**Math Study Skills Evaluation - 7th Edition**

**Academic Success Press, Inc.,** [**www.academicsuccess.com**](http://www.academicsuccess.com)

**Student Sample**

**The Math Study Skills Evaluation - 7th Edition** is a diagnostic and prescriptive survey based on student behavioral 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 - 7th 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 - 7th Edition (WAM)** chapter(s) to match a student's needs. 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. These math study skills can immediately help you improve learning and grades.

First, students using **WAM** should focus on the recommendations for individual questions, especially any "1" or "3" 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.

**Paul College 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** 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.** These math study skills behaviors can be immediately learned and applied. Do it now!

**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 and 3.

**You have a score of 67 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 chapter is 6.

**You have a score of 63 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 are 3 and 4.

**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 2.**u have a score of 47 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 is 5.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. 8, 16 – 22 in Winning at Math.Question #2: When learning math:  
Response: 2 Somewhat believe that math study skills, test anxiety and motivation represent about 25% to 41% 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% – 41%). The variables of student learning, self–efficacy 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. 146 – 147 in Winning at Math.Question #3: My habit is that I:  
Response: 3 do not develop an overall mathematics learning plan based on study skills, anxiety and motivation to improve my learning.

Your response indicates that you may not always develop a comprehensive success plan to learn math. A comprehensive plan for learning math examines your test anxiety, locus of control (internal motivation), and math study skills. Completing Math Study Skills Evaluation can help you recognize your learning strengths and areas for improvement. Completing the Learning Modality Inventory can reveal the best ways to learn math. Now, you can immediately develop your Individual College Success Plan for Math by focusing on the areas needing improvement. You may need help from your counselor, advisor or instructor to develop the steps for your "My Math Success Plan."  
You need to read pp. 14 – 15, 168 – 170, and Appendix B 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. 119–125 in Winning at Math.Question #6: When attending class:  
Response: 2 I somewhat believe that up to 50% of the information learned in class is lost by the next day.

Your response indicates that you may not understand that waiting more than a day to study can cause up to 50% loss of information. Psychological research indicates the best time to study is right after class or at least the same day. The sooner you schedule doing homework, attending the math lab, reviewing notes or studying after class, the more information you will retain in a shorter amount of time. Keep this in mind when completing your study schedule.  
You need to read p.62 in Winning at Math.Question #7: I:  
Response: 3 almost always do most of my studying the night before the test.

Your response indicates that you may not know the best times to study for a math test. Studying only study the night before can cause serious learning problems and test anxiety. You should start studying for a math test at least three days before the test. The night before the test you should just be reviewing learned material.   
You need to read pp. 62 – 63, and 65 in Winning at Math.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. 62 – 68 in Winning at Math.Question #11: My habit is that I:  
Response: 1 seldom use my best learning preference to help learn math.

Your response indicates that you need to always use your best learning preference 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 your best learning preference first can improve your learning efficiency and improve grades.  
You need to read pp. 157 – 163 in Winning at Math.

Question #15: My habit is that I:  
Response: 1 do not use technology such as smart phone to aid in note–taking.

Your response indicates that you may use technology such as smart phone to assist in note–taking. It is difficult to copy down all the steps of problems and understand the concept at the same time. With the instructor's permission, you can record lectures taking picture of difficult problems on the board. You can even send the recording and pictures to your computer. Now you can present to the instructor or tutor the exact problem steps you did not understand for an explanation and review the information for tests.  
You need to read pages pp. 36 – 37 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, computer–based 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. 39 – 54 in Winning at Math.Question #17: 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. 39 – 40 and 43 – 45 in Winning at Math.Question #20: My habit is that I:  
Response: 1 do not develop a math glossary defining math terms and vocabulary.

