

## TEST-TAKING SKILLS ASSESSMENT

The statements below are designed to assess your strategies and practices in studying for and taking tests. Please mark the rating that best describes your current behavior in relation to each of the items. The more honest and objective you can be about your present behavior, the more easily you will be able to see and make changes which can improve your effectiveness in studying and your performance on tests.

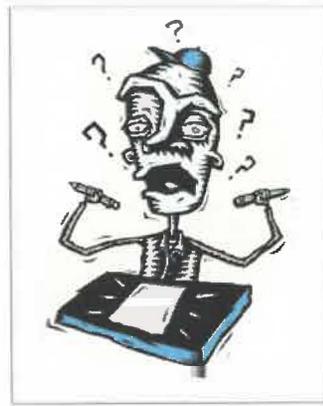
### Ratings

Never/Rarely    Sometimes    Often    Almost Always

1. I find out about the type and scope of the test in advance and set a specific score I plan to make.  
1                    2                    3                    4
2. I set aside several times over the week prior to a test for focused study.  
1                    2                    3                    4
3. To prepare for tests, I carefully study my class notes, marked portions of the text, handouts, homework exercises, chapter quizzes, and assigned readings.  
1                    2                    3                    4
4. I create my own study aids such as flash cards, chapter summary sheets, mind maps, and charts as appropriate for each test.  
1                    2                    3                    4
5. I create memory aids such as acronyms and acrostics and use imagery to help me learn key information.  
1                    2                    3                    4
6. I predict what questions will be on the test and practice answering them verbally and in writing.  
1                    2                    3                    4
7. At test time, I scan the test and budget my time, answering what I know well first.  
1                    2                    3                    4
8. I deal with test anxiety before and during tests by preparing well, relaxing and focusing on what I do know rather than what I don't.  
1                    2                    3                    4
9. I use all of the available time during the test to insure I have answered every question accurately and completely.  
1                    2                    3                    4
10. After the test I note and correct any errors I made and evaluate how effective my study plan was.  
1                    2                    3                    4

Adapted from:

[www.austinctc.edu/behscitf/Test-taking%20Assessment.pdf](http://www.austinctc.edu/behscitf/Test-taking%20Assessment.pdf)



## WHY ARE HEALTH SCIENCES EXAMS SO DIFFICULT?

The questions ask you to:

- make judgments;
- apply information;
- not just recall facts.

You need to:

- apply professional principles;
- set treatment priorities;
- evaluate care.



□



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## COMPOSITION & ANALYSIS OF MULTIPLE CHOICE QUESTIONS

### PARTS OF A TEST QUESTION

#### A CASE SCENARIO

- \*DESCRIBES THE CLINICAL SITUATION

#### A STEM

##### THE QUESTION

- \*LOOK FOR KEY WORDS
- \*CONSIDER THE CLIENT
- \*CONSIDER THE ISSUE
- \*DECIPHER THE TYPE OF STEM
  - A TRUE RESPONSE STEM
  - A FALSE RESPONSE STEM

#### OPTIONS

- \*THE CHOICES FROM WHICH YOU PICK THE CORRECT ANSWER
  - ONE IS CORRECT
  - THREE ARE "DISTRACTERS"

### TYPES OF HEALTH SCIENCES TEST QUESTIONS

#### \*PROCESS QUESTIONS

#### \*PLANNING QUESTIONS

#### \*IMPLEMENTATION QUESTIONS

\*

#### \*EVALUATION QUESTIONS

## HELPFUL STRATEGIES

- Try to understand what the question is asking without reading into it.
- Identify key words in the stem that may set a priority, indicate negative polarity, etc.

**Key words include:** "Never", "Always", "Every", "Usually", "Sometimes", "Generally", "Early", "Late", "Immediately", "Most Likely", "Least likely", "Initial", "First", "After Several Days", "On The Day Of Admission."

- Decide if the question gave a true or a false response stem?
- Decide what type of question it is.
- Cover the answers when you read the question and before looking at your choices, try to think of what YOU would do, THEN look at the options. Maybe the one you thought of is there.
- If you know the answer, choose it, don't look for tricks.
- Use deductive reasoning.
  - Eliminate the choices that you know are incorrect.
- Answer each alternative as True, False, or don't know.
- Read each of the four options to determine if it is **appropriate**/correct or **inappropriate/incorrect**, and mark each one accordingly
- Relate each option to the stem.
- Each option (a,b,c,d) should be grammatically correct and consistent.
- Your choice should make sense to you.
- Read the question and answer as a complete sentence.
- Don't let the situation in one alternative influence your choice of another one.
- Read the stem and the answer you've chosen together to see if they make sense.
- When you are down to two choices
  - Re-read the stem.
  - Read the stem with each of the two remaining choices.
  - Ask yourself how these two choices are similar or different.
  - if both choices seem true, ask yourself what the relationship is between the two choices.
  - If the relationship isn't "set to subset", ask yourself which option is *most important* in that situation. What is the question really asking?
  - If the relationship is "set to subset", then one option is an *umbrella response*. If this is the case, pick the umbrella, because it includes the other answer.
- Answer the condition in the stem.
- Is the question asking for a general or a specific answer?
- If you don't know the answer, come back to it later. Other questions in the test may give clues about the answer.

## WHEN ALL ELSE FAILS

If there is no guessing penalty, always take an educated guess and select an answer.

- On True-False questions you have a 50% chance of getting the right answer.

If there is an "All of the above" option...

...and you know that at least two of the choices are correct

...select the "All of the above" choice. It is **probably** (but not definitely) the correct answer.

If there are "All of the above" and "None of the above" choices...

...and you are certain one of the statements is true don't choose "None of the above"

...or if you are certain one of the statements is false, don't choose "All of the above".

Qualifiers like "never", "always", and "every"...

...mean that the statement must be true all of the time.

...usually lead to an answer of "false".

Qualifiers like "usually", "sometimes", and "generally"...

...mean that the statement can be considered true or false depending on the circumstances.

...usually lead to an answer of "true".

A positively worded choice is more likely to be true than a negative one.

The correct answer is usually the choice with the most information.

Statistically, there are more true answers than false, on most tests.

If any part of the question is false, then the entire statement is "false".

- But just because part of a statement is true doesn't necessarily make the entire statement true.