

Sophomore (November / Unit 3):
Study Skills and Test Taking

Objectives: *Identify your learning style and improve your test taking skills.*

To successfully complete this unit and receive your stipend, complete the following activities:

- Complete all activities in this unit.
- Complete and include your **Student Grade Check** form.
- Include your parent/guardian’s signature on the **Evaluation Sheet**.
- Complete the **Stipend Request** form.
- **Have site sponsor sign the Mid-Month Check-In (even if not fully finished) by _____.**
- **Be prepared to review it with UB staff on _____.**

Stipend Requirements

Stipend Amounts	Possible Portfolio Completions
Complete = \$40.00	<ul style="list-style-type: none"> • <u>Unit 100% complete</u>: turned in on-time, parent/guardian signature, and site sponsor signature.
Partial = \$30.00	<ul style="list-style-type: none"> • <u>Unit 75% complete</u>: includes parent/guardian and site sponsor signatures. • <u>Unit 100% complete</u>: includes parent/guardian signature; <u>does not include</u> site sponsor signature.
Partial = \$20.00	<ul style="list-style-type: none"> • <u>Unit 100% complete</u>: <u>does not include</u> parent/guardian signature. • <u>Unit 50% complete</u>: includes parent/guardian and site sponsor signatures.
Incomplete = \$0	<ul style="list-style-type: none"> • <u>Unit less than 50% complete</u> (even if unit includes parent/guardian and site sponsor signatures)

What to do if you are absent on portfolio visit days!

Planned Absences (e.g. sports games, field trips, etc.)	Unplanned Absences (e.g. sick, flat tire, abduction by aliens, etc.)
<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>before you leave</u>. UB staff will review your work, and you are eligible for a full \$40 stipend. • If you forget to leave your binder with your site sponsor before you leave but turn it in to your sponsor the <u>first day you return</u>, you are eligible for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>. 	<ul style="list-style-type: none"> • Give your binder to your site sponsor <u>the day you return to school</u>. You are still eligible for a full \$40 stipend. • If you forget to give your binder to your site sponsor <u>the day you return</u>, you have <u>24 hours</u> to turn in your unit for a \$20 maximum stipend (even if the unit is fully complete). If there are unforeseen problems with finishing your unit, <u>notify your site sponsor and/or UB staff immediately</u>.

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Step 2: Study Atmosphere Inventory

Study Atmosphere Inventory excerpted from *The Active Learner Successful Study Strategies* by Sallie A. Brown and Douglas E. Miller

Have you ever given any thought to where you do most of your studying? Your study area can affect your concentration and your grades. In the following exercise, **list three places where you work on your assignments**. For example, you could use the following study area examples, but don't feel limited to the suggestions below!

<i>Example Study Areas:</i>	<i>A. my bedroom</i>	<i>B. library</i>	<i>C. at work</i>
My Study Areas:	A.	B.	C.

Write your corresponding study area to the following descriptive statements about the areas in which you normally study. Rate each statement below as the following: **True = 3, Sometimes True = 2, or Not True = 1.**

A. _____	B. _____	C. _____	Study Atmosphere Scenarios
2	1	3	<i>Example: There is no cellphone / telephone nearby to interrupt me.</i>
			There is no TV to distract me.
			There is very little noise from outdoors.
			My family members do not interrupt me.
			There is not a couch or bed where I might lie down and sleep.
			A desk or table space is cleared for studying.
			Study supplies are available, such as paper, pens, computer, etc.
			Lighting is sufficient for long-term studying.
			Room temperature is comfortable, but a little on the cool side.
			TOTAL SCORES

The highest score indicates that (choose A, B, or C) _____ is the best study area for me.

After completing the Study Atmosphere Inventory, I realize that:

1.
2.
3.

Step 3: Learning Style Inventory

Adapted from the Northern Arizona University Student Learning Center

How do you learn best? The process of understanding how you learn is called **metacognition**. The prefix *meta* means “beyond” and the word *cognition* means “to know.” **Metacognition** means “to go beyond just knowing”: it is knowledge of your own thoughts and the factors that influence your thinking. To learn more about how the metacognitive process relates to you, you will take the following Learning Style Inventory.

Identifying your learning style is the first step towards effective learning. Knowing your own learning style can help you improve the excellence of your study skills. It can even help you choose your career in the future. To what extent is each statement below true for you? Remember that there are no right or wrong answers!

