Plan to Monitor Student Progress

ASPIRE Study Skills Program

Natalie Sachs

Ball State University

**Plan to Monitor: Study Skills**

**Rationale**

 The goal of this current plan to monitor student progress is to assist a group of students in seventh grade during an after school program. The students who will be helped by this after school program have been identified using various measures. Eligible students were selected by assessing their pretest and posttest data after a classroom guidance presentation on study skills given to seventh grade students in a local middle school. Once students were identified as not having increased their knowledge of various study skills, the professional school counselor met with the classroom teachers to obtain more information. Grades were obtained based on completion and grades on homework assignments, in class activities, and tests. Additionally, the teachers provided anecdotal evidence of the identified students to the school counselor. Lastly, the professional school counselor conducted behavioral observations of the identified students to observe what classroom behaviors may be hindering performance on achievement tests and homework. An example of a lesson plan that will be utilized to help students improve their test-taking skills is included in appendix f.

**Perception Data**

The perception data used to delineate eligible students for the after school help group was based upon various measures. Pretest and posttest results obtained during a classroom guidance lesson on study skills presented to the seventh grade at Lincoln Middle School alerted the professional school counselor of students who may need assistance. Some of the statements assessed included: I study at least ten minutes a night and I make sure that all my homework is complete before I turn it in. The students who did not score well with some items were marked as potentially needing additional interventions. Attendance records of students identified as needing assistance were obtained from the main office and from the classroom teachers for each respective students timeliness and presence in each class. Grades from each student’s teachers were obtained, along with progress reports to assess for increases and decreases in grades throughout the year. Various grades on assignments and tests were retrieved from Powerschool, the grade system used at Lincoln Middle School, in addition to grades received by teachers. Each classroom teacher reviewed test grades, homework grades and in-class activities to identify difficulty areas. Anecdotal evidence was collected from classroom teachers for students eligible for this after school program to further identify problem areas and interventions attempted. Lastly, the professional school counselor observed each student identified in need of this program during class time once.

**Goals**

The goals for the selected students who will participate in the after school study skills program (ASPIRE) are to improve their test grades and homework grades by at least 10 percent. Students in the after school program will also increase their knowledge of various study skills. They will increase their knowledge of test-taking skills, study skills, and goal setting by 80 percent.

**Action Plan**

The selected students will accomplish the previously mentioned goals by participating in the after school study skills program (ASPIRE). Students will meet twice monthly in their after school program for four weeks during the first instructional semester of the 2013 school year. The students will engage in this program for a total of eight weeks, every other week meeting with the ASPIRE study skills program and on off weeks meeting with the school counselor. The meetings will range from test-taking skills to goal setting to identification of personal learning style. An example lesson plan will be provided in appendix f. The lesson plan will include the standards addressed, rationale, procedure, evaluation and learning resources utilized in this lesson.

 Student’s grades will be checked twice monthly to ensure that students are making progress with their studies. Additionally, the professional school counselor will meet with each teacher once monthly to discuss behavioral observations as well as classroom performance. Lastly, the professional school counselor will meet individually with each student bi-weekly to identify improvement areas.

will consist of various lesson plans to target the needs of the selected students. Lesson plans

**Domain, Standards, and Competencies**

The ASPIRE after school study skills program meets several standards. A majority of the standards addressed are academic standards. The first domain of academic development states that students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

 The first standard satisfied through this program is A:B1.3, applies the study skills necessary for academic success at each level. This standard can be seen in each of the lesson plans that will be accomplished throughout the program. The standard A:A2.1, states that students will apply time management and task-management skills will be utilized as well during the time management lesson plan during the study skills unit. A:A2.4 will be accomplished during the learning styles lesson plan within the study skills unit. Students will apply knowledge and learning styles to positively influence school performance to accomplish this competency. Standard PS:A1.3 will be satisfied by having students learn about goal setting and how goal setting process works, students will then set their own goals during this lesson plan.

