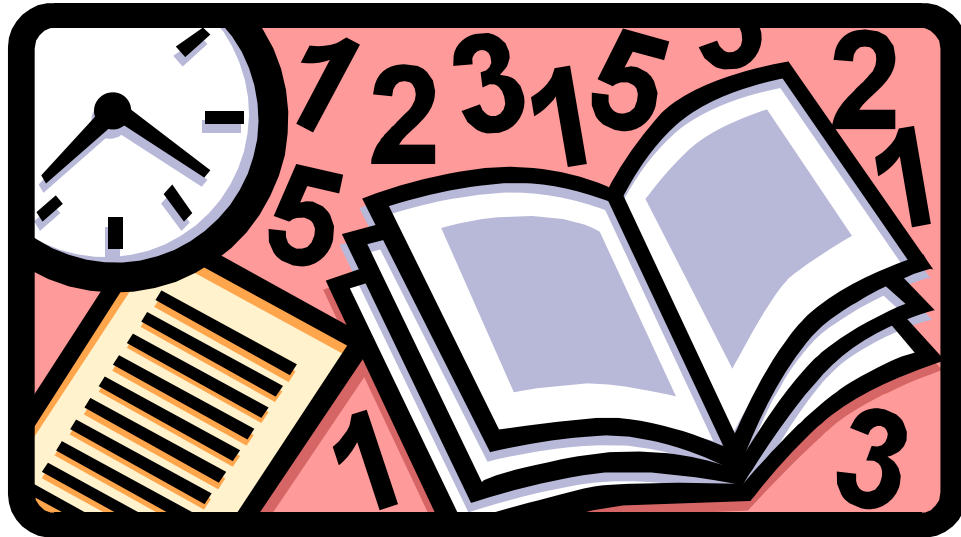


Study Skills Handbook



Preparing for Success in the
Extended Learning &
International Baccalaureate Diploma
Programs

Annapolis High School
Meade High School
Old Mill High School



2008-2009

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Time Management Suggestions

Managing time is one of the most important and useful skills you can learn. The key is to divide your days into manageable sections and make the most of the time you have. This can help you keep track of all the things that you need to do. If you know what you have to do and when you need to do it, you will be prepared for deadlines. As you get older you will have even more responsibilities, and time management affects all your other skills. If you learn the skill of effective time management, you will be better able to attain your goals now and later in life.

Procrastination happens when low-priority activities or assignments get in the way of high-priority ones. Things like watching TV instead of doing homework. It is easy to do the things we enjoy, but when we feel things are difficult, inconvenient or unpleasant, we may put them off. Everyone procrastinates from time to time. Here are some easy ways to minimize procrastination:

- ❖ Set up small, specific goals
- ❖ Set priorities
- ❖ Use a time schedule
- ❖ Figure out how long things really take to complete
- ❖ Break down tasks into segments
- ❖ JUST START!!!
- ❖ Look at what you have accomplished and feel good about it.
- ❖ Reward yourself when you accomplish a small goal

The following are some general guidelines for effective time management.

- I. Set goals and Priorities- Identify what your top priorities are and set aside adequate time to accomplish them.
- II. Analyze how you currently use your time, tracking how you spend your time and then building schedules that reflect your goals. Try to stick to the schedule you set but remember that a good schedule has some built in flexibility.
- III. Hints to organize study time:
 - a. Study/homework time will vary from day to day, from course to course.
 - b. Each course requires a different type of homework/studying. You must tailor your work to fit the expectations of the instructor and your own goals.
 - c. Write down all of your assignments in your agenda book and predict the time it will take to complete the assignments. Build your schedule from that estimate.
 - d. Are you an afternoon or night person? Try to determine your best time for study.
 - e. Ask for help:
 - i. Home- Ask a family member to monitor your time or help set up a schedule.
 - ii. School- Ask your teacher to help you prioritize for their class?
 - iii. School- Meet with your IB coordinator to help you work on a plan for time management.



Name _____ Grade ____ Week of _____

Time Management Questionnaire

I think I spend:

___ hours ___ minutes a day getting ready for school.

___ hours ___ minutes a day at school.

___ hours ___ minutes a day in trying to organize my day.

___ hours ___ minutes a day eating.

___ hours ___ minutes a day sleeping.

___ hours ___ minutes a day watching television.

___ hours ___ minutes a day exercising or playing a sport.

___ hours ___ minutes a day playing video games.

___ hours ___ minutes a day reading.

___ hours ___ minutes a day on the phone, IM, chat, or email.

___ hours ___ minutes a day on homework and studying.

___ hours ___ minutes a day on unnecessary interruptions or wasting time.

___ hours ___ minutes a day helping out at home.

___ hours ___ minutes a day working or doing volunteer work.

___ hours ___ minutes TOTAL

How much free time do I have left over?

