**Math Study Skills Evaluation IV (condensed)**

**Winning at Math & My Math Success Plan**

**Paul Nolting, Ph.D.**

The Math Study Skills Evaluation IV is a diagnostic and prescriptive survey based on student responses that presents an overall score along with subtest scores. Each missed question is listed with a brief explanation followed by specific Winning at Math sixth edition reference page number(s) to immediately address a student's individual learning needs. The subtest scores are also listed with references to the most appropriate **Winning at Math** (WAM) chapter(s) to suit a student's needs. This evaluation also is designed to recommend chapters to read in **My Math Success Plan** (MMSP) workbook for students with disabilities and Wounded Warriors. Understand that making a low score probably is not your fault and a low score indicates that your math success can be improved by applying the math study skills taught in this text.

First, students using WAM should focus on the recommendations for individual questions, especially any "a" or "c" answer. They should then focus on the subtest areas, beginning with their lowest subtest score. If there is a tie score, then select the most interesting subtest area. Students using MMSP should begin to focus on the reference chapters suggested in the lowest subtest areas and move on to the highest subtest score.

Paul the overall result of your evaluation is a score of **60**

A score of 79 and below means you need to improve your math study skills and this could be the main reason you may have had having difficulty learning math. Most college students have not been taught general study skills and even fewer students have been taught math study skills. That is not your fault. However, by using Winning at Math or My Math Success Plan you can learn math study skills and apply those skills to improve learning. Making a low score on this survey means that you have even more of chance to improve your math learning and grades.

**You have a score of 63 in Study Effectively,** which measures the understanding that studying for math, is different than other subjects. It also measures your effective use of study place(s), study schedules, study tools, and motivation. The WAM reference chapters are 1, 4 and 9. The MMSP reference chapters are 1 and 5.

**You have a score of 62 in Memory and Learning,** which measures the understanding of learning styles, the learning process, as well as developing a learning plan and memory strategies. The WAM reference chapters are 2 and 5. The MMSP reference chapter is 4.

**You have a score of 58 in Reading and Homework**, which measures the understanding of the syllabus, along with developing reading and homework strategies to improve math learning. The WAM reference chapter is 7. The MMSP reference chapter is 2.

**You have a score of 57 in Classroom Learning,** which measures the ability to develop listening strategies, note-taking systems as well as the ability to ask questions. The WAM reference chapter is 6. You also need to view the Taking Effective Math Notes DVD. The MMSP reference chapter is 2.

**You have a score of 60 in Test Anxiety and Test-Taking,** which measures the understanding of the effects of test anxiety, how to reduce test anxiety, how to take tests and how to analyze test results. The WAM reference chapters are 3 and 8. You also need to view the Mastering Math and Test Anxiety and the Ten Step s to Taking a Math Test DVDs. The MMSP reference chapter is 3.

Question #1: My habit is that I:
Response: 1 seldom study math every school day.

Your response indicates that you may not understand that math has a sequential learning pattern. A sequential learning pattern means material learned one day is used the next day and the next day and so forth. That means putting off studying math will lead to poor math grades. You need to study and do your homework before each class.
You need to read pp. 16-23 p in Winning at Math.

Question #2: When learning math:
Response: 1 I do not believe that math study skills, test anxiety and motivation represent about 25% of my grade.

Your response indicates that you may not totally understand the different factors that contribute to learning math and your grades. The major factors contributing to learning math and grades are math knowledge (50%), math instruction (25%) and student learning (25%). The variable of student learning (25%) and self–motivation to use math study skills can improve your grades. This is the only variable totally under your control. Use the math study skills in this text to improve your grades.
You need to read pp. 36–40 in Winning at Math.

Question #4: My habit is that I:
Response: 3 almost always become anxious and forget important concepts during a math test.

Your response indicates that you have symptoms of math anxiety and/or test anxiety. Math and test anxiety are learned responses, which can be unlearned. You need to learn how to control your anxiety by using relaxation techniques and positive self–statements during homework and tests.
You need to read pp. 67-80 in Winning at Math. You need to listen to How to Reduce Test Anxiety CD from the Web based Auditory Relaxation Training program or on the www.academicsuccess.com Web site and practice the relaxation techniques.

Question #8: My habit is that I:
Response: 1 seldom study math at least 8 to 12 hours a week.

Your response indicates that you may not be aware of the study time required to be successful in math. You need to make a study schedule and set study goals. You need to study math at least 8 hours a week to make A's and B's. Remember that students who make C's usually fail their next math course.
You need to read pp. 96-100 in Winning at Math.