 For the example lesson plan included in appendix f, students will be satisfying several competencies. Students will be able to demonstrate the ability to work independently as well as the ability to work cooperatively with other students during the test-taking tips activity. Students will work in pairs and with the class to identify different strategies to utilize when preparing for tests, this standard is A:A3.2. A:A2.3 will be satisfied by helping students to learn the right questions to ask and how to ask questions when unsure of expectations, students will also learn the importance of asking questions when preparing for tests. Students will also be learning A:B1.3, in which they will apply the study skills necessary for academic success at each level, specifically students will learn about test-taking skills and strategies during this example lesson plan.

**Data on ASPIRE Study Skills Program**

**Process Data**

Ten students will meet with the school counselor during a thirty-minute period after the instructional day twice monthly. The selected students will engage in many different educational interventions to increase their ability to perform on different educational tasks such as tests, homework and will increase their knowledge of different study skills and time management. The first unit that will be covered throughout this study skills program will include various topics on characteristics of successful students, goal setting, test taking tips, time management, learning styles, and other study skills. An example of a lesson plan included in the plan to monitor will consist of test-taking skills, located in appendix F. In addition to these lesson plans, the students will meet with the professional school counselor on the weeks where they do not meet after school. During the individual sessions the counselor and student will collaborate to identify areas of improvement and to add additional interventions to help student meet and improve their goals.

**Perception Data**

Individual pretest and posttests will be administered throughout the duration of the ASPIRE study skills program preceding the lesson plans and after lesson plans have been executed. The pretest and posttests will provide information about student’s knowledge, attitudes and ability to perform certain tasks. The overall impact of the after school program will be assessed by providing students with a pretest and posttest about their overall comfort with the program and how they feel they have progressed throughout the program.

 Additional perception data was obtained via classroom teachers regarding academic progress. Teachers will provide progress reports for each of the ten students in addition to attendance records over the course of the program. Teacher’s notes will serve as evidence and will be received from the classroom teachers regarding their perception of the students’ success and progress throughout the program. The anecdotal evidence provided will consist of students behavioral observations and their ability to use knowledge learned in the after school program to the classroom work and homework.

Lastly, the school counselor’s anecdotal notes taken during individual sessions with students in the program will help to identify and note progress made from students and will continue to outline areas of improvement. A final evaluation will take place at the end of the semester program. The evaluation will serve as an indicator of the progress that each student has made and if they were able to increase their knowledge and ability to perform crucial academic tasks vital to lifespan development. This form is included in appendix e .

**Outcome Data 🡪 comparing both the pre and post test data from the duration of the program, graduation rates, referrals (numbers oriented, standardized testing, grades, discipline referrals)**

Progress reports, attendance records, and pretest/posttest data will be reviewed and analyzed at midterms of the first instructional semester to the finals of the first semester. Comparison data will be assessed and an overall percentage will be obtained to identify if the study skills program was successful in meeting its goals. In addition the pretest/posttest surveys for each unit and lesson plan will be analyzed to see the effectiveness. Lastly, the overall pretest and posttest data administered before the program and at the conclusion of the program will provide additional outcomes data as to the overall impact and effectiveness the program had on its participants. **(this stuff falls under perception data)** **References**

American School Counselor Association (2004). *ASCA National Standards for students*. Alexandria, VA: Author.

Behavioral Observation of Students in Schools (2008). Retrieved from <http://www.pearsonassessments.com/NR/rdonlyres/5439724A-BE33-487E-AECA-09F3F8BC923E/0/BOSS_BW_SR.pdf>

Kruger, S. (2011). *S.O.A.R study skills*. (pp. 92-101). Grand Blanc, MI: Grand Lighthouse Publishing.

Missouri Comprehensive Guidance & Counseling Programs (2009). The successful student <http://www.missouricareereducation.org/project/guidelsn/acad2>

**Appendix A:**

**Activities Planned:**

**Pre-Program:** willconsist of classroom observation, meeting with teachers to assess progress reports/grades and attendance.