What might I have overestimated? Underestimated?

On which activities should I spend less time?

On which activities should I spend more time?

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Name _____ Grade ____ Week of _____

Time Log

Directions: Use the table below to keep track of what you do hour by hour for the next week. During the day, write down what you did and when you did it. Be HONEST, as only an ACCURATE log can be used as a tool to help you improve your time management.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Time Log Reflection

Total time spent studying during the week:

Average time spent studying daily:

Total time spent watching TV during the week:

Average time spent watching TV daily:

Total time spent on video games, email, chat, IM, and telephone:

Average time spent daily on above:

Total amount of sleep:

Average time spent sleeping daily:

Total time spent traveling (in car or on bus):

Average time spent traveling daily:

Total time spent volunteering or doing community service:

Total time spent helping out at home (chores, etc):

Total time spent working at after school job:

How much time was there that you could not account for?

Did you have any quiet time during the week when you were alone and were able to do reflective thinking or planning?

During what time of day did you do the most studying?

Was there anything you needed to do that you couldn't find time for?

Was there anything you wanted to do that you couldn't find time for?

Follow Up (on a separate sheet of paper)

First, CATEGORIZE. Make a list of the different activities that you spent time doing during the week. Once you have made this list, come up with some general categories for these activities. Example: soccer practice, running, dance, playing basketball, biking would all fall under the category of *Exercise*, while reading, computer research, and studying could all be put under the category of *Schoolwork*.

Next, PRIORITIZE. Once you have categorized your activities, look at your lists and circle those activities that you see as the most important to you and your future. As you prioritize, keep your long term goals for higher education and career in mind. Are the activities you see as "high priority" items which have a positive or negative effect on your goals?

Then, REFLECT. Take some time to reflect on what you have learned in your Time Log. Be sure to answer the following questions in your entry: What have you discovered about your time? What do you like about your schedule? What do you need to change? Are you "on track" to achieve your goals?

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Binder Contents Checklist

If your teacher does not have a specific way that they would like you to organize your binder for their class, you should use this checklist to keep yourself organized.

Necessary Binder Contents:

- ___ Good quality, 3-ring binder with pocket inserts
- ___ Eight colored tab dividers (a separate section in your binder for each class)
- ___ Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- ___ Two or more pens
- ___ Two or more pencils
- ___ Filler paper (some notebook paper is now available in Cornell note style)
- ___ Assignment logs for each academic course
- ___ Agenda book

Suggested Binder Contents:

- ___ One or two folders for papers with no holes punched in it
- ___ One or more colored highlighter pens
- ___ Notebook dictionary and/or thesaurus
- ___ Calculator
- ___ Six-inch ruler
- ___ 3-ring binder hole puncher
- ___ IB Study Skills Booklet

Your binder should be organized in the following manner:

- ___ Binder front cover
- ___ Plastic supply holder
- ___ Assignment logs
- ___ Divider for drills
- ___ Divider for notes
- ___ Divider for class work
- ___ Divider for homework
- ___ Divider for tests or anything else the teacher gives you that does not fit another divider
- ___ Extra blank paper

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How to take notes from a textbook

Be an active reader	<p>Think about the reading.</p> <p>Consider the ways that portions of the text relate to the text as a whole; think about how the text relates to ideas from lectures, discussions, and other subjects.</p> <p>Generate questions (e.g., about the meaning of new words/terms, about why portions of the text are italicized or underlined, about why emphasized points are important).</p> <p>Examine and understand the significance of visuals (e.g., diagrams, graphs, charts, photos, artwork).</p>
Be aware of text organization	<p>Look for the pattern of elements like chapter/subsection headings, summary points, graphics.</p> <p>Know where to find the index and glossary.</p>
Use the style of the text to identify important points	<p>Become familiar with the typefaces, symbols, borders, graphics and page layout that highlight main ideas and key terms.</p>
Be alert to the writer's stance	<p>Some texts attempt to persuade as well as inform readers; when applicable, highlight ideas/references/opinions that seem significant to the writer's point of view.</p>
Take notes while reading	<p>Incorporate chapter headings, key terms, meaningful examples, and important graphics into notes.</p> <p>Write only the important ideas; make it brief but clear.</p> <p>Paraphrase the text to capture meaning and reduce volume.</p> <p>Use symbols to highlight significant material and/or areas for further study.</p> <p>use headings/subheadings and review questions within the text to generate study questions and main ideas for the left-hand column of notes.</p> <p>incorporate original questions raised by the text into your notes.</p>
Review textbook notes	<p>Develop study questions and identify main ideas.</p> <p>Fill in details for clarity.</p> <p>Look up and add definitions of new words/terminology.</p> <p>Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students, the teacher, or other texts.</p> <p>Add symbols to highlight important ideas and key words.</p> <p>Delete irrelevant information.</p> <p>Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity as needed.</p> <p>Incorporate cross-references to other texts/notes.</p> <p>Write a summary of the significant ideas.</p>