Question #9: Each week, I:
Response: 2 often plan the best time to study math.

Your response indicates that you often study in a random manner that can cause problems, when preparing for math tests. The best time to study math is right after your math class. You need to complete the Weekly Study Goals Sheet.
You need to read pp. 99 & 101-103 in Winning at Math.

Question #10: I:
Response: 2 somewhat understand how the stages of memory affect my math learning.

Your response indicates that you may not have a total understanding of how the stages of memory affect math learning. Memory requires receiving, retaining and recalling information. Understanding this process and knowing where the memory may be breaking down is a key to remembering information for a test.
You need to read pp. 108-114 in Winning at Math.

Question #11: My habit is that I:
Response: 1 seldom use my best learning style to help learn math.

Your response indicates that you need to know how to use your best learning style modality (visual, auditory, hands on) to learn math. For example, if you are an auditory learner then you may learn best by repeating information or hearing information from a tape recorder rather than making note cards. Using you best learning style first can improve your learning efficiency and improve grades.
You need to read pp. 115-121 in Winning at Math.

#13: My habit is that I:
Response: 2 sometimes use flash cards to help remember math information.

Your response states you sometimes or you do not use flash cards to improve your memory of math facts or concepts. Many students have used flash cards to help them remember formulas or other math facts such as multiplication tables and math concepts. You can use 3 x 5 index cards to develop your own flash cards or you can go to the Winning at Math Student Success Website and develop electronic flash cards.
You need to read p.p. 117 & 122-125 in Winning at Math.

Question #15: My habit is that I:
Response: 2 sometimes sit in the front or middle of the math classroom.

Your response indicates that you may not sit in the front or middle of the classroom all the time. To avoid distraction and pay more attention, you need to sit in the front or middle of the class. Also, by sitting in these areas you are more likely to hear the instructor and be noticed if you have any questions. Sitting in the Golden Triangle of Success may help you learn more math and improve your grades.
You need to read pages pp. 130-133 in Winning at Math.

Question #16: My habit is that I:
Response: 3 do not use a note–taking system to efficiently record and remember math lectures, Emporium model or on line courses. .

Your response indicates that you often or may not use a note–taking system to efficiently record and remember lectures. Since math learning is sequential, you need to use an effective note–taking system all the time. Many math students may record the problem and accompanying steps, but do not record the instructor's explanations. They understand the reasons for the steps during the lecture; however, when

doing homework later that night they may forget them. An efficient note–taking system can improve learning
You need to read pp. 134 - 141 & 144 - 149 in Winning at Math.

Question #17: I:
Response: 1 seldom use an abbreviation system when taking notes.

Your response indicates that you may spend too much time taking notes instead of listening to the instructor. Developing an abbreviation and note–taking system can reduce your note writing time and improve your listening skills. Remember that it is difficult to write everything down and understand the instructor at the same time. Taking notes is a skill that can be learned.
You need to read pp. 135 – 136 in Winning at Math

Question #18: When I take math notes, I:
Response: 2 often copy all the steps to a problem.

Your response indicates that you do not copy down all the steps to math problems, which can cause problems when doing your math homework. Each math problem step may be clear while the instructor is explaining it, but a few days later you may forget how to get from one step to another.
You need to read pp. 140-141 & 144 - 145 in Winning at Math.

Question #21: I:
Response: 1 seldom ask questions in math class.

Your response indicates that you should ask more questions in math class. Holding back questions in math class can cause confusion and frustration in class or when doing your homework. Ask questions in math class to improve your learning. Remember if you are confused, so are most of the other students.
You need to read p.143 in Winning at Math.

Question #22: I:
Response: 2 often review and rework my math notes before the next class or online assignment.

Your response indicates that can improve your math learning by reviewing and reworking your notes after each class or online assignment. This reviewing and reworking process helps transfer math learning from short-term memory to long-term memory. Most forgetting occurs right after class so review as soon as possible.
You need to read pp. 142-143 in Winning at Math.

Question #24: I:
Response: 3 almost always stop reading the math textbook or online text when I get stuck.

Your response indicates that you have problems reading your math textbook and probably do not have a textbook study method. A textbook study method can help improve your mathematics learning. Reading a math textbook is more difficult than your other textbooks and requires different skills.
You need to read pp. 155 & 158 – 166 in Winning at Math.

Question #25: After reading the math textbook, I:
Response: 1 seldom mentally review what I have read.Your response indicates you do not take the time to review math material right after you read it. Reviewing material right after you read it will help you remember it. Review the material for about five to ten minutes to improve your memory.
You need to read pp.162 & 165-166 in Winning at Math.