**Week 1:** Picturing the Successful Student

**Week 2:** Individual meeting with the Professional School Counselor

**Week 3:** What’s your style (Learning styles)

**Week 4:** Individual meeting with the Professional School Counselor

**Week 5:** Review for better education (Test-taking skills, study skills)

**Week 6:** Individual meeting with the Professional School Counselor

**Week 7:** Goal Setting, impact of choices

**Week 8:** Individual meeting with the Professional School Counselor

**Appendix B:**

**Pre and Post Test for Study Skills Unit**

**Directions**: Read each statement carefully. Circle the number that best describes your study habits.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Never1 | Rarely2 | Sometimes3 | Very Often4 | Always5 |
| 1) When I receive a test I read over it to see what I do and don’t know.  | 1 | 2 | 3 | 4 | 5 |
| 2) My study materials are neat and organized. | 1 | 2 | 3 | 4 | 5 |
| 3) When I get to a question on a test that I don’t know, I circle it and come back to it later.  | 1 | 2 | 3 | 4 | 5 |
| 4) I ask my teacher questions when I don’t understand something on a test. | 1 | 2 | 3 | 4 | 5 |
| 5) I read the test question and try to think of the answer before I look at the choices.  | 1 | 2 | 3 | 4 | 5 |
| 6) I cross out the answer options that I know are incorrect.  | 1 | 2 | 3 | 4 | 5 |
| 7) I study for tests the night before.  | 1 | 2 | 3 | 4 | 5 |
| 8) I feel stressed out when studying for a test.  | 1 | 2 | 3 | 4 | 5 |
| 9) I use a sharpened pencil when taking tests and I write neatly.  | 1 | 2 | 3 | 4 | 5 |

**Directions**: Please answer the questions below honestly.

10) What are some challenges you face when studying for tests? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11) What are some things you do to prepare for tests?

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12) What are 2 areas that you would like to improve about how you do on tests? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C:**

**Small Group Action plan**

School Name: Lincoln Middle School

Year: 2013

Group Name: ASPIRE Study Skills Group

Target Group: 10 students who have been identified as needing extra assistance. Students were identified as having failed tests; turn in late assignments, and who have been observed to be having difficulties during counselor observation. Students need help improving study skills including time management, test-taking skills, organizational skills.

Data Used to Identify Students: Progress report from weeks 8-12, attendance in classes, observation notes from school counselor and pre and post test data.

|  |
| --- |
| Small Group Action Plan  |
| School Counselor (s)  | ASCA domain, standard and student competency | Outline of group sessions to be delivered  | Resources needed  | Process data (projected number of students affected)  | Perception data (type of surveys to be utilized)  |  Outcome data (achievement, anecdotal evidence from individual counseling sessions, behavioral observations)  | Project start/ project end  |
| Natalie Sachs   | Academic Development Standard A & B:A:A3.2.A:A2.3A:B1.3, | Thirty minutes twice monthly lesson plan about various study skills for eight weeks. Individual meetings with students to assess progress and improvement areas  | Lesson plan from Missouri Career Education, ASCA National Standards for Students and Teachers  | Ten students in the seventh grade for eight weeks  | Pretest and Posttest, anecdotal notes, progress report (grades) provided by teacher, attendance and behavioral observations  | Progress report from week eight through twelve, Progress report from weeks twelve through week sixteen, and Final report card from the last eight weeks of the semester (finals)  | October 1st through December 20th  |

**Appendix: D**

**Behavioral observations in class**

|  |  |
| --- | --- |
| **Student Name:** | John Downs  |
| **Class and Time:**  | Pre-Algebra, 10:00 am, Tuesday, October 1st.  |
| **Task:****AET:** Actively Engaged in Task**PET:** Passively Engaged in Task**OFT-M:** Off task- Motor**OFT-V:** Off task- Verbal**OFT-P:** Off task- Passive**Redir:** Direct to task | Student was actively engaged in task throughout most of the time observed. However, John was off task when he was talking to his classmates for approximately 2 minutes instead of working on the in- class assignment. Therefore, when the class was asked about what was discussed John did not know what was going on.  |