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How to take notes during a discussion or classroom lecture:

<p>Incorporate discussion topics/questions</p>	<p>Use the topics and questions posed by discussion leaders to guide the content of notes.</p> <p>Use symbols to indicate questions/ideas that seem to carry weight or significance and consider the discussion leader's purpose in emphasizing them.</p> <p>Incorporate a variety of responses into notes; consider and react to the various responses during your review of your notes.</p> <p>Generate questions to inject into the discussion or review later with other students, tutors, and/or teachers.</p> <p>Incorporate references to lectures, textbooks, and other material as they come to your mind.</p>
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How to take notes from a film:

<p>Consider the subject and purpose</p>	<p>Notes from film viewing for information (e.g., depiction and description of tide patterns, narration about an historic period) are much like lecture notes, guided by similar verbal cues.</p>
<p>Incorporate observations into notes</p>	<p>Notes from film viewing for enrichment (e.g., a dramatic portrayal of history, the stage version of a play) can be enhanced by style clues that may contribute to meaning; look/listen for the significance of :</p> <ul style="list-style-type: none"> -names -settings -music -background sights and sounds
<p>General observations about observations from films.</p>	<ul style="list-style-type: none"> -repeated images/phrases/actions/symbols/ideas -changes in lighting, camera angles -changes in audio volume

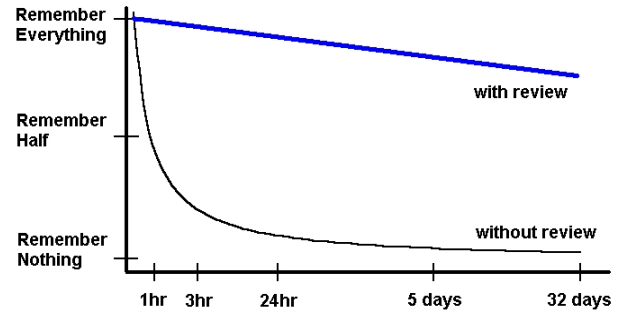
How to study using your notes:

<p>Make use of the format</p>	<p>Spread out or hold notes so that the right side of the page is covered; review ideas and answer study questions from the left-hand column; use the right-hand column as an answer key.</p> <p>Engage in an oral quiz with others by using questions from the left-hand column.</p> <p>Cover the right-hand column with a piece of paper; write out answers to the left-hand study questions and explanations of main ideas and points.</p> <p>Write summaries of the most important material in the notes.</p>
<p>Write</p>	<p>Write summaries of material that you have not learned yet, so you can remember what you need to work on later.</p> <p>Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.</p> <p>Look over notes frequently to keep information and unanswered questions fresh in mind.</p>
<p>Review</p>	<p>Recite information from notes.</p> <p>Exchange notes with others to flesh out information and understanding.</p> <p>Use notes in study groups to provide a common ground of material for reference and review.</p>

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How to Memorize and Mnemonic Devices

A mnemonic device is a trick or tip that helps one memorize something. As an IB student, you will be expected to know a great deal of information – memorization is crucial to a being successful in the IB diploma program. But, our memories are not perfect. As the graph to the right indicates, without reviewing what you learn, you will quickly forget the majority – up to 95% – of the other information within a month! Therefore, the more you have forgotten, the more you have to re-learn for your exams. So, it is in your best interests to become comfortable *now* with a few memorization techniques and to train yourself to use them now. Here are some tips to help you memorize:



There are five main categories of ways to help you memorize something. They are:

1. Memorizing through visual, auditory, and kinesthetic systems
2. Memorizing through grouping
3. Memorizing through repetition
4. Memorizing through mnemonic techniques

Memorizing through association

It is easier to remember something if we link it to something we already know. Try to relate new information to personal examples as much as possible. Analogies can also be very powerful: some students remember the cell structure and function of the organelles by relating them to a factory (the cell body would be the boss who gives the orders, the ribosome's are the messengers, etc).

