

Test Anxiety Indicator

From *Essential Study Skills, Third Edition* by Linda Wong

Check the response that seems to best describe you this term.

	NEVER	SOMETIMES	ALWAYS
1. I procrastinate so much about studying that I am always behind in my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I found it necessary to cram for the last test I took.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I read the textbook, but I do not highlight or take any other kind of textbook notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have trouble sleeping the night before a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I fear the consequences of failing the test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can't help but remember what happened on the last test: I really blew it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My negative voice is quick to tell me what I can't do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can feel a lot of tension in my shoulders, arms, or face on the day of a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My heart beats fast during a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel hot, clammy, or downright sick during a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am much more hesitant to enter the classroom on a test day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I try to find excuses not to go to school on the day of a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am irritable, snappy, impatient, and sometimes even rude right before a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I make careless mistakes on the test. Sometimes I can't believe the answers that I marked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. As soon as I leave the classroom after taking a test, I remember answers that I didn't know during the test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My mind goes blank, but I know that I know the answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I get distracted and annoyed by the littlest things others do in class during a test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I always worry about not having enough time to complete tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Without knowing why, I panic and start changing answers right before I turn the test in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I get stuck on one question and become stubborn. I don't want to move on until I remember the answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I hurry to get out of the room and out of the test as quickly as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Enough is enough. I don't even want to think about going back to check my answers or proofread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I turn in tests that are incomplete even when I have more time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I find myself blaming the teacher, my family, or my friends for the fact that I am not prepared for this test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I did not find time to make summary notes or review effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers in the NEVER column = No problem; not indicators of test anxiety

Answers in the SOMETIMES column = Possible indicators; seek ways to alter your behavior

Answers in the ALWAYS column = Sources of test anxiety; seek strategies to reduce these



EXERCISE 13.5 Having Fun with Educated Guessing

This exercise has test questions on topics that may not be familiar to you. However, if you apply the educated guessing strategies to answer these questions, you will be correct. Work with a partner and discuss your answers.

1. In 1913, President Woodrow Wilson believed that concentrated economic power threatened individual liberty and the monopolies had to be broken up to open up the marketplace.
2. All matter exists in only one of three physical forms: solid, liquid, or gas.
3. The liquid form of a given material is always less dense than the solid form.
4. Prolonged overuse of alcohol can result in life-threatening liver damage, vitamin deficiencies that can lead to irreversible brain disorder, and a host of other ailments.
5. Rome's early wars often gave plebeians the power to demand that their rights be recognized, but their demands were seldom met.
6. Because monasteries believed in isolation, they never conducted schools for local people.
7. In 1013, the Danish ruler Swen Forkbeard invaded England.
8. The only objective of medieval agriculture was to produce more cattle for meat and dairy products.
9. Historians have determined for certain that the bubonic plague originated in southern Russia and was carried to Europe by traveling soldiers.
10. Economic growth was rapid during the Italian Renaissance.
11. The first movies, which began in the late 1880s, were slot-machine peep shows in penny arcades.
12. The Warren Court in 1962 declared that schools would always have the right to require prayers in public schools, but students had the right to refrain from praying.
13. The world's population has more than doubled since 1950.
14. The behavioral theory suggests that people learn to use alcohol because they want to become more sensitive to others.
15. Alcoholic parents, hyperactivity, and antisocial behavior in childhood are reasonably good predictors of alcoholism in adults.
16. The Dow Jones Industrial Average, established in 1897, is a stock index still in use today.
17. The Standard & Poor's 500 Stock Index and the New York Stock Exchange Index never include more stocks than the Dow Jones averages.
18. The Securities and Exchange Commission (SEC) was created in 1934 because stockbrokers wanted access to a compiled list of all trading.
19. The Abolitionist newspapers frequently attacked the Fugitive Slave Act as a violation of fundamental American rights.
20. In the 1970s, unemployment was high due mainly to the oil embargo.

1. A response pattern known as *cynical hostility*
 - a. is linked to coronary heart disease and heart attacks.
 - b. develops in childhood years.
 - c. is characterized by resentment, frequent anger, and distrust.
 - d. all of the above.
2. Signs of post-traumatic stress disorder are
 - a. never being able to sleep.
 - b. shown in a frequency histogram.
 - c. poor concentration, anxiety, and nervousness.
 - d. apparent at the time of the trauma.
3. The domestication of plants and animals began around
 - a. 7000 B.C.
 - b. 4000 B.C.
 - c. A.D. 1200.
 - d. 9000 B.C.
4. The mental shortcuts called *heuristics* are
 - a. informal reasoning based on which events or hypotheses are likely.
 - b. informal reasoning based solely on using a given algorithm.
 - c. formal reasoning based on the use of an algorithm and logic.
 - d. required in at least one stage of every scientific model.
5. With a *balloon automobile loan*, the
 - a. buyer feels stupid when the balloon payment is due.
 - b. buyer must sell the car back to the lender at the end of the loan.
 - c. first six monthly payments are large but later payments are reduced.
 - d. monthly payments are lower but the final payment is much greater.
6. Reinforcement theory is
 - a. based on giving rewards for behavior you want repeated.
 - b. based on forcing issues.
 - c. never to be used by effective managers.
 - d. the very best training to use for infants.
7. In business, the agency shop
 - a. never charges dues.
 - b. charges annual fees of \$10 or less.
 - c. requires employees to pay dues even if they don't join.
 - d. requires employees to always be union members.
8. Volcanic mountains are formed from
 - a. cinder piles and ash.
 - b. cinder piles, lava rock, ash, and shields of magma.
 - c. erosion.
 - d. sandstone and shale.
9. Consumer spending reports have shown that _____ percent of American's disposable income in 1994 was spent on food.
 - a. 5
 - b. 9
 - c. 15
 - d. 28
10. World population estimates show the population in the year 2000 will be at least
 - a. nine hundred million.
 - b. twenty-three billion.
 - c. six billion.
 - d. ten billion.