In the boxes below, write one of the following numbers for each example and how it applies to you:

Often Applies = 3

Sometimes Applies = 2

Never Applies = 0

Learning Style Example	Often Applies = 3 Sometimes Applies = 2 Never Applies = 0
1. I enjoy doodling. My notes are covered with pictures, arrows, etc.	
2. I get good ideas while walking or doing routine tasks.	
3. I find it tiring to write.	
4. I find it hard to think while sitting still.	
5. It's hard for me to read other people's handwriting.	
6. I find it hard to remember unfamiliar names unless I see them written down.	
7. If I am trying to remember information I read, I can close my eyes and "see" the page it's written on.	
8. I would rather be told how to do something than have to read about it.	
9. I usually get started on a project before I finish reading the directions.	
10. I don't get lost easily, even in strange surroundings.	
11. I remember a lot from discussions, debates, and other spoken activities.	
12. I prefer to work in a quiet place and find it hard to concentrate if there is a radio or TV on that I can hear.	
13. I can usually remember not only what was said, but the exact speaker's tone of voice.	
14. I tend to prefer a trial-and-error approach to problem-solving, rather than a step-by-step method.	
15. Creating a visual representation of connected ideas (such as a flow chart, or diagram) helps me remember them.	

Now add up your responses: write down the number for each learning style example in the corresponding column.

Column 1	Column 2	Column 3
1.	2.	3.
6.	4.	5.
7.	9.	8.
12.	10.	11.
15.	14.	13.
TOTAL	TOTAL	TOTAL

- If Column 1 is your highest score, you are a **Visual Learner**.

You learn best by seeing. While reading or taking notes, you can make a visual map of key ideas and concepts or redo written notes into pictures, graphs, etc. Ideally, you should sit at the front of the classroom and away from the windows to be as close as possible to the teacher and away from visual distractions.

- If Column 2 is your highest score, you are a **Kinesthetic Learner**.

You learn best by doing, such as moving, etc. While in class, participate in class discussions and raise your hand and volunteer to answer questions frequently. For note taking, you should write extensively on your subject and recopy any notes / vocabulary. When reading, use workbooks and computers to learn material whenever possible. Try to write a summary immediately after reading a difficult paragraph or section. Seek experiences that will teach you main concepts: labs, discussions, field work, etc.

- If Column 3 is your highest score, you are an **Auditory Learner**.

You learn best by hearing. While studying, highlight chapter headings, and ask questions out loud. Make sure to read difficult sections out loud. In class, listen for specific information, but don't let note taking interfere with listening. Use a

tape recorder when appropriate (talk with your teacher first). *Immediately* after class, listen to the tape, summarize out loud, and update your notes. Make sure to participate in class discussions!

Step 4: Learning Style Evaluation

From completing the **Learning Style Inventory** and descriptions above of my learning style on pages 3 – 5, I plan to incorporate the following ideas and suggestions in my study habits:

1.
2.
3.

Step 5: Test-Taking Inventory

Adapted from the Northern Arizona University Student Learning Center

Answer the following questions on how you take tests.

Y = Yes
N = No
NA = Not Applicable

Question	Y = Yes N = No NA = Not Applicable
In preparation for the test, did I/do I ... ?	
Maintain a positive attitude?	
Make a study schedule?	
Know the exam format? (multiple choices, essay, etc)	
Use both my notes and text, separately and together?	
Make a study guide? (outlines, mapping, etc)	
Predict test questions?	
Attend class regularly?	
Work with a tutor, study group, partner and/or teacher if the material was unclear?	
Get a good night's rest and eat well – balanced meals?	
Plan a final review the day of the exam?	
Complete all homework assignments?	
Begin studying for the test on the first day of class? – or the day we began studying the material on the test?	
Read assigned materials before going to class?	
Review notes prior to going to class?	
Review notes after class?	
Review old exams?	
Take a practice test you or your teacher created? (reviewing sample questions from notes, book, study guides, class, etc)	
During the test, did I/do I ... ?	
Underline / circle key words in the directions and/or questions?	

Survey the entire test and start with the easiest questions first?	
Read the directions carefully?	
Outline the answer to an essay question?	
Review the entire test before turning it in?	
Write down memory aids? (formulas, mnemonic devices, lists, dates prior to beginning the test, etc)	
Think positively during the test?	
Use techniques such as deep breathing to reduce anxiety?	
Budget my time?	
After the test, did I/do I ... ?	
Reward myself?	
Note the kinds of question I missed?	
Think about strategies I used and how I can reiterate them on the next test or make changes?	
See my teacher if I need to discuss what I did wrong or how I can improve?	