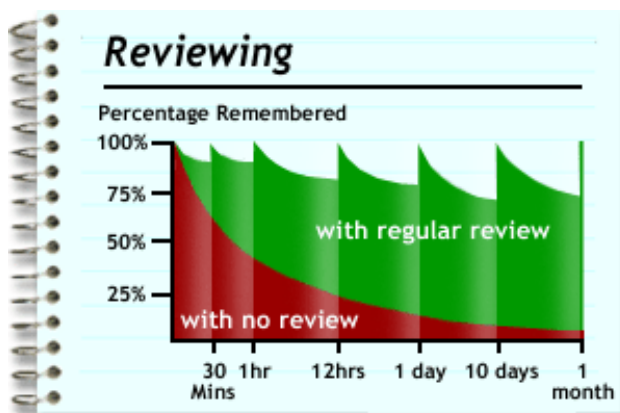
Memorizing through visual, auditory, and kinesthetic systems

Although you may have already found out that you have preferred learning style when it comes to the presentation of the new information, try to incorporate as many of the senses as possible when studying -- not just your preference(s). Each sense is processed in a different part of the brain, and by using all the different senses, you are using more of your brain, which will help in the retention of material. Examples are walking as you rehearse your flashcards and drawing pictures to represent abstract ideas and definition.

Memorizing through grouping

Students literally have to remember hundreds of pieces of information. One of the key aspects of memory performance is to learn the material from the general to the specific. In order to achieve this, graphic organizers are often a must.

Think of all the information you need to learn as books in a book shelf. If you simply shove in one book after the next without any kind of organizational structure, it will be very difficult to find one particular book (especially if you have hundreds of them). However, if you organize the books according to topic and subtopics within each course, then it would be easier to find one specific book for which you are looking. The brain functions much the same way. It needs some kind of mental organization in order for you to retrieve the stored information.



Memorizing through repetition

This is probably the one aspect of studying that most people know -- and dread. However, even though most of us know that we should have lots of repetition, we don't know how important it actually is.

Also, repetition, in the context of memorization, means different interactions with the new material. In other words, it is more than a simple

rereading of notes. It could include making flashcards, talking as you draw your mind maps and writing lecture summaries.

The easiest way to memorize through repetition is to *chunk* and *rehearse* what you need to memorize. For example, imagine that you need to memorize a 14-line sonnet. In chunking, you would take the first 2 lines and repeat them (called rehearsal), and once you can recite them you would move on to the next 2 lines. You learn these 2 lines in the same way, through repetition, but then you would recite all 4 lines together. Then you would keep on memorizing the rest of the poem in the same way.

Memorizing using mnemonic techniques

Mnemonics are very powerful memorization devices that work especially well for memorizing lists and sequences of items.

The words technique is usually used for lists, e.g. the mnemonic word **HOMES** is a memory trigger for the great lakes (**H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior).

Use It for	Technique Name	An Example
<i>For information involving key words</i>	Acronym: An invented combination of letters with each letter acting as a cue to an idea you need to remember.	ROY G BIV is an acronym for how to remember the colors of the rainbow: red, orange, yellow, green, blue, indigo, violet. HOMES is an acronym for the great lakes: Huron, Ontario, Michigan, Erie, Superior.
<i>For information involving key words</i>	Acrostic: An invented sentence where the first letter of each word is a cue to an idea you need to remember.	EVERY GOOD BOY DESERVES FUN is an acrostic to remember the order of the G-clef notes on a musical staff: E,G,B,D,F.
<i>For foreign language vocabulary</i>	Keyword Method: Select a foreign word you need to remember, then identify an English word that sounds <i>like</i> the foreign one. Now, imagine an image that involves the key word with the English meaning of the foreign word.	In Spanish, the word <i>cabina</i> means ‘phone booth.’ Invent an image of a cab trying to fit in a phone booth. When you see the word <i>cabina</i> , you should be able to recall this image, and thereby retrieve the meaning ‘phone booth.’
<i>For remembering names</i>	Image-Name Technique: Invent a relationship between the name and the physical characteristics of the person.	For, Shirley Temple, her <u>curly hair</u> (rhymes with <i>Shirley</i>) around her temples.
<i>For ordered or unordered lists</i>	Chaining: Create a story where each word or idea you have to remember will cue the next idea you need to recall.	For the words: “Napoleon, ear, door, Germany,” you could make up the story: “Napoleon had his ear to the door to listen to the Germans in his beer cellar.”

Adapted from Bucks County Community College website, 1997.
<<http://www.bucks.edu/~specpop/mnemonics.htm>>

Textbook Notes: SQ3R Strategy

Learning how to read and take textbook notes is critical to school success at middle school, high school, and college. One method that fits with Cornell notetaking is commonly referred to as SQ3R, which stands for *survey* (or skim), *question*, *read*, *recite*, and *review*. Here is an explanation of the strategy.

S = Survey the entire reading selection, briefly.

1. Skim or scan the first to last pages and look for:
 - a. Main headings and subheadings and the relationships between the two.
 - b. Pictures, graphs, and charts. Think about what they tell you about the purpose of the chapter and what you will be reading.
 - c. Questions at the “end” or summaries, which let you know what the author thinks is most important in the chapter.
 - d. Organization and format of the particular selection.
- Review, if necessary, so you have a good sense of what this chapter or selection is about.

