when appraising a property that belongs to a previously unknown eighth cousin.
- usually
  The word *usually* opens up the question to many scenarios and eliminates few. This word is used when there are obscure exceptions that very seldom apply and there is an obvious answer.
- sometimes
  The word *sometimes* opens up the question to many scenarios and eliminates few.
- should
  The word *should* eliminates the rare exception.
- must
  The word *must* requires the correct answer to apply to all the scenarios listed.
- seldom, often, and can
  The words *seldom*, *often*, and *can* provide room for exceptions.

Practice Questions

Some key test-taking strategies are illustrated in the following discussion.

- The process of elimination is the most significant strategy that an examinee can use. It allows the examinee to eliminate one, two, or even three distracters, which improves the probability of choosing the correct answer. The process of elimination may also allow an examinee who doesn't really know much about a subject to answer some test questions correctly. For example, consider the following practice question:

  What is the square root of 300?
  a) 150
  b) -150
  c) 10.00
  d) 17.32

  If you know that a square root is a number that, when multiplied by itself (squared), equals the given amount, then you would also know that a positive or negative number, when multiplied by itself, always has to be positive because a negative number multiplied by a negative number always equals a positive number, and a positive number multiplied by a positive number also always equals a positive number. This does not eliminate the negative number, since it would be positive when squared. If you thought the square root of a number is calculated by dividing that number by two, 150 and -150 (options a and b) look plausible. If you know that the square root has something to do with powers, you would think that 17.32 (option d) is the correct answer because 150 × 150 is much larger than 300, which eliminates the first two options, and 10 × 10 obviously equals 100.
  Notice that no calculator was needed to answer this mathematical question, since 17.32 is the only option left.
- Some exam questions do not direct you to "choose the correct answer" but instead instruct you to "choose the *most correct* answer." This indicates that not all of the answer options are completely incorrect, so you must choose the best option presented. Consider the following practice question:

How many days are in a calendar year?

a) 365.00 days

b) 365.25 days

c) 365.50 days

d) 366.00 days

The first answer option (365.00 days) immediately comes to mind as the correct answer. However, when you consider the leap year, which has 366 days, the more precise answer of 365.25 days (option b) is *more* correct. The examinee should look at each exam question and ask, "What is the point of this question?" In this case, is the test developer trying to see if you know how many days are in a year or if you know that the leap year should be included in the calculation? In real estate examinations, for which the number of calendar days is often used, leap year is a small factor and is therefore worthy of testing. The answer of 365.25 days is the most correct answer, but a case could also be made for 365.00 days due to rounding. Even including the leap year doesn't provide an absolute answer since there are century corrections, which means that there are actually 365.2425 days in a year. However, option b is still the best answer to this question.

- Some test questions include distracters with key words that can help the examinee make an educated guess. For example, consider the following practice question:

What are the four rights in realty retained by government?

a) Eminent domain, police power, green space, and free enterprise

b) Police power, zoning, eminent domain, and escheat

c) Eminent domain, police power, real estate taxation, and escheat

d) Escheat, police power, leased fee, leasehold, and fee simple

Notice that the term *police power* appears in all of the answers, so the correct answer must include this term. If you know that eminent domain, police power, real estate taxation, and escheat are associated with each other, you can guess the correct answer (option c). All of these answer options look good to an examinee who doesn't know that these four terms are associated with each other. However, an examinee with a basic level of knowledge can answer this question correctly by simply knowing that these four terms go together even if he or she doesn't know what these terms mean.

For this question, the first answer option can be eliminated because *green space* doesn't sound like a legal right and *free enterprise* is an economic term. Option *b* is the "nearly correct" answer and is difficult to eliminate because zoning is a legal term. Only a well-prepared examinee would know that zoning is part of police power and therefore one term is missing from this option. Option *d* looks correct at first glance, since all the terms are legal terms. However, it can be eliminated because the stem asks for four rights in realty and this option includes five terms. In this case, the examinee can eliminate two out of the four answer options with only a basic knowledge of the subject matter.

- Sometimes the process of elimination can be accomplished by comparing the answers with reasonable numbers. Consider the following practice question:

How many square yards are in an acre?

a) 4,840

b) 14,520

c) 43,560

d) 392,040

An examinee who knows that there are three feet in a yard and that there are 43,560 square feet in an acre knows enough to answer this question correctly. The last two answer options can be eliminated because the correct answer has to be smaller than 43,560. Now with only the first two answer options remaining as possi-

bilities, the examinee needs to know if the correct number of square yards is 43,560 divided by three or nine. In this case, visualizing a square yard will help the examinee see that a box with a yardstick on each side would be three feet by three feet— nine square feet rather than three square feet—and the first answer option is correct. Two of these distracters were eliminated without any mathematical calculation.

- It is common for appraisal examinations to include questions that cannot be answered in one step. Multiple calculation questions are commonly found in the advanced certified examinations, but they may be found in all examinations. These types of questions require the examinee to first find one answer in order to apply it to the next. For example, consider the following practice question:

> What is the capitalization rate indicated by a comparable sale that sold for $756,000 and had a potential gross income of $55,000, a vacancy and collection loss of 5%, and an expense ratio of 43%? Round your answer.
>
> a) 2%
> b) 4%
> c) 6%
> d) 8%

Answering this question requires the examinee to calculate and subtract the vacancy and collection loss from the potential gross income to obtain the effective gross income of $52,250, then calculate and subtract the expenses ($22,468) to obtain the net operating income of $29,783, and then divide that number by the sale price of $756,000 to obtain the overall rate of 3.939%. Because a rounded number is required, the test developer has eliminated the issue of how far to round and has also eliminated a possible signal to examinees that they are wrong because their answer is not one of the options listed. To answer such a question, it is usually best to do these calculations on paper or some sort of electronic spreadsheet to allow you to see your work and remember all the different steps you have taken after you get your answer.