**Appendix E:**

**Anecdotal Notes from Individual Sessions**

|  |
| --- |
| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Notes  | Goals  |
| Week 2 |  |  |
| Week 4 |  |  |
| Week 6  |  |  |
| Week 8 |  |  |

**Appendix: F**

**Lesson Plan**

|  |  |
| --- | --- |
| School Corporation: | Lincoln School System  |
| School Name: | Lincoln Middle School  |
| Contact: | Natalie Sachs (Nasachs@bsu.edu)  |
| **American School Counseling Standards for Guidance**  |
| **Standard(s) addressed:** | Academic Development StandardA & B: | **Indicator(s)****addressed:** | **A:A3.2:** Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students  **A:A2.3**: Use communication skills to know when and how to ask for help when needed  **A:B1.3**: Apply the study skills necessary for academic success at each level  |
| **Instructional Development** |
| Grade Level(s):  | 7th grade, 10 students  |
| Title: | Prepping for Tests  |
| Rationale: | To help students identify various test taking skills and to understand how to answer different types of questions (essay, multiple choice, short answer etc). This unit will assist students in identifying different strategies of test-taking skills to succeed on academic tests throughout the school year and the lifespan.  |
| Time Frame: | 30 minutes |
| Procedure:  | Step 1: Administer pretest by having students put things away except for a pencil. Take pretest, once finished sit quietly and wait for the group to finish Step 2: Counselor will introduce the topic of test-taking tips by asking students what strategies they employ when studying for a test, counselor will lead discussion of what aspects are challenging and what aspects they are comfortable withStep 3: The counselor will read the *Sam the Slacker* story to students and ask students to identify the decision/choices that Sam made that resulted in him failing his science test. Step 4: *Test- Taking Tips* handouts will be utilized by class. Counselor will review different test taking tips that can be used on any test. Ask students to identify the skills they use most frequently and successfully. Step 5: The counselor will divide the group into pairs and students will cut up skill cards and will be provided with a poster board to paste each skill card on. The students will discuss different situations or past experiences in which they have utilized that particular skill card. Students will then talk to the group about some of their skill cards that worked and didn’t work for them. Step 6: Refer back to the *Same the Slacker* story, ask students to provide decision/choices that could have changed the story’s ending, using the skill cards and other information learned during class activity. Step 7: Encourage students to choose two or more new skills they will use to improve their grades. Have students work in pairs to develop goals for improvement. Ask 4 students to share their plans. Step 8: The counselor leads a discussion with the group about the importance of test taking and discusses how the students feel after learning about test-taking skills. The counselor Step 9: Students will take the practice multiple-choice test of the test and will complete the short answer portion. Students will then work within their assigned pairs to discuss answers. A group discussion will be led at the end of the discussion. Step 10: The counselor administers the post-test to the students. Once finished the lesson concludes.  |
| **Evaluation** (See attached summary and data) |
| How will mastery of the guidance indicator(s) be evaluated? | Mastery will be evaluated by comparing results on the pretest and posttest. Additionally, evaluation will be based on students’ completion of the test-taking skills worksheet and group discussion on “Sam the Slacker.”  |
| **Learning Resources** |
| Resources needed:e.g., technology resources, media resources, books, web sites | Pre and Post-test, *Sam the Slacker* story, discussion questions, Scissors, glue, poster board 5 needed, Test-taking tips worksheet |
|  |  |
| Collaborative Partners:e.g., advisory teachers, other teachers, community resource people | 7th grade teachers at Lincoln Middle School  |