Q = Question by turning the headings into questions.

Write the question in the left hand

margin of your Cornell notes before you begin to read the section. The question will help you by:

1. Arousing your curiosity;
2. Bringing to mind information you already know;
3. Helping you understand the section more quickly;
4. Making important points stand out from explanatory details.

R = Read so as to answer your questions. Read actively by:

1. Looking for main ideas and supporting evidence.
2. Paying attention to the structure and relationship between ideas by focusing on key words such as:
 - a. *More of the same*: also, more, moreover, likewise, again, furthermore, and, in addition.
 - b. *Change in ideas*: but, although, yet, nevertheless, despite, in spite of, however.
 - c. *Conclusions*: so, thus, therefore, in summary, consequently, accordingly, hence.
3. Looking up new and key words in the glossary or dictionary and writing the definition in your notes.
4. Understanding the graphs and figures.

R = Recite while reading the text.

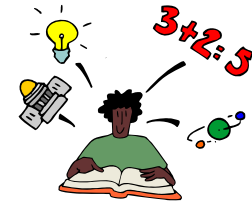
1. After reading the first section, look away from the book and try to answer your question; give an example.
2. Write your answer in your own words in the right hand column of your notes.
 - a. Write just enough to jog your memory. (Experiment with how much you need to write: too much and you won't take time to review; too little and you won't remember what was said.)
 - b. Define new terms or copy a graph.
 - c. Underline key phrases and words.
3. Repeat the process until you have finished reading the chapter or section.

R = Review.

1. Re-skim the entire chapter after you have finished reading it.
2. Take five minutes to reread your notes. Be sure you understand the main ideas and their relationships to each other. Reread any part of the text, if you don't understand your notes.
3. Using your questions in the left-hand margin, ask yourself your questions and recite the answers you've written without looking at your notes.
4. Answer the questions at the end of the chapter. If you can't, review your notes again and add missing information to your notes to complete the answers.
5. Review your notes every few days to avoid forgetting and having to cram for the test.

Adapted from AVID Strategies for Success, Copyright AVID Center 1986, 1996

Effective Studying



I know what studying is, but what is effective studying?

1. Get a study buddy (see **Study Buddy Contact**). Note: this person and you should be on task (studying) when getting together.
2. Set aside specific time blocks each day/week and stick with that schedule for the semester. For example: math, every Monday and Wednesday from 6-7pm, English, every Tuesday from 8-9pm, etc. (**Refer to the Time Management Log**)
3. Ask the teacher the approximate time needed for each assignment. If you're spending 2x or more than that (you're stuck), seek help (see Resources section or get study buddy).
4. Read the directions so that you know what needs to be done. (**NO MORE NO LESS**)
 - When given a reading/project assignment, or directions for a test questions, read over the entire assignment/question to get a general picture of what you have to do. Then read it over again more carefully to get the specific (breaking it down into pieces)
 - Here is an exercise for you to practice on (see **Can You Follow Directions**)
5. Everyone learns differently. It's important to know your own learning style (see **Learning Styles**). To find out what learning style best suits you, go to <http://www.ldpride.net>
6. Now that you know your learning style, think about what worked for you in the past where you did well on a test (this can become your routine).
7. Create an atmosphere/routine for studying. This is similar to what many famous athletes do before an important game/competition. Check out the insert in appendix IV on how athletes use routine to gain competitive edge. (see **Competitive Edge**)
 - A place to focus/concentrate on studying (the ideal place depends on your learning style. This can be home, library, church, friend's house, etc). Turn off "NOISE" (such as TV, music, little brother, little sister, mom, dad, etc) to improve your test scores.
8. Just start studying.
 - Don't procrastinate during the study time, follow your routine and get to the heart of studying from the beginning. (see **Four Ways to Stop Procrastinating**)
 - Ask yourself at the end of each class what you do not want the teacher to ask you on the test. Then plan to study that material at home.
 - Keep up with your work
 - Review your notes (Cornell notes too) to create flash cards, create a game, or a short summary for each topic/heading/key words to use with your study buddy or share with your family. Note: Many people find it useful to condense the materials down to 1 page per unit test. This is similar to a crib sheet even though you may not be able to use it during the test.
 - Use POST-IT® notes in your notebook and textbook to tap/mark important ideas for review/study or questions for the teachers.
 - Use graphic organizers to organize/categorize your study materials. (see **Graphic Organizers**) To help with remember or memorize materials, be creative in coming up with pictures, stories, mnemonics, etc.
 - Anticipate test questions that the teacher may ask and know the rubrics for grading (If unknown, then ask the teacher)
9. After studying,
 - Ask yourself/buddy questions or use the review questions at the end of the chapter in the text.
 - Practice/review previous quizzes and tests
 - Try to teach/share the materials to your family or friends



Adapted from <http://www.how-to-study.com> and <http://www.testtakingtips.com>, June 24, 2005

Study Buddy Contacts

Name _____ Grade _____

In each of your classes you should find two other students that you can contact when you miss class and need to get that day's assignments. Be sure to pick people you think are reliable and will take good notes or pick up any handouts for you. Having a couple of Study Buddies in each class will make it easier to stay on top of your make-up work in the event you cannot be in class.