- For long and complex case study questions, it is helpful to write the facts down on paper, preferably using abbreviations or symbols. For example, if a word problem states that the subject sold for $456,000, the land value is $85,000, and the net operating income is $35,000, the examinee should write down the following:
  - V_O = $456,000 for value overall or SP for sale price
  - V_L = $85,000 for the value of the land
  - V_B = $371,000 for the value of the building (This requires a calculation.)
  - I_O or *NOI* = $35,000 for net operating income (*NOI* is an older term, but it is still commonly used.)

Writing the relevant data down on paper allows the examinee to eliminate having to re-read the problem narrative each time to remember the necessary data. This step is not needed if the exam question already has the data outlined or presented in a concise way rather than buried within the text.

- For mathematical questions, examinees often forget a step or add a step that is not anticipated by the test developer. In these cases, the examinee will know his or her answer is wrong because it is not one of the answer options. This is why most test developers are required to provide only plausible distracters. This lessens the problem of an examinee knowing that he or she has made a mistake because the answer is not on the page. However, this also means ***that you cannot assume you have solved a problem correctly just because your answer is listed as one of the options.*** It is always a big disappointment for an examinee to see that his or her answer was incorrect even though it was one of the options provided.
- In some mathematical questions, the answer can be inserted into the question to confirm that it is correct. Consider the following practice question:

A property has a net operating income of $36,000, an expense ratio of 36%, and a vacancy and collection loss of 5%. What is the potential gross income?

a) $21,888
b) $25,210
c) $53,438
d) $59,211

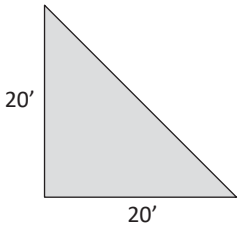
The correct calculation is 36,000 / 0.64 = 56,250 (effective gross income), then 56,250 / 0.95 = 59,210.53. However, let's assume that the examinee does not know this process. The incorrect answer options can be eliminated by inserting the answers within a standard format, such as the following table:

		Answer A	Answer B	Answer C	Answer D
PGI		$21,888	$25,210	$53,438	$59,211
V & C	0.05	$(1,094)	$(1,261)	$(2,672)	$(2,961)
EGI		$20,794	$23,950	$50,766	$56,250
Expenses	0.36	$(7,486)	$(8,622)	$(18,276)	$(20,250)
NOI		$13,308	$15,328	$32,490	$36,000

Notice that only answer option *d* netted the $36,000 that was provided in the stem of the question. With only a little knowledge of this process, the examinee would know that the potential gross income needs to be higher than the net operating income, which eliminates the first two answer options and increases the probability of guessing the correct answer to 50% without knowing the correct mathematical process.

Some geometric problems can be answered visually. For example, consider the following practice question:

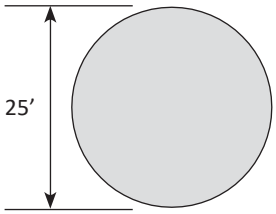
What is the area of the following right triangle?



The correct calculation is 20 × 20 × 0.5 = 200 square feet. However, this question could be answered by seeing that this triangle is half of a rectangle that measures 20 feet × 20 feet = 400 square feet, which also makes the correct answer 200 square feet. In this case, the examinee did not need to know the formula and was able to use a visual calculation instead.

Consider the following practice question:

What is the area of the following circle?



It should be fairly obvious that if the object pictured were a square, the calculation would be 25 feet × 25 feet to get an area of 625 square feet. It logically

follows that the area of a circle, which does not cover the corners of such a square, would have to be less than 625 square feet. This method will not give the exact answer, but it gives an answer that is close. The correct answer is: $3.1416 \times 12.5^2 = 490.88$ square feet.

- Some students are told to never change their initial test answers because the first guess is always the best. This advice ignores the fact that examinees often find something later that reminds them of a step in a process that they forgot before, which will correct a mistake. If you are reviewing a question and you see an error, change it but think about why you answered it that way in the first place—i.e., don't change an answer without knowing why you thought your original answer was correct.
- If you are methodical and always use all of the allotted test time, you should pace yourself and continue to use this strategy. If you are a "speed demon" and always the first to finish a test, consider how much this particular exam costs and how much effort went into preparation for it. Use the extra time to review your work and look for areas where you could have made an error. You usually don't get extra points for being fast.
- For paper examinations (such as Scantron tests) that use an answer sheet, it is important that examinees fill in the right circle or box for each question. It is a shame for an examinee to miss one number on the answer page and then fail the exam because all the answers are off by one number. To make sure this doesn't happen, be careful when you fill in the circles on the answer sheet. However, this is not an issue for most electronic exams.

You now know a little bit about test preparation and test-taking strategies as well as how to best use the practice questions in this program. Using this program correctly and diligently will help you feel confident and prepared on exam day. Finally, don't forget to relax and do your best. Good luck on your examination.