

First-attempt preparation planner

A reusable companion to the TEASPATH editorial study guide. Record the evidence, choose the next task, and prepare the testing arrangements. Use Appendix F in the full book for the objective-to-chapter map. This planner is not an official ATI assessment or a validated readiness score.

1. Turn your evidence into next week's work

Use this workbook to make one manageable plan, follow it, and revise it from what you actually do. Preparing well for a first attempt means learning the required skills, practicing the testing conditions and resolving administrative details early. A calendar, a completed chapter or a practice percentage alone cannot establish the outcome of an official exam.

Start with three decisions

What does my program require? Complete the program record in Appendix E before choosing a test date. Record the source and the date you checked it. A program's minimum eligibility score and a competitive applicant's profile may be different; ask the program how it uses scores. The program decides which results it accepts. [A012]

What time can I actually use? List study blocks around work, classes and care responsibilities. Count breaks and setup separately. For example, four usable 45-minute blocks give 180 minutes. You could assign 135 minutes to priority learning and leave 45 minutes for delayed review, catching up and planning. This is a budgeting example, not a required weekly dose. Use the first week's actual pace to decide whether your target date is realistic.

What needs attention next? Review the diagnostic with your reasoning beside the key. Include correct guesses, helped responses, omitted items and questions that took unusually long. Choose up to three specific objectives for the coming week. Begin with a prerequisite that blocks several later tasks, a repeated reasoning error, or an important skill for which you have little evidence. The 48-item diagnostic samples the curriculum; an objective it did not adequately test remains unknown.

Evidence you have	Interpretation to investigate	Useful next action
Incorrect response and no workable starting method	A missing concept or prerequisite may be involved	Use Appendix F to find the chapter; explain a worked example before attempting independent practice
Correct response after a hint or a guess	The outcome does not show independent reasoning yet	Reconstruct the method, then try an unfamiliar task without the hint
Correct approach, but an arithmetic, unit or transcription error	Execution needs a specific check	Name the missed check and practice it in a different problem
Successful untimed work but unfinished timed work	Pacing may be limiting the performance	Compare time spent and reasoning across a short timed set; keep accuracy visible

Evidence you have	Interpretation to investigate	Useful next action
Correct, explained work on a later unfamiliar task	This is useful evidence of retained application	Schedule another later check and move some time to the next priority
No recent or varied evidence	The skill has not been adequately checked	Sample it before calling it a strength

Write a plan that can survive a busy week

Give each block a starting action and an observable finish. “Study science” is hard to begin and hard to evaluate. “Read the filtration/reabsorption distinction, draw both directions from memory, then explain a new diagram” names the work. A short unfinished task can move to the catch-up block; do not silently remove review time every week.

Study block and available minutes	Objective and first action	Evidence I will record
Block 1: _____	Priority 1: _____	My explanation and an unassisted attempt
Block 2: _____	Priority 2 or a prerequisite: _____	The exact point of confusion or a checked solution
Block 3: _____	Revisit Priority 1 after a delay: _____	Fresh-task result, conditions and reasoning
Block 4: _____	Priority 3, mixed review or catch-up: _____	What changes in next week's plan

Keep all four subjects in view over your broader route. A difficult science chapter should not make reading, mathematics or language practice disappear. Conversely, do not use a comfortable subject to avoid the prerequisite that is blocking progress.

Choose a session size

The following divisions are editable examples. If the first independent attempt reveals a foundation gap, use the remaining time to identify that gap and arrange the next lesson. Finishing a timer is not the learning objective.

Session part	20-minute example	45-minute example	60-minute example
Retrieve earlier learning with the book closed	3 minutes	5 minutes	8 minutes
Study one explanation or worked example	6 minutes	15 minutes	20 minutes
Attempt, explain and check independent work	8 minutes	18 minutes	24 minutes

Session part	20-minute example	45-minute example	60-minute example
Record the repair and next review	3 minutes	7 minutes	8 minutes

Close an error loop

1. **Capture:** Record the question ID, objective, original response, reasoning, time conditions and any help. Write before reading the explanation when practical.
2. **Locate:** Identify the first unsupported step. “I chose the final amount as the percent-change base” is more useful than “I am bad at percentages.” More than one cause can contribute.
3. **Repair:** Return to the chapter. State the rule with its conditions, work through an example, and explain why the original step failed. Ask a qualified educator when the explanation still appears inconsistent.
4. **Transfer:** Try a different problem, passage, diagram or wording that requires the same idea. Changing only a remembered answer does not establish transfer. Self-written questions can help retrieve a concept, but their correctness should be checked before using them as assessment evidence.
5. **Recheck:** Try again after a delay without the solution beside you. Record the outcome even when the repair did not hold; that result tells you what to adjust.

Example record: M.1.6, percent applications. My initial approach used the ending quantity as the denominator. I revisited Chapter 14 and wrote what each quantity represented before calculating. My follow-up will ask me to identify the original whole in a different situation and explain the sign of the change. I will record whether I solved it independently, used help, or recognized it from a previous attempt. This record describes a plan for evidence; it does not award a mastery label in advance.

Run a weekly review

Set aside a short block to compare planned work with completed work. Use Appendix E's logs and the objective navigator. Keep separate notes for three things: knowledge you can explain, application you can perform, and performance under a clock. Improvement in one does not automatically establish the other two.