Fill in the information below for each one of your classes, and then put it in a place where it is easily found.

1ST SEMESTER-

Class Title/Teacher	Name of Study Buddy	Phone #
Period 1A		
Period 2A		
Period 3A		
Period 4A		
Period 1B		
Period 2B		
Period 3B		
Period 4B		

2ND SEMESTER-

Class Title/Teacher	Name of Study Buddy	Phone #
Period 1A		
Period 2A		
Period 3A		
Period 4A		
Period 1B		
Period 2B		
Period 3B		
Period 4B		

Four Ways to Stop Procrastinating

1. Keep a record of how you avoided the task.

What task did I procrastinate on?

What were the excuses that I used to avoid the work?

What did you do instead of the task?

How did you feel when the deadline arrived?

How did you feel about the finished product?

2. Change from negative thinking to positive thinking.

Procrastinating	Productive
I must...(or) have to...(OR something awful will happen)	I'd like to...(or) choose to...
I've gotta finish...	When can I get started on...
Oh, God, this assignment is enormous.	Where is the best place to start?
I <i>must</i> do well (fantastic, perfect).	I'll do okay; I'll give it time.
I have no time to play.	It is important to play one hour.
I see life and work as a grind.	Life and work can be fun.
I can't succeed.	I have a better chance of succeeding if I...

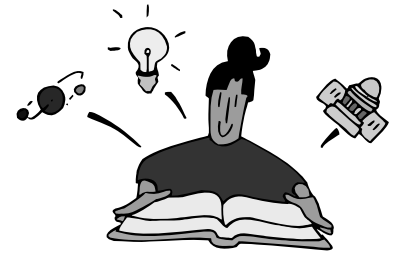
3. **Turn worries and self-doubts into assets by asking** (a) **What is the worst possible outcome?** (b) What would I do if the worst happened? How would I carry on? (c) What strengths and skills do I have that would help me cope? How will I forgive myself for messing up? (d) What alternative plans could I develop for having a good life? (e) Can I do things now to help avoid this awful outcome I fear? (f) Having prepared for the worst, how can I use my worries to prepare to become stronger and more capable?

4. Make a list and use it.

Adapted from: <http://mentalhelp.net/psyhelp/chap4/chap4r.htm>, June 24, 2005

Test Taking Tips

Check the things that you already do well.
Circle the items you need to work on.



- Get enough rest!
- Do not cram; organize your time so that you spread your studying over several days.
- Read the directions carefully before you start.
- Ask questions if you are not sure that you understand something.
- Review the points and grading rubric. Use most of your time where you will earn the most points.
- Don't Panic! Stay relaxed during the test. You have already studied and you know the material, allow your brain to access it.
- Work effectively by answering every question,
- Stay focused on the test. Do not let yourself be distracted by things around you. If something is bothering you, tell the teacher.
- Do not get bogged down, save questions that you are not sure of until later in the test.
- LEAVE NO QUESTION BLANK!
- In Selected response questions look carefully for words like *always*, *all*, *none*, *never*. Everything must be perfect to make that choice correct.
- Show your work if appropriate.
- Go for partial credit, if you don't know the whole thing write what you *do* know.
- Keep your work readable! If the teacher has to work to read it, they will not be generous in their grading.
- If there are bonus questions, try them. Now is not the time to be lazy!
- Review your work if you finish early, try reviewing going backwards it will often show you things that you may have missed.
- Often there are clues and hints to many of the questions throughout the test to help you. Look for related questions for hints and memory jogging vocabulary.
- Remember, the test is only a portion of your marking period grade.
- Review your work; keep reviewing until your time runs out.
- If you have often have trouble completing the test in the given amount of time (and you have honestly studied) talk with your teacher.
- After the test, honestly evaluate what you did not know and why. Adjust your study methods for the future.
- After the test, reward yourself for doing a good job.

Multiple Choice Test Tips: Recognizing Correct Answers

Multiple choice exams are the most frequently used type of exams and are often the most difficult to answer. The following suggestions should improve your success in taking this type of exam.

1. **First read all choices, considering each.** Do not stop with second or third choices, even if you are certain that you have found the correct answer. Remember, on most multiple choice tests your job is to pick the *best* answer, and the last choice may be a better answer than any of the first three.