Answers to "Having Fun with Educated Guessing"

True-False

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. F
9. F
10. T
11. T
12. F
13. T
14. F
15. T
16. T
17. F
18. F
19. T
20. F

Multiple Choice:

1. d
2. c
3. a
4. a
5. d
6. a
7. c
8. b
9. b
10. c

How to cram

(even though you shouldn't)

FIRST, KNOW THE LIMITATIONS OF CRAMMING and be aware of the costs. Cramming won't work if you haven't cracked a book all semester and skipped all the lectures except the ones you daydreamed through.

The more courses you have to cram for, the less effective cramming will be.

Cramming is not the same as learning. When you rely on cramming, you cheat yourself of true education. You won't remember what you cram.

This point is especially important to recognize if you cram for mid-term exams. Some students think they are actually learning the material they cram into their heads during mid-term tests. They will be unpleasantly surprised during finals. Without substantial review and practice, material learned in cramming sessions is generally unavailable to recall after one or two days.

Cramming is also more work. It takes longer to learn material when you do it under pressure. You can't save time by cramming.

The purpose of cramming, therefore, is only to make the best of the situation. Cram to get by in a course so that you can do better next time. It might help raise a grade, if you have been reasonably attentive in class, taken fair notes, and have read or skimmed most of the material for the course.

Those are the limitations and costs of cramming. Here is a six-step cramming process:

1. Make choices. Don't try to learn it all when you cram. You can't. Instead, pick out a few of the most important elements of the course and learn those backwards, forwards, and upside down.

Sometimes these choices will be difficult. You might be tempted to go over everything lightly. Resist this temptation. If you cover a lot of material lightly, chances are you will recall none of it during the exam. Be courageous and choose a few important items.

For example, you can devote most of your attention to the topic sentences, tables, and charts in a long reading assignment instead of reading the whole assignment. A useful guideline is to spend 25 percent

of cramming time learning new material and 75 percent of cramming time drilling yourself on that material.

2. Make a plan. Cramming is always done when time is short. That is all the more reason to take a few minutes to create a plan. Choose what you want to study (suggestion #1), determine how much time you have, and set deadlines for yourself. It's easy to panic and jump right in. Making a plan can save you time and allow you to work faster.

3. Use mind map review sheets and flashcards. Condense the material you have chosen to learn into mind maps. Choose several elements of the mind maps to put on 3x5 flashcards. Practice recreating the mind maps, complete with illustrations. Drill yourself with the flashcards.

4. Recite ad nauseam. The key to cramming is repetitive recitation. Recitation can burn facts into your brain like no other study method. Go over your material again and again and again. One option is to tape record yourself while you recite. Then play the tape as you fall asleep and as you wake up in the morning.

Repeat out loud what you have chosen to study until you are confident that you will be able to recall it.

5. Relax. Because you do not learn material well when you cram, you are more likely to freeze and forget it under the pressure of an exam. Relaxation techniques can be used to reduce test anxiety, both before and during the test.

6. Don't "should" on yourself. The title of this article uses a word you should avoid: "Should." For example, you could start your cramming session by telling yourself you *should* have studied earlier, you *should* have read the assignments, and you *should* have been more conscientious. By the time you open your book you might feel too guilty and depressed to continue.

Consider this approach. Tell yourself it would have been more *effective* to study earlier and more often. Remind yourself you will have an opportunity to do that next time. Give yourself permission to be the fallible human being you are.

In short, lighten up. Our brains work better when we aren't criticizing ourselves.

And one more thing. Don't say "don't," either.

“Four Times Through” Method for Objective Tests

- 1. Quickly but carefully, answer all the questions you know you know.**
- 2. Go back and answer the ones you were reminded of that you now remember.**
- 3. Answer the rest, making educated guesses.**
- 4. Go back and check for clerical errors.**

Ten Educated Guessing Strategies

1. Guess *false* if there is a 100-percent modifier.
2. Guess *true* if there is an in-between modifier.
3. Guess *false* if there is a relationship clue.
4. Guess *false* if the statement is ridiculous, foolish, insulting, or has unfamiliar terms.
5. Guess *true*, the wild-shot guess, if there are no other clues in a true-false question.
6. If there are numbers as options, eliminate the highest and the lowest; guess one of the options that remain.
7. If there are multiple-choice options that are almost identical (look alike), choose one of those two options.
8. If one multiple-choice option is longer in length or more inclusive in content, choose it.
9. If the last option is “all of the above” and this option is not used throughout the test, choose it.
10. Guess *c*, the wild-shot guess, if there are no other clues in a multiple-choice question.