Your response indicates that you often or do not create a math glossary of terms and vocabulary. A math glossary is needed for all chapters since math is a foreign language. Misunderstanding one word or term could lead to confusion in solving problems. To best understand and remember the math glossary, put the definitions in your own words. If you need a math glossary example go to www.academicsuccess.com (student resources).  
You need to read pp. 45 – 46 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 pp.76 – 77 in Winning at Math.Question #23: When attending the math lab or learning resource center:  
Response: 1 do not have effective strategies to learn math from my tutor.

Your response indicates a need for more effective strategies to learn math from your tutor. Since most math learning occurs outside the classroom, you need to effectively use the time with a tutor. Just having the tutor show you how to solve the problem is not good enough. You need to put your tutor schedule on your phone, ask questions, take pictures of difficult problems in class, take pictures of solved problems, record the problem solving discussion, and explain your learning style. Talk aloud, so the tutor knows your steps and other strategies. Consider tutoring as a classroom/study session to retain the most information immediately and for test review.  
You need to read pp. 101 – 102 in Winning at Math. Question #26: I:  
Response: 1 seldom review class notes or read the textbook assignment before doing my homework.

Your response indicates that you need to improve your homework system. An effective homework system can decrease your frustration and improve your homework success. Reviewing your class notes or textbook before doing your homework can help you remember how to do the problems.  
You need to read pp. 82 – 85 in Winning at Math.Question #27: My habit is that I:  
Response: 1 seldom use a homework system to effectively solve problems and remember the concepts.

Your response indicates that you may not use a system to for textbooks or online homework. A homework system can improve the retention of problem solving steps which can be remembered during tests. Following a step–by–step homework system can improve learning and grades.  
You need to read pp. 84 – 85 in Winning at Math.Question #28: I:  
Response: 2 often fall behind in completing math homework assignments.

Your response indicates that you have difficulty keeping up with your math homework. Doing your math homework every day must be a priority. Students who get behind in their math homework set themselves up to fail math.  
You need to read p. 84 – 85 and 92 – 93 in Winning at Math.Question #29: I:  
Response: 1 rarely use apps or Web sites to help solve or understand homework problems.

Your response indicates that you often or rarely use apps or Web sites to help solve homework problems or understand the concepts. Even when doing on line homework some homework problems are difficult to solve or understand the concept. This is also true of paper homework, worksheets or practice tests. You can now use apps or Web sites to view problem steps, have another explanation of solving the problem or checking answers. Videos are also available to improve solving similar problems and prepare for tests. You need to read pp. 95 – 99 and Appendix A in Winning at Math.Question #31: When taking a math test, I:  
Response: 3 almost always start on the first problem and work the remaining problems in their numbered order.

Your response indicates that you need to improve your test–taking techniques. You are losing test points using your current test–taking system. You need to work the easy problems first and the harder problems last.  
You need to read pp. 126 – 135 in Winning at Math.Question #32: When time permits, I:  
Response: 1 seldom check over my test answers.

Your response indicates that you have difficulty checking over all your test answers. You are losing test points by not using all the test time to check your answers. If you have careless errors then you need to use all the test time. Identify the reasons that you left the room early and deal with them.  
You need to read pp. 128 – 135 in Winning at Math.Question #33: When my math test is returned, I:  
Response: 1 seldom analyze the test errors.

Your response indicates that you do not analyze all of your math tests for test–taking errors. By analyzing your test, based on the six types of test–taking errors, you can improve your test scores. Review your previous test to see what type of errors you made. Try to avoid the same errors in the future.  
You need to read pp. 136 – 140, and 142 in Winning at Math.Question #35: When thinking about mathematics:  
Response: 1 I almost always focus on the past experiences that have caused learning problems or anxiety.

Your response indicates that you may be focusing too much on past experiences that caused learning problems or anxiety. Thinking about the past can cause anxious emotions and thinking about your current math class and future classes. This can cause depression. These types of thinking patterns can be your own worst enemy. You need to practice the art of Mindfulness, which is focusing on the present and can help you focus on how to become a successful math student. You can practice the Right Mindset, anxiety reduction, developing study strategies, exercising and not participating in avoidance.  
You need to read pp. 26 – 27 in Winning at Math.