2. Some multiple choice tests include choices that are combinations of previously listed choices, as in the following item.

The mesodermal tissue layer contains cells that will become

- | | |
|---|----------------|
| a. skin and sensory organs and nervous systems. | e. a and c |
| b. skin, sensory organs, and blood vessels. | f. b, c, and d |
| c. bone and muscle. | g. a, c, and d |
| d. stomach, liver, and pancreas. | |

The addition of choices that are combinations of the previous choices tends to make items even more confusing. **Treat each choice, when combined with the stem, as a true or false statement.** As you consider each choice, mark it true or false. If you find more than one true statement, then select the choice that contains the letters of all the true statements you identified.

Correct answer? C

3. **Use logic and common sense.** Even if you are unfamiliar with the subject matter, it is sometimes possible to reason out the correct answer. The following test item is taken from a history exam on Japanese-American relations after World War II.

Prejudice and discrimination are

- a. harmful to our society because they waste our economic, political, and social resources.
- b. helpful because they ensure us against attack from within.
- c. harmful because they create negative images of the United States in foreign countries.
- d. helpful because they keep the majority pure and united against minorities.

Through logic and common sense, it is possible to eliminate choices *b* and *d*. Prejudice and discrimination are seldom, if ever, regarded as positive, desirable, or helpful, since they are inconsistent with democratic ideals. Having narrowed your answer to two choices, *a* or *c*, you can see that choice *a* offers a stronger, more substantial reason why prejudice and discrimination are harmful. The attitude of other countries toward the United States is not as serious as a waste of economic, political, and social resources.

Correct answer? A

4. **Look for the level of qualifying words.** As is true in true/false tests, qualifying words are important. Since many statements, ideas, principles, and rules have exceptions, be careful in selecting items that contain such words as *best*, *always*, *all*, *no*, *never*, *none*, *entirely*, *completely*, all of which suggest that a condition exists without exception. Items containing words that provide *for* some level of exception, or qualification, are more likely to be correct. Here are a few examples: often, *usually*, *less*, *seldom*, *few*, *more*, and *most*. In the following example notice the use of the italicized qualifying words.

In *most* societies

- a. values are highly consistent.
- b. people often believe and act on values that are contradictory.
- c. *all* legitimate organizations support the values of the majority.
- d. values of equality *never* exist alongside prejudice and discrimination.

In this question, items *c* and *d* contain the words "all" and "never," suggesting that those statements are true without exception. Thus, if you did not know the answer to this question based on content, you could eliminate items *c* and *d* on the basis of the level of qualifiers.

Correct Answer? B

5. **Some multiple choice questions require application of knowledge or information.** You may be asked to analyze a hypothetical situation or to use what you have learned to solve a problem. In answering questions of this type, start by crossing out unnecessary information that can distract you. In the following example distracting information has been eliminated.

~~Carrie is comfortable in her new home in New Orleans. When she gets dressed up and leaves her home and goes to the supermarket to buy the week's groceries, she gets nervous and angry and feels that something is going to happen to her. She feels the same way when walking her four-year-old son Jason in the park or playground. Carrie is suffering from~~

- a. shyness.
- b. a phobia.
- c. a personality disorder.
- d. hypertension.

Correct Answer? B

6. **Jot down the essence.** If a question concerns steps in a process or order of events or any other information that is easily confused, ignore the choices and use the margin or scrap paper to jot down the information as you can recall it. Then select the choice that matches what you wrote.

The largest flower in the world, called a rafflesia, is three feet wide and weighs up to 36 pounds. The rafflesia has no roots, stems, or leaves. It lives on and takes nourishment from a vine called tetrastigma. The rafflesia harms the vine. The seeds of the rafflesia are dispersed in an unusual way. Plantain squirrels and tree shrews eat parts of the rafflesia plant. Scientists observe that when the animals chew the rafflesia, seeds get caught in their teeth. The animals will then chew on tetrastigma vines, leaving the seeds where they can germinate.

Specialized cells in the rafflesia flowers undergo a process that produces gametes. What is this process called?

- a. binary fission
- b. meiosis
- c. fertilization
- d. enzyme regulation

Essence of the question? Specialized cells have a process that produces gametes. What is this process called?

Correct answer? B

7. **Avoid the unfamiliar.** Avoid choosing answers that are unfamiliar or that you do not understand. A choice that looks complicated or uses difficult words is not necessarily correct. If you have studied carefully, a choice that is unfamiliar to you is probably incorrect.

What molecules control the reaction rate of photosynthesis?