What the week showed	Change the plan this way
The same misconception appears across tasks	Reduce the number of new topics and repair the underlying concept
Delayed work succeeds but the next prerequisite is missing	Keep a later check for the supported skill and move the next block to the prerequisite
Several subjects have little recent evidence	Add a short mixed review before concentrating again on one subject
The plan repeatedly exceeds available time	Shorten the task list, protect a catch-up block and reconsider the date with the program if needed
Timed work falls apart despite sound untimed reasoning	Practice a shorter timed sequence and investigate where time is going

What the week showed	Change the plan this way
You know the response because you have seen the item	Mark the exposure and use a different task to investigate current understanding

Your weekly record: **A skill I can now explain:** _____. **A question still unresolved:** _____. **My next specific task:** _____. **Its planned date:** _____.

2. Prepare the attempt, not just the content

Use this checklist alongside your registration instructions. Official rules can change and depend on who administers the exam. Find the guide matching the format on your confirmation; institution-proctored and ATI-proctored remote exams may use different software, and PSI has its own instructions. [X022]

Before the final week

- Confirm the accepted exam, testing format, required results, transcript destination and application deadline with your program. Allow for score processing and delivery, rather than treating the test date as the entire deadline. [A012]
- Resolve any accommodation request through the appropriate official process before relying on a practice schedule or booking arrangements. Record the approval and the instructions you must follow.
- Check your identification against ATI's current requirements, including the matching name. Locate the original physical document; a phone image is not a substitute under ATI's stated rules. [X021]
- For remote testing, complete the required system checks or dry run with the computer, room and connection you intend to use. For an in-person exam, confirm the location, route and arrival instructions. [X021]
- Record the correct start time and time zone, the check-in procedure and the support contact for your provider. Resolve conflicting instructions with that provider before exam day.

Review your learning evidence

Use these prompts for a discussion with yourself and, when available, an educator. They are preparation questions, not a validated pass/fail checklist.

Preparation question	Evidence or unresolved work
Can I explain the method and its conditions without copying a solution?	_____
Can I apply it to unfamiliar wording or a new display?	_____
Does the improvement persist after a delay?	_____
Have I sampled all four subjects and investigated my repeated errors?	_____

Preparation question	Evidence or unresolved work
Have I practiced the response formats and the section clocks?	_____
Have I separated fresh, repeated, assisted and interrupted attempts in my records?	_____

Schedule a full rehearsal only when its first exposure will answer a useful question about your remaining preparation. Use Chapter 34 to debrief it. If you already know Form A, retain it as learning material and seek additional independently reviewed, unfamiliar practice; do not rename a repeated form as a fresh test. A raw TEASPATH result does not determine whether your program will admit you.

The day before

Confirm your instructions and gather only the permitted materials. Check that you can sign in to the required account. Prepare the location or travel plan, power supply where relevant, and the correct support contact. Keep the final study task limited and specific - for example, explain a repeatedly confused distinction - so the whole evening does not become an unplanned new chapter. Follow your normal, workable rest routine.

During the exam

Read the current directions for each response format. Use only the tools and scratch materials allowed by your provider. Ask the proctor through the designated channel if a technical or procedural problem occurs; do not open another website or seek study help during the exam.

The published standard section sequence is Reading (45 questions, 55 minutes), Mathematics (38, 57), Science (50, 60), and English and language usage (37, 37). A 10-minute break follows Mathematics. Time does not transfer between sections; you can review within the open section, but cannot return after submitting it. Approved accommodations may change your testing conditions. Recheck your official instructions. [A007]

During practice, learn to notice whether you are making useful progress or repeating the same unsuccessful step. Where the interface permits, flag a difficult question and return while that section remains open. Keep track of unanswered items before submitting. A question's difficulty is not evidence that it is an unscored item.

After the attempt

Follow the correct score-release and transcript procedure for your testing format and confirm that the intended program receives the required result. Keep the official report. Whatever the outcome, use objective-specific feedback to guide continued learning. If another attempt becomes necessary, obtain your program's current rules before scheduling; practice history and a product's completion badge do not replace those rules. [A012]

Official references checked for this checklist

The short checklist is original editorial guidance. The policy details below were checked on 25 October 2026; use the current official pages and your testing provider's instructions when preparing your own appointment.

- **A007:** ATI, “What are the ATI TEAS sections, and can I go back to a question?”
<https://help.atitesting.com/what-are-the-ati-teas-sections-and-can-i-go-back-and-answer-a-question/>
- **A012:** ATI, “What do I need to know before I register for the ATI TEAS exam?”
<https://help.atitesting.com/what-do-i-need-to-know-before-i-register-for-the-ati-teas-exam/>
- **X021:** ATI, “TEAS Exam Day Requirements and Expectations.”
<https://help.atitesting.com/teas-exam-day-requirements-and-expectations/>
- **X022:** ATI, “Which TEAS test-day guide do I need?”
<https://help.atitesting.com/where-can-i-find-more-details-about-my-test-day/>

Reusable weekly record

Week of: _____ Target exam date: _____

Priority objective 1: _____ 2: _____ 3: _____

Block / date / minutes	Objective and first action	What I did; next check

One improvement supported by evidence: _____

One unresolved question: _____

My next task and its date: _____