**Appendix G:**

Sam the Slacker

Sam has a big test the next day. He has put off studying until the night before the science test. When he gets home, a friend calls and wants him to go to the mall. Sam decides to go, thinking he will study when he gets home. When Sam gets home, he discovers that his grandmother has stopped by his house for a visit. It would be rude not to visit with his grandmother, so Sam thinks he will study after his grandmother leaves. When his grandmother leaves, his girl friend calls and needs to talk to him about what happened to her in PE. Sam decides he will study for his test when he gets off the phone with his girl friend. When he gets off the phone, he looks in his backpack for his study guide. His backpack mess delays him. After searching for 30 minutes, he can’t find the study guide and has no idea what to study for the test. He decides to call Mark, a friend in his science class, but he does not have his phone number. Mom comes and says it’s time for him to go to bed and he says he still needs to study for his science test. He decides to do the best he can and starts looking at his book. It is getting late, Sam is tired, and he falls fast asleep. Since Sam stayed up so late the night before, he doesn’t hear his alarm and oversleeps. He is late and doesn’t have time for breakfast. Sam is stressed out and worried that he will surely fail the test. He takes the test and fails it.

Bad Decisions Summary:

He decided not to create a study plan.

He decided to go to the mall when he needed to study.

He decided to talk with his girlfriend when he needed to study.

He decided not to make the most of his study time.

He decided to have a disorganized backpack.

He decided not to learn what to study.

He decided not to have all the materials he needed in his backpack.

He decided not write down phone numbers for classmates and/or homework hotline.

He decided not to get organized before bedtime.

He decided not get a good night’s sleep and not to eat a good breakfast before the test.

He decided to think negative thoughts and to be stressed and worried.

He decided not to keep his mind on the test.

**Appendix H:**

**Test-Taking skills Tips**

* **Have a watch or clock available when taking a test**
	+ Make sure you know how much time you have to take the test, pacing yourself is key
* **Before you start the test read over the test quickly**
	+ This will give you a picture of the whole test and will help you to judge how much time you spend on each section or question
	+ Look for clues in other questions to help you throughout the test, you may find a few answers in other questions
* **If you get to a question you don’t know, circle it and come back to it later**
	+ This will help you to answer the questions you do know and save energy for questions you don’t know
	+ You may find the answer or clues to the answer as you go through the test
* **When you receive your test, immediately write down as any information needed for the test.**
	+ Write this information down to keep from getting flustered and from forgetting important information
		- Ex.) Formulas, specific dates, names etc.

|  |  |
| --- | --- |
| **Multiple Choice** | * **Read the question**
* **Try to think of the answer before you look at the choices**
* **Read the choices**
* **Cross out the wrong ones**
* **Pick the most logical answer that remains**
 |
| **Matching** | * **Do the ones you know first and cross them off**
* **Do the best you can with whatever is left**
 |
| **Short Answer** | * **If you don’t know the exact answer, write down whatever you do know that’s related. You may get partial credit.**
 |
| **Fill-in-the-black**  | * **Look at the length or number of blanks, this may be a hint**
* **After you filled in the blank(s), reread the statement with your answer to make sure that your answer makes sense in the sentence**
 |
| **True/False** | * **Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.**
 |
| **Essay**  | * **Write a brief outline of the major points you want to include in your answer**
* **Begin your answer by restating the question, REMEMBER get to the point quickly**
 |

#### Appendix I:

#### ACTIVITY SHEET 1: TEST-TAKING SKILLS

**(Tape Test-taking Skills Cards to this grid)**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

**Appendix J:**

**ACTIVITY SHEET 2: Skill Cards**

**(Cut the cards** apart **for students to use in categorizing the skills.)**

|  |  |
| --- | --- |
| **Take the appropriate (and approved) materials (e.g. #2 pencil, calculator) to the test** | **Keep your mind on the test** |
| **When several questions relate to a passage or information provided in test, read the questions BEFORE reading the passage/information** | **Pace yourself! Answer “easier” questions first without spending too much time on one question** |
| **Think positive thoughts and use relaxation techniques to focus your mind on questions.** | **If you have time, review your answers, and change answers ONLY when you are sure they are wrong.** |
| **Get a good night’s sleep and eat a good breakfast before the test**  | **Read all the directions, looking for key words and phrases** |