- a. enzymes
- b. fatty acids
- c. nucleic acids
- d. carboxylic acids

Correct answer? A

8. **Make educated guesses.** In most instances you can eliminate any of the choices as obviously wrong. Even if you can eliminate only one choice, you have increased your odds on a four-choice item from one in four to one in three. If you can eliminate two choices, you have increased your odds to one in two, or 50%. Don't hesitate to play the odds and make a guess - you may gain points.

Students are conducting an experiment to determine if sugars are present in foods. They heat a test tube containing a sugar solution in a beaker of water. Which of these is *an unsafe* laboratory practice in this experiment?

- a. heating the sugar in a closed test tube
- b. rinsing hands with water after handling the materials
- c. using a test tube clamp to hold the test tube
- d. wearing safety goggles while heating the sugar solution.

Choices B and D are obviously incorrect. They are safety practices! Now you have a 50% chance of being correct! Choice a, heating the sugar in a closed test tube is like leaving a can of soda in your car on a very hot day. It will explode!

Correct Answer? A

Resources

How can I help myself?

Keep a notebook. Keep all papers arranged in a notebook so that you can find them. Devise a cataloging system that works for you. You might keep subjects separate. Within a subject you might include a drill section, homework section, class work section, returned tests and quizzes. File papers in chronological order in these sections. The notebook can be used for reviewing for tests and quizzes. Scan notes; review activities; use reading strategies to organize material you don't understand; work practice problems; review drills or quizzes. Make sure your notebook is always up to date by contacting your **Study Buddies** when you are absent.

Set goals. Choose specific, realistic goals. Short-term goals are best. Short-term goals should be achievable within one unit of study. Write out your action plan by listing the steps you will take in order to accomplish your goal. Use this as a checklist for success as you pursue the goal.

You may want to consider a long-term goal. Some possibilities include keeping yourself healthy, building a portfolio, efficient use of time, increasing international awareness, successful completion of the IB program, participation in student government, extracurricular sports, community service, summer institutes and/or travel.

Know your grade. Keep up to date with your grades and assignments by using an assignment log. Record assignments handed in and grades for each assignment. Check with your teacher if you are missing an assignment. Keep track of assignments using the **Assignment Log** (page). This way you will not be surprised when you get progress reports from your teachers and interim grades and it will not be too late to improve. Use grade sheets to make sure you have handed in everything. Check with your papers to determine if your grades have been recorded accurately.

How can the school help me?

Get extra help from teachers. Teachers can help you better if you can ask about a specific topic. Check the outcome to determine what you need to know. Read about the topic in the text. Use practice examples in the text. Write down the questions you need to ask. Make an appointment for extra help. All teachers are available on Wednesdays afterschool for HELP day, and many teachers may be available additional days if you ask to make an appointment.

The school provides after school extra help sessions by school or department. After school study halls may include an IB study hall or a sports study hall.

Student tutoring is available. National Honor Society students are available for tutoring and you can check with your IB coordinator to find out if there are peer tutors available to help you with your classes.

Contact your support staff. Your IB coordinator is available for help with plans for improving academic work, reducing stress, meeting IB requirements, preparing better for next year's program.

_____ is my IB Coordinator.

Your guidance counselor is available to help you with scheduling.

_____ is my Guidance Counselor

How can my family help me?

Your family can help you by supplying materials, time, and a quiet place to study. Family members can help with setting up your agenda, with a time management schedule, and with goal setting. They can advise you how to seek help for problem solving. They can help you find references, either online, or in the community library. They can help you with service to the community. They can help you find activities with an international flavor and support intercultural understanding.

Ways to Relieve Stress

What you can do...

- ✓ Exercise
- ✓ Play a sport
- ✓ Listen to music
- ✓ Write poetry or start a journal
- ✓ Draw a picture or color
- ✓ Read a book for pleasure
- ✓ Develop a hobby
- ✓ Watch a movie
- ✓ Learn Yoga
- ✓ Meditate
- ✓ Set goals! If you fail to plan, you plan to fail!
- ✓ Have a social life
- ✓ Get enough sleep
- ✓ Eat properly
- ✓ Keep things in their proper perspective
- ✓ Talk to friends
- ✓ Talk to your IB Coordinator, counselor, or teacher

What not to do...

- Don't overeat
- Don't sleep too much
- Don't procrastinate
- Don't watch too much TV

My Stress Management Plan:

Now that you have an idea how to relieve your stress, what are you actually going to do?

My plan to relieve stress is...

First I will try _____ for _____
minutes/hours.

If that doesn't work, I will try _____ for _____
minutes/hours.

And if that doesn't work, I will try _____ for _____
minutes/hours.

Now that I know how to relieve my stress, I will set aside _____ minutes/hours to
_____ each day/week.

Adapted from *Stress Management Suggestions* created at the 1996 IB Summer Student Conference at UNF