To how many questions did you answer “No”? _____

Of these questions, which ones will you change to include in your test taking preparation? Choose at least 5, write them below, and describe how it could benefit your test taking. Feel free to add suggestions that are not included above.

1.
2.
3.
4.
5.
Additional questions:

From Step 3, what was your learning style (auditory, visual, kinesthetic)? _____

Based on your learning style, the following ideas are suggestions on taking tests.

Visual	Auditory	Kinesthetic
Request written instructions.	Request that instructions be read out loud. Repeat instructions (quietly) to yourself. <i>Note: It is wise to check this out ahead of time with your instructor.</i>	Position yourself where you have plenty of room to move. To aid recall during exam try: <ul style="list-style-type: none"> • moving in your chair • Feeling yourself completing a lab procedure or other experience that is relevant to the question.

Step 6: Test Anxiety Inventory

Answer the following questions on if and how much test anxiety you have.

How Do I Know if I Have Test Anxiety?	
Question	Y = Yes N = No
I have a hard time getting started studying for a test.	
When studying for a test, I find many things that distract me.	
I expect to do poorly on a test no matter how much or how hard I study.	
When taking a test, I experience physical discomfort, such as sweaty palms, an upset stomach, headache, difficulty breathing, and/or tension in my muscles.	
When taking a test, I find it difficult to understand the directions and questions.	
When taking a test, I have difficulty organizing my thoughts.	
When taking a test, I often “draw a blank”.	
When taking a test, I find my mind wandering to other things.	
I usually score lower on a test than I do on assignments and papers.	
After a test, I remember information I couldn’t recall during the test.	

How many questions did you answer “Yes” to? _____

If you answered “Yes” on four or more questions, you probably have test anxiety.

Here are a few options that you can do before, during and after a test to reduce your test anxiety.

1. Use good study techniques to gain mastery of the material that will be covered on the test. This mastery will help you to approach the test with confidence rather than have excessive anxiety.
2. Maintain a positive attitude as you study. Think about doing well, not failing.
3. Go into the test well – rested and well – fed. Get enough sleep the night before the test. Eat a light and nutritious meal before the test. Stay away from junk foods just prior to your test!
4. Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self – statements, such as “I can do this”.
5. Don’t worry about other students finishing the test before you do. Take the time that you need to do your best.
6. Once you finish the test and hand it in, forget about it temporarily. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.
7. When the graded test is returned to you, analyze it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test.

Based on all of the information on test taking from Steps 5 and 6, what would you like to incorporate into your test taking preparation and test anxiety? List and explain below.

***You have to know the material to do well on a test.
You have to control test anxiety to show what you know!***

SOPHOMORE PORTFOLIO MID-MONTH CHECK-IN SHEET November / Unit 3 • Study Skills and Test Taking

Student Name: _____

Directions: To obtain full credit complete this check-in sheet of your unit work.

- It is advisable that you take time to think of what portfolio work you need to complete between now and the day your portfolio is due, and get to work on it!
- Please circle the appropriate response and answer in complete sentences where asked.
- **Site Sponsor must sign Check – In Sheet by due date on the 1st page of your portfolio unit.** This is typically 1 week before your portfolio visit.

1. What parts of the unit have you completed?
 - a) all of it
 - b) half or more
 - c) very little of it
 - d) none of it

2. What parts of the unit do you still need to complete?

3. What part of this unit, if any, are you having difficulties with? Why?

4. What type of help do you need, if any, in order to complete unit by the due date?

FOR SITE SPONSOR TO COMPLETE:

Unit at least ½ complete: Y N

Site Sponsor Signature _____ Date _____

SOPHOMORE FEEDBACK AND EVALUATION SHEET
November / Unit 3 – Study Skills and Test Taking

Student Name: _____

Directions: To obtain full credit

1. You are required to fully explain your answers to the following questions in full sentences. ***Simple yes or no responses are not acceptable.***
2. It is advisable to take time to think of what was interesting to you, what you learned, and why.
 1. Before completing this unit did you know what kind of learning style fit you? Are you able to see ways that this information can benefit you in class and help you be a better student? How? Please explain your answer.
 2. How can the information in this unit – learning style and test taking –improve your academic success? Please explain you answer.
 3. How does the information in this unit help you on your path to college?
 4. From whom did you seek help to complete this unit? How did they help you? Why did you choose them to help you? If you did not seek assistance, is there someone you can think of that could have been helpful? Who, why and how?
 5. Discuss/Share portfolio information with your parent(s)/guardian(s).

Student Signature

Date

Parent Signature

Date

Phone Number

Parent Email